



e-PEP User Guide

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e-PEP User Guide

Introduction

What is a Personal Education Plan (PEP)

The Personal Education Plan (PEP) is the statutory tool to ensure that everyone is actively prioritising the education of the child or young person, carefully tracking their progress and supporting them to achieve well and to be aspirational.

All Looked After Children (LAC) have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for LAC from being in preschool provision up to the age of 18.

The key personnel who should be involved in every PEP meeting are:

- The child or young person
- The child or young person's Social Worker
- The child or young person's Carer
- The Designated Teacher or named lead for LAC from the child or young person's education or training setting, nursery, school, college or provider.

Giving the child or young person a voice

Everyone should ensure that at every stage the child or young person is fully involved in the meetings and the decision making processes in relation to their care and education. The young person should be fully supported to participate in their PEP meetings to ensure that their wishes and feelings about their education are taken into account in the development, implementation and review of their PEP.

The Virtual School wants all professionals to begin the completion of each child or young person's PEP by talking with them and completing with the child/young person's voice section within their ePEP. These views should then be referred back to at each stage of developing the rest of the young person's PEP.

These conversations will take very different forms depending upon the young person's age, abilities, specific learning or language needs and/or frame of mind at the time. Everything should be done to support them in an appropriately personalised way to be able to voice their views, wishes and feelings. It should be noted that each young person will be expressing their views on a daily basis and not just in preparation for their PEP meeting.

If the child or young person is either too young or feels unable to attend their PEP meeting their views must be brought to the PEP meeting by the most appropriate person and the key discussion points should be shared in an appropriate way with the child or young person after the meeting.

Electronic Personal Education Plan (ePEP)

The Welfare Call ePEP is a web based application.

The login page of the application can be accessed by any device that has internet access capability such as laptop, PC , smart phone, ipad etc. No additional software is required to be added to devices in order to access the electronic PEP system. All users will be required to enter the following web address into their browser:

<https://extranet.welfarecall.com>

As the ePEP is held on a secure website it can only be accessed by users entering their login credentials which Welfare Call has provided.

The ePEP system is accessible at anytime from anywhere meaning that you can access it from school, within the authority, during the PEP meeting or at home etc. This gives you the ability if you wish to do so to complete certain sections of the ePEP document prior to a meeting taking place. However we do strongly emphasise the fact that the ePEP is not to be used instead of an actual meeting taking place. The meeting, involving all parties who have a responsibility to the child, including the child themselves, is a fundamental part to the whole PEP process and it must be ensured that this still continues so that everyone's input, feedback and comments can be taken into consideration for the future planning of the child.

Which browser should I use?

We have found that accessing the website using 'Google Chrome' as your browser rather than 'Internet Explorer' does mean that the ePEP website runs quicker.

PLEASE NOTE: We only develop our product to work with current, maintained versions of internet browsers. For example: Internet Explorer 9 (IE9) and earlier are no longer supported by Microsoft and are therefore no longer secure.

Microsoft publish a list of browsers and the operating systems they support them on. This list is freely available at this site :

<https://www.microsoft.com/en-gb/WindowsForBusiness/End-of-IE-support>

but should also be available through your IT Support department.

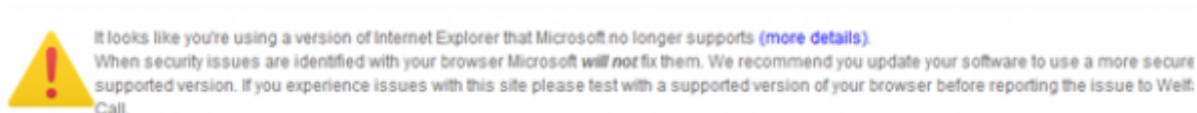
Once Microsoft stop support for a browser any security vulnerabilities discovered will not be fixed and your PC and the data on it may be at risk under certain circumstances if you continue to use it. This is not limited to accessing the Welfare Call Extranet but may relate to accessing data on any website even if it appears to be secure (i.e. is using a https: prefix on the name)

Here is an independent article relating to using unsupported browsers :

<http://www.pcworld.com/article/3032562/browsers/its-official-older-versions-of-internet-explorer-are-now-at-risk.html>

If you don't use Microsoft Browser software but use Mozilla Firefox, Google Chrome, Apple Safari or another browser please be sure to keep it up to date to ensure it remains as secure as possible.

If we identify that you are using an unsupported browser you may be presented with the following image:



You may already have Google Chrome downloaded on your PC. If so you should have the following icon on your desktop :



If you don't have it on your desktop you may be able to access it by clicking on start, all programs and then Google Chrome.

If neither of these options are available to you, and you do have the ability to download programs on your computer please use the following web address:

<https://www.google.co.uk/chrome/browser/desktop/>

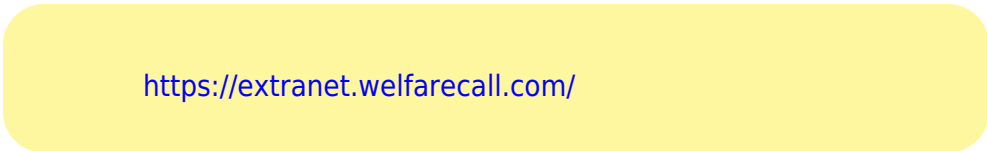
If you click on the 'Download Chrome' option within the page and follow the very simple instructions you should be able to download Google Chrome in less than 5 minutes.



However if you are unable to do this then please use internet explorer to gain access to the ePEP system:



Once you have entered in your address bar



and clicked enter

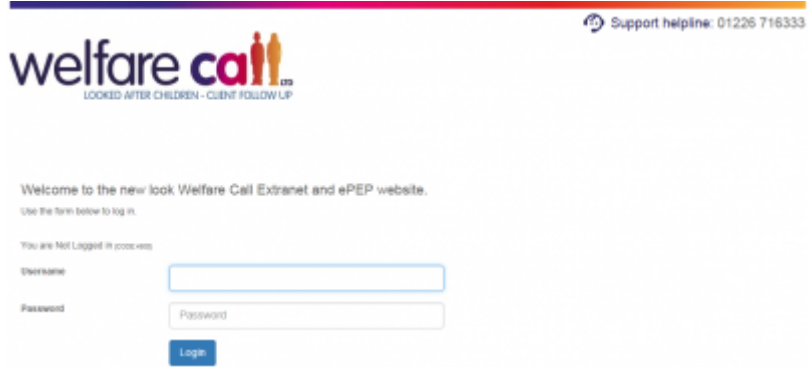
or selected ePEP



from the Welfare Call webpage



you should be presented with the following page

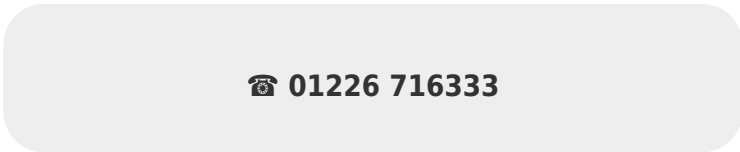


This page will allow you to enter your username and password in order to gain access to the ePEP. Your username and password should have been sent as two separate emails to the email address which the authority has provided:

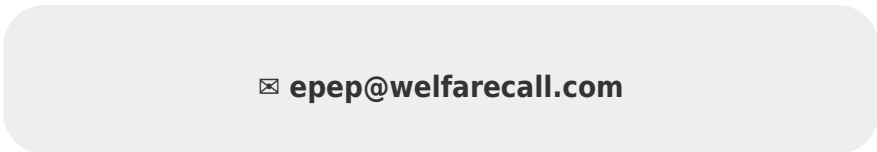
usually for designated teacher this is your school email address e.g. *designatedteacher@schoolname.authority.sch.uk*:

and for social workers this will be your authority email address e.g. *socialworker@authority.gov.uk*:

If you believe that you have not been sent a username and/or password and need access to the ePEP system please call:



Or email:



Navigation Bar

Across the top of every page is the navigation bar - as shown below



This includes **Logout, Home, Mail, EPEP, VS Docs** (Authority level users have additional menu options which are covered in a separate user guide).

Logout

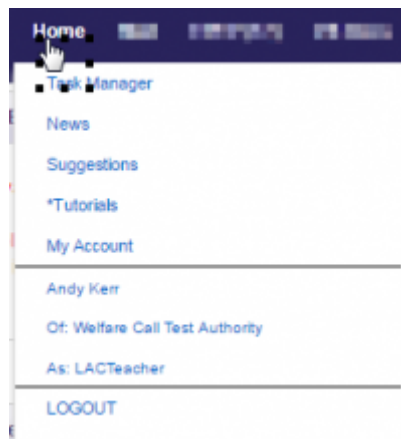


- For security purposes please click on this option every time you have finished what you want to do on the system and then close the window by clicking the 'x' in the top right hand corner of the screen. This will end your session rather than just removing the image from your device.

Home

This button is seen by all users of the ePEP.

When the cursor is placed over 'Home' a dropdown menu appears as per the image below



As seen above, users can access **News, Tutorials, My Account and Logout**

- **News**

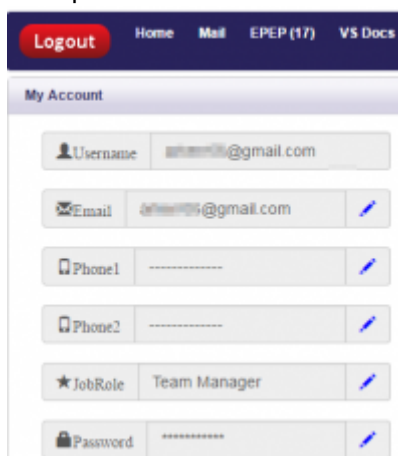
- As you would expect by the title, this is where Welfare Call share their news with you, the users of the system. It may be information regarding authorities that are using our system, events that we are planning, improvements to our systems etc

- **Tutorials**

- These are a couple of quick reference videos that provide an overview of the system and how it works, identifying the key points for first-time users to understand. It is not authority or template specific. This will be an area of ongoing development as additional resources are added.

- **My Account**

- Within this option users are given the opportunity to review their current settings/profile and make some changes themselves if required.



- To amend any of the current settings please click on the pencil icon accordingly

* **Changing Password**

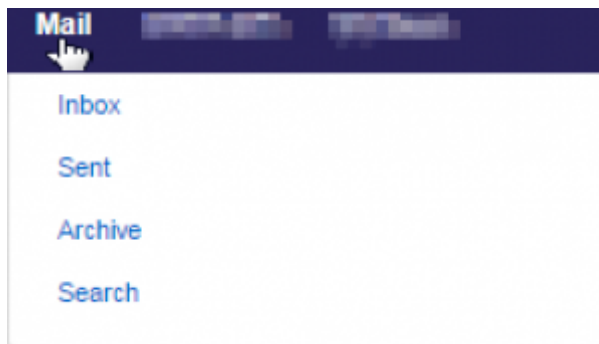
When you have logged in for the first time we strongly recommend that you change your password to one of your choosing. To do this action, you will be required to access your account settings by following this route

home - My Account - and then click on the pencil icon alongside 'password' as per screenshot above

- **Logout** - An alternative route to logging out of the system

Mail

Within the ePEP system users can access and review the mail that they receive from, and send to, both Welfare Call and Authority Level users of the system.



We also provide users with the means of making direct contact with Authority Level Users - i.e. Virtual school Team members. The Virtual School are then able to share the information to other Authority Level users if they so wish. Messages can be archived and the facility to search for emails is included to speed up their retrieval.

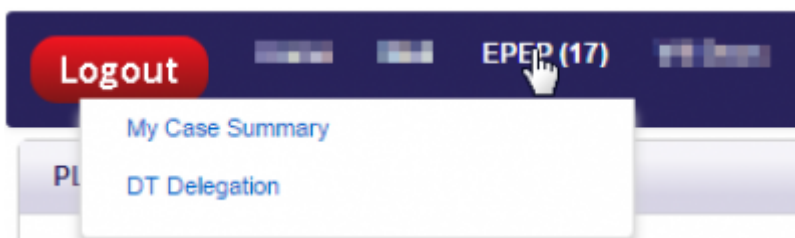
ePEP

For most users of the PEP this is the button they will utilise the most and make use of the options within the dropdown menu.

If a user has only one child allocated to their account they are taken immediately to that child's ePEP document.

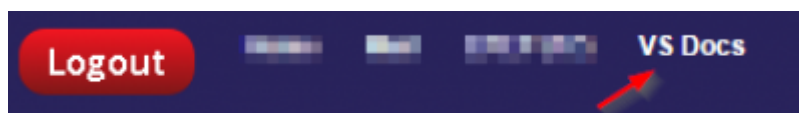
For those users with more than one child linked to their account, when the ePEP button is clicked, the user is taken to the ePEP summary page. This will be covered in the [ePEP Homepage](#)

When the cursor is placed over 'EPEP' within the main menu, the following dropdown menu appears.



For additional information on these areas please click on the following links: [DT or SW Delegation](#), [My case summary](#)

VS Docs



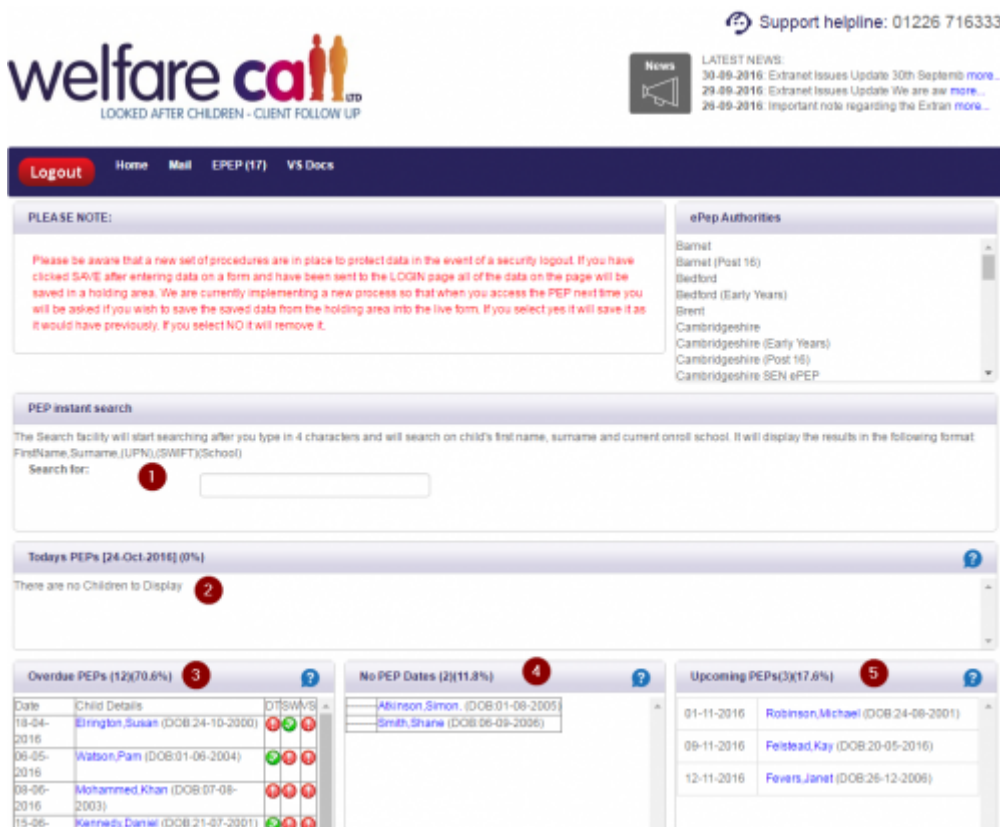
This section is utilised by the Virtual School Team to share information and documents with their users. Examples of documents that are shared are;

- Pupil Premium Policy
- SMART targets document
- Pupil views PDF version

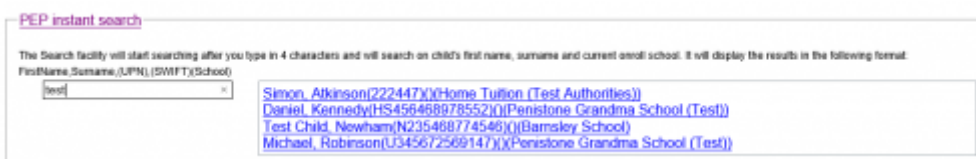
General features of the ePEP homepage

This chapter will introduce the general features of the homepage and the simple tasks users should undertake when they first login to the system

Once you have entered your username and password into the login page and pressed login (please remember that both the username and passwords are case sensitive) and have more than one child allocated to you then you will be presented with the following page. If you only have one child allocated to you, you will be immediately taken into the child's ePEP. The number at the side of the ePEP button on the blue navigation bar dictates how many children you have allocated to you.



1 An instant search function is available if you wish to go direct to the PEP screens for a particular child/young person. It is possible for you to find a child by inputting at least 4 characters of forename, surname, or school.



Search Results

You will only be able to search for children that have been assigned to you and will not be able to access any child’s ePEP documents who you haven’t got access rights to.

If you prefer to use any of the other search options into the homepage you will then be presented with a list of children which match those criteria. Simply press the drop down arrow to be presented with a list of the children that match what you have searched for. From this list you can choose one child whose ePEP you wish to view.

If no criteria is entered and the ‘show child’ button is depressed, you will be presented with your caseload in the dropdown list.

2 **Today's PEPs** section displays the details of those with a PEP meeting taking place today

3 **Overdue PEPs** section displays the details of those for whom a meeting has taken place and the PEP has yet to be signed off as complete by all parties. The document has yet to be created.

In the 'overdue' column there are an additional three markers (DT = designated teacher, SW = social worker and VS = Virtual School). These markers highlight which users have completed the necessary sections of the children’s PEP (a green tick) and more importantly which haven’t (a red exclamation point).

Date	Child Details	DT	SW	VS
12-09-2016	Child (FOR EPEP), Test (DOB:02-11-2006)	!	!	!
12-09-2016	Children's Services, Test (DOB:04-12-2004)	✓	!	!

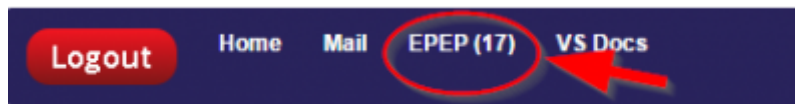
4 **No PEP Dates** section identifies any cases where no PEP date has been set in the system

5 **Upcoming PEPs** section identifies all PEP meetings that are due to take place in the future

Children linked to your account

Another task that users should undertake is to ensure that the correct number of children are linked to their account. Firstly, look at the number in the brackets alongside the EPEP within the top menu bar as shown below.

- For Social Workers this will be the Looked After Children on their caseload of the age range that the ePEP is being used for i.e. Reception to Year 11.
- For Designated Teachers this will be the Looked After Children placed within their school who are the responsibility of one or more of the Local Authorities who are using the Welfare Call ePEP.
- Independent Reviewing Officers will have access to the Looked After Children on their caseload for whom the PEP is active.
- Social Work Team Managers will be able to see the details of the children who are allocated to the Social Workers within their teams.
- Authority level users, such as members of the Virtual School Team, will have access to all children from the authority.



When the user clicks on this option they are presented with the [ePEP Homepage](#).

My Case Summary

Select the option 'My case summary' from the dropdown list when you move the cursor over 'EPEP', as shown below:



When the user clicks on this option they are presented with the details of the cases allocated to their account.

Once this has been done, the basic details of the children you are linked to will be shown on screen, along with the details of the other users who are also linked. This is particularly useful when you are not aware of the name and contact details of the people you need to arrange the PEP meeting with. As shown below:

Susan Elrington	Gender: Female	UPN:	SWIFT:
Next PEP Date: 18-Apr-2016 The PEP is OVERDUE			
Social Worker has signed off		Waiting for Designated Teacher sign off	
Ethnicity: Unknown			DateInCare: 10-09-2010
DOB: : 24-10-2000	Age::	Year: 11	Key Stage: KS4
Current School: Penny Black Primary School			
JAC Teacher: Mr Smith	Tel: 09809 898 878		email:
Social Worker:	Tel:	email:	
SW Team:	Manager:	Email::	
Carer: Dennis Bolton	Tel: 4582697562166	Tel2:	
Virtual School Advocate: 204Unassigned			
Goto Susan Elrington's PEP			

- 1 The current status of the PEP document is displayed to enable a quick review
- 2 The details of the other linked users
- 3 A hyperlink to the PEP screens for each child

Temporary User Access

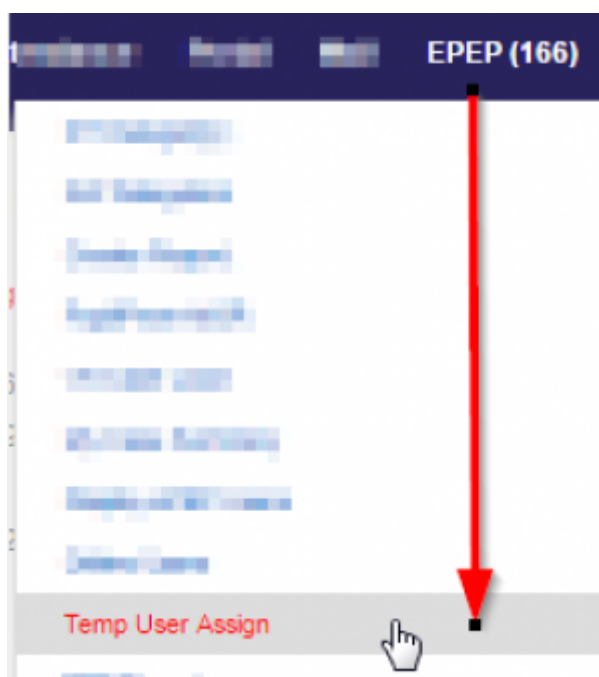
It is possible for users to be set up with access to a child's record on a temporary basis to enable professionals to complete the PEP documentation, where the situation is out of the normal allocation process.

Examples where this might be appropriate are

- Other than the allocated social worker is required to cover the PEP meeting
- Another school is to be given access to a child's record in order to facilitate a school transition
- The previous school is given access to a child's record in order to enter exam results received after the child has left the provision

The Virtual School users have the access rights to enable temporary access. Social work team managers can also use this facility to ensure a member of their team attends the meetings. Alternatively a request can be made direct to Welfare Call to set up the access rights.

This is done by selecting *Temp user assign*, from the menu option that appears when the *EPEP* menu option is highlighted within the top menu bar.



The user is required to identify the temporary user for whom access is to be granted, from a dropdown list. This list is limited based upon either


- the Social Workers in the team - if the assignment is being set up by the manager
- or the Designated Teachers or Social Workers linked to children from the authority, if being set up by the Virtual School or Welfare Call.


The child can be selected by either typing in part or all of their name and selecting the child, or alternatively clicking on *display results* and then selecting **1** from the names presented. The date until which the user is to be granted to the child's record is then selected **2**.

Temporary Children Assignment

Found 227 Records

Temporary Assignment of Children For **Name of user**

Choose a Date to End the Temporary Assignment: 01-11-2016  **2**

Childs Name	CurrentStatus	Date of Birth	School	Authority
 1 Child name	A	2003/02/24	Any School	

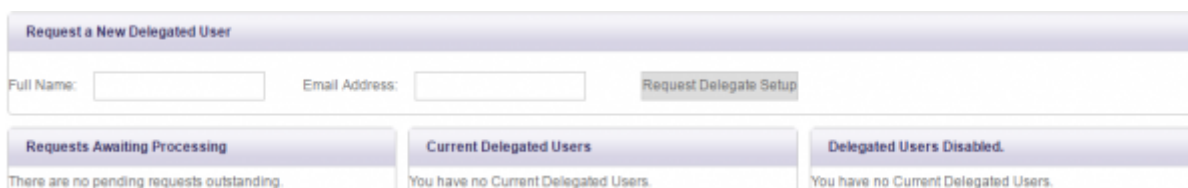
DT Delegation or SW Delegation

We understand that sometimes as a designated teacher or social worker you may want to delegate parts of the ePEP to be completed by another work colleague within your school or team that may have a better understanding or have more up to date information about the young person. Therefore within the ePEP system we have built in the facility for the primary users to request additional users to be set up who will have access to the children who they can see. To do this you will need to access the section called 'DT Delegation' or 'SW Delegation', dependent upon your role.

To access the page you will need to highlight the EPEP button (as shown in the screenshot below)

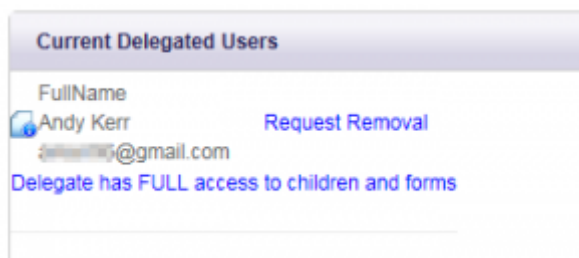


and then click on the dropdown the 'DT Delegation' or 'SW Delegation' link. This will then present you with the following screen

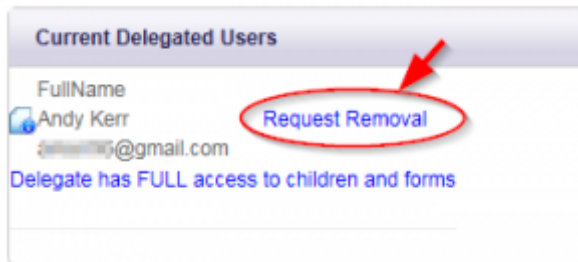


Within this screen you have the ability to enter in the details of the additional user you wish to set up. As shown in the screenshot above you will have to enter in the user's full name and email address and then click on the request delegate setup button. This will then send the information to Welfare Call to be reviewed and clarified before the request is then either processed (and the new user given access) or denied. Whilst the user is being reviewed they will appear in the area called 'Requests awaiting processing'. You have the option to cancel any request at any point if you wish.

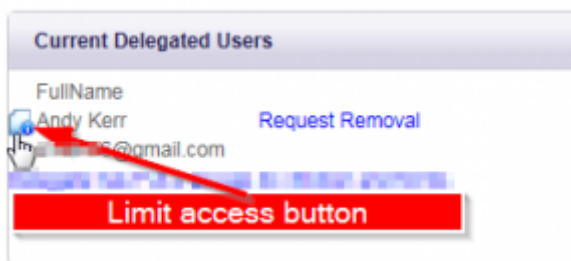
Once the user has been approved their details will then appear in the box marked 'Current delegated users' (as shown in the screenshot below).



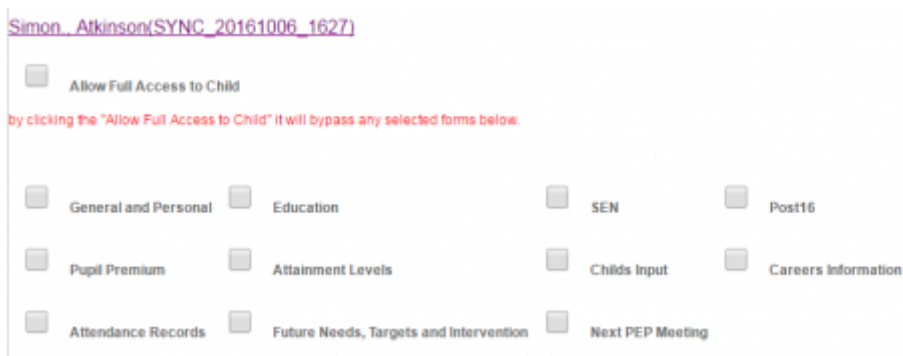
This box will list all users who you have ever requested to be set up who have been accepted. If you feel that a user you have requested to be set up in the past no longer needs access then you can request removal of the user. To do this you must click on the blue link to the side of the name (again this is shown in the screenshot below).



As mentioned before, any additional users you as a designated teacher or social worker request to have access will, by default, be able to see all the children who are currently assigned to you. The access for delegates can be further restricted by clicking on the 'limit access' icon.



The access can then be restricted to certain cases and/or in addition, limit the forms that the delegates are able to view.



As soon as you are no longer a designated teacher or social worker for a particular child the other additional users will also have their access rights removed for that child.

What an ePEP looks like on screen

The layout of every PEP, no matter which authority template you are using, is the same. The Form names and questions may vary, but the general structure and the functionality around the system is consistent.

Top section

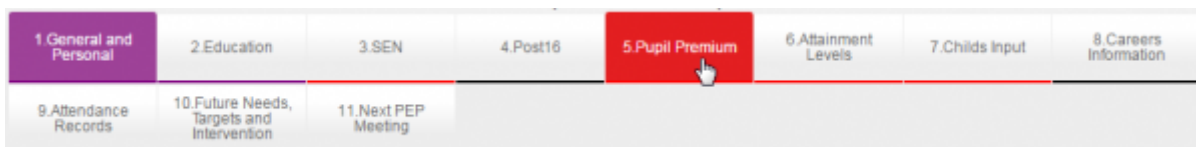
The top section of all pages when displayed on your device will be the same layout - showing:

1. the details of the child/young person you are completing the PEP for
2. the authority responsible for their care
3. the details of the Virtual Head/Contact person for the authority
4. the ability to access Attendance reports, Previous PEPs, Documents, Notes
5. the ability to generate downloads of the current 'live' screens
6. the sign-off buttons that are required to be 'clicked' in order for the PEP to be completed



General features of the forms

Within the ePEP system there is the ability to assign particular forms and/or fields to particular user groups. These identifiers indicate who, in most situations, be expected to fill in the forms and fields. Please note however, the access to these forms and fields is not locked down to these user groups.



As can be seen in the screenshot each form name has a colour coded tab to indicate which user is required to fill in the information.

The fields are also colour coded in the same way so you can easily identify which are relevant to you.

new designated teacher both parties will have immediate access to historical data regarding the child meaning that they can gain a better overview of the child prior to the first PEP meeting taking place.

If Welfare Call is working on behalf of the authority and contacting schools on a daily basis for the attendance, we maintain a lot of core data regarding each looked after child. Therefore, instead of asking you to input this data, Welfare Call will automatically pre-populate a number of the fields within the ePEP and update the fields when necessary. This ultimately means the amount of time it will take you to complete an ePEP is reduced.

Saving of information



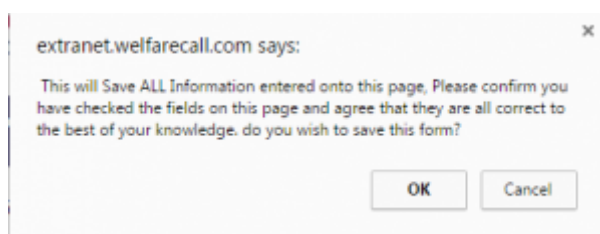
One very important thing to note is that at the top and bottom of every form within the ePEP (with the exception of the attainment page which will be explained further down the page) there is a 'save page' and 'save page and go to next page' button which must be pressed in order for any changes and updates which you may have inputted to be saved correctly (the buttons are shown on the screenshot above).

If you try to navigate to another form there is a warning message which will appear explaining that any data which has been inputted will be lost if the save button has not been pressed beforehand.



(Please note this message will always appear regardless of whether you have actually saved the data already or not). Therefore we do ask that if you can make it a habit that you scroll to the top or bottom of the page and click the save button this will ensure that no data is lost.

On clicking the save button you will be presented with the following message:



Once you have clicked 'ok' the system will then save the necessary fields that have been updated. The system will also show you which fields it is updating so you can be sure that it is saving everything that you have inputted. This is shown on the screenshot below:

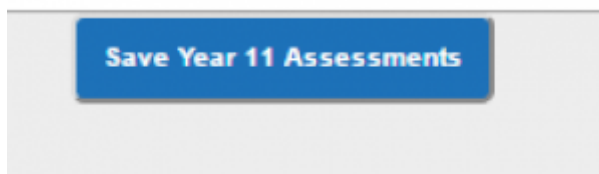
Please wait whilst we save the form



Headteacher was updated Successfully

Saving attainment data

As mentioned above the attainment form works slightly differently in that instead of the save button being at the bottom of the page there is actually an individual save button for each year group. The reason for this is due to the potential amount of data that can be input within the attainment form the only way to ensure that it saves 100% correctly was to break each year down into its own section. The screenshot below highlights how there is a save button for each year:



Please ensure that when entering in attainment data that you do it one year at a time and click on the save button once you have completed each individual year.

Key for highlighted fields



Once this has been clicked the Key is shown as a pop out bar.

Key for highlighted fields

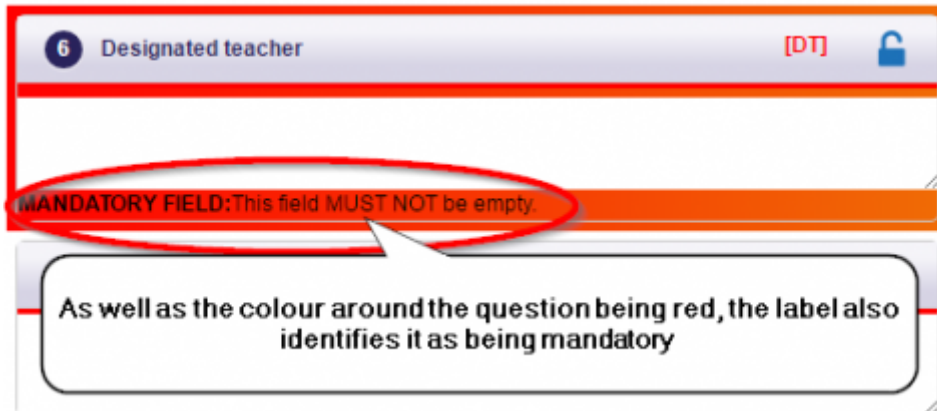
Field Highlights				Status	Padlock	Field Details	New or Updated	Pep RAG Rating		
Designated Teachers (red) ?	Social Workers (blue) ?	Both SW and DT (purple) ?	To change update your LA system ?	Red ?	Green ?	Blue ?	New field Updated field ?	PEP OK to complete ?	Minor issues to resolve ?	Major issues to resolve ?

For additional information, move your cursor over the blue question mark to see a pop up which describes the icon or colour code in further detail. To remove the pop out key, simply click on the blue bar again.

Mandatory Fields

In some templates, at the request of the Virtual School, we have made some tables and fields mandatory. This means that the PEP cannot be signed off by any user until all of the mandatory fields have some information entered within them.

Mandatory fields will be highlighted with a coloured background, and will also have a label identifying them as such. (as shown below).



PLEASE NOTE: The system cannot decipher the quality of the content, merely that something has been entered. For any question/table fields that is mandatory, even if the question does not apply for the child/young person you are completing the PEP for, please enter n/a or something similar in order to move on.

If you attempt to sign off the PEP when there is something outstanding, you will be advised of the name of the form in which the missing information is required. This will be displayed in the same place as the sign-off buttons.

Google maps icon

There are a number of places where we present the Google maps icon alongside an address. This is mainly relating to the School address, either on the *My Case Summary page*, or on the form within the ePEP where the Education provision address is shown. If the user chooses to click on the icon they are then taken to Google Maps in a separate window on their device and presented with a map showing the location. The user can then choose to select *navigate* to the location to be shown the directions if required.

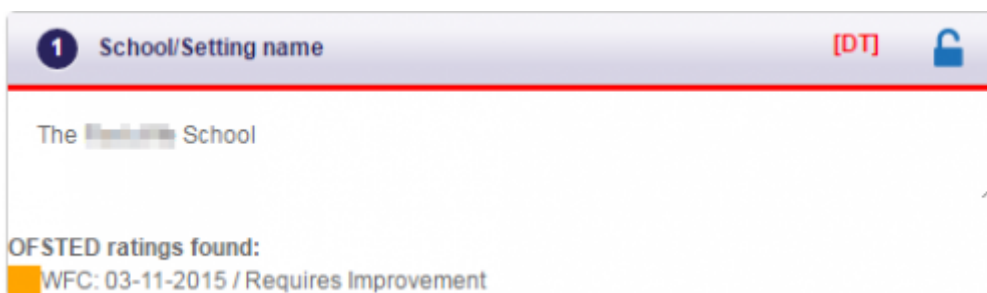


This may be of use to professionals travelling to a provision they are not familiar with.

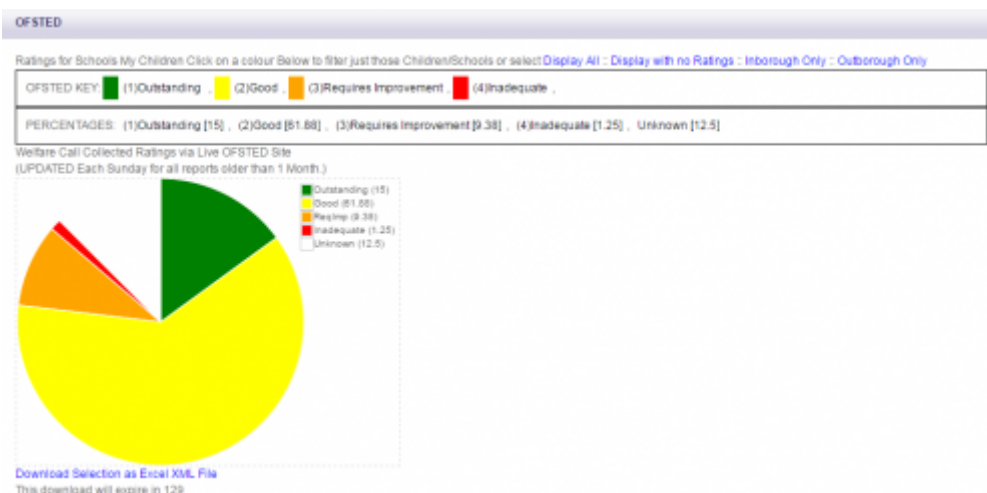
Ofsted ratings

Within the ePEP we provide data regarding the Ofsted ratings and associated Inspection documentation of the education provisions the children are attending. We present this in a number of areas within the site. This information is updated weekly from information presented on the Ofsted website. Obviously, this will only provide the information for establishments that are inspected by Ofsted and not those that come under another inspectorate, such as the independent Schools Inspectorate. Any new school, or recent academy conversion, will also have no rating against them until an inspection takes place.

Wherever an education provision is presented within the ePEP we also identify the current rating and the date of the inspection.



We also provide data reports and charts which identify, for authority level users, cohort level statistics. This is very useful for Ofsted inspection purposes as well as ongoing work with the children.



Attainment pages

This is probably the area of the PEP document that varies the most between the various authority templates that Welfare Call provide within the ePEP system. This is due to the personalised requirements of each authority regarding what is to be requested from the end user, how it is presented and the terminology that is used.

If you complete the ePEPs for a number of children from differing authorities that use Welfare Call you may well be presented with slightly different tables to complete.

Early Years

As the Early Years curriculum and assessment levels are used across the country, the tables and wording is more or less the same across all templates.

Subject	Term 1 Autumn		Term 2 Spring		Term 3 Summer	
	Age/stage	Grade	Age/stage	Grade	Age/stage	Grade
ELG01 Listening and attention	-	-	-	-	-	-
ELG02 Understanding	-	-	-	-	-	-
ELG03 Speaking	-	-	-	-	-	-
ELG04 Moving and handling	0-11	-	-	-	-	-
ELG05 Health and self-Care	8-20	-	-	-	-	-
ELG06 Self-confidence and self-awareness	16-26	Emerging Expected Exceeding	-	-	-	-
ELG07 Managing feelings and behaviour	22-36	-	-	-	-	-
ELG08 Making relationships	30-50	-	-	-	-	-
ELG09 Reading	60-	-	-	-	-	-
ELG10 Writing	-	-	-	-	-	-
ELG11 Numbers	-	-	-	-	-	-
ELG12 Shape, space and measures	-	-	-	-	-	-
ELG13 People and communities	-	-	-	-	-	-
ELG14 The world	-	-	-	-	-	-
ELG15 Technology	-	-	-	-	-	-
ELG16 Exploring and using media and materials	-	-	-	-	-	-
ELG17 Being imaginative	-	-	-	-	-	-

The only slight variation is that some use the terminology 'Beginning/ Developing/ Secure' throughout EYFS and then use 'Emerging/ Expected/ Exceeding' in the final term, whilst some use 'Entering/ Emerging/ Exceeding'.

Key Stage 1 and 2 attainment

For Reception onward the differing attainment templates come to the fore.

For Key Stage 1 and 2 the process being adopted by the Virtual School is that of collecting attainment data using a standard set of terminology or phrases, that the users can easily understand and find a correlation with the school levels. This will then enable cohort level analysis to be made by the Virtual School.

The questions being posed are similar across all the templates, in that the provisions are asked to provide the 'level' the child is working at - along with targets, as well as questions regarding the progress that is being made.

An example is shown below:

Attainment

[Go to Previous Page](#)
[Go to Next Page](#)

[Early Years / Foundation](#)
[Key Stage 1](#)
[Key Stage 2](#)
[Key Stage 3](#)
[Key Stage 4](#)
[SATs Results](#)
[GCSE Results](#)

Key Stage 1

[Year 2](#)

Based on your professional judgement what is the level the child is currently working at?

Subject	Term 1 Autumn	Term 2 Spring	End of Key Stage 1 Results
	Current attainment	Current attainment	Current attainment
English	-	-	P4i
Reading	-	-	Age-related++
Writing	-	-	P8iii
Phonics	Age-related++	-	-
Mathematics	Age-related+	-	-
	Age-related		
	Age-related-		

Based on your professional judgement progress being made by this young person towards the end of key stage in the following areas?

Subject	Term 2 Spring	End of Key Stage 1 Results
	Progress	Progress
English	-	-
Reading	-	-
Writing	-	-
Phonics	Less than expected progress	-
Mathematics	Expected progress	-
	More than expected progress	-

Where other abbreviations are being used, a key is presented at the top of the page for users to understand and follow, as per example below:

Key to Assessment Bands:

BLW or P-Scales: Use for pupils working below the Pre-Key Stage Standards or on P Scales

PKS: Pre Key Stage Standards: Working below the key stage programme of study, but on track to achieve the Pre-Key Stage Standard

WTS: Working Towards the Expected Standard: Working on objectives from the Key Stage Programme of Study, with support

EXS: Expected Standard: Working on objectives from the Key Stage Programme of Study, and on track to achieve the expected standard

GDS: Greater Depth: Working at greater depth on objectives from the Key Stage Programme of Study

* Subjects with an asterisk at the side of them have been included for those children who are attaining a grade lower than P4

If a pupil is working at P1i-P3ii in English, then using reading, writing, speaking or listening performance descriptors would not normally be appropriate. If a pupil is working above P3ii in English, then separate performance descriptors (P4-P8) can be given in reading, writing, speaking or listening and an overall English performance descriptor is not expected.

This also applies to mathematics, number, using and applying mathematics, and shape, space and measures. For science, a single descriptor from P1-P8 should be given.

P scale descriptors P4 to P8 describe pupils performance in a way that indicates the emergence of skills, knowledge and understanding in each subject.

As the generic terminology being used in the template does not give the 'detail' of the levels and progress being made by the child, we would strongly urge that the education provisions upload their assessment reports for other users to access in order to get greater detail and additional information.

Key Stage 3 and 4 Attainment

It is in Key Stage 3 that schools adopt differing approaches to the curriculum, in that a number of schools commence the KS4 curriculum in Year 9. For this reason an additional column is added to the data table in order for the end user to identify if the child is following the 'National Curriculum' for year 9 or has indeed commenced a GCSE course of study or some other qualification.

An example of how the tables are set out is shown below:

Year 9

Please provide details of achievement in all subjects currently being studied.

Subject	Course Type	Autumn Term			Spring Term			Summer Term		
		Good Progress	Targets	Current	Good Progress	Targets	Current	Good Progress	Targets	Current
English	-	Yes	-	-	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-	-	-	-	-
Science	National Curriculum	-	-	-	Yes	-	-	-	-	-
science 1	Functional skills	-	WB	-	-	-	-	-	-	-
science 2	Entry Level 1	-	B	-	-	-	-	-	-	-
science 3	Entry Level 2	-	WT	-	-	-	-	-	-	-
	Entry Level 3	-	OE	-	-	-	-	-	-	-
French	Level 1	-	AE	-	-	-	-	-	-	-
	Level 2	-	9 (A**)	-	-	-	-	-	-	-
Spanish	Level 3	-	8 (A*)	-	-	-	-	-	-	-
German	Entry Level	-	7 (A)	-	-	-	-	-	-	-
	Adult literacy	-	6 (B)	-	-	-	-	-	-	-
Adv Maths	Adult Numeracy	-	5 (C)	-	-	-	-	-	-	-
	BTEC Award	-	4 (D)	-	-	-	-	-	-	-
	BTEC Certificate	-	3 (E)	-	-	-	-	-	-	-
	BTEC Diploma	-	2 (F)	-	-	-	-	-	-	-
	GCSE	-	1 (G)	-	-	-	-	-	-	-
	GCSE (Short course)	-	Pass	-	-	-	-	-	-	-
	GCSE (Full course)	-	Merit	-	-	-	-	-	-	-
	Other	-	Distinction	-	-	-	-	-	-	-
		-	P1i	-	-	-	-	-	-	-
		-		-	-	-	-	-	-	-
		-		-	-	-	-	-	-	-

Is the young person on track or targeted to achieve the nationally expected attainment at the end of Key Stage 4 in the following areas?

Subject	Autumn Term		Spring Term		Summer Term	
	Target	On Track	Target	On Track	Target	On Track
English	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-
Science	-	-	-	-	-	-

Additional notes for Year 9

Yes
Working Towards
No

In the example shown above, where a child is following a GCSE course the options re A**-G or 1-9 should be used. We have presented them alongside each other as a 'nearest match' so that people looking at the PEP, who might not be fully aware of the new levels, can get a good idea of how the student is doing.

For those following the National Curriculum for Y9 the levels to be used would be WB,B,WT etc, as per the attainment key.

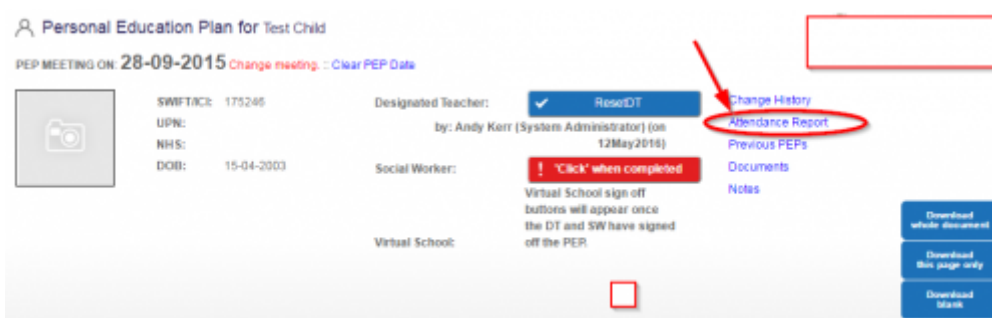
We have also added additional questions regarding predicted Attainment 8 and Progress 8 on a number of templates. When these become more widely used by schools we anticipate that most templates will include these questions.

Attendance information

Within the ePEP we have a form/section regarding attendance which the schools are expected to complete. This will obviously only include the period whilst the child has been on their school roll. However, within the overall statistics there may be a story to tell, in that the attendance might have been very poor prior to coming into care, and since then been much improved. We encourage the school to present this to celebrate the improvement rather than just entering an overall figure.

Also, for those children that Welfare Call monitor the attendance, we offer an attendance report that will show an up to date 'school register' for the whole of the academic year. This enables social workers and IROs to access the current attendance without the need to contact the school.

From a schools perspective, they can view the attendance information at the previous provision and any patterns of attendance that might be of concern.



...what it looks like..

WelfareCall individual attendance report for Child name								
Year starting 2016	School name	25-10-2016 10:39:15						
Attendance Record		Ending 24-Jul-2017						
Child name		Mo	Tu	We	Th	Fr		
Date of Birth	04-12-2004	1	01-Aug-2016	11	11	11	11	11
Class : Year	7	2	08-Aug-2016	11	11	##	##	##
UPN	XXXXXXXXXX	3	15-Aug-2016	##	##	##	##	##
SWIFT	XXXXXXXXXX	4	22-Aug-2016	##	##	##	##	##
PEP Date		5	29-Aug-2016	##	##	##	##	##
Change of School	NO	6	05-Sep-2016	##	Cl	Λ	Λ	Λ
*Possible Attendance	34	7	12-Sep-2016	Λ	Λ	Λ	Λ	Λ
*Actual Attendance	33.5	8	19-Sep-2016	Λ	Λ	BB	Λ	Λ
		9	26-Sep-2016	Λ	Λ	Λ	Λ	Λ
		10	03-Oct-2016	Λ	Λ	Λ	Λ	Λ
		11	10-Oct-2016	Λ	Λ	Λ	Λ	Λ
		12	17-Oct-2016	Λ	Λ	Λ	Λ	Λ
		13	24-Oct-2016	##	##	##	##	##

Targets-Outcomes-Interventions-Actions

The various screenshots shown below identify how the templates capture the 'Outcomes and intervention' that have been agreed in the meeting and then auto-fill the Target review section of the next PEP. In some templates it may be simply identified as the 'Targets' page.

This form has been designed to allow the reviewing of targets that have been set against the child in the previous PEP and setting of new targets for the current PEP.

When a target has previously been entered in a previous PEP, the details regarding previous decisions and actions agreed at the last PEP meeting are automatically moved forward to this section for review.

We generally have two ways in which targets are dealt with in the various templates. For some authorities the targets are presented in a table format, as shown in the example below:

REVIEWING OF PREVIOUS TARGETS AND ACTIONS			
1 What were the education targets from the last PEP? [DT] ?			
Education target from last PEP	Target achieved?	Comment on actual outcomes achieved	Review of impact of the use of Pupil Premium Plus funding
	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		
	<input type="text"/>		

In others it is more of a free-flow form design, as below:

REVIEWING AND SETTING OF TARGETS INCLUDING PUPIL PREMIUM PLUSUSAGE			
3 Previous PEP SMART Target(s) and actions including Pupil Premium Plus spend (3) [DT]			
SMART Target(s)		auto filled with info from previous PEP	
Actions/ interventions to achieve the SMART Target(s)			
Expected outcomes of support, provision, actions or interventions			
By whom?	By when?	Pupil Premium Plus category	
SMART Target(s) funding source		Pupil Premium Plus spend / Funding Financial Year	
School Pupil Premium			
Has this SMART Target(s) been achieved?		Do you want to amend the SMART Target(s)?	
<input type="text"/>		<input type="text"/>	
NOTE: If the SMART Target(s) has been achieved the SMART Target(s) will be marked as complete and removed from the PEP at completion.		NOTE: Amending the SMART Target(s) will archive the old SMART Target(s) and create a duplicate SMART Target(s) ready for editing and review.	
Comments on actual outcomes achieved			
Review of impact of the use of Pupil Premium Plus funding			
NOTE: The notes are stored as separate records only the most recent will be displayed in the box above, so you are free to clear the current note and add your own. You will be able to view the full conversation elsewhere.			

New targets can be entered into the system - again the way in which this is presented is dependent upon the authority template design you are using.

For the templates using a table format the section would look very similar to the image shown below:

SETTING OF NEW TARGETS INCLUDING PUPIL PREMIUM USAGE						
5 New targets (maximum 4)					[DT]	?
Target (What) Long term, Medium term, Short term	Specific Action (How)	Responsibility (Who)	Timescale (When)	Expected Outcome (What will it look like)	Pupil Premium Plus	
			<input type="text"/>			
			<input type="text"/>			
			<input type="text"/>			
			<input type="text"/>			

OR like the screenshot below.

4 New education targets and actions for pupil premium plus(4) [DT]

New education targets and actions for pupil premium plus:

SMART Target(s)
(SMART Target(s) ref # 22970)

Actions/ interventions to achieve the SMART Target(s)

Expected outcomes of support, provision, actions or interventions

By whom? By when? Pupil Premium Plus category

SMART Target(s) funding source Pupil Premium Plus spend / Funding Financial Year

Comments/ Notes

This is not to say that all targets must have a Pupil Premium cost associated with them

Signing off a PEP as complete

When the designated teacher(DT) and Social Worker(SW) have written up the decisions and actions during or following the meeting, and completed the rest of the PEP forms, they are required to 'click' on the sign-off button. They only have access to the button that relates to their role.

Authority level users i.e. Virtual School team members can access the buttons and sign them off on behalf of the other users if required to do so (in exceptional circumstances).

Only when both the DT and SW have signed off the PEP as completed will Virtual School team members be able to sign off the PEP as part of the QA process.

PLEASE NOTE: It is impossible for anyone to sign off a PEP in the following circumstances:

- No PEP date is set
- The PEP date is in the future

The buttons to be 'clicked' look like this:

Designated Teacher:

! 'Click' when completed

Social Worker:

! 'Click' when completed

and look like this when 'clicked': showing both the date it was signed-off and by whom

Designated Teacher:

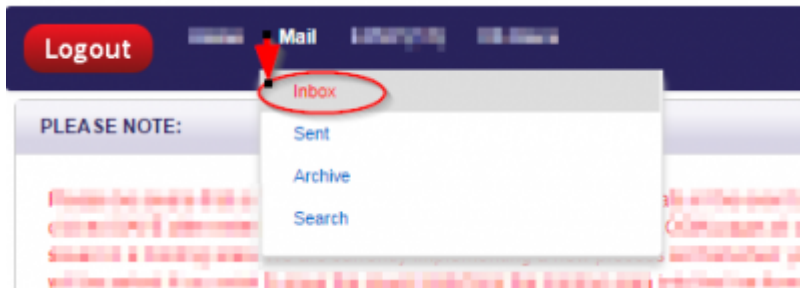
Work Complete

by: on
24Nov2015)

Once all parties have signed the PEP off as complete, the finalised and approved document will be generated. A notification is sent to the DT and SW to advise that the PEP document has been generated and the rating it has been given. It will be date and time stamped and stored in the 'Documents' section on the child/young person record. From there it can be accessed and downloaded if required.

Messages/Mail/Notifications

As part of the process within the ePEP, the system automatically sends out a number of notifications via email to the users. These may be to advise of a PEP meeting is due to take place, a PEP document is still outstanding or that a note has been added to a child’s record that the user is linked to. No child level information is stated within the emails, as it would breach data protection, but the message advises the user of the need to login and see an internal message within the system that will give the relevant child level information. These messages can be found by moving the mouse over ‘mail’ and then clicking on ‘inbox’ from within the drop-down menu. As per the screenshot below.



Documents folders

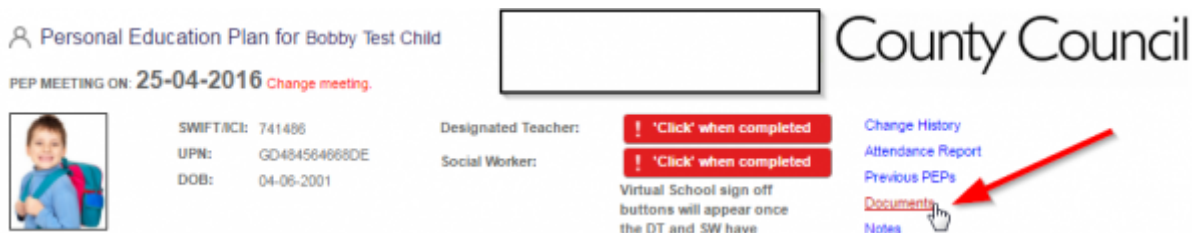
Completed ePEPs

This is the area where the Welfare CallePEP system places completed documents following the rollover from one PEP to another. They are stored as word documents, date stamped, and cannot be deleted by users. The documents can be downloaded by users in able for them to upload into other systems if required.(e.g. uploaded to internal Social Care case management systems).

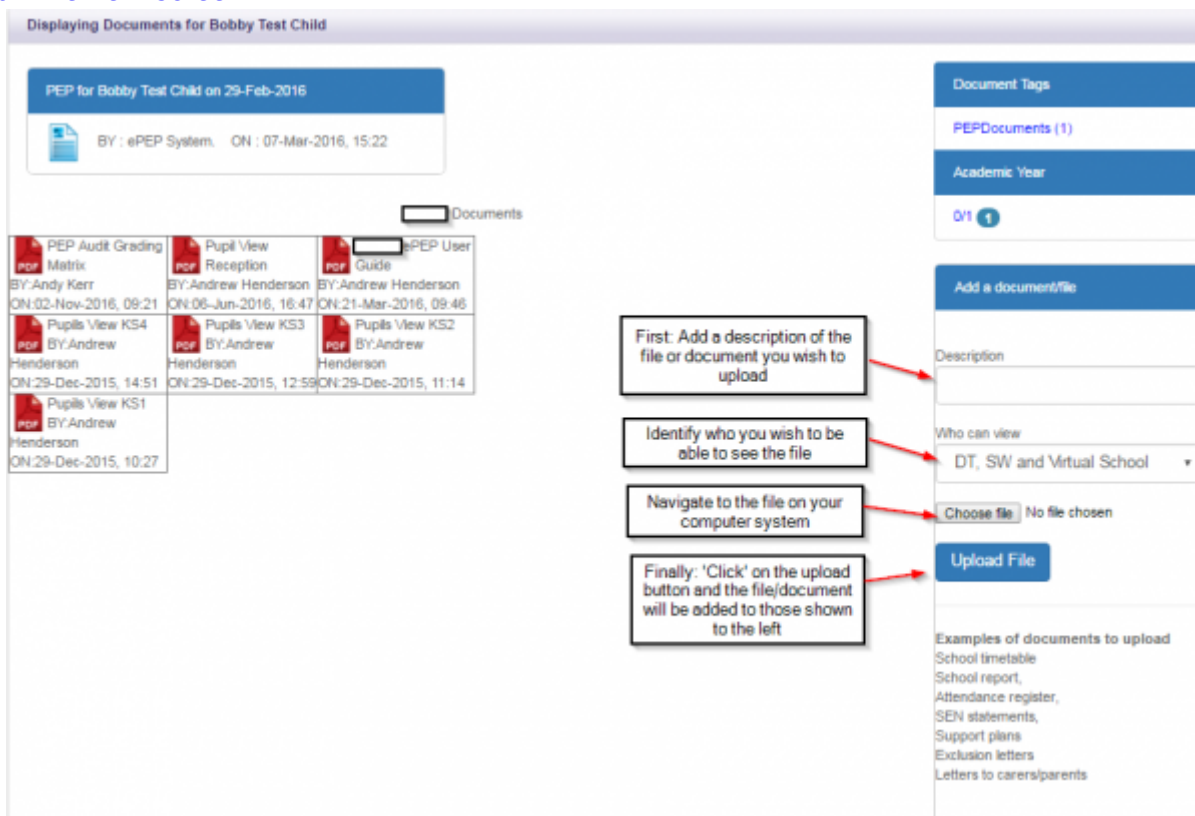
How to upload supporting documents/ files/ images/ video etc

Users with full access to a child record (I.e. Not delegated users granted limited access only), can also upload other supporting documents or files to a child record. We encourage schools to upload Statements of SEN or EHCPs, school reports, support plans etc. In addition to the 'educational' documents a number of our users are also uploading other information to the system that enable this section to be used as a 'child memory box', celebrating the child's achievements, experiences, awards - the things they like to do!. This will enable a more holistic view of the child to be created and accessed.

Firstly, click on the documents label in the options as shown below:



then on the next screen



How to download supporting documents/ files/ images/ video etc

PLEASE NOTE: If a delegate user has any restrictions on their access rights regarding the selected child, as set up by the SW or DT, they will not be able to access this menu option.

Access the **Documents** or **Previous PEPs** sections by selecting from the menu, as shown above: All of the files the user has access to can then be downloaded from the system by users as required. Only the person who has uploaded the document/ file can delete it.

This can be simply done by clicking on the icon for the file you wish to download and then opening the downloaded file. This final process may vary dependent upon the version of software you are using.

Capturing Pupil Voice

This can be done in a variety of ways.

- Completing the pupil view as presented on screen, following a conversation with the child/young person
- Uploading another pupil view form completed by the child/ young person
- Uploading a video or audio file of your discussion
- Uploaded a scanned copy of the child/ young person hand written notes

We encourage the professionals supporting the child to decide upon the most appropriate means to capture their view and present it within the ePEP. If an alternative means is used, we recommend that this is referred to in the pupil view form so that users know where they can find the information and that it has not been overlooked.

Appendices

There are no appendices attached to this document.

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