

ePEP Quick Guide for Designated Teachers



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2. Click on [Login to ePEP Single Sign-on](#)
3. You will be taken to the ePEP Single Sign-On Page
4. Click on the green ['First time registration'](#) button at the bottom of the screen
5. Enter your details as requested on the screen
6. Click on register
7. A validation email will be sent to you from the ePEP Online system. Please validate your details by clicking on the link in the email.
8. You can now log in by following steps 1 and 2 above and entering your email address and password in the white boxes at the top of the screen
9. Click the box to confirm that you agree that by logging into the system you accept that you:
 - * are an authorised user of the system
 - * have been granted permission to access the SSO ePEP Service
 - * agree to abide by the acceptable use policy
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ePEP Support Desk telephone number: 0333 772 0944

Responsibility

The PEP is the joint responsibility of the Local Authority and education settings.

The Social Workers (SW) statutory duty is to initiate a PEP as part of the care plan; and they should develop and review the PEP with other relevant professionals. Social Workers should be present at PEP meetings.

The Designated Teacher's (DT) statutory duty is to develop the PEP, make sure targets and actions are effective and lead on this as required within school. Other relevant staff should contribute. Designated Teachers should lead PEP meetings once the Social Worker has initiated it.

The Virtual School statutory duty is to ensure there is an up to date high quality PEP in place for all children in care. They should ensure the PEP is focussed on educational outcomes. The Virtual School work with the SW and DT to facilitate PEP completion and review targets and actions.

DfE Stat. Guidance '*Promoting the Educational Achievement of Looked After and Previously Looked After Children*' pp. 24-26 (2014) and pp.15-19 (2018)

For a PEP to be compliant with statutory guidance it must:

- Be initiated within 10 working days of the child or young person first coming into care. It should be available for the first statutory review of the care plan (20 working days) for all young children in care from pre-school to 18 years
- Be a high-quality effective plan that is up to date (i.e. reviewed termly) N.B This is applicable even when the young person is temporarily between education setting places. In these circumstances the PEP actions should relate to securing a new educational placement and maintaining education in the interim period.
- Involve the child/young person. There should be clear evidence of their voice reflected throughout the PEP (according to understanding and ability)
- Involve the Carer and/or relevant family member(s) - unless ill, or the young person is between care placements. The carer/parent should be present and contribute to the agreed actions
- Identify support needed to help the child reach their short- and long-term aims and aspirations. Set out a personalised learning plan through clear identification of the child/young person's developmental and educational needs
- Record specific interventions and targeted support: provide details of who will initiate the actions; set specific timescales for actions to be taken; record how progress will be rigorously monitored; and set dates for review
- Identify how Pupil Premium Plus will be used to support the child, and how its impact will be measured and linked to SMART Targets
- Include catch-up support for those who have fallen behind
- Include out-of-school activities, learning/study support and leisure activities
- Include information about how the school/social worker will identify and support the mental health and emotional needs of the young person. Provide details of how positive relationships and resilience are supported and being developed in the education setting
- Link to but not duplicate other education plans if relevant
- Contain information on work experience and career plans and aspirations
- Identify additional funding sources (including notional SEN budget where applicable) to implement the plan
- Include the following: age, care status, where they live, school history, any SEND needs and plans, carers level of delegated authority, contact details and restrictions, which Virtual School and Local Authority are the corporate parents

Initiating the PEP and Arranging the Meeting

- All Child Profiles will be set on the ePEP system by the Virtual School
- Once a date and time for the initial PEP meeting has been agreed between the SW and DT you will need to notify the allocated Virtual School Worker so that the PEP can be set up on the system
- SW, DT and VS Worker will receive a message to attend the PEP on the ePEP system. You should respond by clicking in the [PEP Meeting Invitations](#) tab at the top in the menu bar
- All future PEP meetings should be arranged at the PEP Meeting. If you need to rearrange a PEP meeting, confirm a new date and time with the social worker: Click [HERE](#) to reschedule the **CURRENT PEP Meeting** in the [PEP Meeting Page Section E](#)
- Inform the Carer of the date and time of the meeting

Before the PEP Meeting

- Once you have agreed a date and time for the initial PEP meeting with the child's social worker you will need to notify the allocated Virtual School Worker so that the PEP can be set up on the system

It is the responsibility of the DT before the PEP meeting to support the child to complete their module:

- On your Home Page click the **View** button next to the child's name to see the child's overview page.
- Click on the **Young Person's Module** to access the child's illustrated question bank. Please support the child to complete this. Use the SEN/Optional Child's View Questions if appropriate.

You should also enter the child's educational progress information before the next PEP meeting:

- On your Home Page click the **PEP** button next to the child's name.
- Complete all relevant questions in **Section B**. You can move between sections by clicking on the headings in blue on the left-hand side. Always click the [Save](#) button at the bottom of each page before moving onto another section. It does **not** save automatically.
- Set draft targets in section D by clicking on [Targets](#) on the left-hand side and then on the blue [ADD SMART TARGETS](#) button.
- [SAVE](#) the target(s). NB: Do not submit targets at this stage as they should first be discussed and agreed at the meeting.
- You can view a log of any changes to the PEP, until the PEP is signed off, at the bottom of the child's overview page.

At The PEP Meeting

- Agree at the start who is going to record minutes of the discussion and targets – this is usually the DT.
- On your Home Page click on the PEP button next to the child's name.
- Click on [The PEP Meeting](#) on the left-hand side under [Section E](#).
- Record who is present at the meeting
- Click on the **Confirmation of PEP Meeting** button to tell the VS that the meeting has taken place.
- Complete all relevant questions ensuring as much detail of the discussion and individual views are recorded as possible.
- Enter the details for the next meeting (you can do this at the end of the meeting if you prefer)
- Click on Targets on the left hand side. • Discuss and amend any draft and additional targets.
- Once agreed:
 - o Click on **SUBMIT FUNDING REQUEST** for any targets which will use the Core Pupil Premium or if you are applying for additional funding.
 - o **SAVE** any targets which do not require additional funding or Core Pupil Premium
- Click on **PEP-Sign Off**.
- The Designated Teacher **MUST** quality assure and check that the Designated Teacher and Child's Views Sections are complete. If a Young Person's PEP Coordinator has attended the PEP, they will NOT be able to sign the PEP off. Only the Designated Teacher is responsible for this. Record that the [DT Section C](#); [Child's Views Section B](#) and the [PEP Meeting Page Section E](#) have been completed.
- The Social Worker is responsible for recording that they have reviewed, updated and completed the Social Work Section.
- Once **all** sections have been marked as complete, the PEP will then be submitted to the Virtual School for review and final signoff. This needs to be done within 28 days of the PEP meeting.

Role of Birmingham Virtual School (BVS) Advisor:

- Will support with any queries with the set-up of the of the PEP Meeting
- Will support and advise on the completion of the ePEP Pages prior to the meeting if required
- Will attend the PEP meeting to support and facilitate with the PEP in complex situations. The BVS Worker does not attend all PEP Meetings
- If in attendance at the PEP meeting, the BVS Worker will offer advice and guidance and will support with facilitating the meeting
- Will sign off funding requests attached to targets
- Following the meeting will quality assure the PEP and complete the Final Sign Off of the PEP with constructive feedback in the comments box within 4 weeks of the PEP meeting and prior to the end of term.
- Will Reject the PEP within the 4 week sign off period if further information is required for Sign Off
- Will inform the SW/DT of areas for improvement prior to final Sign Off
- Will offer advice with regards to expectations of high quality and effective PEPs
- The BVS Advisor will record any interventions in the VS Interventions Section of the ePEP
- The BVS Advisor will record any case notes on the VS Case Recording Section of the ePEP