Suffolk County Council

Suffolk Virtual School
Real outcomes for our children

The Welfare Call ePEP for Suffolk pupils (September 2023 onwards)

Introduction

The purpose of this document is to take you through the Welfare Call ePEP for Suffolk pupils from September 2023.

Key Reminders

- The ePEP is a record of the current picture of a child or young person's educational experience. It designed to capture the child's educational experience and progress during the term in which the ePEP is being written. Targets therefore should be set for the pupil to work on during the same term.

- As one element of the pupil's wider care plan, each ePEP forms part of their 'collective memory' of their education experience. A child or young person can see their ePEP at any time and it may also be shared with a wider group of adults – social worker, Independent Review Officer, carer and, where relevant, parents. Please be mindful of these potential audiences when completing each tab.

- Designated Teachers can assign other users to the ePEP. It might be the pupil's teacher, your school or setting's SENCO or another colleague who is better positioned to complete a particular section of the document.

- To assign a user, please hover over ePEP – DT Delegation – Request new Delegated user – Enter the full name and email address and click 'Request Delegate Setup'.

- If a pupil is dual registered, it is expected that the completion of the ePEP will be a collaborative process. The alternative provision setting should complete the ePEP with input from the school. Both settings can have access to the ePEP and be actively involved in the monitoring of the pupil's progress, including attending meetings such as the person-centred PEP meeting.

- If the red 'Submit' button is pressed before you wish to submit the ePEP for moderation, please notify us and we will reset the ePEP. Documents can be uploaded to the ePEP at any time, even after the ePEP has been submitted.

- If you would like us to look at your ePEPs at any time during the term, we would be happy to provide feedback. Please get in touch with the relevant Lead or our office with your request.

The ePEP

The top section of the ePEP has remained the same. The date in the top left-hand corner is the submission date for the PEP document, rather than the date of the next PEP meeting for the pupil. All Suffolk children and young people therefore have the same date on their ePEP.

NEW – the submission dates for this academic year are now stated at the top of the ePEP template for each pupil.
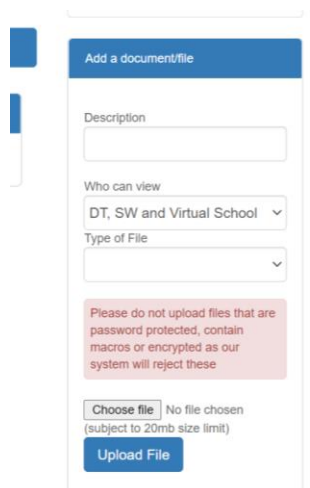
Supporting Documents

Supporting documents play a very important role in the completion of the ePEP as they provide a wealth of evidence of the provision in place to meet a pupil's needs and the progress they make. On most tabs of the updated ePEP, schools/settings are asked to indicate which documents they have uploaded to support the information recorded. There is a checklist of commonly used documents used to supplement each tab, and an 'Other' option for any document not mentioned that you have chosen to upload. If 'Other' is ticked, please write the details of the document in the relevant box in each tab.

Documents can be uploaded and viewed via the top blue lozenge on the right-hand side of the screen named 'Child Menu Options'.

How to upload documents to the ePEP

Click on the top blue lozenge named 'Child Menu Options'. Choose 'Documents'. You will be taken to the Documents page of the ePEP. Here you will find previous ePEPs that have been completed for the pupil, inlcuding those completed by any previous school they may have attended. Supporting evidence will also be stored here.

To upload a document, go to the right-hand side of the Documents section to 'Add a Document/file'.

Give the document a description – e.g., *Autumn 2023 English assessment*.

Choose the type of file; for ease, 'Supporting PEP Document' can be selected.

Click on 'Choose File', find the file in your saved documents and the name of the file will appear.

Then click on the blue 'Upload File' button and the document should appear at the top of the Documents section.

The ePEP document

The ePEP document is divided up into a number of tabs. **Each tab must be completed each term**.

The amount of content to be inputted each term varies from tab to tab; some information will be pulled through from the previous ePEP, such as pupil details, to avoid it having to be filled in each time. Each tab has some 'Top Guidance', a box which contains key contextual information and instructions. Please refer to the Top Guidance when completing the document.

Our ePEP continues to adhere to the DfE guidance relating to the completion of the document. The ePEP is intended to be a 'living, evolving document', which is active from the start to the end of each term. Our tabs are designed to be completed and updated throughout the term, to avoid only a snapshot of the pupil's experience and progress being given.

This approach will be apparent as the tabs are explained one by one.

Completing the ePEP, tab by tab

Tab 1: Personal Information

This tab contains information about the pupil, contact information, their social worker and their school/setting. Much of this information is inputted via Welfare Call. Information inputted into this tab will pull through to subsequent ePEPs. However, if the pupil is new into care and this is their first ePEP, information will need to be added.

Your role is to check its accuracy and make amendments if and where appropriate. If information is on a grey background and needs changing, please let us know and we will make the amendments. If the information is on a white background, you can make the change yourself.

It is important that you are aware of the pupil's legal status as this will determine who you will need to have contact with and who can make decisions about their education. Please speak to their social worker to confirm this.

In terms of contact information, you will need to indicate who holds legal Parental Responsibility. This will be determined by the pupil's legal status. Please choose one option for the dropdown menu. Carers do not hold Parental Responsibility, but social workers will often agree to them being, for example, the first point of contact for schools in the case of an emergency. For boxes 15-21 please speak to the pupil's social worker to check who is responsible for what, as this can differ from pupil to pupil.

Please ensure that the pupil's social worker details are up to date. If there has been a change of social worker that we are aware of, Welfare Call will update their name on the ePEP. Please add their telephone contact details.

If there has been a change of social worker and their details have not been updated on the ePEP, please do let us know by contacting our office – suffolkvirtualschool@suffolk.gov.uk or 01473 260818.

You will need to check that the details for your school/setting are correct. If the Designated Teacher has changed and the Virtual School is aware, their details will be updated on the tab. If we are not aware, please let us know. The Designated Teacher's main job title will need to be added and this will pull through to each subsequent ePEP.

If the pupil attends a full-time placement in alternative provision, you will need to complete boxes 31-35.

Lastly, details of any external providers or agencies that are supporting the pupil will need to be recorded in box 36. These agencies may include, for example, those that support the pupil with their mental health or behaviour, providers of alternative provision or tutoring providers.

Tab 2: SEND

This tab remains the same, except for the removal of the table which indicates pupil progress against their EHCP outcomes. This table is now in the Attainment and Progress Tracking tab.

For all pupils, record the name of your school or setting's SENCO in box 1. For those pupils who are not subject to an SEN support plan or EHCP, please record 'No SEN' in box 2, using the dropdown menu.

If the pupil is subject to an SEN support plan, please indicate this and then identify their primary area of need in box 3, along with their additional areas of need, using the dropdown menu in each case.

Please follow the same process for a pupil with an EHCP and the complete the remaining boxes, which all relate to pupils with a plan.

Tab 9 is a free text box for you to record additional information and context about the SEN of the pupil. For example, you may wish to record an update on a recently submitted EHCP referral, provide details of access arrangements or a referral to a specialist service following an annual review, PEP or professionals meeting.

Please indicate which type(s) of documents you are uploading to support these observations. This may include Annual Review paperwork, Educational Psychologist report or Inclusion Services referral form.

Tab 3: Provision

This tab must be completed each term.

The purpose of this tab is to capture the pupil's lived experience of all aspects of their education. We have placed a greater emphasis on personal development in this ePEP and this tab enables you to capture this.

The wording in this tab reflects the person-centred approach to the ePEP to capture the pupil's whole educational experience. However, it is not designed to be used as a questionnaire with the pupil; instead, it should be completed by the school using knowledge you have of them.

Other than Fields 1 and 2, each field will be blank so that the summary of the child's educational experience during the term in which the ePEP is written can be captured.

The tab begins by asking you to indicate what the pupil's education looks like. Dropdown boxes in 1 and 2 allow their programme to be summarised.

Box 3 needs to be completed to indicate whether a change to the pupil's offer has occurred in the term, using YES/NO in the dropdown menu. If yes, please include details to the Live Records (Tabs 7 and 8) and add relevant documents to the Document section.

In Box 4 please write a summary of the pupil's strengths as a learner.

Box 5 requires you to produce a summary in the free text box of the extra support that the pupil gets to help with their learning. This may be support that forms part of the pupil's timetable and/or details of extra learning opportunities in school. For example, the pupil may attend an alternative provision setting for a day a week, attend revision sessions, a homework club after school and have online tutoring as part of their programme.

Box 6 is designed to capture details of other opportunities in school that the pupil takes part in which helps to enrich their experience. For example, they may be a prefect, attend an LGBTQ+ group or the school's Debating Society.

Box 7 is designed to capture a holistic picture of the pupil's experience of learning, this time linked to hobbies and interests. Box 8 enables the ePEP to capture the broader picture of the pupil's experience of education and celebrates their accomplishments. Their achievements will reflect their age, stage and distance travelled from both academic and personal development perspectives. Equally, Box 9 intends to capture the pupil's aims and ideals for their future. These can help with planning and support, especially as they progress and get older.

Box 10 is for Key Stage Three and Four pupils. It asks you to record the events that the pupil has been involved in this term to support their career planning, pathway progression or aspirations. Please use the tick boxes to indicate which events the pupil has experienced this term. Any event not listed can be recorded in Box 11.

Where appropriate, children in care should be prioritised for careers advice and guidance in Years 7-11 and should have a careers consultation at least once a year. When the pupil has had a careers consultation during this academic year, please record the date. It will carry through to subsequent ePEPs completed during the academic year.

Box 13 is designed to record those people who are significant, support wise, to the pupil. This could include their teacher or teachers, the school's SENCO, their form tutor or even a midday supervisor. The third column in the table enables you to explain the support each person provides the pupil.

Finally, this tab asks you for a consideration of the pupil's attendance. Box 14 provides a dropdown menu from which you can indicate the level of attendance. This has been refined to enable schools/settings to indicate more accurately the pupil's attendance. Box 15 builds

on this by providing a space for you to record how either the pupil's good attendance is being acknowledged or, if improvement is required, how it is being supported.

Please indicate which type(s) of documents you are uploading to support these observations.

Tab 4: Planning and Pupil Voice

This tab has been renamed Planning and Pupil Voice. This tab must be completed in full each term.

> **The PEP meeting and the PEP document (ePEP) have been separated for Suffolk pupils. PEP meetings should take place every term and are organised and led by the pupil's social worker. In this meeting the school should share targets and details of interventions as well as pupil progress. The PEP document should not be filled in as part of this person-centred PEP meeting.**
> **The completion and submission of the PEP document is not dependent upon a PEP meeting taking place. As PEP meetings are expected to take place every six months, there is likely to be one term per year when there is no PEP meeting.**

Box 1 is for pupil voice. Please capture the pupil's views of their educational experience, using the most appropriate mechanisms for them. Either write a summary of the pupil's views in the box or, if you have used a worksheet or other type of written record to capture their views, please upload the documents in the Document section and add a note to the box accordingly.

Please record in Box 2 details of how the pupil's voice has been captured. This might have been, for example, during the PEP meeting, with their mentor via regular check-ins or from a conversation that the Designated Teacher or PEP writer has had with the pupil.

In Box 3 please record specifically what the pupil shares about what has been done or could be done to make their experience even better. This enable the school to review the impact of what has already been put in place and also assist with future planning of support and interventions.

You will then need to review the actions from the meetings that took place last term. These will be pulled through into Box 4 from the previous term's ePEP. Please indicate whether each action has been followed up and detail the impact of each action on the attainment, progress and/or personal development of the pupil.

Box 5 then requires you to record the actions from the meetings that take place during the term. The table includes dropdowns to indicate the meeting/conversation in which each action or decision was agreed and its date. Columns to capture details about who will be responsible for acting and the date by which it must be completed still feature in the table.

Transitions

Please complete this section, when applicable, for all planned school moves including Year 11 moving into post-16 education, training or employment. In Box 8 please indicate the reason for the move using the checklist and record the name of the destination school/setting/provider in Box 9. A summary of the transition plan to support the pupil to move smoothly from one setting to another should be recorded in Box 10. With the exception of Year 11 moving to the post-16 setting or provider, it is possible for both settings (if the move is to an external setting) to have access to the pupil's ePEP during a planned move so that key information is shared between the school and all support captured.

We would ask that if a pupil is moving on from your setting that the ePEP is filled in as much as possible prior to them leaving. This means that their new school or setting can be informed of key information and can also pick up from where you left off. This is especially important where the school move has either been minimal or not possible.

NEW – For Year 11 only: please provide details of applications, including destination and the level of course or programme applied for.

Please indicate which type(s) of documents you are uploading to support these observations.

Tab 5: Progress and Attainment Tracking

This tab must be competed each term.

Its purpose is to record details of the attainment and progress of the pupil in the term in which the ePEP is being completed. This now includes the progress against EHCP targets for pupils with a plan.

The tab contains the same table used in the previous ePEP template and its format will reflect the assessment for the National Curriculum year in which the pupil is placed.

For older pupils, please add all subjects they are studying in the first column of the table and the planned level of entry for each subject in column two.

For those pupils who are being assessed using criteria such as pre-key stage descriptors or the school's own SEND tracker, please an option such as non-GCSE from the planned entry level dropdown menu and the provide a brief summary in the Live Record note section.

Equally, for EAL learners who are being assessed using an EAL assessment tracker, please follow the same process.

For all other pupils, please enter the target outcome for their key stage in the first column of the relevant term and then indicate their progress towards their end of key stage target and their end of year target, using the dropdown options.

If the pupil has an EHCP, please complete the second table. The pupil's areas of need should be selected using the dropdown menu. In each term, please indicate their level of progress towards each EHCP outcome and also towards their termly target.

Tab 6: Targets

We ask that schools and settings complete this tab **at the start of each term** to give the pupil as much time as possible to achieve the targets and for interventions and support to have as much impact as possible.

The tab has two parts to it. The first part is where last term's targets are reviewed. The targets from the previous term will automatically pull through from the last document. Where the heading says Review Previous Targets, you will need to click on the blue Review button and indicate the extent to which each target has been achieved. A comment can be added about the pupil's progress against the target. This may include evidence of how the progress has been measured or an explanation of why it might not have been fully met. If funding has been allocated to fund support or interventions to help the pupil to make progress, a comment about the impact of this should be added to the fourth column.

Once last term's targets have been reviewed, new targets for the term need to be set. This should be done in collaboration with pupil's teacher or teachers, the pupil and other key adults such as their carer or social worker. Targets are likely to be informed by data, either attainment or a wellbeing score via an assessment such as Strengths and Difficulties Questionnaire (SDQ).

We would recommend setting three targets per term. They should focus on learning and outcomes and be SMART in nature. It may also be appropriate to set an SEMH target but this too should be measurable so that it's clear whether or not it has been achieved.

The **deadline for all targets to be achieved will be the end of this term.**

To record the targets set for the term, press the green 'Create' button and fill in each of the boxes in the pop-out screen.

Funding wise, at the bottom of the pop-out screen you will need to record how you are spending the funding for the pupil in order to support the completion of the targets this term.

One of the options under funding source is 'Request additional PP+' (what Suffolk Virtual School refers to as PPG). Please **only** use this if you have requested and been given some additional funding by the Suffolk Virtual School to fund provision in the term in which the ePEP is being written. Discussions about requesting additional PPG for future spending should be had with a member of the team, not via the ePEP.

Once saved, this information will appear in the table.

Please indicate which type(s) of documents you are uploading to support these observations.

Tab 7: Live Record of Academic Provision

This tab must be completed each term.

Its purpose is to record details of the academic provision in place for the pupil as part of this term's plan. Observations about the provision (what, where, when, who, why) and the difference that it is making to the pupil's academic outcomes should be captured here.

A series of dated entries is best practice so the support in place throughout the term is evident.

For children on a SEND pathway please use this tab to capture their programme and its impact.

For further guidance please refer to the Suffolk Virtual School exemplar ePEP.

Please indicate which type(s) of documents you are uploading to support these observations.

Tab 8: Live Record of Personal Development Provision

This tab focuses on personal development. We have called it such to ensure that it encompasses SEMH in its broadest sense.

We have combined the Strengths and Difficulties (SDQ) score and the Live Record of Personal Development to enable the link between the pupil's wellbeing and mental health and the provision in place. If a pupil has a significant SDQ score of 14 or more, the provision in place - through support and interventions - should reflect this. Equally, if a pupil has a score lower than 14, provision put in place could encourage them to build on skills such as leadership, resilience and support for others.

All children in care nationally should have an SDQ score. In Suffolk it should be completed annually and via social care. This is the score held by the Local Authority and is usually completed by the pupil's carer.

Boxes and 1 and 2 will be completed and updated by our office. There is no need for you to do anything here.

However, we ask that schools and settings complete a SDQ assessment once a year, usually in the spring term. A copy of the SDQ questionnaire and scoring sheet can be found in the Documents section of the pupil's ePEP or can be accessed via the link in the Top Guidance for this tab. Boxes 3 and 4 will need to be completed by the school/setting once the SDQ assessment has been completed.

In Box 5, please then add dated entries about the pupil's live experience of their personal development and SEMH provision and its impact throughout the term. Observations about the provision (what, where, when, who, why) and the difference that it is making to the pupil's personal development should be captured here.

If the pupil has had any exclusions during the term, please ensure that this is logged in the Live Record and detail the strategies in place to avoid further exclusions.

For more guidance, please refer to the Suffolk Virtual School exemplar ePEP.

Please indicate which type(s) of documents you are uploading to support these observations.

PEP quality assurance and feedback

Once an ePEP has been submitted it will go into the queue to be quality assured. One of our team will quality assure the ePEP; this will usually be the Lead that you work most closely with in relation to each pupil.

After the ePEP has been quality assured, you will receive an email from Welfare Call to inform you of the moderation judgement the ePEP has been given. When we quality assure, we assess the ePEP's effectiveness in demonstrating the school's planning, provision and tracking of the progress for each pupil. The ePEPs are rated from Gold to Red. Please see accompanying descriptors for more information about each rating.

The quality assured ePEP will appear in the Documents section and you will be able to see the whole ePEP as a Word document, including an Evaluation page that has been completed during the quality assurance process.

In addition to the overall quality assurance rating, schools and settings are able to see the quality assurance rating for each section of the ePEP. This is to enable DTs and PEP writers to see where the strengths and areas for development are within each document.

The Evaluation also contains a feedback box. This is used by the Virtual School to highlight the strengths of the ePEP and also provide guidance and advice for future ePEPs, where necessary. The evaluation page will indicate whether the ePEP has been approved, if pupil premium funding has been approved and how much funding has been authorised for the following term.

We will make contact at the start of the following term with schools or settings whose ePEPs are rated Red or Amber to support further with the completion of future documents. Equally, if a school/setting can approach us for advice and guidance if