Dudley Virtual School Standard Operating Procedure

SOP 04 – PEP Quality Assurance and Sign-Off Procedure

Dudley Virtual School has a statutory responsibility to ensure that PEPs are effective, of high quality with a focus on educational outcomes.

To achieve this Dudley Virtual School (DVS) has set criteria which must be met for every PEP recorded on the Dudley ePEP Online system before it can be signed off as COMPLETE or GOOD.

A PEP is COMPLETE when all sections are completed with sufficient detail. There is a clear record of progress and achievement with targets reviewed and the impact of any interventions recorded. It must also indicate that the child has been involved and their views recorded and responded to.

Where a PEP does not meet the threshold for a COMPLETE PEP, DVS will contact the professionals responsible to request corrective action prior to sign-off.

A PEP is GOOD when all sections are completed to a high standard with relevant detail to chart the progress, needs and support in place, documents attached where appropriate, targets reviewed and the impact of any interventions are measured. It will provide a comprehensive picture of how the child is progressing, a full account of the support that is in place and clear evidence that views of the child have been sought and acted on.

An INCOMPLETE PEP is a PEP which does not meet the threshold to be a COMPLETE or GOOD PEP, but must be closed. This situation may arise, for example, when an incomplete PEP needs to be signed-off at the end of term to generate the next term’s PEP, or when a PEP will never be completed due to a change in circumstances (e.g. school move or the child left care).

The sign off of a PEP as INCOMPLETE is a last resort and will only be rated as such after social workers and/or designated teachers have been given the opportunity to complete the relevant sections.
**‘COMPLETE PEP’ CRITERIA**

A COMPLETE ePEP will have all mandatory information fields appropriately completed and the following data and information recorded:

| 1 | Social Worker Section (A) | □ All mandatory sections to be completed |
| 2 | Child/Young Person’s Views | □ Recorded either in Section B – using the Young Person’s module or directly, Early Years module/Child’s Views (STARS), SEN module or as an uploaded file (text/picture/audio/video)  
□ If the child does not wish to contribute, this must be recorded in the meeting section |
| 3 | Attendance – All sections completed |
| 4 | Timetables and Alternative Education | □ Yes/No radio buttons selected  
□ If relevant, reasons for P/T arrangements including start date and date for return to F/T |
| 5 | Exclusions | □ Yes/No radio buttons selected  
□ If relevant, details of any exclusions |
| 6 | Attainment and Progress | □ Correctly recorded for core subjects* in KS1/KS2/KS3 and all areas/subjects in EYFS/KS4  
□ For KS4, ‘working at’ GCSE grades for attainment for all relevant subjects recorded. |
| 7 | SEND | □ First 2 yes/no radio button questions answered  
□ If YES answered to either of the above, category(ies) of need recorded  
□ If relevant, details of progress of EHCP Needs Assessment recorded  
□ Relevant documents attached |
| 8 | Health and Emotional Wellbeing | □ All radio button yes/no questions answered  
□ If not ‘Green’/’no concerns’ answered to any of the above, relevant details of issues and support in place/planned recorded  
□ If relevant, details of involvement/referral to specialist agencies/services recorded  
□ Relevant documents attached |
| 9 | Careers and Post 16 Planning | □ For years 9-11 all relevant sections completed by the Spring Term PEP |
| 10 | Targets (must be SMART) | □ At least one target for each of the core subjects*  
□ At least one target identifying how the PP+ funding is being used to raise the child’s attainment  
□ Target(s) reflecting any issues identified in the PEP which are not recorded elsewhere e.g. transitions, exclusions and behaviour, SEMH and attendance concerns, response to the child’s views  
□ Targets set previously are reviewed  
□ Targets for children in EYFS/preschool should include the Prime areas |
| 11 | The PEP Meeting | □ Confirmation of PEP Meeting button clicked  
□ All Attendees recorded  
□ The child’s talents and interests recorded  
□ Meeting summary gives a clear account of the discussion at the meeting  
□ Child present (yes/no) clicked  
□ Evidence that the child was invited to the meeting and/or to contribute  
□ Response to the child’s views recorded – if the child refuses to engage this must be recorded and a target set to encourage future engagement  
□ Evidence that the carer’s views were listened to and acted on, if appropriate  
□ Next PEP Meeting date set |
### ‘GOOD PEP’ Criteria

**A GOOD PEP will have at least 3 of the following additional features:**

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<tr>
<td><strong>Attainment and Progress are</strong></td>
<td><strong>Targets</strong></td>
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<td>□ Recorded for a range of subjects or areas of learning in KS1/KS2/KS3 (i.e. not only core subjects)</td>
<td>□ Are truly S.M.A.R.T.</td>
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<td>□ Provide full details of any intervention, clearly linking to other sections in the PEP</td>
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<td>□ Includes a detailed review of the impact of previous targets</td>
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<td>□ Provide a full and clear account of how PP+ has been used over the last 12 months or longer</td>
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<td><strong>14</strong></td>
<td><strong>Meeting Section</strong></td>
<td><strong>Meeting Section</strong></td>
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<td>□ Evidence that the views of everyone present at the meeting are recorded and taken into account</td>
<td>□ Indicates how a child’s talents and interests have been acknowledged/celebrated and taken into account when formulating plans. NB might include documents, photos or certificates uploaded to the child’s profile; how a child is benefitting from a particular interest/activity; how this might be applied to support their learning etc</td>
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<tr>
<td><strong>15</strong></td>
<td><strong>SEND and Emotional Health and Well Being Sections</strong></td>
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<td>□ Clear description of how the child’s needs are being met with reference to any interventions which are planned or in progress</td>
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<td><strong>15</strong></td>
<td><strong>Careers and Post 16 Planning</strong></td>
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<td>□ All relevant sections completed fully for years 9, 10 and 11</td>
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### Notes

*Core subjects:*
- KS1, KS2: Reading, Writing and Maths
- KS3, KS4: English and Maths

*Attainment data required:*
- End of Key Stage and End of Year Attainment Targets,
- Attainment and Progress definition for each term

**If no date is set for the next meeting** in an **INCOMPLETE PEP** the Virtual School will set a fictitious date (usually 1st January) which must be rescheduled by the school/social worker as soon as possible.

If a PEP is set up on the ePEP system, and there is **no evidence that the PEP took place** on the date specified the **PEP will not be signed off**. A Virtual School Advisor will usually contact the social worker and/or the designated teachers to verify whether the PEP took place. If it did not take place, the social worker and/or the school must notify the Virtual School Officer and update the ePEP system with the new PEP date as soon as possible.

**NB PEPs for Dudley CLA should take place every term**
INCOMPLETE PEP Reason Codes

Every PEP must be signed-off and closed in order to capture the information recorded and, where the child remains in care, to generate the next PEP.

When a PEP is not COMPLETE, the Virtual School Head (or delegated VS Officer) will record any specific missing information in the VS Comments section of the sign off page and sign off the PEP as INCOMPLETE with the appropriate Reason Code.

This will enable the VS to identify any trends in relation to incomplete PEPs and help to notify social workers and designated teachers of future areas for improvement.

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<th>Reason Code</th>
<th>Description</th>
<th>Notes</th>
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| S (A, B, C and/or D) | Incomplete PEP  
Next ePEP at the same school/setting.  
The letter in brackets indicates the section(s) which is(are) incomplete.  
(B) indicates that there is no evidence that the child's views have been captured. | The incomplete ePEP must be signed-off to generate the next ePEP for completion at the same school/setting (e.g. next term’s ePEP). |
| D (A, B, C and/or D) | Incomplete PEP  
Next ePEP at a different school/setting.  
The letter in brackets indicates the section(s) which is(are) incomplete.  
(B) indicates that there is no evidence that the child's views have been captured. | The incomplete ePEP must be signed-off to enable a new ePEP to be completed at a new school/setting (e.g. following a school move). |
| L | NO LONGER CLA  
The child left care before the ePEP could be completed. | The incomplete ePEP must be signed-off so that it can be closed, enabling the child’s ePEP record to be archived. |
| O | OUT OF EDUCATION PEP  
CLA not currently on roll at a school or educational setting. – Not all sections apply/can be completed. | All CLA, including those not attending school, should have a PEP. The ePEP for a child who is not in education should record details of all actions taken to secure education provision. |
| Z | OTHER REASONS | The reasons for the incomplete ePEP must be recorded in the VS Comments field before signing off this PEP as INCOMPLETE. |

Dudley Virtual School, SOP04v2, April 2019