

# **For Designated Teachers**

The ePEP platform has been designed by eGOV Solutions. To log on to ePEP follow this link <u>eGOV.UK.COM</u>

To access to ePEP click on the log in tab



First time use, you will need to register. Click on the green tab and follow the instructions

🗲 💿 🥖 Milgal (Tancard Apargamiline actual, Yogin	,우 + 🔒 🖒 😝 Intranet. North Torkshire Cov	ant. 👩 Single Sign cm 🛛 X	0.0
2 i de local de C		erer Singer Sing	
Ingue/Verone appopulate co.uk/personol/stream	Using software to remember passwords for secure acceptable use of IT policies. Unless specifically pe- store year password as this may reduce the securit department, data protection manager or GDPR ma	Password manages whe hat contain sensitive or condential data is normally not permitted by imitted by your activatly we incommed you is not allow your browser to with a system. If you are unave please context your organisations IT support segar.	Ţ
🗐 🖉 🛄 🖬 🔊 😒	, 💿 🔛 🔕 🤝		1342 2000/2000

When you have registered you will be able to log on to ePEP using your email address, password and the next page is your memorable word.



When you have logged in, click on the blue North Yorkshire bar to see your children



Click on the child which you need to do a PEP for and you should see their profile page

	Last P 28/11/2	EP Date	Next PEP Due	Ye	ar Group ar 7	P	emium Spent BP 200.00	Target	Tracker	
co	RE DATA Timmy (U484	1)			Edit	Users with access	to this child			
Pul	I Name:	Timmy Testchild				Name		Role	Action	
Dat	le of Birth:	10/10/2007 (12)								
54	hool:	Barlby High School								
Sch	hool type:	Secondary, Academy								
Dat	le Added:	20/11/2019								
Dat	te Entered Care:	01/11/2019								
Rec	cord Owner:	Pauline Cross								
Day	ys in Care:	185 Days								
Cor	re Social Worker:									
	e benghans reacher.									
Cur	rrent Formal PEPs					Completed PEPs				
	Date Started Target	Date Meeting Date	Year group YP SW	DT		Date Started	Completed Date	Last Meeting Date	Year group	RAG
50	20/11/2019 10/02/	2020 03/02/2020	Year 7 X X	X Vev P	EP	47 20/11/2019	20/11/2019	28/11/2019	Year 7	Green Vie
۳ on PEP										
on PEP	C Mgs. speporine	suk/uses/461/(dis/board	Д - 🔒 С 👩 еёр Ман	ager-Usens X						-
on PEP	C Ings: opportion ( C Ings: opportion ( Date Added:	naktory/Hit/United	ව - මු ඊ 👩 නැව Max	oper-Ubers ×						-
on PEP	Migs: experiment by Concil-Henre My Date Added:	nak sey HH Viterboard The 20/11/2019	. 2 × ≜ ੈ _ ਰਾਸ਼ਅਰ	sper-Users X		_		_		-
on PEP	Migs: syspenside     Migs	exicory 18/1/18/15/sourd Terr 20/11/2019 b: 01/11/2019	오 - 을 C (전 Mard	nger - Ubers X				_		-
on PEP	Mus. separative. Mus. separative. Date Added: Date Entered Car Record Corner:	exk-on-Vitt/setteau Tes 20/11/2019 e: 01/11/2019 Pauline Cror	우 - 육 C 전 ett New	nger-läters X						-
on PEP	Mus. separative. Mus. separative. Date Added: Date Added: Date Entered Can Record Owner: Days in Care:	eak-on-0410enteaur Tee 20/11/2019 e: 01/11/2019 Pauline Croi 20 Days	우 - 율 이 전 det Mara	nger-ütes X						-
on PEP	Mar. separatoria Date Added: Date Entered Can Record Comer: Days in Care: Core Social Work	autors (H) (astrast Ine 20/11/2019 e: 01/11/2019 Pauline Cro 20 Days er:	<i>오 - 홈 C 를 ল</i> ল New 15	nger-lites X						-
on PEP	Date Added: Date Added: Date State Composition Record Owner: Days Care: Core Social Work Core Designated	nak any VM (solvane) Cose 20/11/2019 Pauline Cror 20 Days er: Aysela State	<u>₽ - â C</u> @ ete tare	nger-lätes X		_				-
on PEP	C the second characteristics of the second characteristic characteristics of the second characte	eaktory (Str) (Soldenar 20/11/2019 e: 01/11/2019 Pauline Cror 20 Days er: Palyeda Mar	<u></u> → <u>B</u> C entrance 15	pr-ites ×		_		_		
on PEP	The second characteristics	editors/08/100/0000 20/11/2019 e: 01/11/2019 Pauline Cro 20 Days er: Palinet Mar	<u>P - iii C</u> ∂ erit teor	opr-lites X		-				-
on PEP	Core Designated Teacher:	extract (United) for 20/11/2019 ex: 01/11/2019 Pauline Cro 20 Days er: Astronomy Astronomy Pauline Store DePes	<u>D - € C</u> ] () det hav 15	ager-bles X		Completed P	EPs			
on PEP	Core Social Work Core S	ndurer WP (workwor) Tage 11 20 19 20 11 20 19 20 11 20 19 Pauline Cro 20 Days er 20 Jays PEPs Target Meetil	2 - 8 C S 49100	nger-Stees #		Completed P Date	EPs Completed	Last Meetin	g Year	-
on PEP	Corrections and the state of th	nak-ory the handback Target Meet Date Meet Date Meet Date	D to order	spr-lites ×		Completed P Date Started	EPs Completed Date	Last Meetin Date	ig Year group	- RAG
on PEP	Composition of the second seco	enderson VMI	P = 8 C         © etteriour           15         5           15         group YP           17         YP           17         YP	opr-ben ×	View	Completed P Date Started	EPs Completed Date	Last Meetin Date	ig Year group	> RAG
c on PEP	Core Designated Teacher: Core Sector Sector Days in Care: Core Sector Sector Teacher: Current Formal I Date Started 47 20/1/2019	edward With Handward Tem 2011/2019 Pauline Cro 20 Days er: Pauline Cro Pauline Cro	D = 8 C         B etaTown           15         S           15         group YP           2019         Year           7         Year	sper-taes 8	Vew PEP	Completed P Date Started	EPs Completed Date	Last Meetin Date	ig Year group	- AG
on PEP	Composition of the second seco	endersen vertre	P = 8 C         ∅ etrtow           IS         IS           IS         IS           Vear         YP           7         Yes	spr-tien 8	View	Completed P Date Started	EPs Completed Date	Last Meetin Date	ig Year group	) RAC
on PEP	Core Designated Record Tores Data Addoc: Data Externed Can Record Overs: Days in Care: Core Designated Teacher: Current Formal I Data Started 47 2011/2019 Rejected PEPs	PEPs Pauline Coo 2011/2019 Pauline Coo 20 Days er: Pauline Coo 20 Days er: Pauline Coo 00/12/2019 20/11/2019	P + B ⊂ B +0 then           10           10           10           10           10           10           10           10           10           10           10           11           12           12           13	spr-iten ×	Vee	Completed P Date Started	EPs Completed Date	Last Meetin Date	ig Year group	- A RAC

The Designated Teacher Section. Complete all relevant questions

Ktps://epepenline.co.uk/users/4841/assessments/4	17/profe: 🔎 👻 🔒 🖒 💋 ePEP Manager - Profession 🛪		
My Council - Home 😨 My Tiles			
Personal Information	Gender	Male      Eemale      Not Known	
Care Information		0.000	
Previous School/Settings	Ethnicity	A1 - White - British	V
Key Contacts	Luniony		
Social Worker Sign Off			<b>A</b>
	Religion		0
B. Designated Teacher Section			~
Education Information	Legal Status	C1 - Interim Care order	~
Attendance			
General Overview of School/DT	1st Language		$\checkmark$
Attainment Levels and Progress			
SEND		1 100 150700 10	^
Social, Emotional and Mental Health	Unique Pupil Number	A12345678910	
Transitions	Client ID Number	7654321	^
Part Time Timetables And Alt. Education Arrangements	onent ib Humber	1004021	~
Current Support			
14-19+ Plan for Education, Employment and Training	E Savo		
SMART Targets	1 Gave		
The PEP Meeting			
NEET Support Plan for SW & DT			
Designated Teacher Sign Off			
C: Young Persons View			
Your School Assessments			
Your Feelings About School			
Your Feelings About Learning			
Your Relationship With Your			
Touchora .			

#### The Education Information page.

Check and update this page as the information may not copy forward from one PEP to another, e.g. Ofsted Information

Mtps://epeponine.co.uk/users/4641/assessments/50/pro     My Council - Home	rte: 🔎 👻 🛗 🖸 🔯 Intranet North Yorkshire Count 🙋 ePEP Manag	er - Professiona_ ×	n
ew PEP Details	Education Information		
*	School name	Sunflower school	
<u>п</u> .	School address	North Yorkshire	
Timmy Testchild (Year 7)	Postcode		
(	Telephone number		
. Social Worker Section	Fax		
rsonal Information			
re Information	Email		
evious School/Settings			
ey Contacts	DT Name	1	
	DT Empil		
. Designated Teacher Section	UT Linan		
OVID-19 summer term	Date Child/Young person started at school		
ducation Information			
tendance	Local Authority in which school is situated		
eneral Overview of School/DT			
tainment Levels and Progress			
ND	Last Ofsted Date		
ocial, Emotional and Mental Health			
ansmons art Time Timetables And Alt. Education rangements	Last Ofsted Grade	Select	5
Irrent Support	Is the school Below Floor Standards	○ Yes ○ No ○ Not Known	
aning	Schools Exams Officer - Name		

The Attendance Page

Concerning Construction and Concerning Construction	🔾 🛪 🛱 🚺 Intranst North Veriphics Court 🛛 🖉 e259 Marsin	er - Perfessione X		
🙀 🕘 My Council - Home 🞯 My Tiles				
View PEP Details	Attendance Please make sure to use numbers only!			
Ť	Attendance (Early Years Usage)	$\bigcirc$		
Timmy Testchild	Attendance in current year to date (%)	100		
(Year 7)	Unauthorised absence? %			
	Summary of current year attendance			
A. Social Worker Section		Number	% of possible	
Personal Information				
Care Information	Present			
Previous School/Settings				
Key Contacts	Total absences			
Social Worker Sign Off				
B. Designated Teacher Section	Authorised absence			
COVID-19 summer term	Linauthorized absonce			
Education Information	Chadulonised absence			
Attendance				
General Overview of School/DT				
Attainment Levels and Progress	Is attendance falling?	Yes No ONot Known		
SEND				
Social, Emotional and Mental Health	Is the child/young person punctual?	💽 Yes 🔿 No 🔿 Not Known		
Transitions				
Part Time Timetables And Alt. Education	If attendance is falling what action will be			^
Arrangements	taken?			$\vee$
14-19+ Plan for Education. Employment and				
Training	If attendance is falling include target to			0
SMART Targets	address this, you must include EWO if			~

#### The General Overview Page.

This needs updating each PEP. Old information from the last PEP will carry forwards

🕐 🕜 💋 https://epeponiine.co.uk/usen/4041/assessments/30/prof	n D 👻 🚔 🖏 🎲 Intranet: North Yorkshire Count., 💋 ePEP Manager - Professiona X	ń
View PEP Details	General Overview from DT/School	
<b>.</b>	Please give a general overview of the young person and any other information	n that may be of use:
Timmy Testchild	What's working well?	
(Year 7)	We are worried about/ Complicating factors:	
A. Social Worker Section	Personal strengths?	
Personal Information		
Care Information		
Previous School/Settings	How does the young person present in	
Key Contacts	school, in classes, break time	
Social Worker Sign Off	Received on Balancian Index (1994)	
B. Designated Teacher Section	SEMH:	
COVID-10 summer form		
Education Information		
Attendance	Relationships with Staff Strengths	
General Overview of School/DT		
Attainment Levels and Progress	Mamaunde	
SEND	Humework.	
Social, Emotional and Mental Health		
Transitions	Areas to develop	
Part Time Timetables And Alt. Education Arrangements		
Current Support		
14-19+ Plan for Education, Employment and Training	Relationships with Peers strengths	
SMART Targets		

### Attainment, Levels and Progress.

To record data for another term click on add an entry

🙀 🕖 My Council - Harre 🚇 My Tiles											
ew PEP Details	Year 7 Progre	ess Report								Vdd an Entry	í I
			Autu	mn	Spri	ing	Sum	mer			
Timmy Testchild (Year 7)	Subject	Assessment Type	Attainment against ARE	Progress towards End of Year Target	Attainment against ARE	Progress towards End of Year Target	Attainment against ARE	Progress towards End of Year Target	School Prediction	Target Generated by School using end of Key Stage score	Action
. Social Worker Section	Mathematics 09-02-2020	GCSE (1-9)			Below target	On track for target					Edit
ersonal Information are Information revious School/Settings	School's internal data										
ey Contacts ocial Worker Sign Off	English 09- 02-2020	GCSE (1-9)			Below target	On track for target					Edit Delete
Designated Teacher Section	School's internal data										
ducation Information Itendance											
eneral Overview of School/DT ttainment Levels and Progress END	Show historic	attainment da	ita							Show	
ocial, Emotional and Mental Health ansitions rrt Time Timetables And Alt. Education	End of Keysta	ige Results								View All	
Internet Support I-19+ Plan for Education, Employment and	Keystage		Subject		Scoring	system			Result		

The next page will come up

👔 My Council - Home 🙆 My Tiles						
We	and the standard stands to the				L Ed	
	Create New Attainment				× inesday,	
ello, Pauline Cross	Basic Information					
				School's internal data	intact Num	
	Subject	Select Type	•		3231	
ie hboard	Assessment Type	Select Type	~		Profile	
	Term 1					
/iew PEP Details				School's internal data		Add an Entry
	Attainment against ARE	Select	$\checkmark$			
л	Progress towards End of Year Target	Select	•			Target Generated
Timmy Te (Year						by School using end
	Term 2				School	Stage
				School's internal data		
A. Social Worker Section Personal Information	Attainment against ARE	Select	•			
Care Information Previous School/Settings	Progress towards End of Year Target	Select	~			
Key Contacts						

- 🕞 🧭 https://epeponline.co.uk/us 🗧 🕖 My Council - Home 🔞 My Tiles	ers/4841/assessments/50/profe: 🔎 👻 🔒 🖒 [ 🧕 Intranet: No	rth Yorkshire Count. 🙋 ePEP Manager - Professi	288., ×		ñ *
SPR We	Progress towards End of Year Target	Select 💟		L ≞ Inesday,	
Hello, Pauline Cross	Term 3				
			School's internal data	intact Num	
	Attainment against ARE	Select 💟		3231	
Home Dashboard	Progress towards End of Year Target	Select 💌		Profile	
	School Prediction				
View PEP Details	School Prediction	Select Above target Below target	School's internal data		Add an Entry
Timmy Te	Target Generated by School	Exceeding target On track for target Significantly below target			Generated by School using end
(Teal	Target Generated by School	Select V	School's internal data	School Prediction	of Key Stage score
A. Social Worker Section					
Personal Information Care Information Previous School/Settings	Save				
Rey Collacts	English 09-	GCSE (1-9)	Below On track		

# End of Key Stage Results

On this same page please can you record any past data for Early Years, KS1 and KS 2 or GCSE Results. Click on 'View All' then add a Result.

										-	- 🗖 🗙
- Inttps://epeponline.co.uk/users/4841/assessmer	nts/30/profe: 🔎 👻 🔒 🖉 🧊	tranet: North Yorkshi	re Count 🙋 ePEP	Manager - Profes	isiona×						<b>↑</b> ★♀
🙀 🙋 My Council - Home 🌆 My Tiles											
ew PEP Details	Year 7 Progre	ess Report								Add an Entry	
			Auti	ımn	Spr	ing	Sum	mer			
										Target	
4.6						-				Generated	
Timmy Testchild				towards		towards		towards		using end	
(Year 7)			Attainment	End of	Attainment	End of	Attainment	End of	0-hl	of Key	
	Subject	Type	ARE	Target	ARE	Target	ARE	Target	Prediction	score	Actions
	Mathematics	009E (1.0)			Rolour	On track					
. Social Worker Section	09-02-2020	003E (1-8)			target	for target					Delete
ersonal Information	<b>0</b> -11-										
are Information revious School/Settings	internal data										
ey Contacts	English on	GCSE (1-9)			Below	On Irack					Edit
ocial Worker Sign Off	02-2020	GC9E (1-9)			target	for target					Delete
Designated Teacher Section	Sebeele										_
OVID-10 summer term	internal data										
ducation Information								$\sim$			
ttendance											
ttainment Levels and Progress	Show historic	attainment da	ata							Ch	
END	GHOW HIStoric	attainment ud	ita							Snow	
ransitions	End of Kourt	age Requite									
art Time Timetables And Alt. Education	End of Reysu	ige results								View All	
urrent Support	Keystage		Subject		Scoring	system			Result		
1-19+ Plan for Education, Employment and raining											
C C K https://epeponline.co.uk/users/4841/keystage	<u>م)</u> ۵ 🖬 د ۹	PEP Manager - Edit u	ser ×								- = <mark>×</mark> n * ≎
🙀 🕘 My Council - Home 🔞 My Tiles		_	_	_	_	_	_	_	_	_	_
Welcome to Nor	rth Yorkshire								Wednes	L Edit User sday, 27 Ma	Logout ay 2020
	Construction ( )	ID (News //	IDM ( Email )		× 6						0.00.00
Hello, Pauline Cross	Search via ( Us	er ib / Name / G	UPN/Email)		1	earch				1	6:30:08
									chool Contac		
								00	009 00020		
Home Administrativ	on tools	User Roles		Notice bo	ard	,	our messages		My Prof	ile	
Dashboard PEP Invitatio	ons 🖸	User directory		Your lean	ners		ichools Directory		Logout		
								_			
Add a new result											
Keystage		KS 2									~
Cubicat		English Br	a dia a								
Subject		English - Re	sauing								
Scoring system		SATs									~
End of Keystage level		Select									~
Back Save											
End of Keystage Results											
Keystage	Subject		Scoring s	vstem				Result			
	,	~									16.30
u 😂 🚍 🖬 🗴 🔕	🔮 🔛 🕛	<b>•</b>							1	- 11 - 10	27/05/2020

#### The SEND page

Attps://epepanline.co.uk/users/4841/assessments/50/profe	요 두 🚊 🖒 🧐 Intranet: North Yorkshire Count 👩 ePEP Manage	r - Professiona X	- = <mark>=</mark> h + i
🙀 🕘 My Council - Home 🛑 My Tiles			
View PEP Details	SEND		
<b></b>	Is a SEND identified?	⊖ Yes ⊖ No	
.Ч.	If the SEND is in regard to Social Emotion	al and Mental Health please also complete the SEMH section of this PEP	
(Year 7)	Does the child / young Person have an EHCP?	⊖ Yes ⊖ No	
A. Social Worker Section	If YES, please answer the following:		
Personal Information	What is the date of the next annual review?		
Care Information			$\checkmark$
Previous School/Settings			^
Key Contacts	who are the issuing authority?		0
Social Worker Sign Off			
B. Designated Teacher Section	What is the primary need identified in the EHCP?		$\bigcirc$
COVID-19 summer term Education Information Attendance	If NO please answer the following:		
General Overview of School/DT Attainment Levels and Progress	Have you received higher needs funding?	○ Yes ○ No	
SEND Social, Emotional and Mental Health	If yes, how have you used this funding?		$\widehat{}$
Part Time Timetables And Alt. Education Arrangements	Is there a SEN support plan?	🔿 Yes 🔿 No	
Current Support 14-19+ Plan for Education, Employment and Training	If yes, please outline the plan		$\langle \rangle$
	P 🔒 🤝		al 🕕 14:19 27/0 <u>5/20</u>

At the bottom of the SEND page you can attach a document such as an EHCP or Speech Report or any other information. You can also view what has been attached.

B. Designated Teacher Section   COVID-19 summer term   Education Information   Attendance   General Develved SchoolDT   Attainment Levels and Progress   SBND   Social, Enclored and Menta Health   Transitions   Transitions   Part Time Interables And Alk, Education   Transitions   Attainment Levels and Progress   SBND   Current Support   I 143+ Plan for Stocation, Employment and Transitions   MART Target   Vina I other services are involved to support the plan?   Vina I other services are involved to support the plan?   C: Young Persons View   SOUID LE 1/*   Mart Target   Vina Teatas and Interests   Summer 3202 Ouestions   D. Foster Carer   Parer Time Support   Ver Teating Atom Levels   Summer 3202 Ouestions   Add an Attachment   Ver Selling About Learning   Ver Teating Atom Levels   Support Flag Off   Ver Teating Atom Levels   Support Sign Off   Ver Selling Shout Learning   Ver Teating Atom Levels   Support Sign Off   Ver Selling About Learning   Ver Teating Atom Levels   Support Sign Off   Ver Selling About Learning   Ver Teating Atom Levels   Support Sign Off   Ver Selling About Learning   Ver Teating Atom Levels   Support Sign Off   Ver Selling Core   Support	My Council - Home 📵 My Tiles			
COVD-19 summary term         Becaudio Information         Attendance         General Overview of SchoolDT         Have you received higher needs funding?         View of SchoolDT         If yes, how have you used this funding?         View of SchoolDT         If yes, please outline the plan         What other services are involved to support         C: Young Persons View         GOUIDDLE */         Your Teelmas and Interestas         Summer 2020 Questions         D. Foster Carer         Parent/Carer Views         E. YS Final PEP Sign Off         View PeP-sign Off         View No View         Coverview	Designated Teacher Section	EHCP?		$\sim$
distantion formation   distantion formation   likemance   distantion formation   likemance   distantion   likemance   distantion   likemance	DVID-19 summer term			
Itendance   enail Overview of SchoolDT   Tammer Levels and Progress   END   coisil, Enotoloal and Mental Health   arritmose   courd persons View   Solution Learning   ummer 2020 Questions	lucation Information	If NO please answer the following:		
seneral Overview of SchoolDT   table Progress   END   call, Introdictal and Mental Health   anations   anattacher signed   anatta	tendance	in NO please answer the following.		
ND         ND         SOU         SOU         South Endoted and Mental Health         antilitions         antil	eneral Overview of School/DT	Have you received higher needs funding?	○ Yes ○ No	
ND         csl,Emotional and Mental Health maniforms         sandtions         sandtions         is there a SEN support plan?         is there a SEN support plan?         is there a SEN support plan?         if yes, how have you used this funding?         is there a SEN support plan?         is there a SEN support plan?         if yes, please outline the plan         if yes, please outline the plan?         What other services are involved to support         if yes, please outline the plan?         What other services are involved to support         the plan?         Has a request for a statutory assessment         over Sections         Foster Carer         rentificater Views         VS Final PEP Sign Off         PFP Seign off         atlary Assurance         O Overview	tainment Levels and Progress	have you received higher needs funding i		
Colar Ended Solutions       In Sex, for a statutory         In Time Translates And AL Education transport       Is there a SEN support plan?         Is there a SEN support plan?       Yes \ No         Is there a SEN support plan?       If yes, please outline the plan         ANTT Targets       What other services are involved to support         See The for W & DT       If yes, please outline the plan         Young Persons View       Image: Source outline the progress made         SoUIDDLE 4/       If yes, please describe the progress made         with the assessment mmade?       Yes \ No         Fost Carer       If yes, please describe the progress made         restRoder Views       Add an Attachnesity         Vis Final PEP Sign Off       Save settings         PeP-Sign Off       PeP-Sign Off         PeP-Sign Off       PeP-Sign Off         PeP-Sign Off       Save settings	D	If yes, how have you used this funding?		^
And Targets and All. Education Tangements The Time back All. Education Tangements The Time Tor Subuck All. Education Targets and Tor Subuck All. Education The spin of Subuck All. Education Subuck All. Education The spin of Subuck All. Education The spin of Subuck All. Education The spin of Subuck All. Education Subuck All. Education The spin of Subuck	cial, Emotional and Mental Health	it yes, now have you used this funding :		~
nt Time Timetables And ALE. Education anagements   anagements   arrent Eupoport   49 Pain for Education, Employment and anagements   ARX Trayses   BY Bayer Final RPEP Sign Off   Voung Persons View   SOUIDDLE //   ur Feelings About Learning   ur Facting and interests   mmer 2020 Questions   Foster Carer rent/Carer Views Set Final RPEP Sign Off Set Parent Core Views Set Sign Off Set Carer Set Sign Off Set	ansitions			
If yes, please outline the plan   If yes, please outline the plan   If yes, please outline the plan   What other services are involved to support   ignated Teacher Sign Off     Young Persons View   SOUIDDLE //   If yes, please describe the progress made   with the specessment   If yes, please describe the progress made   with the specessment   If yes, please describe the progress made   with the specessment   If yes, please describe the progress made   with the specessment   Vatachments   Add an Attachments   Save settings	rt Time Timetables And Alt. Education rangements	is there a SEN support plan?	⊖ Yes ⊖ No	
19-Plan for Education, Employment and ining     If yes, please outline the plan       ART Targets     PEP Meeting       ET Support Plan for 6W & DT signated Teacher Sign Off     What other services are involved to support the plan?       Young Persons View     Vise, please describe the progress made with the assessment     Ves O No       Solutions     Add an Attachment       Save settingan       Vise Final PEP Sign Off       PEP-Sign Off	rrent Support			
ART Targets         PEP Meeting         ET Bupont Plan for 6 W & D T         signated Teacher Sign Off         Young Persons View <b>O</b> (redings About Learning)	19+ Plan for Education, Employment and ining	If yes, please outline the plan		$\bigcirc$
IPEP Betring       What other services are involved to support         signated Teacher Sign Off       Has a request for a statutory assessment       O Yes O No         Source Carer       If yes, please describe the progress made       with the assessment       If yes, please describe the progress made         Proter Carer       Attachments       Add an Attachments       Save settings         Signate PEP Sign Off       Save settings       Save settings	ART Targets			
ET Support Plan for SW & OT ignated Teacher Sign Off     the plan?       Has a request for a statutory assessment been made?     • Yes • No       SolyDE & for unr 2x20 Questors     If yes, plass describe the progress made with the assessment render 2x0 Questors     • Yes • No       Foster Carer ent/Carer Views     Add an Attachment     Save settings       Save settings     Save settings	PEP Meeting	What other services are involved to support		^
signated Teacher Sign Off     Young Persons View   SOUIDDLE 6/   If Peelings About Learning   If alents and interests   mmer 2020 Questions   Foster Carer   ent/Carer Views   Add an Attachment   Save settings   Save settings	ET Support Plan for SW & DT	the plan?		~
Has a request for a statutory assessment     • Yes • No       Solution E for     • He as request for a statutory assessment     • Yes • No       Has a request for a statutory assessment     • Yes • No       Solution E for     • He as request for a statutory assessment     • He on made?       If yee, please describe the progress made with the assessment     • He on made?     • He on made?       Foster Carer     • Attachment     • Attachment       Save settings     • Save settings	ignated Teacher Sign Off			
Young Persons View     been made?       SOUIDDLE 4/ ur Feelings About Learning ur Takets and Interests immer 2020 Questions     If yes, plase describe the progress made with the systematic interest and the systematic with the systematic interest and the		Has a request for a statutory assessment	○ Yes ○ No	
SQUIDDLE f/     If yes, please describe the progress made with the systematic term of the systematic term of the systematic term of the systematic term of terms of the systematic term of terms	Young Persons View	been made?		
with the systematic       with the systematic       Add an Attachments       Add an Attachments       Add an Attachments       Save settings	SQUIDDLE W	If yes, please describe the progress made		^
ur Tatents and Interests     Add an Attachments       Foster Carer     Add an Attachments       rent/Carer Views     Save settings       VS Final PEP Sign Off     Bitly Assurance       Overview     Overview	ur Feelings About Learning	with the assessment		~
Immer 2020 Questions     Attachments       Foster Carer     Add an Attachments       Foster Carer     Save settings       VS Final PEP Sign Off     Base settings       PEP-Sign Off     Save settings       Overview     Save settings	ur Talents and Interests			
Foster Carer     Save settings       VS Final PEP Sign Off     PEP-Sign Off       PEP-Sign Off     allin Assurance       O Overview     O	mmer 2020 Questions	Attachments Add an Attachment		
Save settings Sa	Foster Carer			
VS Final PEP Sign Off iPEP-Sign Off allity Assurance 0 Overview	rent/Carer Views	Save settings		
s PEP-Bign Off allity Assurance O O Verview	VS Final PEP Sign Off			
ality Assurance D Overview	PEP-Sign Off			
3 Overview	ality Assurance			
	O Overview			
	🛆 🚞 🖬 🖬 🔂 🔂			14:1 × 10 × 10 × 10

Adding an attachment click on the Attachments tab and the following page will come up

← ⊖ 🙆 https://epeponli	ine.co.uk/users/4841/assessments/50/attact 🔎 = 🍵	🗴 🖉 🧕 Intranet: North Yorkshire Count 🥝	#EP Manager - Professional S 💋 ePEP	Manager - Create new ×		×
🚖 🕘 My Council - Home 🔞	My Tiles					
Home	Administration tools	User Roles	Notice board	Your messages	My Profile	
Dashboard	PEP Invitations	User directory	Your learners	Schools Directory	Logout	
Create n	ew document					
Select a document f	from your computer to upload it into th	is attachment section.				
Your upload file sho The following file for Microsoft Wo Microsoft Exc Microsoft Pov Adobe Portak Images (.jpg,	suid be less then 5MB. rmats are allowed: rd Document (.doc and .docx) cel Spreadsheet (.xis and .xisx) werPoint Presentations (.ppt and .ppts ble Document Format (.pdf) .bmp and .png)	)				
Title		May PEP 2020				
Description		Teacher Comments				×
Document			Browse			
		Back Update				
			oPEP			
a 🙆 🗎 🛚	w] X] 🥱 📭	0			· · · · ·	14:20

Social, Emotional and Mental Health page

<ul> <li>Mtps://epeponine.co.uk/useru/4841/aussuments/50/prof</li> <li>My Council - Home (2) My Tiles</li> </ul>	: D + 🗎 C 👩 Intranet North Torishire Court. 🔓 of CP Manage	r - Professional S 💋 ePEP Manager - Professiona X	ń,
View PEP Details	Health and Emotional Well Being		
*	Are there any health issues, or issue     Is the young person's level of health     NB this is intended to be a rough inc	is to do with emotional well-being? and emotional well-being as 'Green' 'Amber' or 'Red'? licator to focus any need for further action.	
(Year 7)	Green — happy in school, confident     Amber — issues affect learning and     Red — issues significantly affect learning	socially and developing resilience social interaction but copes well with support and is developing resilience ming and social interaction and concerns remain despite support	
A. Social Worker Section	Please indicate the young person's level of	○ Green ○ Amber ○ Red ○ Not Known	
Personal Information	health and emotional well-being:	0 0 0 0	
Care Information			
Previous School/Settings	Please provide further details of issues as		~
Key Contacts	needed		~
Social Worker Sign Off			
	Please enter the Total SDQ Score:		0
B. Designated Teacher Section			
COVID-19 summer term			
Education Information	If the young person is rated at Amber or	Yes  No  Not  Known	
Attendance	Red, or they have an SDQ score over and		
General Overview of School/DT	above your local threshold for referral to		
Attainment Levels and Progress	CAMHS, has a referral been made and are		
SEND	CAMHS involved?		
Social, Emotional and Mental Health			
Transitions	If 'no' or 'not known', please give details:		
Part Time Timetables And Alt. Education Arrangements			~
Current Support	If 'yes', are CAMHS (Child and Adolescent	○ Yes ○ No ○ Not Known	
14-19+ Plan for Education, Employment and Training	Mental Health Services), care and education basing joint meetings to		
SMART Targets			

# The Transition pages

<ul> <li>(a) (a) https://epeponline.co.uk/users/4541/assessments/55/profe</li> <li>(b) My Council - Home (a) My Tales</li> </ul>	- 🗎 🖉 👰 Intranet: North York	shire Count. 🙆 ePEP M	anager - Ptofessiona_ ×			- = h *
View PEP Details	Transition				Ad	d new Transition
*	Transition ID	Start date	Current School	Agreed New School	PEP ID	Action
Timmy Testobild						
(Year 7)						
(						
A. Social Worker Section						
Personal Information						
Care Information Previous School/Settings						
Key Contacts						
Social Worker Sign Off						
B. Designated Teacher Section						
Education Information						
Attendance General Overview of School/DT						
Attainment Levels and Progress						
SEND Social, Emotional and Mental Health						
Transitions						
Part Time Timetables And Alt. Education Arrangements						
Current Support						
Training						
🤁 🚆 wi xi 😪 🚥 🔛	0 🕒 🧼 👘				- 11	142 142 27/05/2
(a) Miga: experiment and low With Your Store Proc. ()     (F) Guard - Home      () Ur Guard - Home      () Ur Tas     () Ur Guard - Home      () Ur Tas     () Ur Guard - Home      () Ur Tas	• 🔒 C 🧕 Intranet North York	shire Count 👩 oPEP Ma	nager - Users X		L ∈ Wednesday	ditUser Logo
tello, Pauline Cross	arch via ( User ID / Name	/ UPN / Email )	♥ Sear	virtual :	School Contact Nur 1609 533231	14:24:1 mber:
me Administration tools	User Roles		Notice board	Your messages	My Profile	
shboard PEP Invitations	User directory		Your learners	Schools Directory	Logout	
School Transitions It is essential that this be filed in for any school placement chan	ige or move					
Transition to:	<ul> <li>Infant So</li> </ul>	shool () Primary	School 🔘 Secondary Sch	ool 🔿 6th Form/FE/Apprenticesh	ips () FE/HE ()	Other
Reason for Transition:						¥
Has the application for new school been submitted to t Local Authority or Education Setting?	the OYes O	No 🔿 Not Know	'n			
What schools were requested, in order of preference?						
1st Preference						Y
						~
2nd Preference						
2nd Preference 3rd Preference						×

Part Time Timetables and Alternative Education Arrangements

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
https://epeponline.co.uk/users/4841/assessments/50/pi	prote: D 👻 🗰 O 🛛 🚱 Intranet: North Yorkshire Count 🧔 ePEP Manager - Professiona ×	n
My Council - Home U My Tiles		
	_	
ew PEP Details	Part Time Timetables and Alternative Education Arrangements	
*	Is the Young Person on a full time O Yes O No O Not Known timetable?	
Timmy Testchild (Year 7)	If not full timetable, please fill in reasons, and hours per week boxes below. Young people are legally entitled to a full time education Behaviour in not a sufficient reason for a part time timetable. To support a young person's transition or re-integration, a young person may have a short term, part time or alternative timetable. Part time timetables must not be open ended, must be agreed by all parties and reviewed regulary. V10 and above to more tome software accounting and the expension for a scanted are colleaded and and the timetables must not be open ended, must be agreed by all parties and reviewed regulary.	e off site
Social Worker Section	<ul> <li>In 110 and above, longer term alternative provision may be appropriate [e.g. a practical or college course].</li> </ul>	
ersonal Information		
are Information	What is the reason for the part time	
	timetable?	
evious School/Settings		
evious School/Settings ey Contacts		
revious School/Settings zy Contacts xcial Worker Sign Off	Start date for this arrangement	
evious School/Settings sy Contacts scial Worker Sign Off . Designated Teacher Section	Start date for this arrangement Date for return to full time timetable	
evious School/Bettings by Contacts colal Worker Sign Off Designated Teacher Section OVID-19 summer term	Start date for this arrangement Date for return to full time timetable Use outputs of the control time timetable	
evicus Echoci/Bettings ey Contacts Contacts Designated Teacher Section DVID-19 summer term DVID-19 summer term	Start date for this arrangement       Date for return to full time timetable       Has everyone at the meeting agreed it?         Yes     No   No Known	
evicus School/Bettings social Worker Sign Off 	Start date for this arrangement Date for return to full time timetable Has everyone at the meeting agreed it? Yes No Not Known	
evicus School/Bettings ry Contacts Contacts Designated Teacher Section DVID-19 summer term ducation information tendance neral Overview of SchoolDT	Start date for this arrangement       Date for return to full time timetable       Has everyone at the meeting agreed It? <ul> <li>Yes</li> <li>No</li> <li>Not Known</li> </ul>	
vervous School/Settings ye Contacts colal Worker Sign Off Designated Teacher Section DVID-19 summer term fucation Information Intradance merral Overview of School/DT Tatiment Levies and Progress	Start date for this arrangement       Date for return to full time timetable       Has everyone at the meeting agreed it?     Yes     No     Not Known       Monday     Tuesday     Wednesday     Thursday     Friday	
vervous Schooldiettings ye Contacts Designated Teacher Section 2010-19 summer term Jourice Information tendance renal Overview of SchoolDT talaiment Levels and Progress IND	Start date for this arrangement Date for return to full time timetable Has everyone at the meeting agreed #? O Yes O No O Not Known Monday Tuesday Wednesday Thursday Friday	
vervous Schoollisettings yey Contacts ocial Worker Sign Off Designated Teacher Section DVD-19 summer term Sucation Informati	Start date for this arrangement Date for return to full time timetable Has everyone at the meeting agreed it? Yes No Not Known Monday Tuesday Wednesday Thursday Friday Morning	
vervous Schooldiettings ye Contacts Designated Teacher Section DVID-19 summer term DVID-19 summer term Ducation Information tendance enral Dverview of SchoolDT taliment Levels and Progress DVD Duckle, Enrotional and Mental Health antitions	Start date for this arrangement Date for return to full time timetable Has everyone at the meeting agreed it?       Monday     Tuesday     Not Known         Monday     Tuesday     Wednesday     Thursday     Friday	
versions Schoollisettings ever Contacts cotal Worker Sign Off Designated Teacher Section WOVD-19 summer term ducation Information tendance renard Overview of School/DT talainmet Levels and Progress END Contactors Information Nations Renations writions writions mensables And A.E. Education magnetents	Start date for this arrangement Date for return to full time timetable Has everyone at the meeting agreed #? O Yes O No O Not Known  Monday Tuesday Wednesday Thursday Friday Morning O O O O O O O O O O O O O O O O O O O	

#### Current Support page.

Old information from the last PEP will carry forwards. Check and update where necessary.



14 – 19+ Plan for Education, Employment and Training

ew PEP Details	14 19 Plan for Education		
不	From Y9 the Careers Advisor meets with the parties agree this is not necessary.	he Young Person, fills this section in before the n	neeting and attends the meeting unless all
Timmy Testchild (Year 7)	Name of careers advisor		
	Long term plans [what do you want to do for a job?]		
Social Worker Section			
are information	Medium term plan [what are you going to do 16+ to get to the long plan?]		
evious School/Settings ey Contacts			
ocial Worker Sign Off	Are you interested in an apprenticeship?	○ Yes ○ No ○ Not Known	
Designated Teacher Section	Will predicted qualifications make the Post 16 plan possible?	○ Yes ○ No ○ Not Known	
DVID-19 summer term	Mould you like to de work eventionee?	O Yee O Ne O Net Keeven	
tendance	would you like to do work experience?		
eneral Overview of School/DT Itainment Levels and Progress	If yes, in what areas of work?		
END scial, Emotional and Mental Health			
ansitions	If yes, fill in an action below.		
rangements			
-19+ Plan for Education, Employment and alning	If young person is in Y11, do they agree to share information with Post 16 providers?	🔾 Yes 🔘 No 🔘 Not Known	
Wei X Source Contraction (4317) assessments (550pc)	P = â C i delP Manage - Profession. ×	_	, 11 4 € 2 - 0 - 0
Migal Leptonineccula (servi NA1/assessment) 20 profile     Migal Leptonineccula (servi NA1/ass	P ← @ C @ ePEP Manager - Proteston × If yes, fill in an action below.	_	= ∩
Mono: Imperioritiescular, complete	· P + B C ■ ett? Messer-Potesser, ×		, m - n - a t - <sub>2</sub> - ⊂ ∩
Mexicon Construction of the second seco	P + B C  APP Masser - Notestien, s If yes, fill in an action below. If young person is in Y11, do they agree to share information with Post 16 provider?	O Yes O No O Not Known	■ • n. 4 •
Media VI E S 03     Monor the second se	P + B O     #417 Meager-Polesson, x       If yes, fill in an action below.       If young person is in Y11, do they agree to share information with Post to providers?       NB Information is shared with due regard	⊙ Yes O No O Not Known or saleguarding, confidentiality and data protects	n - 19. d - 19
Median Construction     Median Construction     Median Construction     Median Construction     Median Construction     Median     Median	P + B C       #HP Meager-Poleston, x         If yes, fill in an action below.         H young person is in Y11, do they agree to share information with Post IF providers?         NB Information is shared with due regard 1	Yes No No No Known or safeguarding, confidentiality and data protector	19 19
Media Will Kill (S) 03     Monor Array Control And All Education     Array Resolution And All Education     Array Resolution And All Education     Array Resolution	P • @ C       #471 Messer-Protesson, x         If yes, fill in an action below.         If young person is in Y11, do they agree to share information with Post 16 providers?         NB Information is shared with due regard 1         List below actions to support this plan briefle, work scienceme, field with filling in a	Yes No No No Known or safeguarding, confidentiality and data protection Action	n To be done by [Name]
Median Construction     Median Construction     Median Construction     Median Construction     Median     Median	P • C of the Manager - Profession. x      If yes, fill in an action below.      If young person is in Y11, do they agree to     share information with Post 16 providers?      NB Information is shared with due regard 1      List below actions to support this plan [visits, work experience, help with filling in forms set].	Ves No No No No No Known or safeguarding, confidentiality and data protection Action	In To be done by [Name] O Yes O No
Will Kill ()     Another representation of the second	P C C of Hanger - Rotense, 1      If yes, fill in an action below.      If young person is in Y11, do they agree to     share information with Post 16 providers?      NB Information is shared with due regard 1      List below actions to support this plan     [visits, work experience, help with filling in     forms etc.]	○ Yes ○ Ne ○ Not Known or safeguarding, confidentially and data protection Action	To be done by         O Yes         No
Will Kill ()     Non-representation of the second sec	P C C rtf/Hanger-Rotmon, x      If yes, fill in an action below.      If young person is in Y11, do they agree to     share information with Post 16 providers?      NB Information is shared with due regard f      List below actions to support this plan     [vials, work experience, help with filling in     forms etc.]	○ Yes ○ No ○ Not Known by safeguarding, confidentially and data protection Action	In To be done by [Name] O Yes O No O Yes O No
Will Kill ()     Work of the second sec	P - E C + 479 Manger-Roberton, s      If yes, fill in an action below.      If young person is in Y11, do they agree to share information with Post 16 providers?      NB Information is shared with due regard I      List below actions to support this plan     [visits, work experience, help with filling in     forms etc.]	Ves No No NotKnown  readeguarding, confidentiality and data protection  Action	m To be done by [Name] O Yes O No [
Will Kill ()     Konstructure ()     Mexic respective calculates and will be constructed on the first f	P -      C      ArtP Manger-Robuston, s      If yes, fill in an action below.      If young person is in Y11, do they agree to share information with Post 16 providers?      NB Information is shared with due regard 1      List below actions to support this plan     forms etc.]	Ves No No Not Known or safeguarding, confidentiality and data protector Action	m To be done by [Name] O Yes O No O Yes O No
Will Kill ()     Non-repetitional and the set of t	P -      C      ATP Manger-Robuston, s      If yes, fill in an action below.      If young person is in Y11, do they agree to     share information with Post 16 providers?      NB Information is shared with due regard 1      List below actions to support this plan     [vinits, work science, help with filling in     forms etc.]	Yes No Not Known Yes No Not Known Action	Image: A start of the
Will Kill ()     Konset-state and the set of the s	P + @ C       #PP Manger-Rolextins         If yes, fill n an action below.         Hyoung person is in Y11, do they agree to share information with Post 16 providers?         ND Information is hared with due regard f         List below actions to support this plan (visit, work construction, help with filling in forms etc.)	Yes No Not Known reseleguarding, confidentiality and data protection Action Internation I	Image: A start         -
Will Kill ()     Konder Stever ()     Konder S	P C C TH Manger - Roterion, . 1      If yes, fill in an action below.      If young person is in Y11, do they agree to share information with Post 16 providers?      NB Information is shared with due regard 1      List below actions to support this plan [visit, work experience, help with filling in forms etc.]      Will the school refease the young person flexibly to take up a work experience dire?	Yes No No No No No Known  Con  Substance  Substance  Substance  No	Image: A start of the
A series of the series of	P - C      Artif Manger-Roteron, x      If yes, fill in an action below.      If young person is in Y11, do they agree to share information with Post 16 providers?      NB Information is shared with due regard 1      List below actions to support this plan     [visit, work experience, help with filling in     forms etc.]      Will the school release the young person     fexibly to take up a work experience diffe?      In Y11 and at the stard of Y12, who will	○ Yes ○ Ne ○ Not Known       Action       Stores to be resolved at the PEP meeting       ○ Yes ○ No ○ Not Known	Image: A control of the second seco
A series of the series of	PORT C C HISPARSON NOTION . 1      If yes, fill in an action below.      If young person is in Y11, do they agree to share information with Post 16 providers?      NB Information is shared with due regard 1      List below actions to support this plan [visits, work experience, help with filling in forms etc.]      Will the school release the young person flexibly to take up a work experience diff?      If young person is shared with experience diff?      Will the school release the young person flexibly to take up a work experience diff?      In Y11 and at the start of Y12, who will need with Post 16 doubtion or training	Ves Ne Ne NetKnown  r safeguarding, confidentially and data protection  Action  Source Sourc	In To be done by [Name] O Yes No
Will Kill Constraints of the second sec	P • • • • • • • • • • • • • • • • •	Ves Ne Ne NetKnown  Ves Ves Ves Ves Ves Ves Ves Ves Ves Ve	Image: Arrow of the second s
Weil View of the second s	P - # C	Yes No Not Known Yes No Not Known Yes No Not Known	Image: Point of the state of the s

### SMART Targets.

To add a SMART target click on the blue tab

Contraction Contraction Contraction		🧔 ePEP Man	sger - Profession	×							- = <mark>×</mark> n * 0
Council - Home W My lifes	_	Liner dir	ectory.	_	Your le	STORTE		pole Directory		Looput	
Carrisons PL7 arriagons		out di			Total Is	annera		and Directory		Logoat	
View PEP Details	Tarç	jets RENT TAF	GETS							7 SM4	INT TARGET
T	Id	Created	Туре	S T	imart 'arget	Funding status	Target Submitted	Date Signoff	Reviewed Date	Source of funding	
(Year 7)	651	12/05/20	20 Attain Progre	ment& N Iss le ti	faths - to earn ables	Funding Approved by VS	12/05/2020 9	12/05/2020		Pupil Premium Plus Autumn Term (£250.00)	View Delete
	488	08/04/20	20 Attain	ment & L	iteracy	Funding Approved by	08/04/2020	08/04/2020		Pupil Premium Plus Autumn	View
A. Social Worker Section						VS				Term (£200.00)	00000
Personal Information											
Care Information											
Previous School/Settings	ACH		CETS								
Key Contacts	Ach	LVLD IA	COLID								
Social Worker Sign Off											
	Id	Created	Туре Ѕп	nart Target	Fundin	g status Ta	arget Submitted	Date Signoff	Reviewed	Date Source of	funding
B. Designated Teacher Section											
COVID-19 summer term Education Information	NOT	ACHIEVE	D TARGETS	3							
Attendance											
General Overview of School/DT	Let.	Created	Tune Se	art Target	Eundin	a status Ta	root Submitted	Date Signoff	Reviewed	Data Source of	funding
Attainment Levels and Progress	Id	Created	Type an	art large	Funding	g status Ta	irget submitted	Date Signon	Reviewed	Date Source of	runding
SEND											
Social, Emotional and Mental Health											
Transitions											
Part Time Timetables And Alt. Education Arrangements											
💷 🧀 🔛 🖬 😣 📭 🕌	2									- 11 -	4 14:32 27/05/2020

Record the target

My Council - Home 🜘 My Tile	s I BED Invitations	I lear directory Very learners	Rekonte Directeor	Lenout
oard	PEP Invitations	Your learners	Schools Directory	Logout
	Create a New SMART	Target		
w PEP Details	Area of focus	Attainment & Progress		
	What is the SMART targe	tt?	0	ADD SMART TARGE
л				irce of ding
Timmy Te	To be reviewed by			il Premium View
(Year	1	If any comments are needed		Autumn Delete n (£250.00)
			<u></u>	il Premium View
Social Worker Section	Current situation			n (£200.00)
rsonal Information re Information	our on another		C	
vious School/Settings y Contacts	Improvement expected			
cial Worker Sign Off			$\sim$	Source of funding
Designated Teacher	Intervention type	After school programme		
ucation Information	Actions		<u></u>	
endance seral Overview of Scho			$\sim$	Source of funding
inment Levels and Pr ID ial, Emotional and Me	Who is responsible for su young person to achieve	pporting the this SMART		
nsitions t Time Timetables And	target?			

Record the Pupil Premium Spending with the target

	C C erer Manager	r - Profession ×		
ly Council - Home 🔞 My Tiles				
ard	Intervention type	After school programme	$\checkmark$	gout
	Actions		~	
			~	
w PEP Details				
	Who is responsible for supporting the			ADD SMART TARGE
	target?			
				rce of
4.6				ding
Timmy Te	FUNDING			Bromium Mau
(Year				Autumn Delete
	No Funding Pupil Premium			n (£250.00)
				Deservices (1000)
				Autumn
Social Worker Section	ON-GOING REVIEW OF TARGET			n (£200.00)
sonal Information				
e Information	This can be completed at any time and	<ul> <li>Achieved</li> <li>Not Achieved</li> <li>In Progress / Current</li> </ul>		
Contacts	will alert PEP reviewers to issues within the target			
ial Worker Sign Off	the target.			
	Any further comments		~	Source of funding
Designated Teacher S			$\sim$	
/ID-19 summer term				
cation Information				
ndance	Save Target			
eral Overview of School	Save raiger			Source of funding
ID				
ial, Emotional and Men			Cancel Creating a Target	
nsitions				
	II. Education			

My Council - Home My Tiles	IS/404 I/assessments/ 30/prote: D + I C C ePEP Manager	- Profession ×		п ×
aboard	Comments		$\bigcirc$	gout
/iew PEP Details	IF AN ADDITIONAL FUNDING REQUEST IS	S BEING MADE FOR THIS TARGET		
	Source of funding?			ADD SMART TARGET
Timmy Te	How will the money help to meet this target?		$\hat{}$	rce or ding
(Year	Amount of additional money requested	£		n Autumn Delete m (£250.00)
A Social Worker Section	ON-GOING REVIEW OF TARGET			I Premium View Delete
A Social Worker Section Personal Information Care Information Previous School/Settings Key Contacts	This can be completed at any time and will alert PEP reviewers to issues within the target.	○ Achieved ○ Not Achieved ⑧ In Progress / Current		n (£200.00)
B. Designated Teacher S	Any further comments		$\sim$	Source of funding
COVID-19 summer term Education Information				-
Attendance General Overview of Schoo Attainment Levels and Pro-	Sive Target Submit Funding Request	$\mathbf{)}$		Source of funding
SEND Social, Emotional and Men Transitions			Cancel Creating a Target	
Part Time Timetables And All	ents/50/professional/target v3/create			

Save the target and click on submit the funding request

The funding will be approved by the Virtual School when they Quality Assure the PEP

← → @ https://epeponline.co.uk/user	;/4841/assessments/50/profe		🤕 ePEP Manager -	Profession ×							- □ × ↑ ★ ≎
A My Council - Home D My Tiles	Administration tools		User Roles	_	Notice	board		Your messages		My Profile	_
Dashboard	PEP Invitations	Ľ	User director	У	Your I	eamers		Schools Directory		Logout	
		-									
View PEP Details		Tar	gets								
		CUF	RENT TARGE	TS						ADD SMA	RT TARGET
Т	L:IJ	ld	Created	Туре	Smart Target	Fanding status	Target Submitte	Date d Signoff	Reviewed Date	Source of funding	
(Year 7)	niid	746	6 27/05/2020	Attainment & Progress		Awaiting Approval of VS	27/05/202	0		0 0	View Delete
A. Social Worker Section		65	1 12/05/2020	Attainment & Progress	Maths - to learn tables	Eunding Approved by VS	12/05/202	0 12/05/2020		Pupil Premium Plus Autumn Term (£250.00)	View Delete
Personal Information Care Information Previous School/Settings Key Contacts Social Worker Sign Off		48	8 08/04/2020	Attainment & Progress	Literacy	Funding Approved by VS	08/04/202	0 08/04/2020		Pupil Premium Plus Autumn Term (£200.00)	View Delete
B. Designated Teacher Sec	tion	ACH	IEVED TARGE	TS							
COVID-19 summer term Education Information Attendance General Overview of School/D	T	Id	Created Ty	pe Smart Targ	get Fundir	ng status Tar	get Submitt	ed Date Signof	f Reviewed	Date Source of	funding
Attainment Levels and Progress SEND Social, Emotional and Mental I	lealth	NOT	ACHIEVED TA	ARGETS							
	I 🕄 💶	<b>I</b>			nat Eurodia	Ten	not Culomitt	od Doto Cianof	C Deviewed	- II -	d € <sup>∞</sup> 14:37 27/05/2020

### The Current PEP Meeting

It's recommended that this section is completed by the Designated Teacher but the Social Worker could also complete this.

My Council - Home 🔞 My Tiles						
/iew PEP Details	THE CURRENT PE This is the young person's me	EP MEETING seting. Issues that need resolving	between profession	nals may best be dealt with I	beforehand	
	The whole of Section	on D is discussed at the o	current PEP me	eeting.		
Timmy Testchild (Year 7)	Current Meeting Date		03/02/2020	0		
(10417)	Current Meeting Time		10:00			
A. Social Worker Section	Click HERE to	reschedule the CURREN	IT PEP Meetin	g		
Personal Information						
Care Information						
Previous School/Settings	ATTENDANCE AT T	HE CURRENT PEP MER	TING			
Key Contacts	From the list below, che	ck the boxes for the perso	ns who attended	the PEP Meeting		
Social Worker Sign Off				i inter an and a start and a start a st		
B. Designated Teacher Section	At PEP meeting	U-Number F	irst name	Family name	Role/Relationship	Contact number
COVID-19 summer term						
Education Information	All other attendees					^
Attendance						~
Seneral Overview of School/DT						
Attainment Levels and Progress	Name of person comp	eting this form				^
SEND						~
Social, Emotional and Mental Health						
Fransitions	I hereby confirm that t	his PEP meeting has	Confirmati	on of PEP Meeting		
Part Time Timetables And Alt. Education Arrangements	taken place.					
Current Support						
14-19+ Plan for Education, Employment and	SUM UP THE YOUNG	3 PERSON'S CURRENT	ACHIEVEME	NTS. NEEDS AND I	NTERESTS	
Training						

W Concil-Home @ Writes         Current Support         14-14+ Plan for Education, Employment and Training         SMART Targets         The PEP Meeting         NEET Support Plan for SW & DT         Designated Teacher Sign Off         Is the Child / Young Person receiving a suitable education?         SOUIDDE 4// Your Feelings About Learning Your Talents and Interests         Summer 2020 Questions         D. Foster Carer         ParentiCarer Views         E. VS Final PEP Sign Off         If Yes, please provide details         If Yes, please provide details	•
Current Support         14-19- Plan for Education, Employment and         SUM UP THE YOUNG PERSON'S CURRENT ACHIEVEMENTS, NEEDS AND INTEREST         SWART Tragets         The PEP Meeting         What's going well (based on all previous sections)         Designated Teacher Sign Off         Is the Child / Young Person receiving a suitable education?         Is the Child / Young Person receiving a suitable education?         SOUIDDLE */         If No please give reasons why         Your Talents and Interests         Summer 2020 Questions         D. Foster Carer         ParentiCarer Views         E. VS Final PEP Sign Off         VourTight off         If Yes, please provide details         If Yes, please provide details	; €
SMART Targets       What's going well [based on all previous sections]         The PEP Meeting       What's going well [based on all previous sections]         Designated Teacher Sign Off       Is the Child / Young Person receiving a suitable education?         SQUIDDLE \$/>       Is the Child / Young Person receiving a suitable education?         Your Telenis About Learning       Yes ON ON Known         Your Telenis About Learning       Summary of support needs [based on all previous sections]         D. Foster Carer       Summary of support needs [based on all previous sections]         Parenti/Carer Views       Are there concerns about the young person's school place or alternative provision?         Vis PEP-Sign Off       If Yes, please provide details         IRO Overview       If Yes, please provide details	0
The PEP Meeting       What's going well (based on all previous sections)         Designated Teacher Sign Off       Is the Child / Young Person receiving a suitable education?         C: Young Persons View       Is the Child / Young Person receiving a suitable education?         SQUIDDLE %/       In No please give reasons why         Your Telents and Interests       Summary of support needs [based on all previous sections]         D. Foster Carer       Summary of support needs [based on all previous sections]         Parent/Carer Views       Are there concerns about the young person's school place or alternative provision?         VS PER-Sign Off       Yes, please provide details         IRO Overview       If Yes, please provide details	0
NEET Support Plan for SW & DT       sections]         Designated Teacher Sign Off       Is the Child / Young Person receiving a suitable education?       \rightarrow Yes \rightarrow Not Known         SQUIDDLE */*       If No please give reasons why	×
Designated Teacher Sign Off       Is the Child / Young Person receiving a suitable education?       Yes \circle No \circle Not Known suitable education?         Is the Child / Young Person receiving a suitable education?       Is the Child / Young Person receiving a suitable education?       \frac{Yes \circle No \circle Not Known suitable education?         Your Feelings About Learing       Your Falens and Interests       If No please give reasons why	$\bigcirc$
C: Young Persons View       Is the Child / Young Person receiving a suitable education?       O Yes O No O Not Known suitable education?         SQUIDDLE %/       If No please give reasons why       If No please give reasons why         Your Telents and Interests       Summary of support needs [based on all previous sections]         D. Foster Carer       Summary of support needs [based on all previous sections]         E. VS Final PEP Sign Off       Ys ender on alternative provision?         VS PEP-Sign Off       If Yes, please provide details         IRO Overview       If Yes, please provide details	Ç
SOUIDDLE	$\bigcirc$
Your Feelings About Learning         Your Feelings About Learning         Your Talents and Interests         Summer 2020 Questions         D. Foster Carer         Parent/Carer Views         E. VS Final PEP Sign Off         VS PEP-Sign Off         Quality Assurance         IRO Overview	~
Your Talents and Interests       Summary 020 Questions       D. Foster Carer       Parent/Carer Views       E. VS Final PEP Sign Off       VS PEP-Sign Off       (valuity Assurance)       IRD Overview	
Summer 2020 Questions     Summary of support needs [based on all previous sections]       D. Foster Carer     Parent/Carer Views       Are there concerns about the young person's school place or alternative provision?     Yes No Not Known person's school place or alternative provision?       VS Final PEP Sign Off Quality Assurance IRP Overview     If Yes, please provide details	
D. Foster Carer     Summary of support needs [based on all previous sections]       Parent/Carer Views     Are there concerns about the young person's school place or alternative provision?     Yes     No     Not Known       VS PEP-Sign Off VS PEP-Sign Off Quality Assurance IRO Overview     If Yes, please provide details     If Yes, please provide details	
D. Foster Carer     previous sections]       Parent/Carer Views     Are there concerns about the young person's school place or alternative provision?       E. VS Final PEP Sign Off     Vs PEP-Sign Off       VS PEP-Sign Off     If Yes, please provide details	^
Parent/Carer Views     Are there concerns about the young person's school place or alternative provision?     \rightarrow Yes     No     Not Known       E. VS Final PEP Sign Off     Provision?     If Yes, please provide details     If Yes, please provide details	~
Varent/Carer Views     Are there concerns about the young person's school place or alternative provision?     Yes No Not Known       VS Final PEP Sign Off     Provision?       VS PEP-Sign Off     If Yes, please provide details       RO Overview     If Yes, please provide details	
E. VS Final PEP Sign Off person's school place or alternative provision?  VS PEP-Sign Off If Yes, please provide details  IRO Overview	
E. VS Final PEP Sign Off provision? VS PEP-Sign Off Quality Assurance IRO Overview	
VS PEP-Sign Off Quality Assurance IRO Overview	
Quality Assurance         If Yes, please provide details           IRO Overview         If Yes, please provide details	
IRO Overview	^
	~
Was the Child / Young Person Present at O Yes O No O Not Known	
the PEP Meeting	^
	~
Record below the issues that were	^
discussed at the PEP meeting, regardless	~
or whether they resulted in a target being	
generated for the Child / Young Person.	

The Current PEP Meeting Continued...

← → Ø tttps://epeponline.co.uk/users/4841/assessments/50/profe: Ø	→  ▲  C Ø ePEP Manager - Profession ×		_ □ <mark>×</mark> ↑ ★ \$
🙀 🖉 My Council - Home 😰 My Tiles	the PEP Meeting		
			~
	Record below the issues that were		^
	discussed at the PEP meeting, regardless or whether they resulted in a target being generated for the Child / Young Person.		×
	Are there any unmet needs?	🔿 Yes 🔿 No 🔿 Not Known	
	If Yes what are these?		¢
	Who will follow up?		<u>^</u>
	Next steps		0
	ADULTS' VIEWS		
	Overall Scaling: Select on a scale of 0 to 1	0, with 0 being poor, and 10 being excellent.	
	Carer's Views		$\hat{}$
	Carer's Views Overall Scaling	0	
	Parent's Views		<u>^</u> .
💷 🧭 🚆 🖬 🗴 🚳	9 🕒 🔊		

The Carer, Social Worker and Designated Teacher can give a final overall comment in the Adult's Views and then give a Scaled Score about the child's education. A specific Scaled Score question/comment can be recorded in the 'view's' box. E.g. Carer – I'm very pleased with the additional 1:1 support my child is getting in maths. He's made a great deal of progress. Scaled Score 8

My Council - Home 😰 My Tiles			
	ADULTS' VIEWS		
	Overall Scaling: Select on a scale of 0 to	10, with 0 being poor, and 10 being excellent.	
	Carer's Views		
	Carer's Views Overall Scaling	0	~
	Parent's Views		
	Parent's Views Overall Scaling	0	~
	Social Worker's Views		
	Social Worker's Views Overall Scaling	0	V
	Designated Teacher's Views		
	Designated Teacher's Views Overall Scaling	Select 0 1 2 3 4	
	This next section is for the DT & SW to colla the PEP Sign off.	bora 7 8 9 10	

The Date, Time & Venue need recording

		- 5 ×
(a) (b) (c) https://epeponline.co.uk/users/4841/assessments/50/profe: (c)	•	h ★ α
🚖 🖉 My Council - Home 🔮 My Tiles	Designated Teacher's Views Overall Scaling	
	This next section is for the DT & SW to collab the PEP Sign off.	oratively decide the time and meeting date of the next PEP. It is important this is done, prior to
	LOCATION OF THE NEXT MEETING	
	Location	$\bigcirc$
	DATE FOR THE NEXT MEETING	
	Date	
	Time	
	REASON FOR THE NEXT MEETING	
	What are the reasons for this meeting?	New Admission to Care
		Change of Care Placement
		Review Process
	Any other reasons:	Change of School Placement
🕂 🥖 🚞 wi xi 🔕 📴 🔡		1442 

	) - A C A - 050 Marrie	un Brafanian X					- 🗆 ×
★ ② My Council - Home ③ My Tiles	ever Manag	er - Protession ×					пх¥
	Any other reason	s:					$\bigcirc$
	INVITATIONS TO From the list below	O NEXT PEP MEETING v, check the boxes for the pe	ople to invite fo	or this PEP Meeting.			
	Invitation *	U-Number Fir	st name	Family name	Role/Relationship	Contact number	
	* When you seled	t a user the system will au ited have any queries abo	utomatically so out this meetin	end them an email invi	itation ntact?		
	Name						$\hat{}$
	Number						$\widehat{}$
	PENDING ME	ETING REQUEST					
	Name	s	tatus		Comment		
	H Save						
Excel 2013		ePE	P				
	2 🚺 💽					• h. ii - 1	14:43

Click SAVE !

#### **NEET Support Plan**

A PEP is still required for a young person who is NEET so it is essential that this is completed for Young People in year 11 and Post 16 where it is likely that they will be NEET to record their aspiration, what has been offered and what the barriers are. Social Workers may also have some input to this page.

Ay Council - Home 🙆 My Tiles							
w PEP Details	NEET Support Plan						
<b>R</b>	N.B. Do not complete this NE	EET Support Plan section if	the young person is engag	ed in education or training o	ver 12 weel	ks in length.	
	Summary of Current position	- young person's view					/
4.6							
Timmy Testchild							
(Year 7)	Summary of surrent position	- others' views					
(	Summary of current position	- others views					
	Young Person's Aspirations						
Social Worker Section							
sonal Information							
e Information	Information and advice from	others re young person's a	spirations				
vious School/Settings							
y Contacts							
cial Worker Sign Off							
	Current barriers to engagem	ent(please tick as many as	applicable).				
Designated Teacher Section			_				
AD 10 summer form	Progress towards education,	employment and training (I	EET) O Red	O Amber O Green			
vioris summer term							
endance	Date						
peral Overview of School/DT							
ainment Levels and Progress							
ND							
cial. Emotional and Mental Health							
insitions		Red	Amber	Green			
rt Time Timetables And Alt. Education angements		Multiple	Significant barriers to	Ready to re-			
rrent Support		significant barriers	engagement in ETE but	engage in ETE -			
104 Plan for Education Employment and		to engagement in	engaging with support to	awaiting suitable			

When all relevant sections have been completed, click on the red Designated Teacher Sign Off then click on the Mark completed

My Council - Home ( My Tiles			
are Information	Gender	Male      Female      Not Known	
are mormation			
revious school/setungs	Ethnicity	A1 - White - British	$\sim$
ay Contacts			
ocial Worker Sign Off	Religion		
. Designated Teacher Section	Logal Status	C1 Interim Care order	
ducation Information	Legal Status	CT - Intenin Care order	•
ttendance			
eneral Overview of School/DT	1st Language		$\sim$
ttainment Levels and Progress			
END	Unique Pupil Number	A12345678910	
ocial, Emotional and Mental			
ealth			
ansitions	Client D Number	7654321	
art time timetables and art.			
urrent Support			
L19+ Plan for Education			
nployment and Training	H Savo		
MART Targets	1 I Save		
ne PEP Meeting			
EET Support Plan for SW & DT			
esignated Teach			
: Young Persons View			
our School Accessments			
Sur School Assessments			
our Feelings About School			
nur Foolinge Anolit i oprning			
our recinings About Learning			
achers C Manager Control Continues C Manager Control	a 🎼 🛛 🗸		
Cour Relationship With Your     Cachors     Cour Relationship With Your     Cachors     Cour Relationship With Your     Cour Relationship With Your     Course Relationship Relationship     Course Relationship     Relation     Relationship	ipperte D = 🔒 🖉 🖉 Manager - Profession X		, 11 ∡ () <sub>20</sub> 
Vour Claution Sill With Your     achers     achers     wu XI S 0	Section D = 2 C Sector Manager - Podession X		- 1i∡ 4 <sub>20</sub> ⊂ ♠
Court Court Courts Courts	Igente D = @ C @ #P Manager - Profession × PEP Sign Off		- 11 ⊿ 4 <sub>20</sub> <sup>-</sup> ↑
WI Claure provide Cartholing UM Claure Cartholing	tepeter P = @ C @ #PP Menager - Potesses. × PEP Sign Off Social Worker has not yet completed PEP	Mark completed	₩ + 9 ≠ 4 <sub>20</sub> - <b>- - -</b>
Vour Flatforshill With Your     achers     achers     WI XI S 0      Magin respective aduktion (Add Second Se	PEP Sign Off Social Worker has not yet completed PEP	Mark completed	=
WI Claump Product With Your Cachers  WI XI S 03  The Your Cachers  WI XI S 03  The Your Cachers  WI XI S 03  WI Cachers  WI The Your Cachers  WI Cach	Tepefic P = 2 C S of P Menger - Poleston, 1  PEP Sign Off  Social Worker has not yet completed PEP  Next meeting date	Mark completed	
Verifier Constraints     Verifier Constraints     Verifier     Verifier Constraints     Verifier     Verifier     Verifier     Verifier     Verifier     Verifier	PEP Sign Off Social Worker has not yet completed PEP Next meeting date	Mark completed	- 9 ∡ € <sub>20</sub>
Aur Count - Son Provide Counting acchers	PEP Sign Off Social Worker has not yet completed PEP Next meeting date Next meeting time	Mark completed	‱ - 9i ∡ 4 <sub>20</sub> _ ⊂ ♠
All Champerson and All All All All All All All All All Al		Mark completed	• 14 4 € <sub>20</sub>
All County Front County of	Internet of the second	Mark completed	0000 + 9i ∡ (+ <sub>20</sub> ) – ⊂ ↑
Aur Charlon Shi Whi Your Cacher Cach		Mark completed E.g. HHMM Mark completed	• 1i ∡ t) <sub>20</sub> – ⊂ €
All Champone of Contracting actives a		Mark completed E.g: HH1MM Mark completed	· : a 4 <sub>20</sub>
All Change Productions and the section of the sect		Mark completed	- 11 4 € <sub>20</sub> - ⊂ ♠
All Constitution of the Constitution of t		Mark completed E.g. FIH:MM Mark completed Mark completed	• 9 4 € <sub>20</sub>
All Tokaning Product Bucking actions	Image: Point Compare - Point Status         Image: Point Status           PEP Sign Off         Social Worker has not yet completed PEP           Next meeting time         Designated Teacher has not yet completed PEP           Young Person has not yet completed PEP         Young Person has not yet completed PEP	Mark completed E gr HHMM Mark completed Mark completed	000 + 9 ≠ 4 € <sub>20</sub>
An in Section (Section (Sectio		Mark completed E.g: HH:MM Mark completed Mark completed Merk completed	
All Contenting Front Contenting actives active		Mark completed E.g: HH: MM Mark completed Med: completed Med: completed	- 9 4 € <sub>20</sub>
An in Carming Product Southing of And the second source of the section of Source - Home Only the Source of the PEP Details Social Worker Section resonal Information we information we information we information we information Social Worker Sign Off Designated Teacher Section Social Source - Source of Social Source - Source of Social Worker Sign Off Designated Teacher Section Social Source - Source of Social Source - Source of Social Source - Source of Social Source - Source of Social Source - Source - Social Source - Source - Social Source - Source - Social Social Soci		Mark completed E.g. HHMM Mark completed Und completed	
Social Vorker Section Social Vorker Section University Section Social Vorker Section Soc		Mark completed  E.g. HHMM Mark completed Mark completed  E.g. HHMM Mark completed E.g. HHMM	
An in year of the section actives act		Mark completed E.g. HH:MM Mark completed Meek completed Select End Elect End Elect	
An i Sening Second With Your actions		Mark completed  E.g.: H+t:MM Mark completed Med: completed  Select Final Signoff	
An in Section (Section 2004) Examination (Section 2004) Example of the Section Section 2004 (Year 7) Social Worker Section Section 2004) Section 2004 (Year 7) Social Worker Section 2004 (Year 7) Social Worker Section 2004) Section 2004 (Year 7) Social Worker Section 2004 (Year 7) Social Worker Section 2004) Section 2004 (Year 7) Social Worker Section 2004 (Year 7) (Year		Mark completed E.g: HH:MM Mark completed Mark completed Select Final Signoff Payment DED	
And Cardinal Source of Section Social Worker Social Socia		Mark completed  E g: HH1MM Mark completed  Med: completed  Select Final Signoff Reject PEP	
An in Section 2000 Control Control of Contro		Mark completed E.g: HHAMM Mark completed Mark completed Mark completed Select Final Signoff Reject PEP	
An in year of the section of the sec		Mark completed E.g: HH:MM Mark completed Medi completed Select Final Signoff Reject PEF	
An i Vaming Provide Buckhing and managements and the second sec		Mark completed  E.g: HHMM Mark completed Mark completed  Mark completed  Elect Final Signoff Reject FEP	
Consequences  C		Mark completed E.g: HH:MM Mark completed Mark completed Select Final Signoff Reject PEP	

# Foster Carers have their own section to complete and also for the Young People

My Council - Home ( My Tiles	C Profession ×		
SMART Targets The PEP Meeting	Contact phone number:		
NEET Support Plan for SW & DT Designated Teacher Sign Off	Contact email:		
C: Young Persons View	Additional Information:		
SQUIDDLE 1/2			
Your Talents and Interests Summer 2020 Questions			
D. Foster Carer	Is the child/young person being educated within their care placement?	⊖ Yes ⊖ No	
Parent/Carer Views	If YES, please complete the following:		
E. VS Final PEP Sign Off	What resources are being provided?		
VS PEP-Sign Off Quality Assurance	Do they have suitable IT/internet access?		
IRO Overview	Who will feedback on the work they have		
	completed?		
	Will they be set work at regular intervals?		
	Who will be maintaining contact with the child/YP?		
	How will this be done?		
	How frequently?		
🥖 🚝 💵 🛛 🔕 🚥	😰 🟮 🦄		• • • • •
thtps://epeponline.co.uk/users/4841/assessments/50/pro	ofe: $\mathcal{P} \neq \stackrel{\circ}{=} \mathcal{O}$ 🧔 ePEP Manager - Profession ×		1
My Council - Home Wy Tiles			
View PEP Details	Parent/Carer Views about the young pe	rson's school and education	
X	What's Going Well?		
. П.			
Timmy Testchild (Year 7)	Areas of Concern:		
(rearry			
	Do you have a named person in school to	○ Yes ○ No	
A. Social Worker Section	problem?		
Care Information Previous School/Settings	If Yes, please fill the name of the person who helps:		
Key Contacts Social Worker Sign Off			
B. Designated Tasabar Section	Are you kept informed of your child's progress?	○ Yes ○ No	
COVID-19 summer term	If Yes, please fill how. E.g email, phone		
Education Information Attendance	call, home/school book		
Attainment Levels and Progress	Are you satisfied with the education /	○ Yes ○ No	
Social, Emotional and Mental Health Transitions	support that your child is receiving?		
Part Time Timetables And Alt. Education Arrangements	If No, please identify the issues		
Current Support 14-19+ Plan for Education, Employment and Training			
			- 11 at 10
ttps://epeponline.co.uk/users/4841/assessments/50/pro	ofe: 🔎 👻 🚔 ePEP Manager - Profession 🗙		
My Council - Home (P) My Tiles			
View PEP Details	Summer 2020 Questions		
<b>X</b>	Are you still attending school?	⊖ Yes ⊛ No	
Timmy Testchild	How are you feeling about being away from school?		
(Year 7)	What are you enjoying learning about at home?		
	What is your daytime routine at home for		
A. Social Worker Section	Who do you talk to at home about how you		
Personal Information Care Information Development	feel?		
Key Contacts Social Worker Sign Off	Are you learning any new skills while not in school?What are these?		
B. Designated Teacher Section	What do you miss when not in school?		
COVID-19 summer term	Do you have a calm space to learn from at		
Attendance General Overview of School/DT	home?		
Attainment Levels and Progress SEND	with you? Can you share your work with them? Do they give you feedback on your		
Operated Encoderated 1997 1997	work?		
Social, Emotional and Mental Health Transitions Part Time Timetables And Alt. Education			
Social, Emotional and Mental Health Transitions Part Time Timetables And Alt. Education Arrangements Current Support	Is your school is sending work home for you that requires you to use a computer or internet?		

#### The Virtual School

The PEP is quality assured by the Virtual School staff and then the Final Signoff.

This includes signing off the Pupil Premium

The PEP is RAG rated either Red, Amber or Green depending on what key information has been recorded

e] W Gunch : Interest School S	
Care information     PEP Type       B. Designated Teacher Section     Other of PEP       COVID-19 summer term     PEP Type       B. Designated Teacher Section     1) is the attainent and progress section     Ves     No       COVID-19 summer term     0     1) is the attainent and progress section     Ves     No       COVID-19 summer term     2) is there at least 1 SMART academic target if a progress section     Ves     No       Scient Enclored and Mental Medith     Part Time ThreatMes And ALE Education Arrangements     3) is the impact of PP+     Ves     No     N/A       Scient Enclored and Mental Medith     Target evidence the young person transition planning if     Ves     No     N/A       Scient Enclored Teacher Sign Off     Education formation and information fed backing proprioting proceeder     S) is there evidence the young person transition planning if     Yes     No       Scient Enclored Teacher Sign Off     Education framities of the PEP meeting     Yes     No     N/A       Scient Enclored Teacher Sign Off     Education framities of the PEP meeting     Yes     No     N/A       Scient Feeder     Solution feeder     Arangements     Solution feeder     No     N/A       Scient Enclored Teacher Sign Off     Enclored framities of the PEP meeting     Yes     No     N/A       Scient Feeder     SolutionLES*'     Solu	
Date of PEP       Social Worksr fugs Off       PED Type       B. Designated Teacher Section       COVID-19 summer tem       Education Information       Correct Section of SchoolDT       Attendance       BLO Section Information       Correct Section of SchoolDT       Tattament Levels and Progress       Bib Control Section Information       Correct Section Information       Bib Section Information       Correct Section Information       Correct Section Information       Bib Section Information       Correct Section Information Section Sect	
And Montal Support         B. Designated Teacher Section         COVID-19 summer term         Excertion Information         Attendance         Covid-19 summer term         Excertion Information         Covid-19 summer term         Barry Derivative of Education         Transmissions         Social, Education, Employment and Training         Social, Education, Employment and Training         Social, Education, Employment and Training         Social, Education, Employment and Training         Social, Environment         Social, Environment         Signated Teacher Sign: Off         Excounce         Social, Environment         Signated Teacher Sign: Off         Excounce         Social, Environment         <	
B. Designated Teacher Section       PEP Type         B. Designated Teacher Section       1) is the attainment and progress section completed?       Ves       No         COVID-19 summer term       Completed?       0 Yes       No         Statistication information       2) is there at isast 1 SMART academic three words on previous target if appropriate)?       Yes       No         Statistication information       2) is there at isast 1 SMART academic three words on previous target if appropriate)?       Yes       No         Statistication information evidenced?       3) is the impact of PP+ supportintery retions evidenced?       Yes       No       N/A         Sector Statistic Control and Mental Health Transitions       3) is the impact of PP+ support three words one the young person participated - or that three vidence?       Yes       No       N/A         Sector Statistic Control and Mental Health Transitions avidence of transition planning if a support interventions evidence?       Yes       No       N/A         Sector Statistic Control and Progress Statistic Control and Progres	
B. Designated Teacher Section       ) Is the atlainment and progress section       > Yes       > No         COVID-19 summer term       Completed?       > Yes       > No         Attendance       Completed?       > Yes       > No         Station Information       2) Is there at least 1 SMART academic target in a core subject (with review of the review review of the review of the review of the review of t	
1) Is the attainert and progress section     Ves     No       Schurch/Parkumert terim completed?     OVES     No       Standardor     1) Is the attainert and progress section     Ves     No       Schurch/Parkumert Levis and Progress     OVES     No       Schurch/Parkumert Levis and Progress     Ves     No       Schurch/Parkumert Levis and Progress     Ves     No       Schurch/Parkumert Levis and Progress     Ves     No       Schurch/Parkumert Levis and Mental Health     No     N/A       Schurch/Parkumert Levis and Progress     Ves     No       Surversite/Barport     4) Is there evidence the young person Parkumert Levis and an Information fed back to free?     Ves     No       MART Tragers     Etch Unport Park for 8W A DT     5) Is there evidence of transition planning if a school/setting or placement move is esciented?     Ves     No     N/A       ScyUpDLE 5/* cord Freelings Acoust Lemming     O/Les /* and any perfinent subs accorded? (inc and any per	
Conductive stammer term     completed?       Conductive stammer term     completed?       Standance     2) is there at least 1SART academic     O Yes     No       Standance     2) is there at least 1SART academic     O Yes     No       Standance     3) is the impact of PP+     O Yes     No       Standance     3) is the impact of PP+     O Yes     No       Start Time Transitions     4) is there evidenced?     Ves     No       Start Time Transitions     4) is there evidenced?     Ves     No       Start Time Transitions     4) is there evidenced?     Ves     No       Start Time Transitions     5) is there evidence of transition fed     Ves     No       Start Time Transit     Source of the Start Start     Source of the Start     No       Start Time Transit     Source of the Start     O Yes     No       Start Time Transit     Source of the Start     O Yes     No       Start Time Transit     Source of the Start     Source of the Start     No       Start Time Transit     Source of the Start     No     NiA       Start Time Transit     Source of the Start     No     NiA       Start Time Transit     Source of the Start     No     NiA       Start Time Transit     Source of the Start     No     NiA	
Attendance       2) is there at least 1 SMART academic target in a core subject (with review of a formoid)       2) is there at least 1 SMART academic target in a core subject (with review of a previous target if apporting)       9 Yes       No         Social, Emotional and Mental Health Training or Support latery or Support latery and the subject (with review or Support latery or Sup	
2) Is There at least 1 SMAR1 academic transminut Levis an Progress       Ves       No         2) Is There at least 1 SMAR1 academic transminut Levis an Progress       Ves       No         SERO Sould, Emotional and Mental Health Previous target if appropriate)?       3) Is the impact of PP+ super There There are address of the Progress super There There are address of the Progress of the Progress super There There are address of the Progress of the Progress super There There are address of the Progress of the Progress super There There are address of the Progress of the Progress of the Progress of the There are address of the Progress of the Progr	
Attainment Levels and Progress     Bally of its August (favorite its Y of its August (favorite its A	
BBND     profiles darget opportunity       BBND     profiles darget opportunity       Ottobal Enditional and Mental Health     3) is the impact of PP+     Yes     No     N/A       PartIme Translateles And ALE.ducation     3) is there evidenced?     Yes     No     N/A       PartIme Translateles And ALE.ducation     4) is there evidence the young person participated - or that their views were soughtered that advance and information fed back to them?     Yes     No     N/A       BMART Tragets     there evidence of translion planning if advance and information plancement move is expected?     Yes     No     N/A       Signated Teacher Sign Off     5) is there evidence of translion planning if a supporting on placement move is expected?     Yes     No     N/A       Signated Teacher Sign Off     6) Are there minutes the PEP meeting and any perform tissues recorded?     Yes     No     N/A       Signated Teacher Sign Off     6) Are there minutes the PEP meeting and any perform tissues recorded?     Yes     No     N/A	
Social, Endocida and Metrial Health     3) Is the impact of PP+ support interventions evidenced?     No     N/A       Surpling Statutions     3) Is the impact of PP+ support interventions evidenced?     Ves     No     N/A       Surpling Statutions     4) Is there evidence the young person participated - or that their views were support intervention of Statution fed back to them?     Ves     No     N/A       SMART Trageris     5) Is there evidence of transition planning if a school senitor fed back to them?     Ves     No     N/A       Segurated Teacher Sign OT     5) Is there evidence of transition planning if a school senitor placement move is expected?     Ves     No     N/A       Strong Persons View     6) Are there minutes of the PEP meeting and any perfinent issues recorded? (inclusted and any perfinent issues. Recorded? (inclusted and prefinent issues. Recorded? (inclusted and performance, GSHL     Ves     No     N/A	
support/interventions evidenced?     support/interventions evidenced?     support/interventions evidenced?     support evidence the young person     verson Busport     4) Is there evidence the young person     verson Busport     4) Is there evidence the young person     verson Busport     4) Is there evidence and information fed     back to them?     Source Busport     verson Busport     Source	
Arrangements       4) is there evidence the young person participated - or that their views were soughts for Education, Employment and soughts for Education, Employment soughts for Education, Employment and soughts for Education, Employment soughts for Education, Employment soughts for Education, Employment Source For Education, Ed	
A) is there evidence the young person     A) is there evidence and information fed     back to them?     Buck to them?     South a school/setting or placement move is     evidence of transition planning if     Yes     No     NA     a school/setting or placement move is     evidence     South A south setting     South	
14-19-File for (Education, Employment and Training)     support of the for (Education, Employment and Support Plan for (Education, Employment and Support Plan for (Education, Employment and NEET Support Plan for (Education, Employment and Support Plan for (Education, Employment and Support Plan for (Education, Education, Edu	
Standar Trageris         back to them?           The PEP Meeting         back to them?           NETT Support Plan for SW & DT         5) Is there evidence of transition planning if a school/setting or placement move is expected?           C: Young Persons View         6) Are there minutes of the PEP meeting of Yes         No           SOUIDDLE 5/*         and any perfinent issues recorder? (no           Your Perlings About Learning         SEN: heath, Attendance, GSH.	
The PEP Meeting         S) is there evidence of transition planning if         Yes         No         NA           Designated Teacher Bigs Off         a school3veting or placement move is expected?         school3veting or placement move is         S) is there evidence of transition planning if         Yes         No         NA           C: Young Persons View         6) Are there minutes of the PEP meeting         O Yes         No         No           SOUIDDLE 6/         and any perfinent issues recorded? (no         SEND, Health Attendance, OSHL         SEND, Sender Attendance, OSHL         SEND, Sender Attendance, OSHL         SEND, Sender Attendance, OSHL         SEND         Sender Attendance, OSHL         Sender Attendance, OSHL<	
Start Construction         Start C	
Designated Teacher Sign Off     a schoolisetting or placement move is expected?       C: Young Persons View     6) Are there minutes of the PEP meeting SQUIDDLE !*/     > Yes < No	
expected?  C: Young Persons View  6) Are there minutes of the PEP meeting  SOUIDDLE 6/- and any perfinent issues recorded? (no Yes O No Yes Perlips About Learning  SEND, Health, Attendance, OSHL	
C: Young Persons View     6) Are there minutes of the PEP meeting     Ves     No     SOUIDDLE 5/     and any perform issues recorded? (nc     Sourcemming     SSND; Health, Attendance, OSH.	
SQUIDDLE // and any perfinent issue condet/ (inc Your Peelings About Learning SEND, Health, Altendance, OSHL des Condet Sender Sende	
Your Feelings About Learning SEND, Health, Attendance, OSHL	
Very Talanta and Internation	
discussions for example)	
Summer 2020 Questions	_
RAG Select	2
D. Foster Carer	
Parent/Carer Views Please state elements which you feel	
evidence outstanding practice or comment	
E V2 Einel BED Sign Off	
	-
y Council - Home 🔮 My Tites	-
v Caucit - Home I My Ten PEP Sign Off	-
vy Council - Home  My Tites  PEP Details PEP Sign Off  Facility Mysters and and an an and an and an and an and an and an an and an an and an and an an and an	-
Ny Council - Houre  My Tites  PEP Datas  PEP Sign Off  Social Worker has not yet completed PEP  Mark completed	-
V Caudio Home   V Mark completed PEP  Mark completed	
V Caundi - Hone  M Y Tire  PEP Details PEP Sign Off Social Worker has not yet completed PEP Mark completed Next meeting date	
Ve Caucit - Henre	
V Caudi- Here O M Tere  V FEP Details  Vext meeting date  Vext meeting date  Vext meeting time	
Vy Cauncie - Hone  Vy My Tires VPEP Details VPEP Details VPEP Details VPEP Details VPEP Details VPEP Details Vext meeting date Next meeting time E.g.: Het.MM	
v Caudi-Hawe ♥ Wy Tex WPEP Details Firmmy Testchild (Year 7)  PEP Sign Off Social Worker has not yet completed PEP Mark completed PEP Mark completed Eg: Het MM	
y Caudi-How O My Tex W PEP Details Timmy Testchild (Year 7) PEP Sign Off Social Worker has not yet completed PEP Mark completed E.g. HH MM Designated Teacher has not yet completed Mark completed Mark completed	
ty Caudio Home ♥ My Tiles	
y Caudi-Heav ♥ M Tire	
y Cauci-Heave ● M Tites	
y Caudi-Heave ● M Tes W PEP Details	
y Caudi-Here ♥ M Tire	
ty Caudio Home ♥ by Tiles	
y Caurdi-Hears ♥ M Tirs	
y Caudi-Hears ● M Tris	
y Caudio Home ♥ My Time  PEP Details  PEP Sign Off  Social Worker has not yet completed PEP Mark completed  Next meeting date Next meeting date  Next meeting time  E.g: H+1.MM  Designated Teacher has not yet completed PEP Young Person has not yet comp	
y Cauril-Hears ♥ M Tirs	
y Caudio Heave  ♦ M Tes	
y Caudi-Hear € M Tes W PEP Detain	
y Guardi Heark ● M Tris	
y Caudio Home ♥ My Time  PEP Details  PEP Sign Off  Social Worker has not yet completed PEP Mark completed  Next meeting date  Next meeting date  Next meeting time  Eg: HH-MM  Designated Teacher has not yet completed PEP Yourg Person has not yet compl	
y Guardi-Hears ♥ M Tirs	
by Class       PEP Sign Off         Social Worker has not yet completed PEP       Mark completed         Immny Testchild (Year 7)       Social Worker has not yet completed PEP       Mark completed         Bocial Worker Section       Eg: HH1.MM         Bocial Worker Section       Eg: HH1.MM         Universities       PEP Sign off         Virtual School Comments       Mark completed         Virtual School Comments       File         Virtual School Comments       Select         Virtual School Comments       Virtual School Comments         Virtual School Comments       Virtual School Comments         Virtual School Comments       Virtual School Comments         Virtual School Comments       Virtual School Filed PEP         Virtual School Kerel PEP       Red PEP	
Y C Gurait > Honse ● Wy Tes         PEP Details         PEP Details         PEP Sign Off         Social Worker has not yet completed PEP       Mark completed         Next meeting date	

For further help and support with ePEP please contact the Virtual School <u>VirtualSchool@northyorks.gov.uk</u>

Tel. 01609 533231