



SUTTON
VIRTUAL SCHOOL

Aim, Aspire, Achieve

Sutton Virtual School



EPEP Guide





Contents Page:

Understanding the Personal Education Plan	pages 3-6
Trouble shooting	page 7
Personal information Section	page 8
Social Workers Section	pages 9-12
CLA nurse Section	page 13
Foster Carers Section	pages 14-15
Young Person View	pages 16-19
Designated Teachers Section	pages 20-40
NEET Section	pages 41-43
Quality Assurance Section	pages 44-47
PEP Concern Process	page 48



Understanding the Personal Education Plan (PEP)

A Personal Education Plan (PEP) is a mandatory component of the care plan for every child under the care of a local authority, aimed at supporting their educational journey from pre-school to age 18.

Key Features of a PEP Meeting:

- **Frequency:** A PEP meeting is required to be held every term for each child in care.
- **Initiation:** The PEP should be established as part of the care plan as soon as the child enters care.
- **Purpose:** It serves as a dynamic record detailing the necessary steps to ensure the child achieves at least expected progress and reaches their full potential.

The PEP Should:

- **Reflect** a personalized learning approach tailored to the child's educational needs.
- **Raise** aspirations and enhance life opportunities.
- **Identify** targets, support strategies, and resources (e.g., Pupil Premium Plus).
- **Support** transitions, such as changes in schools or exam preparations.

Who Is Involved?

The PEP meeting typically includes:

- The child or young person
- Their social worker
- A designated teacher from the school
- Carers or foster parents
- The Virtual School Education Advisor
- Other relevant professionals (e.g., SENCO, educational psychologist)

Shared Responsibility:

The quality of the PEP is a collective responsibility of both the local authority and the school.

Social workers, carers, Virtual School Education Advisors, Designated Teachers, and other professionals must collaborate to ensure the PEP meets quality assurance standards.

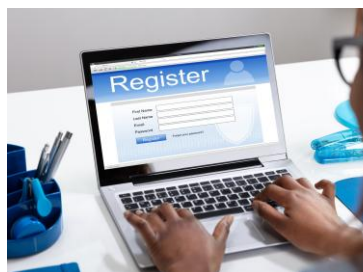
It is essential that everyone involved ensures the child's voice is heard and reflected in the plan.

Getting started

To get started with EGOV ePEP Online for managing Personal Education Plans (PEPs) for Children Looked After (CLA), here's a step-by-step guide



Step 1: Access the portal
<https://secure.epeponline.co.uk/login>



Step 2: Register for the first time



Step 3: Login



Product features



Information Overview:

The Information Section provides a concise overview of the young person's personal details, care history, and current educational status. It includes key facts such as their living arrangements, support needs, and progress in education. It also identifies the professionals and carers involved, ensuring a clear picture of the support network around the young person.



Social Worker Section:

The Social Worker Section outlines key aspects of the young person's care and support. It includes youth justice involvement, detailing the type of order in place, the reason for intervention, and any considerations that may impact care or education. The care planning element covers recent placement changes, the quality of care since the last review, and any emerging priorities. It also highlights education-related concerns and progress. Additionally, the section supports career planning by identifying aspirations and steps needed to help the young person move towards future goals.



Health Section:

The CLA Nurse Section summarises the young person's most recent health assessment, highlighting any physical, emotional, or developmental needs. It also includes education-specific health information, such as how medical issues may affect learning or attendance. The section prompts consideration of any health-related factors that should be addressed during the meeting to ensure the young person's wellbeing is fully supported across care and education planning.



Foster Carer Section

The Foster Carer Section captures the carer's perspective on the young person's education and home life, including engagement in enrichment and after-school activities, and the role of reading within the home. It also explores future plans and career aspirations, focusing on how carers are actively supporting preparation for adulthood. This includes encouragement, practical guidance, and helping the young person explore options for their future.

Young Person's View

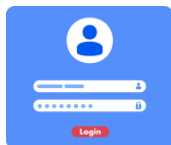
This section captures the young person's thoughts on school or college, including what they enjoy, what they find challenging, and their favourite subjects. It also identifies areas where they feel they need extra help and whether they have a trusted adult for support. Friendships are discussed to understand their social experience. The section also explores their interests and future plans, including how they spend weekends and evenings, involvement in sports, aspirations for work or volunteering, and any support needed with part-time jobs or CV preparation.

Designated Teacher Section

The Designated Teacher Section provides a comprehensive view of the young person's educational experience and support needs. It covers areas such as speech and language therapy (SALT), occupational therapy (OT), attendance and punctuality, suspensions or exclusions, and any part-time timetables. It also includes information on SEND, transition planning, and social, emotional, and mental health, often informed by the Strengths and Difficulties Questionnaire. The section outlines attainment and progress, highlights what is going well, identifies challenges, and details the support in place. It concludes with an action log and SMART targets aligned to Pupil Premium spending for the term.

Troubleshooting

If you're experiencing issues on the EPEP platform, start by checking that you're using the correct login credentials and that your browser is up to date. Sometimes switching browsers or clearing your cache can help resolve access problems. Don't hesitate to ask for help—resolving access early ensures you can make full use of the platform's features.



Check Login Details:

Ensure you're using the correct email and password. Reset if necessary.



Contact Support:

If issues persist, please contact the **eGOV Support Team** on **0333 772 0944** for direct assistance.



Contact the Sutton Virtual School Education Advisor:

who may be able to support you further.

EPEP Sections and Guidance:

Personal Information Overview:

The Information Section provides a concise overview of the young person's personal details, care history, and current educational status. This is pre-populated from the information we are provided by the social care team. It includes key facts such as their living arrangements, support needs, and progress in education. It also identifies the professionals and carers involved, ensuring a clear picture of the support network around the young person.

Section:	Information:
Young Person information	Basic personal details of the child or young person.
Care information	Relevant care status and arrangements.
Education information	Current educational placement and progress.
Key Contacts and Current PEP meeting	Important contacts involved in the young person's care and education, along with the scheduled date of the next PEP meeting.

Social Worker Section:

Overview:

The Social Worker Section outlines key aspects of the young person's care and support. It includes youth justice involvement, detailing the type of order in place, the reason for intervention, and any considerations that may impact care or education. The care planning element covers recent placement changes, the quality of care since the last review, and any emerging priorities. It also highlights education-related concerns and progress. Additionally, the section supports career planning by identifying aspirations and steps needed to help the young person move towards future goals.

Please note: This section MUST be completed prior to the PEP meeting

Section:	Information:
Youth Justice (If applicable)	<p>This section is designed to capture key information about a young person's involvement with the Youth Justice Service (YJS). It includes:</p> <ul style="list-style-type: none">• Current Order: Specify the legal order the young person is currently under, such as probation, community service, or other statutory arrangements.• Reason for YJS Involvement: Outline the circumstances or offenses that led to YJS engagement, providing relevant background to inform support planning.• Points for Consideration in PEP: Highlight any factors that should be taken into account in the Personal Education Plan, including educational needs, behavioural concerns, or additional support requirements.

<p>Social Worker:</p>	<p>This section provides a comprehensive overview of the young person’s care status, history, and current priorities from a social care perspective. It should inform educational planning by highlighting the young person’s lived experience, support needs, and any changes that may impact their learning and wellbeing. Information to Include:</p> <ul style="list-style-type: none"> • Care Status and Placement: Current legal status (e.g., Section 20, Full Care Order). Type of placement (e.g., foster care, residential, kinship). Any recent or upcoming changes in care placement. Stability of placement and impact on the young person. • Care Journey Since Last PEP: Summary of any transitions, disruptions, or significant events. Reflections on how these changes have affected the young person emotionally, socially, and educationally. Progress or challenges in the current placement. • Education Priorities: Attendance, engagement, and progress in current educational setting. Identified learning needs or support plans (e.g., EHCP, SEN support). Aspirations and goals discussed with the young person. • Health and Wellbeing Priorities: Physical and mental health updates, including CAMHS involvement. Emotional wellbeing and any therapeutic support in place. Any
-----------------------	--

	<p>concerns around substance misuse, self-harm, or trauma.</p> <ul style="list-style-type: none"> Care Plan and Multi-Agency Support: Key actions from the care plan that relate to education. Roles of professionals involved (e.g., social worker, virtual school, carers). Coordination between agencies to ensure consistent support. Points to Consider in the PEP: Consider how transitions or instability may affect attendance, concentration, or behaviour. Ensure continuity of learning and emotional support during changes. Identify trusted adults in school and care settings. Promote consistent communication between carers and school staff. Include the young person's voice in planning and decision-making. <p>This section should explore the young person's career aspirations, current support received, and opportunities for further guidance. It aims to ensure that career planning is embedded within their educational and care journey. Information to Include:</p> <ul style="list-style-type: none"> Career Support Received: Has the young person been offered or accessed any career guidance at school (e.g., careers advisor, work experience, college visits)? Has any external service (e.g., Virtual School, Youth Justice, or social care) provided careers-related support or mentoring?
--	--

	<ul style="list-style-type: none"> • Young Person's Aspirations: What are the young person's interests or goals for the future? Have they expressed any particular career paths or areas they'd like to explore? • Opportunities for Further Support: Would the young person benefit from a 1:1 careers session with Ollie Holloway to explore options, set goals, and receive tailored advice? <p>Embed career planning into the young person's educational targets. Ensure multi-agency coordination to support career development. Promote opportunities for enrichment, vocational learning, and exposure to different career paths. Include the young person's voice in planning and decision-making.</p>
--	---

CLA Nurse:

Overview:

The CLA Nurse Section summarises the young person's most recent health assessment, highlighting any physical, emotional, or developmental needs. It also includes education-specific health information, such as how medical issues may affect learning or attendance. The section prompts consideration of any health-related factors that should be addressed during the meeting to ensure the young person's wellbeing is fully supported across care and education planning.

Section:	Information:
CLA Health Assessment – Education Specific Information	Record any findings from the health assessment that may impact the young person's education. This could include physical or mental health concerns, sensory needs, medication, or any ongoing treatments that schools should be aware of to support learning and wellbeing.
Points for Consideration in PEP	Highlight any health-related factors that should be considered when planning the young person's education. This might include the need for additional support, adjustments in the learning environment, or coordination with health services.

Foster Carer Section:

Overview:

This section captures the foster carer's unique perspective on the young person's education and home life. Carers are encouraged to share insights that bring the child to life—highlighting their personality, interests, routines, and how they engage at home and in the community. This helps professionals understand the child beyond formal records.

In addition, carers should detail the young person's involvement in enrichment and after-school activities, the role of reading within the home, and any recent achievements or challenges. The section also explores future plans and career aspirations, focusing on how carers are actively supporting preparation for adulthood. This includes offering encouragement, practical guidance, and helping the young person explore their options for the future.

Section:	Information:
Home Life	<p>This section is designed to capture your insights into the young person's daily life and learning environment at home.</p> <ul style="list-style-type: none">• Start by sharing your general view on how the young person is doing emotionally and educationally.(Question 1).• Then describe any enrichment activities they take part in after school or at home, such as clubs, hobbies, or creative play (Question 2).• For Question 3, outline how often the young person reads at home, what types of reading they enjoy,

	<p>and any strategies you use to encourage reading or overcome barriers.</p> <ul style="list-style-type: none"> • Finally, use the scale in Question 4 to indicate how frequently reading takes place, from 0 (no reading) to 5 (reads every day). <p>Your input helps build a fuller picture of the young person's support network and contributes to planning that promotes their progress and wellbeing.</p>
Future Plans / Careers	<p>This section invites you to share how you've supported the young person in thinking about their future.</p> <ul style="list-style-type: none"> • Reflect on any conversations you've had about career interests, aspirations, or goals. • Include practical ways you're helping them prepare for adulthood and the world of work—this might involve encouraging work experience, helping with CV writing, exploring part-time job opportunities, or simply discussing different career paths. <p>Your input helps ensure that the young person's ambitions are recognised and supported through their care and education planning.</p>

Designated Teacher Sections:

All designated teacher information must be fully completed and pre-populated prior to the meeting. This is essential to ensure that everyone involved has a clear and up-to-date picture of the young person's educational experience, needs, and progress. Having this information ready allows the team to plan effectively, identify challenges early, and come prepared with solutions and support strategies. It also ensures that SMART targets can be aligned with Pupil Premium spending, and that any interventions—such as SEND support, attendance issues, or transition planning—are addressed in a timely and informed way.

Additional benefits include:

- Maximising meeting time by focusing on actions rather than gathering basic information.
- Ensuring accountability for support already in place or needed.
- Promoting consistency across care and education planning.
- Supporting multi-agency collaboration, especially where health or social care professionals are involved.

Young Persons View:

When completing this section with the young person, it's important to do so in a way that best suits them. We encourage this to be an informal conversation, allowing space for creativity and comfort. You may also include drawings, written responses, or photos that help represent the young person's voice. This flexible approach ensures their views on education, wellbeing, and future plans are captured meaningfully and respectfully.

This section captures the young person's thoughts on school or college, including what they enjoy, what they find challenging, and their favourite subjects. It also identifies areas where they feel they need extra help and whether they have a trusted adult for support. Friendships are discussed to understand their social experience. The section also explores their interests and future plans, including how they spend weekends and evenings, involvement in sports, aspirations for work or volunteering, and any support needed with part-time jobs or CV preparation.

This section is designed to be more child-friendly, helping young people express their thoughts in a way that feels accessible and engaging. The Squiddle format uses

simplified language and visuals to support communication, while the SEND Views area includes communication signs and pictures to help young people with additional needs share their views more easily.

Section	Information
School / College	<p>This section is all about sharing your thoughts and feelings about school or college. You'll be asked questions like what you enjoy, what you'd change, your favourite subjects, and where you might need more help. There are also questions about who you go to for support and how you feel about your friendships.</p> <p>To complete it:</p> <ul style="list-style-type: none"> • Take your time reading each question. • Think about your own experiences and be honest in your answers. • You can write your responses, draw pictures, or even include photos if that helps you express yourself better. • Try to match your answers to the question numbers so it's easy to understand. <p>This is your chance to have your voice heard, so feel free to share what matters most to you.</p>

Interests and Future Plans

This section is your chance to share what you enjoy doing outside of school and what you're thinking about for the future. To be completed in an age appropriate way. You'll be asked about your hobbies, sports or activities you'd like to try, and what kind of job you might want one day. There are also questions about whether you'd like help finding work experience, volunteering opportunities, or a part-time job—and support with things like writing a CV or preparing for interviews.

To complete it:

- Read each question carefully and think about your own interests and goals.
- Be honest and feel free to share your ideas, even if you're not sure yet.
- You can write your answers, draw pictures, or include photos—whatever helps you express yourself best.
- Make sure your answers match the question numbers so it's easy to follow.

This section helps adults understand what matters to you and how they can support your future plans.

Coaching session (16+ only)	<p>This section asks whether the young person would like a careers coaching session to help explore future job options. If they select "Yes," the session will be delivered by Oliver Holloway, an external careers coach from <i>Better Work Heroes</i>. Ollie is known for his energetic, positive, and transformational approach to coaching. He helps young people build confidence, explore their strengths, and identify exciting career paths that align with their values. His sessions are designed to be engaging and empowering, often helping individuals overcome barriers and take meaningful steps toward their goals.</p> <p>Engaging with Ollie can support the young person in:</p> <ul style="list-style-type: none"> • Discovering career interests and options • Building confidence and motivation • Learning practical skills like CV writing and interview preparation • Feeling more prepared for the world of work
-----------------------------	--

Designated Teacher:

The Designated Teacher Section provides a comprehensive view of the young person's educational experience and support needs. It covers areas such as speech and language therapy (SALT), occupational therapy (OT), attendance and punctuality, suspensions or exclusions, and any part-time timetables. It also includes information on SEND, transition planning, and social, emotional, and mental health, often informed by the Strengths and Difficulties Questionnaire. The section outlines attainment and progress, highlights what is going well, identifies challenges, and details the support in place. It concludes with an action log and SMART targets aligned to Pupil Premium spending for the term.

Section:	Information:
Speech and Language (SALT)	<p>To identify and document any speech, language, and communication needs (SLCN) for the child or young person (CYP). Ensures appropriate support, strategies, and referrals are in place to aid educational progress and wellbeing.</p> <ul style="list-style-type: none">• Initial Assessment: Confirm whether the CYP has had a SALT assessment in the last two years. Select Yes or No. If Yes, upload the assessment report via the Attachments section. Uploading the Report Click on "Add an Attachment" and follow prompts to securely upload the relevant SALT report.• Identifying Concerns: If no recent assessment is available, indicate whether there are any concerns regarding SLCN. Select Yes or No based on observations and input from staff or carers. Referral Decision - Based on

	<p>identified concerns, decide if a referral to SALT services is needed. Select Yes or No.</p> <ul style="list-style-type: none"> Describing Presenting Needs: Provide a detailed description of the CYP's presenting SLCN in the text box. <p>Include areas such as:</p> <p>Listening and understanding language</p> <p>Using language, vocabulary, and speech</p> <p>Building conversations and social interactions</p> <p>Developing independence skills</p> <ul style="list-style-type: none"> Foster Carer Communication: Confirm whether the presenting SLCN have been shared with the foster carers. Select Yes or No Termly Support: Describe what has been done this term to support the CYP's SLCN. Examples include: <ul style="list-style-type: none"> Use of strategies from the Graduated Response Staff delivering a SaLT programme Inclusion in group interventions Direct work by a SaLT professional Strategies in Place: Outline which Graduated Response strategies have been implemented: <ul style="list-style-type: none"> Listening and understanding language Using language, vocabulary, and speech
--	---

	<p>Building conversations and social interactions</p> <p>Building independence skills</p> <p>This section should be completed in collaboration. Speak with the class teacher and SENDCO to gather accurate and up-to-date information. Their insights are vital for understanding how SLCN presents in the classroom and what support is already in place. This ensures a joined-up approach and helps identify any gaps or additional needs.</p>
Occupational Therapy (OT)	<p>To identify and document any occupational therapy needs for the child or young person (CYP). Ensures appropriate support, strategies, and referrals are in place to aid physical, emotional, and educational development.</p> <ul style="list-style-type: none"> • Review Previous Assessments: Check if the CYP has had an occupational therapy assessment in the last two years. Select Yes or No. If Yes, upload the report using the “Attachments” or “Add an Attachment” button. • Address Concerns Regarding OT: If no recent assessment is available, determine if there are any concerns regarding OT. Select Yes or No based on observations and input from staff or carers. Based on identified concerns, decide if a referral to OT services is needed. Select Yes or No.

	<ul style="list-style-type: none"> • Describe Presenting OT Needs: Provide a detailed description of the CYP's current OT-related needs, including: Success in class-based activities Participation in PE (Physical Education) Performance on the playground and ability to access the school environment Self-regulation and engagement in learning Development of independence skills • Foster Carer Communication: Confirm whether the presenting OT needs have been shared with the foster carers. Select Yes or No • Termly Support: Describe what has been done this term to support the CYP's OT needs. Examples include: Use of strategies from the Graduated Response Staff delivering an OT programme Inclusion in group interventions Direct work by an OT professional • Strategies in Place: Outline which Graduated Response strategies have been implemented: Success in class-based activities Participation in PE, playground, and school environment Self-regulation and engagement in learning Building independence skills
--	--

	<ul style="list-style-type: none"> • Collaboration: Discuss classroom observations and gather insights into how the CYP manages daily tasks and physical activities. Ensure all relevant support measures are considered and aligned with the school's graduated response and SEND provision. <p>Designated teachers should work closely with both the class teacher and SENDCO when completing this section. Their input is essential to ensure a full understanding of the young person's needs and to plan appropriate support. Collaboration helps ensure the information is accurate, comprehensive, and reflective of the young person's day-to-day experience.</p>
Attendance & Punctuation	<p>Understand the context behind attendance and punctuality issues. Coordinate support strategies. Ensure a joined-up approach to improving engagement and access to learning</p> <ol style="list-style-type: none"> 1. Log in to Wonde using your school credentials. 2. Navigate to the Attendance section for the young person. 3. Enter the attendance percentage for the current academic year to date. 4. Indicate whether attendance is a concern (typically if below 95%): <ul style="list-style-type: none"> ○ Select Yes, No, or Appropriate medical reasons.

	<p>If attendance is a concern, provide a brief explanation in the text box:</p> <ul style="list-style-type: none"> ○ Include reasons for low attendance and any measures or interventions being put in place. <p>If applicable, complete the Attendance Action Plan and upload supporting documents via the “Attachments” section.</p> <p>Update weekly through Wonde to ensure accurate tracking and timely support.</p> <p><u>Punctuality:</u></p> <p>Indicate whether punctuality is a concern by selecting Yes or No.</p> <p>If Yes, provide details in the text box:</p> <ul style="list-style-type: none"> ○ Explain the reasons for poor punctuality (e.g., transport issues, morning routines). ○ Outline any measures being taken to improve punctuality, such as adjusted timetables, mentoring, or home-school communication.
<p>Suspensions and Exclusions</p>	<p>If there has been a suspension or exclusion, it is essential to alert the Virtual School Headteacher, Kate Leyshon; kate.leyshon@cognus.org.uk, and the relevant education advisor to ensure appropriate support and oversight.</p> <p>Indicate whether the young person has had any suspensions or exclusions since the last PEP meeting. Select Yes or No.</p> <p>If Yes, provide details including:</p>

	<ul style="list-style-type: none"> ○ Type of exclusion (fixed-term or permanent). ○ Dates of the exclusion. ○ For permanent exclusions, enter the number of days as 0 and use the same start and end date. <p>Outline the plans in place to prevent further suspensions or exclusions:</p> <ul style="list-style-type: none"> ○ Include strategies such as behaviour support, mentoring, pastoral care, or adjustments to the learning environment. ○ Collaborate with the class teacher, SENDCO, and other relevant staff to ensure a joined-up approach.
Timetables	<p>This section records any part-time education arrangements. All children and young people are legally entitled to full-time education, so part-time timetables should only be used in exceptional circumstances and must be:</p> <ul style="list-style-type: none"> • Time-limited • Regularly reviewed • Aimed at reintegration into full-time education <p>Indicate if the young person is on a part-time timetable (Yes/No). Provide the reason, start date, and end date. Complete the pro-forma showing where the young person is educated for each half-day session (e.g., Monday AM – School, Monday PM – Alternative Provision).</p>

	<p>Alternative Provision: If the young person attends an Alternative Provision (AP) for part of the week:</p> <p>Select Yes or No to confirm AP attendance.</p> <p>Provide the name, address, and contact details of the AP.</p> <p>Confirm whether the school completes regular safeguarding and monitoring checks at the AP (Yes/No).</p> <p>Complete the weekly timetable showing where the young person is educated each morning and afternoon (Monday to Friday).</p> <p>Ensure the part-time or alternative provision is appropriate and necessary. Coordinate support and planning for reintegration into full-time education. Monitor the impact of the arrangement on the young person's progress and wellbeing</p>
Special Educational Needs and/or Disabilities(SEND)	<p>Complete SEND Support Level:</p> <p>Select the appropriate level from the dropdown (e.g., "SEND Support (K)").</p> <p>Transition Year Status</p> <ul style="list-style-type: none"> ○ Indicate if the CYP is in a transition year (Yes/No). <p>Consultation Details (if applicable)</p> <ul style="list-style-type: none"> ○ If "Yes", specify which settings have been or will be consulted, including dates and responses. <p><u>EHCP Section:</u></p> <p>EHCP Annual Review Considerations</p>

	<ul style="list-style-type: none"> ○ Record the last and next EHCP review dates. ○ Include the issuing authority, primary need, and coordinator contact details. <p>If No EHCP</p> <ul style="list-style-type: none"> ○ Confirm whether the child has SEND Support needs or an IEP (Yes/No). <p><u>SEND Support / EHCNA Section</u></p> <p>SEN Support Plan</p> <ul style="list-style-type: none"> ○ Indicate if a SEN Support Plan is in place (Yes/No). <p>EHCNA Request Status</p> <ul style="list-style-type: none"> ○ Confirm if a request for an EHCNA/Statutory Assessment has been made (Yes/No). <p>Planned EHCNA Request</p> <ul style="list-style-type: none"> ○ If a request is planned, provide details in the text box. <p>Other Services Involved</p> <ul style="list-style-type: none"> ○ List any other services supporting the plan. <p>Document Upload</p> <ul style="list-style-type: none"> ○ Add: "Please upload a copy of the latest EHCP/SEN Support Plan/IEP." ○ Use the "Attachments" or "Add an Attachment" button to upload relevant documents.
--	---

<p>Transitions</p>	<p>This section is designed to support the young person's journey through key educational and career transitions. It should reflect thoughtful planning, collaboration, and clear next steps.</p> <p><u>Education Planning</u></p> <ul style="list-style-type: none"> • Which schools have been consulted/applied for? <p>List all schools that have been approached or applied to.</p> <p>Include dates of applications, outcomes (if known), and any preferences expressed by the young person or carers.</p> <p>Note any involvement from the Virtual School or other professionals.</p> <ul style="list-style-type: none"> • Describe the planning in place for the next educational transition (new key stage, new school etc): <p>Outline the transition support being provided (e.g., school visits, transition meetings, pupil profiles).</p> <p>Mention any additional support needs and how these are being addressed (e.g., SEN support, mentoring).</p> <p>Include timelines and who is responsible for each part of the plan.</p> <p><u>Careers Planning</u></p> <ul style="list-style-type: none"> • The young person's future career goals and/or aspirations: <p>Record any career interests or ambitions the young person has shared.</p>
--------------------	---

	<p>If they are unsure, note any areas they are exploring or interested in learning more about.</p> <ul style="list-style-type: none"> • Steps required to achieve the career goal: <p>Identify relevant subjects, qualifications, or pathways.</p> <p>Include any careers advice sessions, mentoring, or goal-setting activities.</p> <p>Highlight how the school or other services are supporting these steps.</p> <ul style="list-style-type: none"> • Details of work experience being undertaken: <p>Provide information on any current or planned work experience placements.</p> <p>Include the type of placement, duration, and how it links to the young person's interests.</p> <p>Note any feedback or outcomes from previous experiences.</p>
Social Emotional Mental Health (SEMH)	<p>The SEMH section uses the SDQ (Strengths and Difficulties Questionnaire) to assess the young person's emotional and behavioural profile. The Designated Teacher should complete this annually—ideally in the Autumn term—and return it to the Virtual School Education Advisor.</p> <p>The SDQ provides scores across five key areas:</p> <ul style="list-style-type: none"> • Emotional Symptoms • Conduct Problems

- Hyperactivity
- Peer Problems
- Prosocial Behaviour

Each score contributes to an Overall Stress Score, which is then classified to help determine the level of concern.

SDQ Assessment (Designated Teacher – Autumn Term)

Complete the SDQ Form:

- Use the Strengths and Difficulties Questionnaire to assess emotional and behavioural wellbeing.
- Ensure observations are consistent and reflect the young person's experience across settings.

Send the Completed SDQ to the Virtual School Education Advisor:

- Email the completed SDQ form to your designated VS Education Advisor.
- They will calculate the scores and classifications and record them directly into the EPEP system.

Record Scores and Classifications (if known):

- If you have the scores, enter the Overall Stress Score and select the appropriate classification:
 - Close to Average (0–11)
 - Slightly Raised (12–15)
 - High (16–40)

Break down and classify scores for:

	<ul style="list-style-type: none"> ▪ Emotional Symptoms (Emotion Score) ▪ Conduct Problems (Behavioural Score) ▪ Hyperactivity ▪ Peer Problems ▪ Prosocial Behaviour (Helpfulness Score) <p><u>SEMH Planning Questions:</u></p> <ul style="list-style-type: none"> • Current SEMH Concerns: <p>Clearly state any known emotional, behavioural, or mental health concerns.</p> <p>Include observations from school, carers, and other professionals.</p> <p>Note any patterns, triggers, or recent changes in behaviour or wellbeing.</p> <ul style="list-style-type: none"> • School-Based SEMH Support: <p>Describe interventions and activities provided by the school (e.g., ELSA sessions, nurture groups, mentoring, sensory breaks).</p> <p>Include frequency, format, and impact of these supports.</p> <p>Highlight any personalised strategies or adaptations in place.</p> <ul style="list-style-type: none"> • External SEMH Support (CAMHS/Therapy): <p>List any involvement from external agencies such as CAMHS, counselling services, or therapeutic support.</p> <p>Include referral status, session frequency, and any known outcomes or feedback.</p>
--	--

	<p>Note any barriers to accessing support and how these are being addressed.</p>
<p>Attainment Levels and Progress</p>	<p>This section provides a termly snapshot of the young person's academic performance across subjects. It helps track progress against targets and identify areas where additional support or intervention may be needed.</p> <p>The table should be completed once per term (Autumn, Spring, Summer) and should reflect the most current assessment data available. Use the drop-down menus to select the relevant subjects for the young person. This ensures consistency and clarity across the PEP.</p> <ul style="list-style-type: none"> • Subject: <p>Use the drop-down to select each subject the young person is studying (e.g., English, Maths, Science).</p> <p>Include any additional subjects relevant to their curriculum or interests.</p> <ul style="list-style-type: none"> • Assessment Type: <p>Indicate the type of assessment used (e.g., teacher assessment, formal test, coursework).</p> <p>Be consistent across terms to allow for meaningful comparison.</p> <ul style="list-style-type: none"> • Exam Board (if applicable): <p>For KS4 or post-16 students, specify the exam board (e.g., AQA, Edexcel) if known.</p>

	<p>Leave blank for KS1–KS3 unless relevant.</p> <ul style="list-style-type: none"> • Target at End of Key Stage / Year: <p>Record the expected outcome for the end of the key stage (e.g., KS2 SATs, GCSE grade).</p> <p>Also include the target for the current academic year, based on school data or teacher prediction.</p> <ul style="list-style-type: none"> • Attainment Against ARE (Age-Related Expectations): <p>For each term (Autumn, Spring, Summer), indicate whether the young person is:</p> <ul style="list-style-type: none"> ▪ Working Below ▪ Working Towards ▪ Working At ▪ Working Above <p>Use school assessment data to inform this.</p> <ul style="list-style-type: none"> • Progress Towards End of Year Target: <p>Comment on whether the young person is on track to meet their end-of-year target.</p> <p>Use terms like “On Track,” “Not on Track,” or “Exceeding Expectations.”</p> <p>Include brief notes if needed (e.g., recent improvement, gaps in learning).</p> <p>Detail any planned interventions, support strategies, or enrichment activities. Include who is responsible and when the action will be reviewed. Examples: targeted tutoring, SEN support, mentoring, parental engagement.</p>
--	--

Designated Teacher Summary

This section provides a holistic view of the young person's current experience in school. It should be completed by the Designated Teacher each term and reflect both academic and pastoral insights. The summary helps ensure that strengths are celebrated, concerns are addressed, and support is clearly documented.

- What is going well for the young person:

Highlight positive developments in academic progress, social relationships, behaviour, or engagement.

Include achievements, improvements, or areas where the young person is thriving.

Use specific examples where possible (e.g., "Improved attendance since Spring term," or "Positive peer interactions in group work").

- Are there any difficulties or concerns?

Note any challenges the young person is currently facing, whether academic, emotional, behavioural, or social.

Include concerns raised by staff, carers, or the young person themselves.

Be clear and objective, and avoid vague language—e.g., "Struggling with focus in lessons," or "Recent increase in emotional dysregulation."

- Current support in place:

List all interventions, strategies, and support mechanisms currently being used.

Include both internal (e.g., ELSA, SEN support, mentoring) and external (e.g.,

	<p>CAMHS, therapy, social worker involvement) provisions.</p> <p>Mention frequency, format, and any known impact or feedback.</p> <p>Use concise, professional language that can be easily understood by all stakeholders.</p> <p>Ensure the information aligns with other sections of the PEP (e.g., SEMH, attainment, support plans). Update termly to reflect changes in progress, support, or circumstances.</p> <ul style="list-style-type: none"> • Actions Log: The Actions Log is a vital part of the PEP, ensuring accountability and tracking progress on agreed support strategies. It should be updated each term to reflect completed actions and plan new ones based on the young person's evolving needs.
SMART Targets	<p>SMART Targets are designed to provide focused, measurable goals that support the young person's progress in key areas. These targets should be reviewed and updated at each PEP meeting, and must include details of any Pupil Premium Plus funding used to support them.</p> <p>Each SMART Target should be:</p> <ul style="list-style-type: none"> • Specific – Clearly define the goal (e.g., "Improve reading fluency by one level"). • Measurable – Include criteria to track progress (e.g., "Assessed using school reading scale").

	<ul style="list-style-type: none"> • Achievable – Ensure the target is realistic given the young person’s current level. • Relevant – Link to identified needs (academic, SEMH, attendance, etc.). • Time-bound – Set a clear deadline for review or completion. <p>Area of Focus:</p> <ul style="list-style-type: none"> ○ Select the relevant subject or area (e.g., Maths, English, SEMH, Attendance). <p>Date Created & Status:</p> <ul style="list-style-type: none"> ○ Record the date the target was set. ○ Update the status at each PEP meeting (e.g., In Progress, Achieved, Not Achieved). <p>Reason for Needing the SMART Target:</p> <ul style="list-style-type: none"> ○ Briefly explain the need (e.g., “Below age-related expectations in writing,” or “Low engagement in lessons”). <p>Outline of the SMART Target:</p> <ul style="list-style-type: none"> ○ Write the target using SMART principles. ○ Example: “By the end of the Spring term, X will complete weekly reading comprehension tasks and improve their score by 20%.” <p>Actions to Support Achievement:</p> <ul style="list-style-type: none"> ○ List the interventions or strategies in place (e.g., “Weekly 1:1 reading
--	--

	<p>support,” “Use of Lexia programme”).</p> <p>Use of PP+ Intervention Type:</p> <ul style="list-style-type: none"> ○ Select the relevant category (e.g., Preparation for examinations, SEMH support, Academic tutoring). <p>Description of Use of PP+:</p> <ul style="list-style-type: none"> ○ Clearly describe how PP+ funding is being used to support the target (e.g., “Funding used for 10 sessions with a literacy tutor”). <p>Funding Details, Include:</p> <ul style="list-style-type: none"> ▪ Cost of intervention (£) ▪ Type of payment (e.g., invoice, direct purchase) ▪ Supplier name and finance contact email ▪ Note for VS finance (e.g., “Invoice to be sent after final session”) <p>Review Target Each PEP Meeting:</p> <ul style="list-style-type: none"> ○ Mark as Achieved or Not Achieved and provide a brief update. ○ If not achieved, consider revising the target or support actions.
Sign Off	<p>Agree the Next Meeting Date and Time</p> <ul style="list-style-type: none"> ○ Before the end of the current meeting, agree on the date and time for the next PEP meeting with all relevant attendees.

	<ul style="list-style-type: none"> ○ Send calendar invites promptly to ensure everyone is informed and prepared. <p>Next Meeting Date</p> <ul style="list-style-type: none"> ○ Enter the agreed date in the designated text box. ○ Format: DD/MM/YYYY. <p>Next Meeting Time</p> <ul style="list-style-type: none"> ○ Enter the agreed time in the designated text box. ○ Format: HH:MM (e.g., 14:30). <p>Child/Young Person Presence</p> <ul style="list-style-type: none"> ○ Select Yes or No to indicate whether the child or young person was present at the meeting. ○ Use the radio buttons provided. <p>Social Worker Completion Status</p> <ul style="list-style-type: none"> ○ If the Social Worker has completed their section of the PEP, click "Mark completed". ○ If not, leave it unmarked. <p>Designated Teacher Completion Status</p> <ul style="list-style-type: none"> ○ If the Designated Teacher has completed their section, click "Mark completed". ○ If not, leave it unmarked. <p>Virtual School PEP Summary Comment to the Child/Young Person</p> <ul style="list-style-type: none"> ○ Enter a brief, supportive summary comment directed to the child or young person.
--	---

	<ul style="list-style-type: none"> ○ This should reflect the outcomes or encouragement from the meeting. <p>Quality Assurance Rating of PEP</p> <ul style="list-style-type: none"> ○ Select the appropriate rating from the dropdown menu. ○ This reflects the overall quality of the completed PEP. <p>Final Sign-Off</p> <ul style="list-style-type: none"> ○ Once all sections are complete and reviewed, click the "Final Signoff" button labeled Sutton Virtual School to confirm and close the PEP.
--	---

NEET Section:

Supporting young people who are NEET (Not in Education, Employment, or Training) is a crucial part of our shared responsibility to help them achieve positive outcomes. These young people are often at greater risk of experiencing poor mental health, social isolation, and low self-esteem. By working together to provide consistent encouragement and tailored support, we can help them build confidence, develop aspirations, and feel a renewed sense of purpose.

Engagement in education, employment, or training significantly improves a young person's life chances. It opens doors to qualifications, skill development, and future career opportunities, while also reducing the risk of long-term unemployment and poverty. Structured environments—such as college, apprenticeships, or work placements—offer more than just learning; they provide routine, social connection, and a space to grow in independence and resilience.

Your role in listening, advocating, and guiding young people through these transitions is vital. Whether it's helping them explore their interests, connecting them with services, or simply believing in their potential, your support can make a lasting difference. Together, we can ensure that every young person has the opportunity to thrive and move forward with hope and direction.

Section	Information
Social Worker	<ul style="list-style-type: none">• Provide a clear summary of the young person's current situation.• Include any known barriers to education, employment, or training.• Highlight support needs or safeguarding concerns.
Foster Carer	<ul style="list-style-type: none">• Share observations about the young person's daily routine, motivation, and wellbeing.

	<ul style="list-style-type: none"> • Suggest any support or interventions that may help re-engage them.
Young Person's View	<ul style="list-style-type: none"> • Capture their voice: aspirations, interests, and perceived challenges. • Encourage honesty and reflection on what support they feel they need.
Next Steps / Plans to EET	<ul style="list-style-type: none"> • Outline a realistic and supportive plan to help the young person move towards: <ul style="list-style-type: none"> ○ Education ○ Employment ○ Training • Include timelines, responsible professionals, and any referrals or actions planned.
Articulation Rating Scale Progress towards EET	<p>Review the Scale: The scale ranges from 0 to 5, with each number representing a different stage of engagement:</p> <p>0 – Not in Education, Employment or Training (NEET)</p> <p>1 – Considering options</p> <p>2 – Beginning to investigate EET opportunities</p> <p>3 – Started to engage</p> <p>4 – Settled into EET</p> <p>5 – Fully committed to EET</p>

	<ul style="list-style-type: none"> • Assess the Young Person’s Current Status: Reflect on their current level of engagement, motivation, and activity related to education, employment, or training. • Select the Most Accurate Rating: Choose the number that best represents where the young person is on their journey towards EET. Use the descriptions to guide your decision. • Provide Supporting Comments (if applicable): If the form allows, include a brief explanation or evidence to support the rating—such as recent actions, conversations, or plans. <p>This scale helps track progress over time and ensures that support is tailored to the young person’s current stage.</p>
--	--

Quality Assurance:

Quality assurance ensures that all professionals are held to account and that every young person receives the support they deserve. It promotes consistency, transparency, and continuous improvement across teams. By using the RAG rating system, professionals can identify strengths, address weaknesses, and work collaboratively to raise standards and deliver meaningful, lasting impact.

	Evidence that the young person's voice is being heard and is considered in future decision making	Evidence of strong partnership working to support meeting targets	Evidence of high ambition for young people's progress	Evidence of strong planning around individual needs
Green	<ul style="list-style-type: none"> -Young person is in attendance of the PEP meeting. -Young person voice is clearly represented throughout the PEP -Clear evidence that professionals have considered the voice of the young person -Clear rationale is given for decision making in relation to the young persons views 	<ul style="list-style-type: none"> -Clear evidence of high levels of support and challenge from the professional network when setting targets for the young person -Clear evidence of the members of the partnership taking proactive ownership of actions in relation to targets 	<ul style="list-style-type: none"> -Clear evidence that progress significantly exceeds expectations based on starting points - Clear evidence that aspirational targets are set and achieved - Clear evidence that professionals promote active engagement in learning, relationships, and enrichment activities. - Clear evidence of support for 	<ul style="list-style-type: none"> -Clear evidence of high quality, individual planning in relation to each individual need that impacts education outcomes -Individual support plans are comprehensive and strategies are well implemented with evidence of impact eg attendance support plan, suspension prevention plan, EHCP, SEND Support plan

			resilience, confidence, and personal growth with noticeable impact	- Strong planning around transition points (school moves, placement moves)
Amber	<p>-Young person voice is recorded in a section of the PEP</p> <p>-Evidence that professionals has discussed the voice of the young person</p> <p>-Some rationale is given in decision making in relation to the young persons views</p>	<p>-Some evidence of high levels of support and challenge from the professional network when setting targets for the young person</p> <p>-Some evidence of the members of the partnership taking proactive ownership of actions in relation to targets</p>	<p>-Some evidence progress is steady but not yet exceeding expectations</p> <p>- Some evidence aspirational targets are set and actions are planned</p> <p>- Some evidence professionals are beginning to promote active engagement in learning, relationships, and/or enrichment activities. learning or peers.</p> <p>- Some evidence of support for resilience, confidence, and - personal growth and actions are planned</p>	<p>-Some evidence of high quality, individual planning in relation to each individual need that impacts education outcomes</p> <p>-Individual support plans are completed and strategies are beginning to be implemented eg attendance support plan, suspension prevention plan, EHCP, SEND Support plan</p> <p>- Some planning and discussion around transition points.</p>
Red	-Young persons view is not	-Limited evidence of high levels of	-Limited measurable	-Little or no evidence of high

	<p>represented in the PEP</p> <p>-Little or no evidence that the young person voice has been discussed</p> <p>-Little or no rationale given for consideration of the young persons voice in decision making</p>	<p>support and challenge from the professional network when setting targets for the young person</p> <p>-Limited evidence of the members of the partnership taking proactive ownership of actions in relation to targets</p>	<p>progress from starting point.</p> <p>- Targets are not aspirational, actions are not set or completed</p> <p>- Limited evidence of professionals promoting active engagement in learning, relationships, and/or enrichment activities.</p> <p>- Limited evidence of professionals supporting resilience, confidence, and personal growth.</p>	<p>quality, individual planning in relation to each individual need that impacts education outcomes</p> <p>-Individual support plans are not completed or are not well implemented eg attendance support plan, suspension prevention plan, EHCP, SEND Support plan.</p> <p>- Limited discussions around transition points.</p>
--	---	--	--	--

It is the responsibility of the Designated Teacher to ensure that the Personal Education Plan (PEP) is finalised to a high standard within seven days of the meeting. The PEP must serve as a useful and accurate record of the planning and support in place for the young person, reflecting their needs, aspirations, and the actions agreed by the professional network. Once the PEP is signed off, Sutton Virtual School will quality assure it within 14 days to ensure it meets expected standards and provides meaningful support.

The quality assurance process uses the RAG (Red, Amber, Green) criteria across each section of the PEP. The overall grade is determined using a best-fit approach based on the scoring across all sections. All PEPs are expected to meet a minimum standard of Good, and Designated Teachers are encouraged to seek feedback to help their PEPs progress towards Outstanding. Any PEPs graded less than Good, or that are not finalised within the seven-day timeframe, will trigger the PEP concern process, ensuring that timely improvements are made and accountability is maintained.

This process is essential for promoting consistency, transparency, and continuous improvement across teams. It ensures that professionals are held to account and that every young person receives the support they deserve. Through rigorous quality assurance, strengths can be identified, weaknesses addressed, and collaborative efforts focused on raising standards and delivering lasting impact.

PEP Concern Process:

When a concern is identified regarding the quality of a Personal Education Plan (PEP), the first step is to address it directly with the professional involved. This should include offering appropriate support, guidance, and/or training to help resolve the issue.

To raise and explore concerns constructively, the following approaches may be considered:

- Holding a professionals meeting to discuss the concern.
- Starting a professional thread email to share observations and ideas.
- Making a phone call to the individual professional.
- Raising the issue during a monthly 1:1 meeting for reflection and problem-solving.
- Building relationships with key professionals through in-person contact.
- Opting for in-person meetings rather than virtual ones where possible.
- Ensuring all concerns are documented on VS interventions with a clear timeline of actions and responses.

If no improvement is observed or a professional does not positively engage with the support offered, the formal PEP Concern Process will be initiated. This process is designed to ensure accountability and drive improvements in the quality of PEPs, ultimately safeguarding the educational progress and wellbeing of the young person.

