

Bradford Virtual School

A Guide to Bradford PEP Process

Securing High Quality, Ambitious PEPS to Maximise Educational Outcomes for Children in Care

(The PEP) 'is an evolving record of what needs to happen for looked-after children to enable them to make at least expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the child's identified educational needs, raises aspirations, and builds life chances. The school, other professionals and the child's carers should use the PEP to support achieving those things.'

DfE 2018

Context

In November 2022, Ofsted noted that the quality and ambition of Bradford's Pupil Education Plans (PEPs) needed to improve. Following this, the Bradford Virtual School commissioned an independent review of PEPs and the associated processes.

The review included consultation with all stakeholders. The outcomes, documented in a report to governors in July 2023, advised that change was needed and outlined several recommendations.

In November 2023 a new Bradford ePEP was launched, this incorporated many of the recommendations detailed in the review. Next steps include further development of PEP documentation, aligned to recommendations from the review, alongside ongoing monitoring and evaluation of plans.

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Frequently Asked Questions

What is a PEP?

A PEP (Personal Education Plan) is a statutory document for all Children in care), it is the part of the Care Plan which clarifies the child's educational needs. It aims to raise aspirations, maximise outcomes and improve life chances beyond education. It should capture the voice of the child and include SMART targets that are based on the child's needs, strengths, and interests.

Who needs a PEP?

All pupils from Reception to Year 13 who are in care need a PEP.

How often should we have PEP meetings?

The first PEP meeting must take place within 20 days of a young person being in care, then every 3 months, and then at least every 6 months.

Who is involved in the PEP meeting?

The Social Worker will arrange the PEP; they should invite the school, and Parents/Carers. The school should invite the child.

Do the Virtual School attend every PEP meeting?

The Virtual School are unable to attend all PEP meetings. Virtual School Link teachers will aim to attend meetings where capacity allows, and prioritisation is as follows:

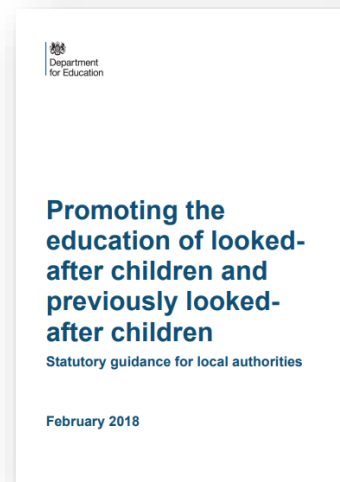
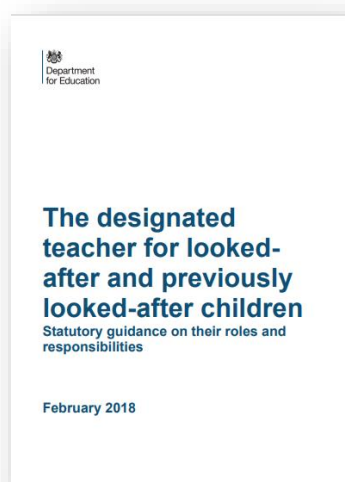
1. Child/young person is new into care.
2. Change of School or Designated Teacher
3. Progress or Attendance concerns highlighted through Virtual School monitoring (there are currently significant educational concerns for this young person).
4. Multi-agency involvement required due to complexity of needs or care planning arrangements.

What system do Bradford use for PEPS?

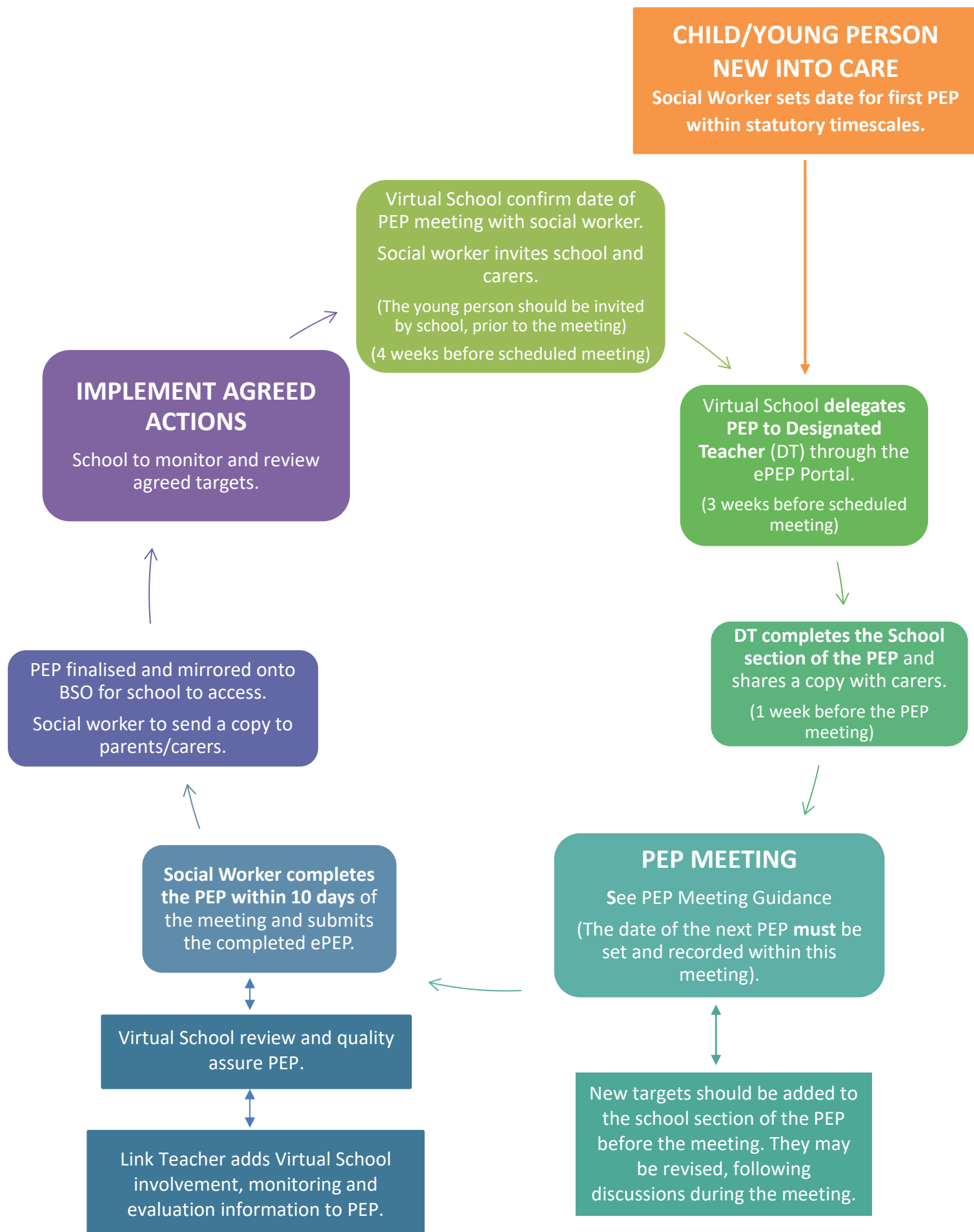
Bradford uses an electronic PEP service run through Liquid Logic's PEP portal. A school guide to accessing the Delegation Portal can be found in Appendix 1

What are the roles and responsibilities of School / the Designated Teacher/ Social Worker / the Virtual School in relation to PEPS?

The Department of Education have produced two key documents which reference the roles and responsibilities of key professions in the PEP process. Click on the documents to the right for more details.



An Overview of Bradford's PEP Process



Preparing for a PEP Meeting – A Guide for Professionals

The PEP process is a **cycle of consultation, planning and review** designed to ensure that the corporate parents and team around the child are working collectively to ensure that the pupil can maximise their potential.

This process should be centred around the pupil.

Four Weeks Before the Meeting

Virtual School to:

- ✓ Confirm the date of the PEP meeting with the Social Worker

Three Weeks Before the Meeting

Social Worker to:

- ✓ Call the meeting and invite:
 - Education
 - Carer/s
 - Birth family member/s (where appropriate)
 - Virtual School (where required)

Education to:

- ✓ Invite the young person - Attendance of the pupil at the meeting is a decision that should be made by the pupil themselves or, if not possible, those people who best know them and their wishes. There is no 'must' and it should be 'as appropriate.'
- ✓ Collect Pupil Voice - education designated teacher and child/young person to discuss the PEP meeting (e.g., who will be there, possible outcomes), review of previous targets and discuss new targets (see Collecting Pupil Voice).

Virtual School to:

- ✓ Delegate the school/education section of the PEP for completion by the education designated teacher (see Delegation Portal Guidance).

Two Weeks Before the Meeting

Education to:

- ✓ Complete the school section of the PEP on the Bradford PEP Delegation Portal
- ✓ Send copies of the school section of the PEP to the carer (and birth family member/s if involved in the young person's life)
- ✓ Ensure other key documents e.g., recent reports, inclusion support plans, SEN documentation, provision mapping/individual tracking documents are made available if needed.

Carer (and birth family - if applicable) to:

- ✓ Confirm attendance with the Social Worker
- ✓ Read the school section of the PEP and discuss it with the young person before the meeting.

One Week Before the Meeting

Social Worker to:

- ✓ Complete the Social Care section of the PEP
- ✓ Read the school section of the PEP

PEP Meetings – A Guide for Professionals

The PEP process is a **cycle of consultation, planning and review** designed to ensure that the School, Social Worker and the Virtual school are collectively working to ensure that the pupil can maximise their potential.

The process should be centred around the pupil.

Welcome and Introductions (PEP Section A)

Introductions

Record attendance and note contact details for each person present.

Outline the format of the meeting and agreed timescale.

Child/Young Person's Voice (PEP Section B)

Pupil voice will be gathered by school and shared in advance of the meeting.

Share and discuss pupil views.

- a) Designated teacher to support child to share their thoughts and wishes (see pupil voice section of the PEP). Where the child does not wish to be present, the designated teacher should give feedback on how the child / young person feels, their wishes, their worries, their long and short-term goals, etc.
- b) Parent / carer comments on the child / young person – focus on strengths and achievements.
- c) Social worker comments on the child / young person – focus on strengths and achievements.

Any additional information gathered during the meeting to be updated on Section B of the PEP.

Current Care Plan (PEP Section C)

Update on placement, health needs (including emotional health and wellbeing) with reference to education:

- a) Social Worker to summarise the current care planning arrangements and relevant decisions to education
- b) Social Worker to update on contact arrangements / permissions where appropriate.
- c) Are there any changes appropriate to discuss around Placement and stability as part of the education review?
- d) Discussion on health needs and any medication which school need to be aware of.
- e) Wellbeing – physical / mental / emotional health e.g. should the child wear glasses, are there upcoming medical appointments?

Any additional information gathered during the meeting to be updated on Section C of the PEP.

Educational Achievement and Aspiration (PEP Section D)

School information will be shared in advance of the meeting, using the agreed PEP format.

Update on current educational profile

- a) Designated teacher to summarise progress in each area of learning (as detailed on PEP)
- b) Designated teacher to update on other areas of educational achievement, aspirations of the young person and how this is being supported in school.
- c) Does the child or young person have any special educational needs or a disability? Has there been a recent assessment of needs?
- d) Discussion on emotional health and wellbeing. How are any identified needs being supported?
- e) Any concerns around attendance / exclusions? Is support in place? (Where attendance is not high (>96%), support to improve attendance should be discussed and agreed).
- f) Are there concerns about the child's school place?
- g) What extra-curricular activities is the child or young person accessing? Do they access peripatetic music lessons (funded by Virtual School)? What other opportunities can be explored for this young person?

Update Section D of the PEP, where required.

Educational Targets (PEP Section D)

School information will be shared in advance of the meeting, using the agreed PEP format.

Discuss the school review of current educational targets and agree new targets.

- a) Discussion and evaluation of previous targets – were they met? To what extent? Next steps?
- b) Discussion and review suggested new target. Ensure they target any identified unmet needs or gaps and take account of the young person's views and aspirations. Ensure these targets are SMART (Specific, Measurable, Achievable, Relevant and Timebound) and aspirational.
- c) How is PP+ being used to support the child / young person?
- d) How will the parent / carer support the child / young person to meet their target?
- e) How will the social worker support the child / young person to meet their target?
- f) Is the child/young person accessing tuition from the Virtual School?

Update Section D of the PEP, where required.

Transition Plans (PEP Section D)

Discuss and plan for future transitions. This includes changing year groups and should be discussed in every PEP meeting, to ensure change and transition are well planned.

- a) What are the next steps for the child / young person, e.g., new school / setting, new classroom, new teacher, etc.?
- b) Plans to be made for this transition and actions to be set throughout the year (not just summer term). What needs to be done? By whom? By when?

Update Section D of the PEP, where required.

Outcomes and Actions

Summarise the agreed outcomes of the PEP, ensure outcomes support high expectations and aspirations.

Set the date for the next PEP meeting (the date of the next meeting **MUST** be included in all PEPs)

After the Meeting

- ✓ PEP finalised by the social worker within 10 days of the meeting.
- ✓ Virtual School to complete Section E of the PEP
 - Link Teacher completes quality assurance of Sections A-D (See PEP Quality Assurance)
 - Link Teacher completes the section detailing Virtual School involvement, monitoring and evaluation information.
 - Link teacher approves and finalises the PEP.
- ✓ Approved PEP mirrored on Bradford Schools Online for schools to download and action.
- ✓ School to monitor and review the agreed targets.
- ✓ Social worker shares final copy of PEP with carers.

Collecting Pupil Voice

The voice of the child or young person is central to the PEP process. The pupil's voice within this element of their care plan is key to ensuring that their wishes and feelings about their education, aspirations and future plans are heard, recognised and acted upon.

The pupil voice form, within the PEP, a tool to support the PEP process by allowing the pupil to share and discuss their views with a trusted professional before the PEP meeting. **The questions included have been designed by children and young people from Bradford.** However, you can attach any other forms of pupil voice such as images and drawings.

The form to be completed can be found at the beginning of the School Section of the online PEP. Collecting pupil voice will depend on several factors, including the pupil's age, cognitive ability, and communication skills.

Primary and Secondary Settings

Arrange a meeting with the pupil at a time that they are comfortable with. Ensure you allow enough time to have a quality conversation with the child/young person based on the questions listed.

To prepare for the meeting with the pupil you will need:

- The last PEP
- Current teacher/s comments so that (if applicable) you can discuss the teacher views and new target ideas with the pupil.

Pupil Voice Questions (Designed by a Bradford Pupil Focus group)

General

- 1. 2 areas that are going right at school? 2 areas that could be better? Is there anything we can do to help to improve the things that could be better?*
- 2. Tell me what subjects go well for you in school. Why do you think they are going well?*
- 3. We just want to make sure – who would you go to if you needed help with your learning? What about help with for your emotional support?*
- 4. Are there people you like spending time with, in school? If so, who are they and why?*

Career and Educational Aspirations

- 5. Do you have any idea what you would like to do in the future? Do you need any help with this?*

Attendance

- 6. Do you come to school on time?*

Targets

- 7. Can we look at your targets from your last PEP – do you think you have met them?*
- 8. From the new information your teachers have provided do you have any ideas for new targets/What about new target?*

Collecting Teacher Comments

Collecting teacher comments, attainment and progress information, is critical to the PEP process. How this information is collected will depend on the educational setting.

Primary and Special Schools

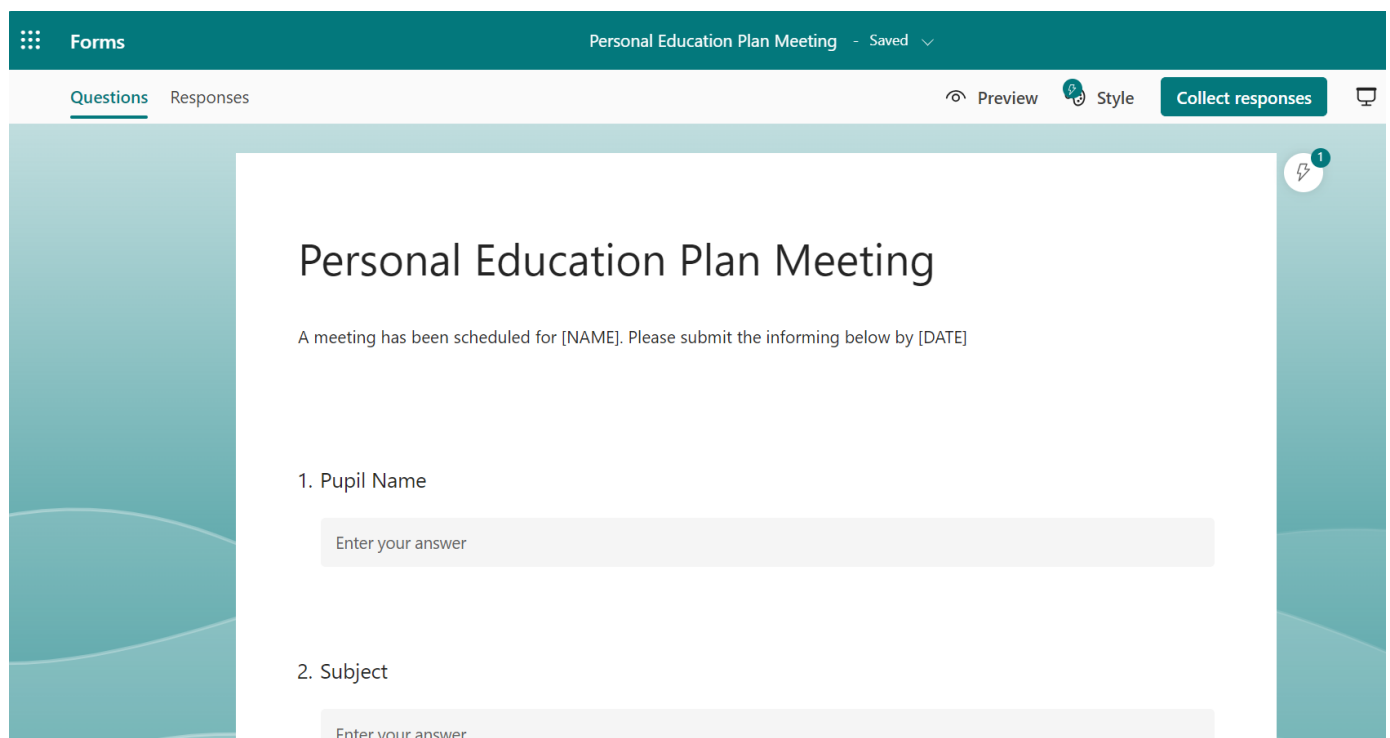
In a primary or special school setting, it is likely that there will be one class teacher and, if applicable, a teaching assistant or member of support staff*. In these settings, teacher comments will usually be gathered through a meeting between the Designated Teacher, class teacher and any support staff who work closely with the young person.

**Where a young person works closely with a teaching assistant /member of support or pastoral staff their views are often invaluable and should always be sought alongside the class teacher.*

Secondary Schools

In a secondary setting there may be information to gather from multiple teachers. In this situation colleagues have found that a **Microsoft Form** document is an effective way to collect comments and data from several teachers. The Microsoft Form document is designed and sent out to colleagues, via email, with a return window of one week.

Microsoft Forms is accessed through your Microsoft 365 school account. A user guide Microsoft Forms can be found here: [Create a form with Microsoft Forms - Microsoft Support](#)



The screenshot shows a Microsoft Forms interface. At the top, there's a teal header bar with the 'Forms' logo on the left and 'Personal Education Plan Meeting - Saved' on the right. Below the header, there's a navigation bar with 'Questions' (active) and 'Responses'. On the right side of the navigation bar, there are icons for 'Preview', 'Style', and a 'Collect responses' button. The main content area has a teal background on the left and right sides. The title 'Personal Education Plan Meeting' is centered at the top of the form. Below the title, there's a subtitle: 'A meeting has been scheduled for [NAME]. Please submit the informing below by [DATE]'. The form contains two questions: '1. Pupil Name' and '2. Subject'. Each question has a text input field with the placeholder 'Enter your answer'.

Teacher comments collected in this way result in a very useful Excel summary, as shown below. Schools have found that collecting information from colleagues in this way improves completion rate and supports workload reduction.

Pupil Name	Subject	Current Level	Target Level - End of Year 11	Working at ARE (Age Related Expectation)	Currently making good progress?	General Comments (current progress)	Please add a specific target and specify the timescale (e.g., one half term/ term/ end of academic year) Example targets include: aspects of punctuation, specific times tables...
Emma Smith	English	5	6	Yes	Yes	Emma seems to have really enjoyed poetry unit. She has demonstrated that she has learnt and understood the key poems in this unit. Emma is on track to achieve her end of year 11 target.	Consistently use relevant subject terminology (highlighted in the Y10-11 poetry vocab list) when analysing language, form
Emma Smith	Maths	4	5	Yes	Yes	Add general comment here.	Add target here
Emma Smith	Biology	5	5	Yes	Yes	Add general comment here.	Add target here
Emma Smith	Food Technology	4	5	Yes	Yes	Add general comment here.	Add target here
Emma Smith	Chemistry	4	5	Yes	Yes	Add general comment here.	Add target here
Emma Smith	History	6	6	Yes	Yes	Add general comment here.	Add target here
Emma Smith	German	5	6	Yes	Yes	Add general comment here.	Add target here

Suggested headings to collect data and comments using a **Microsoft Form**:

- 1. Pupil Name**
- 2. Subject**
- 3. Current Level**
- 4. Target Level (End of Year 11)**
- 5. Current Predicted Level (End of Year 11)**
- 6. Working at ARE (age related expectation)? Y/N**
- 7. Currently making good progress? Y/N**
- 8. General Comments - Current Progress**
- 9. Please add a specific target and specify the time scale (e.g., one half term/ term/ end of academic year)**
Example targets include:
Aspects of punctuation, specific times tables, specific texts to learn, specific skills such as inference.

Target Setting

SMART, aspirational targets should be set at each PEP meeting. These targets should include evidence-based interventions and strategies to achieve the targets, the expected outcomes, the timescale and details of how PP+ will be used to support this.

It is important that this information is discussed and agreed at the PEP meeting, and subsequently shared with the child's teachers and other key professionals. Consideration should also be given to the systems in place to monitor progress towards achieving the target.

A Guide to Writing SMART Targets.

PEP targets need to be the stepping-stones to support the young person to achieve their bigger, longer-term targets/goals, and where appropriate move towards Education, Employment or Training.

Start by writing down your initial goal for the young person. Work your way through the questions below, adding more information to your initial target as you go.

1. Specific

Is this specific to the young person and to the curriculum/targeted area? Which specific skills or knowledge need to be acquired? Who needs to be included? When do you want to do this? Why is this a goal?

2. Measurable

How can you measure progress? How are you going to demonstrate success?

3. Achievable

Does the young person have the skills required to achieve the goal? If not, how can you support them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?

4. Realistic

Will the child/young person be able to achieve this goal? Will they be able to celebrate a success by their next PEP meeting?

5. Time-bound

What's the deadline and is it realistic? Will this target be achieved in time for the next PEP meeting?

Review what you have written, and craft a new SMART target based on what the answers to the questions above have revealed.

Pupil Premium Plus

From 2014, Virtual School Heads (VSHs) were given responsibility for managing pupil premium plus funding for the children they look after, and for allocating it to schools and non-mainstream settings.

The DfE allocate £2,530 for each child who is looked after for at least one day, as recorded in the Children Looked After Data Return.

For Bradford Children Looked After:

- ✓ 50% of PP+ allocated to the Virtual School will be paid to schools to ensure PEP targets are funded at individual pupil level.
- ✓ 50% will be retained by the Virtual School to be allocated where children require higher levels of support to promote their educational progress

Pupil Premium Plus and the PEP

The PEP is a key document to plan for how pupil premium plus will be spent. Therefore, the role of the designated teacher is crucial in ensuring the PEP is of a high quality and provides the information below:

- The views of the child/ young person and how these will be addressed
- Prior and current attainment data along with robust progress data to determine whether the child is on track
- Attendance data
- Education needs as identified through the analysis of data and wider knowledge of the child
- Intended outcomes must be clear and SMART targets for improvements must be set
- **Interventions supported by the pupil premium plus must be evidence based and in the best interests of the child**
- **Costings must be provided for interventions** and clear timescales given for implementation and review
- **The impact of interventions must be reviewed at subsequent PEP meetings and outcomes clearly recorded.**
 - Where additional Pupil Premium Plus is requested to promote educational outcomes of the child this must be identified in the PEP

[The Department of Education, Pupil Premium Conditions of Grant 2023-24 states:](#)

*To ensure PP grant is focused on effective approaches to raising the educational attainment of eligible pupils, **schools must use their PP grant in line with the 'menu of approaches' set by the Department for Education (DfE).** The menu of approaches is in the [using pupil premium](#) guidance.*

The menu has been developed in line with the Education Endowment Foundation's (EEF's) 3-tiered approach to help schools allocate spending across the following 3 key areas:

- *support high-quality teaching, such as staff professional development*
- *provide targeted academic support, such as tutoring, including through the National Tutoring Programme (NTP)*
- *tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing*

In line with the EEF's recommended approach, schools should particularly prioritise high-quality teaching, though the exact balance of spending between tiers will vary depending on the specific needs of their pupils.

For LAC, it is the responsibility of the Virtual School Head in the local authority that looks after the child, in consultation with the child's school, to ensure that PP grant is used to support the child's educational needs. This should be in accordance with their personal education plans and in line with the menu of approaches.

More information regarding Pupil Premium Plus can be found on the [Bradford Virtual School Website](#).

Quality Assurance of PEPs

Bradford Virtual School quality assure all Personal Education Plans (PEPs).

The aim of this process is to ensure that each section of every Bradford Personal Education Plans is completed to at least a 'good' standard. We can then be sure that all our young people have PEPs which reflect their views, are based on current information, and inform aspirational plans and relevant actions.

The PEP quality assurance process provides:

- Feedback to the Virtual School on the quality of each section
- An overall PEP rating and a link teacher comment

The Virtual School also use this information to inform training and development opportunities.

Section E of the PEP is completed by the virtual school and includes a quality assurance rating and a summary of the Virtual School monitoring. This will include information relating to:

- Attainment and Progress
- Attendance (Access to Education and Suspensions where appropriate)
- Support and involvement from the Virtual School

Virtual School Section E	
Name of link teacher	Add name
Virtual School contact details	Add contact details
Quality Assurance	Pupil voice is (1 - not sufficiently represented) (2/3 - well represented) (4 - detailed and clear) Care planning information (1 - lacks sufficient detail to support educational outcomes) (2/3 - is outlined to support educational outcomes) (4 - is clearly detailed to support educational outcomes) Educational targets (1 - provide limited information about the pupil's progress, needs and aspirations) (2 - generally reflect the pupils progress and needs) (3 - include SMART targets which reflect pupils progress, needs and aspirations)
Virtual School monitoring	Progress Comment (includes a note where data has not been uploaded to BSO) Attendance Comment Access to Education (comments relating to suspension, exclusions, reduced timetable / offsite provision)

Reporting

Termly reports will be provided to the Virtual School Governing Board, social work managers and headteachers detailing the completion rate and quality of Bradford PEPs.

PEP completion - reports will include information relating to the number of PEPs completed within the allocated timescales by school, social workers, and the virtual school.

Quality of PEPS – reports will include details relating to the quality of PEPs. Education and social care sections of PEP will each be given a rating of Excellent / Good or Ineffective, using the information in the table below. An overall rating for each PEP will also be recorded.

Quality Assurance of PEPs		
PEP Section	Maximum Score (22)	Additional Guidance
Section A (Social Worker) Phase of school and meting details	2	2 - fully complete 1 – partially complete 0 – incomplete
Section B (Designated Teacher) Child/Young Person's Views	4	4 – all sections fully complete; the child's voice is clearly represented. 3 – the child's voice well represented, but other sections may be incomplete. 2 – child's views are included but some sections may lack detail. 1 – incomplete, the child's views are not fully represented.
Section C1 (Social Worker) Social Care Arrangements: Access to Education	2	2 - fully complete 1 – partially complete 0 – incomplete
Section C2 (Social Worker) Social Care Arrangements: Care Plan Summary 1. Health Information 2. Care plan Summary	4	4 – 'health information' and 'care plan summary' sections fully complete and provides relevant details. 3 – 'health information' and 'care plan summary' sections complete 2 – brief information provided in both sections 1 – both sections lack information
Section C3 (Social Worker) Social Care Arrangements: Care Plan Summary 3. All other sections	2	2 - fully complete 1 – partially complete 0 – incomplete
Section D1 (Designated Teacher) School Provision: 1. Progress	2	2 - fully complete 1 – partially complete 0 – incomplete
Section D2 (Designated Teacher) School Provision: 2. Targets	4	4 –previous targets reviewed, new SMART targets set, pupil premium spending clearly documented. 3 – previous targets reviewed, new targets set, pupil premium spending clearly documented. 2 – reviewed previous targets, set new targets. 1 – limited information included.
Section D2 (Designated Teacher) School Provision: SEND/Extra Curricular Activities / Transition	2	2 - fully complete 1 – partially complete 0 – incomplete

Overall PEP Rating		Social care		Education	
Range/Score (/22)	PEP Rating	Range/Score (/10)	PEP Rating	Overall PEP Rating School (/12)	PEP Rating
19-22	Excellent	9-10	Excellent	10-12	Excellent
11-18	Good	5-8	Good	6-10	Good
0-9	Ineffective	0-4	Ineffective	0-5	Ineffective

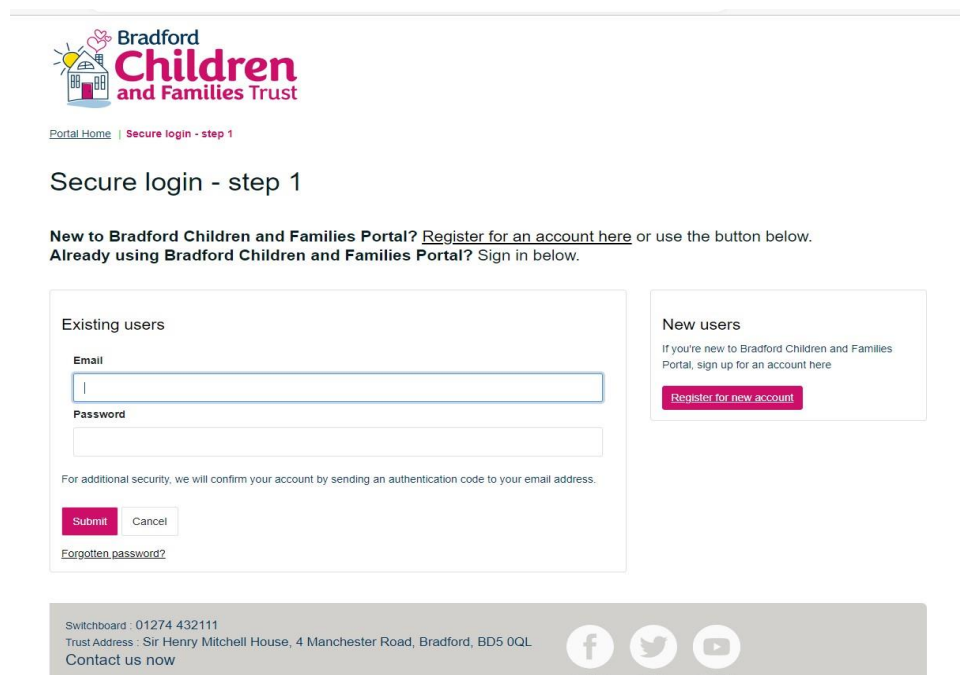
Appendix 1 –

PEP Delegation Portal – information for schools

To use the delegation portal you need to be registered. You will receive a link by email from Bradford Children and Families Team when you are assigned a PEP to complete.

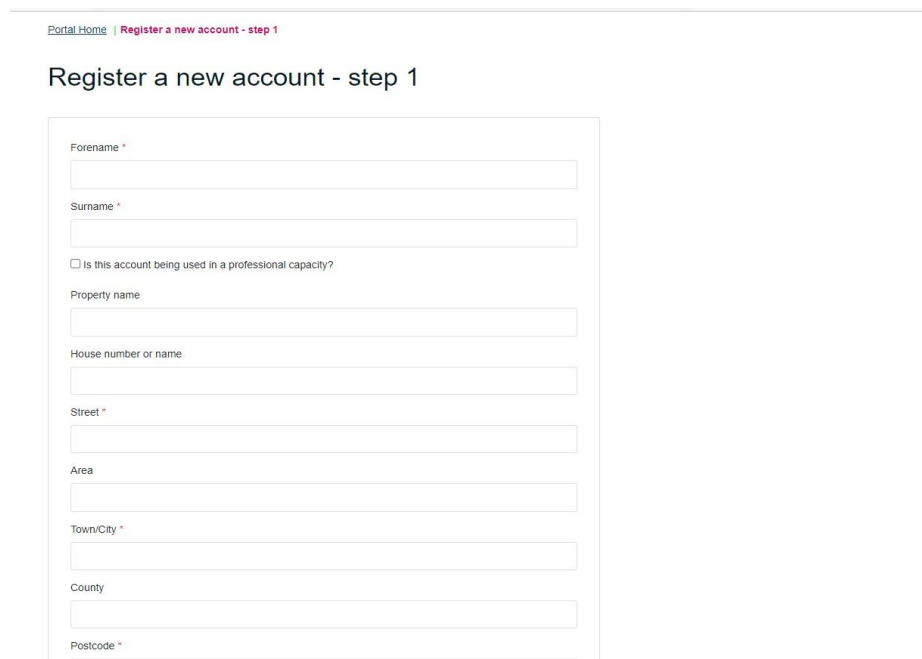
Step 1

There is the option for new users to register an account. If you are an existing user, you will be required to provide your email address and password (scroll down to ‘step 2 for users already registered’)



The screenshot shows the 'Secure login - step 1' page of the Bradford Children and Families Trust portal. At the top left is the logo with a house icon and the text 'Bradford Children and Families Trust'. Below the logo are links for 'Portal Home' and 'Secure login - step 1'. The main heading is 'Secure login - step 1'. Below this, there are instructions: 'New to Bradford Children and Families Portal? [Register for an account here](#) or use the button below.' and 'Already using Bradford Children and Families Portal? Sign in below.' There are two main sections: 'Existing users' and 'New users'. The 'Existing users' section has fields for 'Email' and 'Password', a 'Submit' button, a 'Cancel' button, and a link for 'Forgotten password?'. The 'New users' section has a message: 'If you're new to Bradford Children and Families Portal, sign up for an account here' and a 'Register for new account' button. At the bottom, there is contact information: 'Switchboard : 01274 432111', 'Trust Address : Sir Henry Mitchell House, 4 Manchester Road, Bradford, BD5 0QL', and 'Contact us now'. There are also social media icons for Facebook, Twitter, and YouTube.

If you are a new user, you will need to provide the information below. The address details need to be the school details.



The screenshot shows the 'Register a new account - step 1' page of the Bradford Children and Families Trust portal. At the top left are links for 'Portal Home' and 'Register a new account - step 1'. The main heading is 'Register a new account - step 1'. Below this is a form with the following fields: 'Forename *', 'Surname *', a checkbox for 'Is this account being used in a professional capacity?', 'Property name', 'House number or name', 'Street *', 'Area', 'Town/City *', 'County', and 'Postcode *'. Each field has a corresponding text input box.

Step 2

An individual work email address and password is required (see password policy on screenshot)



[Portal Home](#) | [Register a new account - step 1](#)

Register a new account - step 2

Email address *

Password *

Confirm password *

[Back](#) [Next](#) [Cancel](#)

Password policy

Your password must meet the following requirements:

- It must be at least 12 characters long
- It must contain at least one letter
- It must contain only letters, digits, and special characters
- It must contain at least one upper-case letter
- It must contain at least one numerical digit
- It must contain at least one special character.
- It must be different to your current password
- It must be different to your previous 8 passwords.

[Click here to see the list of special characters.](#)

Switchboard : 01274 432111
Trust Address : Sir Henry Mitchell House, 4 Manchester Road, Bradford, BD5 0QL
[Contact us now](#)

Step 3

A code will be sent to the email address you provide, to complete the registration process.



[Portal Home](#) | [Register a new account - step 1](#)

Register a new account - step 3

We have just sent you an email to confirm your email address. Please enter the code this contains below. Use the **back** button below if you would like to change your email address and try again or **Please send me a new code** if you need another one.

If you can't find this email, it may be in your spam/junk email folder.

Code *

[Back](#) [Next](#) [Cancel](#)[Please send me a new code](#)

Registration completed

Your registration has been completed successfully. Click **Continue** to carry on with your session.

[Continue](#)

Step 2 (for users already registered)

Once you have entered your email address and password you will receive a code by email. Enter the code and 'Finish' to log in.



Secure login - step 2

We have just sent you an email to confirm your account. Please enter the code this contains below.

If you can't find this email, it may be in your spam/junk email folder.

Code

[Finish](#)

[Cancel](#)

[Please send me a new code](#)

Please enter the verification code that we sent you.

Once you have logged into the portal you will be able to see the tasks which have been delegated to you.

Delegation Portal

Tasks

There are no forms assigned to you waiting to be completed.

Currently Assigned Tasks

Recently Retracted Tasks

Recently Submitted Tasks

No currently assigned tasks

Switchboard : 01274 432111

Trust Address : Sir Henry Mitchell House, 4 Manchester Road, Bradford, BD5 0QL

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The tasks will be the PEPs delegated to you to complete your sections. The PEPs will stay in your tray for 30 days after you have submitted them, therefore if you require a copy you will need to save it separately.

Appendix 2 – Blank PEP (for information only)

Bradford Children and Families Trust

Tel:

Fax:



Personal Education Plan - Section A (TO BE COMPLETED BY SOCIAL WORKER)

Is this PEP for Foundation, Primary, Secondary, Post 16 or Special School?

School Year

Personal Education Plan Review Dates

Date of PEP meeting

Date of next PEP Meeting

PEP Meeting Attendance

Name	Role	If other role, what is their role?

Child/Young Person's Views Section B (TO BE COMPLETED BY SCHOOL)

Was the Child/Young Person invited to contribute to the PEP Meeting?	
Did the Child/Young Person attend the PEP meeting?	
If the Child/Young Person did not attend who will review the outcome with the child?	
Secondary	
Do you have what you need to support your learning at home?	
If No, what do you need to help you learn at home?	
Have you been offered 1:1 tuition?	
Well Being How do you feel whilst you are at school? What makes you feel good in school? Is there anything that doesn't make you feel good?	
Achievement What do you do well in school? Is there anything you feel proud of? Is there anything you need help with?	
Attendance Do you go to school every day and arrive on time?	
Support Who helps you in school? Who would you go to with a problem? What can you do if you need support with your learning? Would you like any more help in school?	
Relationships Who are your friends? Which adults do you like spending time with? Which adults help you?	
Aspirations (if secondary)– what are you wanting to study/train in when you leave Y11?	
Ambitions What job/career do you hope to do in future?	

Social Care Arrangements - Section C (TO BE COMPLETED BY SOCIAL WORKER)

Access to Education

Previous education provisions attended and dates	
Name and address of current school or education provision	
Postcode	
Telephone number	
Name and contact details of Designated Teacher	
Please select virtual teacher	
Will child/young person continue to attend this nursery/school/college?	
If the child/young person cannot continue at their previous	

nursery/school/college has a new one been identified?											
Name and address of nursery/school/college or other educational provision											
Postcode											
Telephone number											
Name and contact details of designated teacher											
How will the child get to and from school/college/place of education?											
If other, please specify											
Care Plan Summary											
Date Referral Received											
CLA Start Date											
Current Legal Status											
	<table border="1"> <tr> <th>Started On</th> <th>Legal Status</th> <th>Expiry Date</th> <th>Actual End Date</th> <th>Court</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Started On	Legal Status	Expiry Date	Actual End Date	Court					
Started On	Legal Status	Expiry Date	Actual End Date	Court							
SDQ Score											
Health information											
Care plan summary and any changes school need to be aware of											
Allocated Case Worker Name											
Allocated Case Worker Telephone											
If necessary, who will inform the child/young person's nursery/school/educational establishment that s/he is looked after or has changed placement?											
Who will liaise with the school on a day to day basis?											
Who will receive correspondence /reports from the child/young person's nursery/school/educational establishment?											
If not carer(s) how will information be shared with them?											
If not parent(s) how will information be shared with them?											
Who will attend parent and open evenings and other school events?											
Permission for the child/young person to go on school trips may be given by?											
Permission for the child/young person to go on longer school journeys may be given by?											
Are there any costs associated with the child's education i.e. school meals, fares, uniforms?											
If so, who will meet the costs?											

School Provision - Section D (TO BE COMPLETED BY SCHOOL)

EDUCATION PROGRESS

	Current School level	Target Levels	On track to meeting target	On track to meet ARE?
English Language				
English Literature				
Maths				

Please add additional rows for other subjects below

Additional Subjects	Current School level	Target Levels	On track to meeting target	On track to meet ARE?

Education Attendance

Current attendance	Where attendance is a concern, what support is in place?

Education Summary

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Is the child/young person accessing tuition?

Education Targets

Previous PEP Targets

Previous PEP Targets	Impact of the actions	Has the success criteria been achieved	If the success criteria has not been met, what needs to happen next?

New PEP Targets

Subject Area	Target (SMART)	Action – what will you do? Who will do it? When will they do it?	Success criteria - what will you see	Timescale	Pupil Premium / Bursary (cost linked to target)

Additional subject Targets

Subject Area Other additional subjects	Target (SMART)	Action – what will you do? Who will do it? When will they do it?	Success criteria - what will you see	Timescale	Pupil Premium / Bursary (cost linked to target)

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Current EHCP

Does the Young Person have a Special Educational Need and Disability?	What is the Young Persons Primary Special Educational Need and Disability?	Which SEND Code of Practice stage is the young person at?	If not at a Bradford school, is the young person on SEND Support or EHCP?

Recent assessments of educational needs e.g. Boxhall	
Inclusion Arrangements	
EXTRA CURRICULAR ACTIVITIES	
Extra-Curricular Activities	
TRANSITION PLANS (where Appropriate)	
Has a change of school been discussed with the child?	
What arrangements are in place to support child's transition? (end of school term, visits etc)	
What arrangements are in place to support new school? (information sharing, who will do this?)	
Virtual School Section E (TO BE COMPLETED BY VIRTUAL SCHOOL)	
Name of link teacher	
Virtual School contact details	
Quality Assurance	
Virtual School monitoring	