

Post-16 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	<ul style="list-style-type: none"> • 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? <p>If someone read the PEP, who did not know the C/YP, would they understand their educational journey?</p>
1. PEP Meeting	<ul style="list-style-type: none"> • 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/education setting 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	<ul style="list-style-type: none"> • 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 SEMH details up to date and correct? Do they match what is recorded on page 3? Does it correlate with SDQ score? • Have the current support and interventions been described? • Has the reference information been completed in full? • Are sections completed in greater detail than required?
3. Education and Health Information	<ul style="list-style-type: none"> • Are the education setting details correct for the current education setting? • Are the recorded SEND details up to date and correct (if relevant)? • Are any access arrangements recorded? • Has the SEND/EHC Plan been added to Section 9? • Is the CiC nurse named? • Are the recorded health/SEMH details up to date and correct? Do they match what is recorded on page 2? • Has a current SDQ score been recorded (within the last year)? • Are the relevant sections completed in greater detail than required?

4. Attendance and Educational Progress	<ul style="list-style-type: none"> Is attendance correctly recorded? Are barriers/actions described (if there are attendance concerns)? Have the completed qualifications been entered? Have the current course details been entered? Have the tutor views and current support been added? Are the relevant sections completed in greater detail than required?
5. Student Voice	<ul style="list-style-type: none"> Have the views been entered or if not, an explanation is given? Are the relevant sections completed in greater detail than required?
6. Record of Discussion	<ul style="list-style-type: none"> Are all sections completed to a satisfactory standard with accurate and up to date info? Have the setting, carer/keyworker/parent and SW views been recorded? 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 to Section 9. Are the relevant sections completed in greater detail than required?
7. Outcomes	<ul style="list-style-type: none"> 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 a concern? 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 (if relevant)?
8. Transition	<ul style="list-style-type: none"> Have leaving care plans been recorded (if relevant)? If there is a planned educational transition is this accurately recorded? 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 the relevant sections completed in greater detail than required?
PEP Notes	<p>Once submitted, has the PEP been signed off by VS EA with the correct wording in PEP notes?</p> <ul style="list-style-type: none"> <i>This PEP meets the required standard.</i> <i>This PEP does not meet the required standard because...</i>