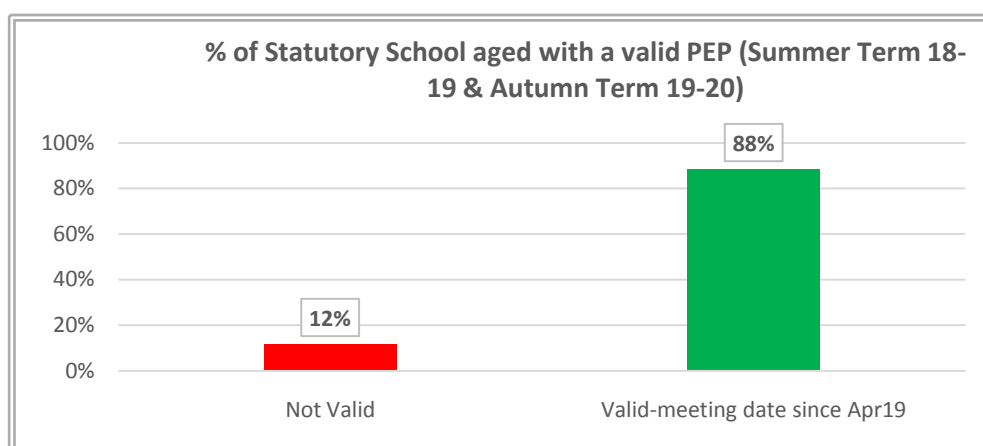


Statutory School Age PEP Exception Report December 2019

The purpose of this exception report is to outline those instances in which actual PEP completion performance has fallen short of the 90% target set, and to focus management attention on just those areas requiring immediate action.

The figures and analysis contained in this report are based on PEP completion performance as at 31st December 2019.

Haringey's PEP completion performance showed a dip from 87% at the end of July 2016 to 74% at the end of July 2017. This was below the target of 90%. Since July 2017 the percentage of PEPs completed has varied and has never reached the target of 90%. The new Electronic PEP (ePEP) was launched in Summer 2018 and is slowly becoming embedded in practice and being used effectively to improve the achievement of our children. Haringey Virtual School is committed to ensuring that our children and young people have the benefit of a high-quality ePEP. All PEPs are reviewed termly and are quality assured and approved by the Virtual School Education Improvement Consultants. As of 31st December 2019, the percentage of completed PEPs was 88%, which is 2% below the target and the highest the figure has been since the introduction of ePEPs.



During the most recent ILACS Ofsted Inspection in November 2018, inspectors found the quality of PEPs too variable, and that some were not completed fully by the designated teachers in a timely way. They noted that the introduction of the ePEPs system is improving information-sharing, with an increased oversight from the Virtual School, although the impact on improving the quality of PEPs was not yet evident.

The Department for Education statutory guidance, Promoting the education of looked-after children and previously looked-after children, clearly states that all looked-after children must have a care plan, of which the PEP is an integral part and that the quality of the PEP is the joint responsibility of the local authority that looks after the child and the school. The PEP should be reviewed termly.

Initiating, developing and reviewing the PEP

23. Wherever the child is placed, their social worker, supported by the authority's VSH, should take the lead to: initiate a PEP even where a looked-after child is without a school place. This includes meeting with appropriate education providers and the carer;

ensure that where a child is placed in an emergency, the PEP is initiated within 10 working days of their becoming looked-after, wherever they are placed;

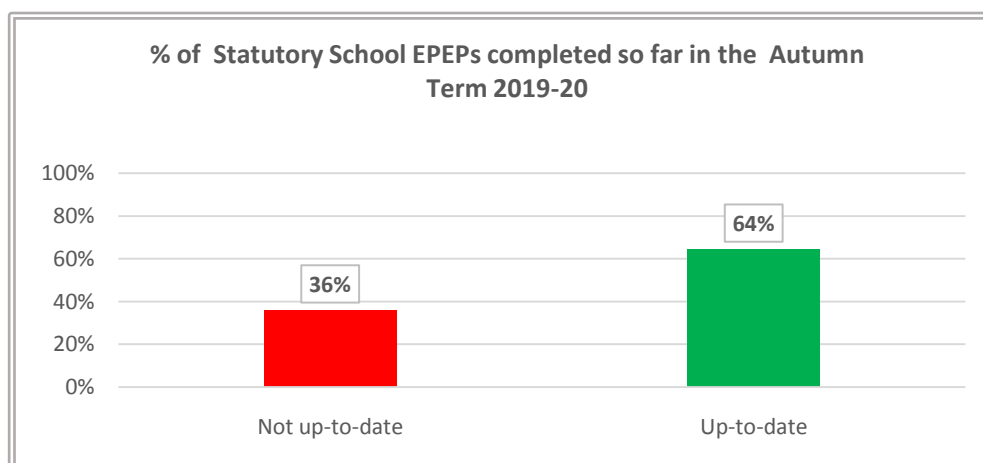
Extract from Promoting the education of looked-after children and previously looked-after children, Statutory guidance for local authorities, February 2018

As at 31st December 2019 there were 28 children (12%) who did not have a valid PEP. A valid PEP is a PEP that took place in either the Summer or the Autumn term 2019.

Allocated Team	PEP Status						Total
	No current term ePEP, ePEP booked for next term	No PEP meeting date on Welfare Call	Sch. and SW both to complete	SW only to complete	Sch. Only to complete	Virtual School to approve	
Court Team (CiC) 1			1		2		3
Court Team (CiC) 2	1			1	3		5
Court Team (CiC) 3	1		1		2		4
Disabled Children's Team 1			1		2		3
Safeguarding and Support Team 1			1				1
Safeguarding and Support Team 4			1				1
Young People in Care Team 1	1				4	1	6
Young People in Care Team 2			2		2	1	5
Total	3	0	7	1	15	2	28

With the exception of 3 children, the remainder of the 28 have all had a PEP meeting take place in the Autumn term and the ePEP is in various stages of completion. The 2 ePEPs awaiting Virtual School approval have been quality assured and require improvement either by the social worker or by the school. The relevant parties have been notified. A total of 15 ePEPs are awaiting completion by the school, highlighting that the majority of designated teachers are now beginning to complete their ePEPs in a timely way. The Head of the Virtual School has written to all schools to remind them of their statutory responsibilities towards looked-after children and the importance of PEPs.

The social workers and team managers of the 3 children without an Autumn term PEP meeting date have all been sent reminders by Welfare Call and the Virtual School. The PEP register is distributed weekly to all teams and weekly Performance meetings take place to scrutinise out of date and incomplete PEPs. 2 of the 3 children are without a school place and have had changes of care placements that have made convening the PEP meeting more challenging but not impossible. The remaining child is in a Young Offenders Institution and a PEP meeting should have taken place.



The chart above is an indication of what the PEP Performance will be at the beginning of the Spring term when the Summer term ePEPs are no longer valid. This is an improvement from our starting point at the beginning of the Autumn term which was 57%. At the beginning of the Autumn term there were also a significant number of incomplete ePEPs from the two previous terms. This is no longer the case so the

Virtual School Education Improvement Consultants can immediately focus on quality assuring valid ePEPs. 36% represents 84 children who have an ePEP in various stages of completion.

Areas for development

- Increased focus on this area will continue with weekly performance meetings to review out of date and incomplete PEPs and setting targets for completion
- Virtual School to produce exemplars of 'good' ePEPs to be uploaded to Welfare Call and Tri-x
- Escalation protocol for EPEPs to be produced by the Virtual School for social workers and schools, which includes timescales for completing and responding to the Virtual school at each stage of the escalation process
- Virtual School to continue setting aside regular time to quality assure and review PEPs
- Specific training will be offered to Social Workers, Team Managers and IROs: *Promoting the Achievement of Looked-After Children and ePEP Training* - Thursday 16 January 2020 - 9.30pm -12:30pm
- 'Date of next PEP' is now a mandatory field to avoid automatic dates being generated and therefore less likelihood of PEP meeting not taking place
- Pupil voice is recorded in PEPs and is now a mandatory section and will be analysed and used to influence practice and develop Service
- Further mandatory fields to be implemented to assist with timely completion
- Specific training will be delivered to Designated Teachers on the creation of SMART targets and their importance
- As well as improving PEP completion Performance, the focus is now to ensure that they are having a positive impact on educational attainment. This will be done by closer monitoring of the children's progress and challenging any schools where it appears that children are not making adequate progress.
- Termly PEP audits, including those in Year 12 and 13, will be carried out by the Virtual School and the results shared with the relevant parties to support improvement in quality
- Virtual School staffing to be increased to enable increased capacity to review PEPs and attend PEP review meetings when necessary.