

Primary and

Secondary PEP Quality

Assurance

Birmingham Virtual School

Please See Table Below

Primary and Secondary PEP Quality Assurance

Birmingham Virtual School

For a Personal Education Plan (PEP) to be compliant with statutory guidance it must demonstrate:

SW was present.

DT was present.

Carer views were sought and represented.

Young Person's Voice was sought and is reflected throughout the PEP (as appropriate to age and ability)

A record of academic achievement and progress

Form integral to the Care Plan

A personalised learning approach.

The PEP is the joint responsibility of the Local Authority and School /other education settings.

The Social Worker's statutory duty is to initiate a PEP as part of the care plan; and then develop and review the PEP with other professionals. They should be present at PEP meetings.

The Designated Teacher's statutory duty is to develop the PEP, make sure it is effective and lead on it within school, although other relevant staff should contribute. They should lead PEP meetings once the SW has initiated.

The Virtual School's statutory duty is to ensure there is an up to date, high quality PEP in place for all of its children in care that is focussed on educational outcomes.

DfE Stat. Guidance '*Promoting the Educational Achievement of Looked After and Previously Looked After Children*' pp. 24-26 (2014) and pp.15-19 (2018)



PEP Section & Criteria	Exceeding Target (ET) Outstanding PEP	Score	On Target (OT) Good PEP	Score	Below Target (BT) Requires Improvement PEP	Score	Significantly Below (SB) Inadequate PEP	Score
Section A - (completed by Social Worker) Personal / care information & Social Worker Information	All SW section A fields are completed in detail. This must include the care information page, care plan summary and contact arrangements. Social worker has updated the PEP in the current school term. Latest SDQ score is included.	ET	All SW section A fields are completed including care information, care plan summary and contact arrangements. Social worker has updated the PEP in the current school term. Annual SDQ score is included by the end of the summer term 2024.	OT	Most section A fields are completed but important details are omitted. Social worker has not updated in the current school term.	BT	Nothing completed other than automated updates. Social worker has not updated in the current school term.	SB
Section B - (completed by Social Worker or School) Young Person's Views	Young person's voice is recorded in detail either in PEP meeting section, YP views section or in documents. There is strong evidence in both the PEP meeting page and targets that this has been discussed at the meeting and acted on in order to set targets where appropriate.	ET	The young person's voice is mostly recorded either in PEP meeting section, YP views section or in documents. There is evidence in either the PEP meeting page or target section that this has been discussed at the meeting. There is evidence that the young person's views have influenced targets set where appropriate.	OT	There is limited young person's voice recorded, either in PEP meeting section, YP views section or in documents. There are limited details regarding young person's voice recorded in the meeting notes. Limited evidence that the young person's views have influenced targets set.	BT	The young person's voice is not recorded, in either PEP meeting section, YP views section or in documents. The young person's voice is not present in the targets. This will result in an overall inadequate judgement	SB

Section C (completed by school) Education Information	All sections are completed in detail and reflect the needs of the young person and potential training needs within in the school around trauma and attachment. Where the young person is attending an alternative provision this is clearly recorded in detail. In transition years this section is updated to reflect the transition plan. Evidence of discussion is reflected in other sections of the PEP i.e. Target page and Section E. Trauma and attachment section is completed in detail.	ET	All sections are completed in some detail. Where the young person is attending an alternative provision this is clearly recorded. In transition years this section is updated to reflect the transition plan. Trauma and attachment section is completed.	OT	There is limited information added, where we know the young person is attending an alternative provision it is not recorded. Additional sections are completed with limited detail.	BT	No education information recorded. Transition section is not completed. In transition years this section has not been updated to reflect the transition plan. Trauma and attachment section has not been completed.	SB
Section C - (completed by school) Attendance	Attendance is recorded fully. Reasons are given if there is an absence rate below 95% (or patterns of unauthorised absence) and there are detailed actions to address this which are fully reflected in the target section and meeting notes in section E. Birmingham Schools only – weekly attendance is updated.	ET	Attendance is recorded. Reasons are given if there is an absence rate below 95% (or patterns of unauthorised absence). There is some evidence of actions in place to maintain/improve this either in the target section or the meeting notes in section E. Birmingham Schools only – weekly attendance is updated.	OT	Attendance is recorded, but no reasons given if there is an absence rate below 95% (or patterns of unauthorised absence). There are no clear actions in place to address attendance concerns	BT	No attendance recorded.	SB
Section C – (completed by School) Attainment	Target and current working at grades are clearly evidenced along with 'on track' information. If no data is available this is clearly indicated, but progress has been discussed and is evidenced in the meeting notes. Attainment and progress are clearly indicated as discussed within the meeting notes and any relevant SMART targets. Target grades are realistic aspirational and drive progress. (Previous Key Stage results should be evidenced in the PEP and considered when target grades are set)	ET	Target and current working at grades are evidenced along with 'on track' information. If no data is available, this is indicated but progress has been discussed and is evidenced in the meeting notes. Attainment and progress are indicated as discussed within the meeting notes and any relevant targets set. Target grades are realistic aspirational and drive progress. For specialist provision where subjects are not relevant, progress and attainment data is not uploaded or discussed and recorded in meeting notes.	OT	Target and current working at grades are incomplete. If target and current working at grades are complete there is no evidence in meeting notes or target section that they were discussed. For specialist provision where subjects are not relevant, progress and attainment data is not uploaded or discussed and recorded in meeting notes.	BT	No termly tracking data is provided.	SB

	For specialist provision where subjects are not relevant, progress and attainment data is uploaded or discussed and recorded in meeting notes.		uploaded or discussed and recorded in meeting notes.					
Section C – (completed by school) Targets	Finance officer details are completed. Previous SMART targets have been reviewed in detail. New SMART targets are reflective in detail of the PEP meeting outcomes: pupil voice, carer voice and evidenced needs analysis. There is clear evidence of PP+ spending linked to the target and there is quantifiable evidence demonstrating that the impact has been measured.	ET	Finance officer details are completed. Previous SMART targets have been reviewed. New SMART targets are reflective of the PEP meeting outcomes: pupil voice, carer voice and evidenced needs analysis. There is some evidence of PP+ spending linked to targets. There is some evidence to demonstrate the impact of PP+ spend has been reviewed.	OT	Some previous SMART targets have been briefly reviewed. Targets set do not always reflect the pupil voice, carer voice or PEP meeting outcomes. PP+ spend is not evidenced as spending within targets and impact is not evidenced.	BT	Previous SMART targets have not been reviewed. No updated SMART targets have been set. No reflection on PP+ spend.	SB
Section C - (completed by school) Part time Timetables and Alt. Education Arrangements	Part time timetables and alternative education arrangements are clearly documented in detail. It is easy to see where the young person should be attending and there is a clear plan to return to full-time education. This matches the current attendance data.	ET	Completed to reflect the young person is in school full time or attending an alternative provision. Part time timetables and alternative education arrangements are documented. It is easy to see where the young person should be attending. A return to school is mentioned but lacks detail of plans. This matches the current attendance data.	OT	Part time timetable or alternative education arrangements are indicated – but not clear where the young person should be or a plan for them return to full time. The section is not maintained in a timely way or reflective of attendance record.	BT	Not completed to reflect the young person is in school fulltime. Where we know a young person is on part time timetable or is attending an alternative education provision and it is not record within the PEP.	SB
Section C - (completed by school) Exclusions	Any exclusions have been recorded in detail. The support implemented is also described in detail and is reflected in the discussion element of Section E. SMART targets are set to show where interventions are implemented to support any identified need relating to the exclusion(s).	ET	Any exclusions have been recorded in some detail. The support implemented is also described in some detail and is reflected in the discussion element of Section E or within the target section.	OT	There is evidence of exclusions, but information is limited. The exclusions are not supported by any action plans or interventions.	BT	Exclusions known to have taken place are not evidenced on the PEP and not referenced as part of the PEP discussion.	SB

	The attendance section reflects absences associated with exclusions.		The attendance section reflects absences associated with exclusions.					
Section C- (completed by school) SEND	All relevant sections are completed in detail. SEND is identified, it is clear what the primary need is, including secondary need if appropriate. Support and interventions are in place to enable accelerated progress with targets set, where appropriate. e.g. detailed SMART targets, supporting identified SEND needs. Evidence recorded in section E of progress made since the last PEP. An EHCP, SEN Support Plan or relevant supporting documents are attached to the PEP along with review paperwork.	ET	All relevant sections are completed. SEND is identified, it is clear what the primary need is. Support and interventions are in place with targets set, where appropriate. An EHCP, SEN Support Plan or relevant supporting documents are attached to the PEP along with review paperwork.	OT	SEND need identified with limited information recorded. e.g. primary need not clear. No interventions recorded. No supporting documents uploaded i.e. EHCP, SEN Plan or review paperwork,	BT	SEND section not completed.	SB
Section C - (completed by school) Mental health and Emotional Well-being	All relevant sections are completed in detail on the emotional health and well-being page, or discussion has been recorded in detail on meeting notes page regarding the young person's emotional health. Where drop downs have been completed, detailed information has been given about RAG rating. Detailed information about interventions has been included. If drop downs haven't been used, there are detailed comments on PEP meeting notes page to record discussion about emotional health and well-being. There is detailed evidence; relevant, appropriate interventions have been put in to	ET	Most relevant sections are completed on emotional health and well-being page, or clear notes have been included about the young person's emotional health on PEP meeting notes page. School may have had a go at the drop downs. Some information included about why RAG has been given. Some information about interventions have been included. If drop downs haven't been used, there are clear comments on PEP meeting notes page to reflect the young person's emotional health and well-being. Clear evidence interventions have been put into support, if appropriate, and these link to targets set.	OT	Limited comments on emotional well-being included in this section or the PEP meeting page. Drop downs may have been used but limited explanation of the RAG given or interventions to support. If drop downs not used, limited comments made on PEP meeting notes regarding emotional health.	BT	No comment on emotional well-being page or within the PEP meeting notes page.	SB

	<p>support and these clearly link to targets set.</p> <p>If there is an emotional health support agency involved, all information is given regarding their involvement including start and end date. There are detailed reflections on the impact of work with an emotional support agency from relevant parties – support worker/SW/FC/School/YP – recorded on emotional health page.</p>		<p>If there is an emotional health support agency involved, most information is given regarding their involvement. There is some reflection on the impact of work with an emotional support agency from most relevant parties – support worker/SW/FC/School/YP – recorded on emotional health page.</p>					
Section C - (completed by school) Careers, Education Information and Guidance	<p>All sections are completed in detail.</p> <p>For young people aged 14+ there is evidence that a careers interview is planned or has taken place.</p> <p>Young person's voice and/or carer voice has evidence of future career and independence planning.</p> <p>Areas of work/careers and self-independence have been identified as targets.</p> <p>There is a clear plan in place to support the young person achieve their career goal and a careers plan is attached to the PEP.</p> <p><i>If young person is year 11 – Post 16 Transition and information Planning section of the PEP is completed. Detailed Post 16 planning is recorded within the meeting page in section E.</i></p>	ET	<p>Most sections have been completed.</p> <p>There is evidence that a careers interview is planned or has taken place.</p> <p>Areas of work/careers have been identified and there is evidence within the PEP actions of plans to support the young person achieve their career goal.</p> <p>Carer identified ways to support independent living and facilitates the young person in post 16 destination planning through supporting travel to career interviews etc.</p> <p><i>If young person is year 11 – Post 16 Transition and Information Planning section of the PEP is completed.</i></p>	OT	<p>There is limited evidence of career planning.</p> <p>Details/information recorded is limited.</p>	BT	<p>No evidence of career planning.</p>	SB
Section C - (completed by school) Celebrating my achievements	<p>All sections have been completed in detail; it is evident that the carers have contributed, and their views are recorded.</p> <p>Strengths have been recognised and termly achievements recorded in detail.</p> <p>Achievements recorded in other sections of the PEP, to reflect discussion i.e. section E.</p>	ET	<p>Most sections are completed and provide an overview of the rewards and achievements the young person has achieved this term.</p> <p>Strengths have been recognised and termly achievements recorded in some detail.</p> <p><i>Ensure that the achievements have not pulled through from last term and have been updated.</i></p>	OT	<p>There is limited information about rewards and achievements recorded but reflect the current term.</p> <p><i>Ensure that the achievements have not pulled through from last term and have been updated.</i></p>	BT	<p>No termly achievements recorded.</p> <p><i>Achievements pulled through from last term, so not updated to reflect current term.</i></p>	SB

Section D – (completed by carer, supported by school or social worker)	Evidence the carer has contributed during the meeting in detail, and they are engaged in supporting the child/young person's education.	ET	Carers' views are recorded either in section D or within the minutes in section E. However, where a carer has been given the opportunity to contribute and has declined to do so, this is noted in Section D or E.	OT	There is limited evidence that the carer has engaged and contributed to the PEP meeting. – this might be in PEP meeting notes section.	BT	There is no evidence that the carer has engaged in the PEP meeting.	SB
Parent/Carer views	Carers' views are recorded either in section D or within the minutes in section E.							
Section E – (completed by school or social worker)	PEP minutes are completed in detail. Including summary of: - achievements - strengths - attainment and support needs - attendance & punctuality - Review of targets from the last PEP and new ones set - Use of PP+ (nursery – Yr11) - Student's views - Carer's views And, where applicable: - SEND & support - SEMH - Cultural, religious or language considerations - peer relationships - Any other areas of concern - support provided by other professionals - BVS support/intervention - Transition planning	ET	PEP minutes are completed and include a summary of most of the below: - achievements - strengths - attainment and support needs - attendance & punctuality - Review of targets from the last PEP and new ones set - Use of PP+ (nursery – Yr11) - Student's views - Carer's views And where applicable: - SEND & support - SEMH - Cultural, religious or language considerations - Any other areas of concern - support provided by other professionals - Peer relationships - BVS support/intervention - Transition planning	OT	PEP minutes have been completed with limited detail and several areas omitted.	BT	There is no evidence a meeting took place – no minutes recorded. The PEP will be rated as – No Evidence a PEP took place.	SB
Virtual School Judgement of Core PEP Pages	Exceeding Target (Green) All sections Good, plus three or more exceeding sections – Outstanding PEP.	On Target (Green) All sections Good and up to two Exceeding – Good PEP			Below Target (Amber) One or more sections below target – Requires Improvement PEP	Significantly Below Target (Red) One or more sections significantly below - Inadequate PEP		