KS1-4 PEP QA Guidance

Green-Statutory information required for the PEP to meet standard.

Blue-Extra information for the PEP to exceed standard (only if statutory requirement is met).

PEP Section	Areas of Focus for QA
General	- Are all PEP sections fully complete with accurate and up to date information? - If there is information missing or not available is there an explanation about why this is? - Does the PEP accurately reflect the C/YP's educational journey? - Does the PEP make sense? Do the identified needs match the targets and the PP+ requests? **If someone read the PEP, who did not know the C/YP, would they understand their educational journey?**
1. PEP Meeting	- Is the reason for the PEP meeting specified? - Has the date of the PEP meeting been recorded? - Has the PEP meeting been held within statutory timescales (within the correct school term/within 20 days of entering care or having a school move)? **If not, the PEP is non-compliant.** - Has the next CLA review date been recorded? - Did the child/young person attend the PEP review? - Did the DT/School rep attend the PEP? **If not, the PEP is non-compliant.** - Did a SW attend the PEP? **If not, the PEP is non-compliant.** - Is the IRO named in the PEP? - Did the carer/keyworker attend the PEP? - Have the meeting attendees been ticked? - If the child/young person did not attend, is it clear how they will receive feedback on their PEP review? - Has the date of the next PEP been set or, if not, a reason has been given?
2. About Me	- Has the C/YP's personal information been recorded in full (including preferred name, gender, pronouns, first language and correct year group)? - Has the name of the C/YP's Carer/Keyworker been recorded? - Have the SW details been recorded with the correct SW information? Does this match the SW named on Page 1? - Are the recorded health/SEMH details up to date and correct? **Do they match what is recorded on page 3?** Does it correlate with SDQ score? - Is the CiC nurse named? - Has a current SDQ score been recorded (within the last year)? - Has the care and contact information been completed in full? - Are sections completed in greater detail than required?
3. My Education	- Are the school/setting details correct for the current school/setting? - Is the C/YP receiving full time education (25 hours)? If not, is there clear information about the alternative educational provision that the C/YP is currently receiving recorded in the PEP? - Are the recorded SEND details up to date and correct? - Are the recorded health/SEMH details up to date and correct? **Do they match what is recorded on page 2?** - Has the SEND/EHC Plan been added to Section 9 (if relevant)? - Is attendance correctly recorded? Is there a robust attendance improvement plan (if under 90%)? - Has the suspension/exclusion section been completed or, if not, an explanation is given? - If the child has been subject to CiC Transfer Protocol, has this been recorded?

	• Is previous school history correct? • Are sections completed in greater detail than required?
4.1. External Assessments	• Has the relevant data been entered or if not, an explanation is given?
4.2. Progress and Attainment	• Has the current/most recent data (attainment, progress and target) been entered or if not, an explanation is given? • Have the strengths and areas to develop across subjects been described in detail in PEP notes?
5. My Views	• Have the views been entered or if not, an explanation is given? • Are sections completed in greater detail than required?
6. Record of Discussion	• Are all relevant sections completed to a satisfactory standard with accurate and up to date info? The important details must be recorded **and match the information in other parts of the PEP.** • Has a Remarkable Me moment been captured? • Has the Remarkable Me evidence been added. • Are sections completed in greater detail than required?
7. Outcomes and Intervention	• Have the previous targets been reviewed (if relevant)? • Has evidence of meeting targets been added? • Are the new short- and long-term targets SMART? • Have learning targets been set? • Is there an attendance target if attendance is below 95%? • Is there an SEMH target if there is an SEMH need? • For all longer-term targets, are there clear actions, with time scales, for named key adults and use of any pupil premium plus has been recorded, if relevant? • **Do the targets match the needs and is this reflected in the other parts of the PEP?** • Does the PP+ request match the needs described?
8. Transition	• If there is a planned educational transition is this accurately recorded (There must be a transition plan to prepare for Post-16 from the summer term of Y10)? • Are all relevant sections completed to a satisfactory standard with accurate and up to date info? The important details must be recorded **and match the information in other parts of the PEP.** • Are sections completed in greater detail than required? •
PEP Notes	Once submitted, has the PEP been signed off by VS EA with the correct wording in PEP notes? • *This PEP meets the required standard.* • *This PEP does not meet the required standard because...*