## Designated Teacher and Social Worker User Guide

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Logging In

1. Click on the link sent to you in your welcome email. (Please contact the Virtual School if you can’t find your welcome email.)

2. You will be prompted to set your password which should be at least 8 characters long and include a combination of lower and upper case letters, numbers and special characters.

3. If you already have a password use the link sent to you or type https://epeponline.co.uk/dudley in the browser address bar.

4. After 5 attempts at entering an incorrect password the system will lock you out for 5 minutes before you can login again.

5. If you have forgotten your password you can reset it yourself by selecting Forgot Your Password? A reset link will be emailed to you.

6. Once logged in the system will automatically log you out if it has been inactive for 60 minutes.

**Please note:** If you are entering data onto a page the system will think that it is inactive until you save the page or section or move to another page.

Technical Notes

- ePEP is a secure online system so you will not need to install any software on your device.
- ePEP can be accessed from any computer, laptop, tablet (including iPad) or Smartphone which has internet access.
- ePEP is compatible with most browsers (e.g. Internet Explorer, Safari) but works best on Google Chrome.
- ePEP uses pop up notifications as the PEP is completed. Please ensure the pop up blocker on your device is turned off.
- All activity on the ePEP system is tracked and logged.
- When logged in to ePEP it is recommended that only one window/tab is open at a time. Having multiple windows-tabs open may cause ePEP to drop out without warning and you could lose any data that you have entered.
The Home Page

Navigation Menu

Noticeboard
Guidance documents are located here

Your Children
All of your looked after children are listed here

The Child’s Profile
- Users with access to child’s record
- Child’s core details
- Attached documents
- Current and previous PEPs

The PEP Details Page
- Child’s Module
- PEP Log
- PEP Notes
- Pdf of the PEP
- Documents attached to the PEP

The next/current PEP
PEP form:
- Sections A-E
- Target Setting
- Funding
- Recording the Meeting
- Sign Off

Upcoming PEP Meetings

Your Home page displays all of your learners
Each child has 3 buttons that you will use to navigate their data and view their progress:

1. **Profile** next to the child’s name takes you to the Child’s Overview or Profile Page
2. **View** next to the details of the child’s PEP lets you view the PEP Details Page
3. **PEP** next to the details of the child’s current PEP takes you to the child’s current PEP

You can go straight to the PEP from other pages ...

Select the PEP button wherever you see it or the goldfish symbol 🐠
The Child’s Overview or Profile

Target tracker
Click to go directly to the child’s targets

Last and next PEP dates

Child’s Core Details
More information can be viewed by selecting the View button

Current, Completed and Rejected (incomplete) PEPs
Click on PEP to view or reschedule a PEP
Click on View to view the PEP Details Page to access:
- The Child’s Module
- The PEP Log
- PEP Notes
- Pdfs of the PEP
If no PEP is set up an Add button will appear next to Current Formal PEPs.
See page 22 to see how to set up a new PEP Meeting.

A ‘Rejected’ PEP means that it has not been fully completed. The items that need updating are identified on the PEP Signoff page (see page 21)

Actions Table
- Attach documents & photos e.g. IEPs, Reports, Assessments, Certificates etc.
- Add and edit notes. (They can be viewed above)
- View Virtual School comments/updates (VS Interventions)
The PEP Details page provides access to:

- View the PEP in pdf format for **printing** and **indexing** onto the Council system (ESCR). A pdf of the PEP is automatically generated and saved here when a PEP is signed off.
- The facility to generate a customised pdf version of the PEP i.e. selected sections
- The **Young Person’s Module**.
  This is in an animated game format and has been optimized in two versions for:
  - Primary and Early Years children and
  - Secondary children.
  Four groups of questions are available for different age groups. These can be changed to suit individual children by selecting the **Edit** button (next to PEP Details) on the PEP ‘View’ page.
  The progress of the child as they answer these questions is monitored in the blue progress bar.
- A set of SEN questions or an interactive worksheet for Reception and Early Years (Child’s Views) can be accessed from here instead of the Young Person’s Module if appropriate.
- The status of the invitations to the PEP Meeting.
- A log of changes to the PEP.
- Notes and documents relating to this PEP.
The Young Person’s Module
Primary and Early Years

The Young Person’s Module was developed in consultation with children and young people.

Children can earn ‘pearls’ when they answer the questions which gives them access to games.

It is available in two versions for Primary age children (which can also be used with Early Years), and Secondary age children.

The progress of the child in answering the questions can be monitored in the blue bar at the top of the PEP Status page.

It is recommended that the Designated Teacher supports the child to complete this module.
Completing the PEP
To access the PEP ‘form’ select the PEP button or the yellow goldfish on the PEP Details page.

Open each section by clicking on the blue headings on the menu on the left.

**Section A**
Social worker to check and update before the meeting

**Section B**
Young Person supported to complete via the Young Person’s Module or any other method before the meeting. SEN questions and Early Years ‘Stars’ Views accessed from the PEP Details (View Formal PEP) page.

**Section C**
Designated Teacher to complete before the meeting. Targets to be drafted before the meeting and completed and submitted at or after the meeting.

**Section D**
Carer’s Section to be completed by carers who have access to the ePEP system before the meeting.

**Section E**
Complete the Meeting Section at the PEP meeting. Designated Teacher to mark Completed on the signoff section at or after the meeting (within 7 days).
Section A, Social Workers

- Make sure you always select [Save] after you have made any changes.

- All radio buttons must have either Yes, No or Not Known selected or the page will not save.

Personal Information

Basic personal information will have been pulled through from the child’s core data on CCM. Please fill in any gaps.

Care Information

Information relating to child care arrangements, who has parental responsibility, emergency contacts etc. must be completed. Please do not add the carer’s postal, email address or telephone number.

Educational Information

Information about the child’s school will have been entered by the virtual School. Please contact the Virtual School if the child moves school or any details are incorrect.

If a change of school is planned you must record the transition arrangements in the Education Plan Section at the bottom of the page.

Key Contacts

This displays those users who have access to the child’s record and should include the Independent Reviewing Officer, the Designated Teacher, the Social Worker, Carer and Virtual School Advisor.

If you wish to add or remove any key contacts you must request this from the Virtual School. Please telephone 01384 813494 or email educationsupport.cs@dudley.gov.uk
Section B, The Young Person’s View

- The child’s responses to questions in the Young Person’s Module will automatically feed through to this section (KS1-KS4).
- The Young person’s Module is accessed on the PEP Details page (see page 6).
- The Designated Teacher should support the child to complete section C.
- If the child does not wish to complete the module the Designated Teacher can meet with the child and complete the questions within the PEP form on the child’s behalf as appropriate.
- Any method of capturing the child’s view is acceptable and can be attached as a separate document (see page 26). This should be referred to on the meeting page where Comments on the Child’s View are requested.
- The SEN questions or the Child’s Views (Early Year’s Stars) can be competed instead of the children’s module where appropriate.
  - These must be completed in the PEP Details page and will not feed through to Section C.
  - Children do not have to complete all of the questions in one sitting.
  - Remember to save the document before closing it.
- It is possible to change the level of questions that are available for a child to complete. For example, if you wish to use the KS1 questions module with a child in Reception or KS2 questions module with a KS3 child. Instructions on how to change this follow on the next page. Please ensure you note any changes made on the Children’s views question on the PEP Meeting page.
To Change the Question Group (eg from Early Years to KS1)

1. Go to the PEP Details page by either
   - clicking on the View button next to the child’s details on your home page or
   - clicking on the View PEP Detail button on the child’s PEP page

2. On the PEP Detail page click on the Edit button

3. Select the relevant Key Stage from the drop down menu next to Question Group

4. Click on Save
Section C, Designated Teachers

- Make sure you always select after you have made any changes.
- All radio buttons must have either Yes, No or Not Known selected or the page will not save.
- Only complete the relevant sections.

Attendance This section must be completed.

Please enter basic attendance information.

The ‘Attendance Tracker’ graph will map the child’s attendance over time.

Part Time Timetables and Alt. Education Arrangements This section must be completed.

Any details about existing part time timetables, alternative education arrangements or time spent receiving education off site should be added here.

Exclusions

If a child is excluded this section must be completed immediately or notify the Virtual School.

To add a new exclusion, select Add an Entry and ensure that any support provision is recorded. The Virtual School will be notified through the ePEP system when an exclusion has been added.

Previous School Settings

The data here will be pulled through from the child’s core data. However if they have recently moved school, and this has not been updated, please notify the Virtual School.

Attainment Levels and Achievements (KS1 – KS4 and Post 16)

Primary Schools

For KS1 and KS2 please enter data for Maths, Reading and Writing. All other subjects are optional.

Secondary Schools

- For KS3 enter data for English and Maths; other subjects are optional.
- For KS4 enter data for all options taken.

Post 16

Enter all subjects studied

Attainment Levels and Achievements KS1-KS4 (continued)
Add attainment/progress for each school term *(required)*. Click **Add an Entry** to start.

Select the subject and qualification type from the dropdown menu.
All non-qualification national curriculum subjects should be classed as NC.

Set targets for the end of the academic year and end of KS2 based on national expectations for their age.

Schools can enter their own internal grading data – this is optional except for students in years 10 and 11 where the equivalent GCSE levels that they are working at must be entered in the current attainment section.

Each term select the subject and qualification type from the dropdown menu.
All non-qualification national curriculum subjects should be classed as NC.

If you wish to add a subject which is not listed, please contact the Virtual School to request it to be added.

**Do not enter End of Key Stage Results** unless the Virtual School asks you to do this.

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**Current Attainment**
Describes the attainment level of the child compared to their peers.

**Personal Progress**
Describes whether the child has made progress since their last PEP. This should be based on how you would expect this individual child to progress taking into account their abilities, needs and support provided.

NB Select the **Edit** button to add attainment and progress data every term until the end of the academic year.
SEND

The first 2 radio button questions must be answered.

Then complete the relevant sections as fully as possible

- Ensure that the child’s category(ies) of need are entered using the drop down menu
- Include full details of support provided. Please note that, if an application for additional funding is submitted (via the Targets), you must provide details of how you have used your SEN Notional funding and any other funding received for the child.
- Attach the most recent IEP/provision map/EHCP Review and any other relevant documents.
- If an application for Assessment for an EHC Plan has been made please ensure the date when the application was made is entered and progress is recorded.
- Include any other relevant information in the last text box and ensure all relevant documents are attached.
Health and Emotional Well Being

Low level behaviour or emotional issues could be an indicator of unmet needs and can impact on the child’s rate of progress. The information given on this section could help to prevent escalation of any issues and enable a focus on appropriate assessment and support.

Using the following criteria please identify, in your view, the level of child’s health and emotional well being:

- **Green** — happy in school, confident socially and developing resilience
- **Amber** — issues affect learning and social interaction but copes well with support and is developing resilience
- **Red** — issues significantly affect learning and social interaction and concerns remain despite support

Add any relevant comments in the text box.

If there are concerns over behaviour and/or emotional health it is recommended that an Educational Psychologist is consulted for an assessment of the child’s needs. (Further guidance on this is available in other Virtual School publications).

Please ensure that any involvement or referrals to specialist support services such as the EP Service are recorded on this page and relevant documents are attached.
Connexions / Careers and Post 16 Planning

- It is recommended that the school’s Connexions/Careers Advisor completes the relevant parts of this section, for years 9 to 11, before the meeting.
- All Dudley Council Connexions PAs are granted access to the child(ren) in the schools they support. Other schools can apply to the Virtual School for their Connexions/Careers Advisors to have access to their Dudley LAC in ePEP.
- The Connexions/Careers Advisor’s attendance at the PEP meeting is optional and should be discussed with the Designated Teacher and child before the meeting.

Setting and Reviewing Targets

- All targets should be SMART: Specific, Measurable, Attainable, Realistic and Timely
- Pupil premium expenditure should be linked to a target or targets.
- Requests for additional funding are made by setting a target.
- It is recommended that draft targets are set before the meeting.
- The targets should be discussed and amended, if necessary, before submitting them.
- Previous targets should also be reviewed and rated.
- A target must be set relating to the child’s progress in maths/numeracy and English/Reading and Writing.

Setting New Targets

- Select ADD SMART TARGET
- Select the area of focus from the drop down menu
- Describe the current situation
- Set a S.M.A.R.T. target. This will help you to assess whether a target has been achieved when it is reviewed at the next PEP Meeting.
- Select the intervention type.
- Explain how the target will be achieved.
- Set a date for reviewing the target.
- Identify who is responsible for supporting the young person to achieve this target.
FUNDING

- If a target is funded from the school’s own resources select the **Pupil Premium Funding Not Required** tab. No further information is required at this stage.

- Select **Pupil Premium Funded** for targets which will use **Pupil Premium Plus, Early Years Pupil Premium**, any other intervention funded by the Virtual School or a request for **Additional Funding**.

- Targets funded with Pupil Premium Plus must include costed details and be submitted for review by the Virtual School.

- Pupil Premium Plus will normally be paid at the end of each term. However, if the Virtual School has concerns about how a school is using it, the payment may be withheld. You will be contacted by someone from the Virtual School before this happens.

- Additional funding applications must be approved by the Virtual School before any funds are released.

If a target is to be funded:

- With the **Pupil Premium Plus**,
- With **Early Years Pupil Premium**,
- Through an **additional funding application** or
- Through **Specialist Services** funded by the Virtual School,

select the **Pupil Premium Funded** tab and complete full details of the intervention and the costs (see below).
Funding – Pupil Premium and Additional Funding Requests

Providing full details on what the funds will be used for and how it is costed. (This should relate to the target above.)

If a target identifies the provision of Specialist Services funded by the VS the cost of funding can be set at £0.01.

If the intervention is funded wholly with Pupil Premium Plus or through an Additional Funding Application

- Select the relevant drop down menu item in **Source of Funding** (1).
- Enter the amount to be spent in the adjacent box.

If the intervention is to be partly funded from Pupil Premium Plus and Additional Funding complete both of these sections as above, selecting **Pupil Premium Plus in Source of Funding** (1) and **Additional Pupil premium in Source of Funding** (2).

Reviewing Targets

- At the next and subsequent PEP Meetings targets must be reviewed. This should include a **written summary of the impact of the target** in the ‘Comments’ text box.
- If a target is not achieving the expected outcomes it is recommended that a new more appropriate target is set.
- If an ongoing target achieves its short term goal, a new updated target can be generated using the **Duplicate** button on the target.
- Add further comments for clarification on progress or to indicate if a new target has been set in relation to this target.
- Select **Save Target** when a target has been reviewed.
The PEP Meeting

The discussion about the child’s education and what support they need to make progress should be recorded here.

1. Click on this button to confirm that the PEP Meeting has taken place.

2. - Tick the boxes on the left to confirm attendance
   - Write in the names of all other attendees in the box below
   - Write the name of the person completing the form.

3. Review the draft targets set by the school. Agree new targets if necessary.

4. Ensure that the child’s achievements and talents are recognised and recorded.

5. Record a summary of the discussion which took place

6. The question relating to progress is mandatory

7. Indicate how the child will be supported through any transitions
**Mind of My Own** is an App which enables children and young people to communicate with their social worker and other professionals. Social workers should have details of the app and how to request access for a child. If no one at the meeting can confirm whether the child is signed up please select the **Not Known** radio button.

<table>
<thead>
<tr>
<th>Has the child/young person signed up for your <strong>Mind of My Own</strong> Account?</th>
<th>○ Yes  ○ No  ○ Not Known</th>
</tr>
</thead>
<tbody>
<tr>
<td>If No, the social worker can request to sign up for the child if they wish it.</td>
<td></td>
</tr>
<tr>
<td>If Yes, have they used it in the last month?</td>
<td>○ Yes  ○ No</td>
</tr>
<tr>
<td>Was the Child / Young Person present at the PEP Meeting</td>
<td>○ Yes  ○ No  ○ Not Known</td>
</tr>
</tbody>
</table>

**NOTE:** When using the PEP Meeting page for extended periods of time please ensure you save regularly.

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### COMMENTS AND VIEWS

<table>
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<tr>
<th>Summarise how the child’s views have been taken into account</th>
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</thead>
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<tr>
<td>Carer's comments</td>
<td></td>
</tr>
<tr>
<td>Other views and comments</td>
<td></td>
</tr>
</tbody>
</table>

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**It is important that you evidence that the child has been given the opportunity to express their views.**

Please ensure that your response to a child’s views are recorded here. If a child has requested any specific actions or changes please indicate how this will be implemented. If a child has refused to contribute their views please indicate this here.

**Carers who have access to ePEP are encouraged to complete section D before the PEP Meeting.**

You should review these comments at the meeting

Use this section to record any response to the carer’s views and/or record comments by the carer when they have not completed section D.

You do not need to complete section D at the meeting.

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**Record the views of any other attendees at the meeting if not recorded elsewhere**
Organising the Next PEP Meeting

You must set a date for the next PEP meeting at the current meeting.

If a date cannot be set please set a provisional date.

A PEP cannot be signed off finally until a next meeting date is set.

Invitations will be automatically sent to the child’s mandatory contacts (DT, Social Worker and VS Advisor).

However it is recommended that you select the Send button for any users, who are on the system, that need to receive an invitation.

Please note that only some carers have access to the system, so may need to be notified separately.
Sign Off

Designated Teachers are required to quality check the PEP before their section is marked complete.

Select Sign Off from the menu on the left hand side.

The Social Worker, Designated Teacher and Young Person must mark that they have completed their section by clicking Mark Completed.

Ideally this is done at the meeting but each section must be marked completed within 7 days of the meeting.

Once all 3 sections are marked complete the VS is notified and will review the PEP before Final Signoff.

Designated Teachers and Social Workers will be notified:

- When a PEP has been reviewed and finally signed off.
- If the Virtual School has concerns about any aspect of the PEP.

When a PEP has been signed off:

- The PEP will be displayed under Completed PEPs on the child’s Profile page.
- The next PEP will be generated and display on the left under Current Formal PEP.
- A pdf of the PEP is also generated which can be accessed from the PEP Details page (see page 6).
- Social workers must arrange for the pdf to be indexed onto ESCR and send to Carers and any other relevant person who are not on the ePEP system.
- The new PEP will create a copy of the previous PEP (with some fields cleared).
Setting Up a New PEP

On the Child’s Overview page click on Add next to the Current Formal PEPs heading

This section should automatically complete.

1. Check that the **Question Group** is appropriate for the age of the child (NB Use Key Stage 1 for Early Years children)

2. Select the Date and Time using the drop down calendar and time slider. Enter the location of and select or write the reasons for the meeting.

3. Check the boxes for every user who is required to attend and enter a contact name in case anyone has enquiries about the meeting.
   - Please note that not all carers are registered to use the system and may need to be invited separately.
   - If it is appropriate for another member of school staff or professional to have access to this child’s record please contact the Virtual School.

4. Click on **Create PEP**. All ePEP users identified will be sent an invitation to the meeting.
Rescheduling a PEP

Rescheduling a PEP Meeting is done on the PEP Meeting section.

Select **The PEP Meeting** from the PEP menu.

Select click **HERE** to reschedule the current PEP

Select the Date and Time using the drop down calendar and time slider.

Enter the location of and reasons for the meeting

Click on the Send buttons to send invitations to users who are invited

NB Foster carers are not on the system so must be notified separately

Click Save

- The new PEP date will show on the child’s Profile and PEP Meeting page
- New invitations will be sent to those selected
ePEP – Attaching Documents to the Child’s Profile (Overview) and PEP

You can attach documents to both the Child’s Overview and to a specific PEP.

Attach documents to the Child’s Overview when they are applicable for an extended period of time e.g. EHCP, EP Assessment

Attach documents to the child’s PEP when they are specific to the timescale of that PEP e.g. IEP, School Report.

1. To attach a document to the Child’s Overview (Profile):
   a) Navigate to the child’s Profile (Overview) by selecting the Profile button next to the child’s name on your Home page
   b) Scroll down to the Actions box
   c) Click on Documents (The number in brackets indicates how many documents have already been attached)
d) Click on **Create a new document**

e) Enter a title and description

f) Click on **Choose File** to browse for the document.

g) Once you’ve found the document double click on it or click on it once and select **Open**

h) Click on **Create**

i) Click on **Back** and the document should be listed under the Documents Heading

j) Click on **Back** again to return to the child’s Overview
2. To attach a document to the Child's PEP:

   a) Navigate to the child's PEP Details page by selecting the View button next to the PEP button.

   b) Scroll down and click on View All next to the Attachments heading.

   c) Follow steps (d) to (h) above.

   d) Click on Back and you will see the document listed under the Attachments heading.

You can also attach documents to the child's PEP record directly from the SEND and Emotional Health and Well Being pages of the child's PEP.
Viewing Past PEPs and Downloading the pdf

Both current and past (signed off) PEPs are displayed part way down on the child’s Profile

The Current or Next PEP
- This is displayed on the left hand side under the Heading Current Formal PEPs:
- The date of the meeting is displayed under the heading Current Meeting Date.
- After you have completed a PEP it will stay in the Current Formal PEPs section until the Virtual School has signed it off.

Completed and Signed off PEPs
- Past PEPs are displayed on the right hand side under the Completed PEPs heading.
- When the Virtual School signs off a PEP it moves from the left (Current Formal PEPs) to the right (Completed PEPs) and a new PEP is generated on the left.
- The date when the signed off PEP took place is displayed under the heading Last Meeting Date.
- The signed off PEP will have a coloured rag rating next to it.
- You can’t change anything on a completed PEP.

You can view both past and completed peps by selecting the PEP button next to it.

To View or Generate a pdf of a PEP:
- When a PEP is finally signed off a pdf of the completed PEP will be automatically generated.
- This can be viewed by selecting the View button next to the relevant PEP to open the PEP Details page.
- From the PEP Details page you can download a pdf of the whole PEP (under attachments at the bottom right of the page) or generate a custom pdf (ie selected sections) from the top of the page. (see page 6 of this guide)
Support

If you have any queries or need assistance using ePEP please use the contact details below:

For technical problems (eg problems logging in, parts of the form not working)

Contact eGOV Digital directly on 0333 772 0944 or 0151 236 6221

For advice about a specific child on completing the ePEP forms, setting targets and any other issues

Contact the Virtual School Advisor for that child (their name will be on the contacts list for that child on ePEP).

The contact details for each advisor can be viewed by selecting the View button next to the child’s name on their Profile (overview page). This will open the child’s core data where the Advisor is identified under the heading Associate Virtual School.

To request access to individual children or to add or remove users from the system and general enquiries about ePEP

Contact the ePEP Help Desk on 01384 813494 or email educationsupport.cs@dudley.gov.uk.

General enquiries not related to ePEP:

01384 813493

Guidance documents can be accessed on the ePEP Noticeboard and on the VS web site at www.dudley.gov.uk/laces