

For a 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 Workers 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 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. They work with the social worker and DT to facilitate/ensure PEP completion.

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

Year Group:	Child/Young Person Initials:		Date of PEP:		School/Setting			
PEP Section & Criteria	Exceeding Target (GREEN)	Score	On Target (GREEN)	Score	Below Target (AMBER)	Score	Significantly Below (RED)	Score
<b>Section A Care/Education info Section – SW</b>	All SW section A fields are completed with detail. This must include the care information page, care plan summary and contact arrangements.	3	All SW section A fields are completed including care information, contact arrangements and care plan summary but detail is insufficient to support the plan	2	Most section A fields are completed	1	Care information, contact details and care plan summary sections are not detailed. Other sections are missing	0
<b>B – YP views C/YP Voice and Views – sch or SW</b>	Student's voice is recorded. There is strong evidence in both the PEP meeting page and targets that this has been acted on.	3	The student's voice is recorded. There is some evidence in either the PEP meeting page or target section that this has been acted on.	2	The student's voice is not fully recorded, but what is recorded is reflected within PEP meeting page or actions	1	The student's voice is not adequately recorded. The student's voice is not present in the targets. This will result in an overall inadequate judgement	0
<b>C – Attendance Evidence of impact of attendance strategies - sch</b>	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 are fully reflected in the target section.	3	Attendance rate 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	2	Attendance is recorded, but no reasons given there are no clear actions in place to address attendance concerns	1	Actions are not in place to address attendance issues.	0
<b>C – Attainment Data - sch</b>	Current termly, predicted and target grades are evidenced in all reported statutory subject areas. End of term targets are present and there is evidence of progress across the year. Target grades are realistic aspirational and drive progress.	3	Current termly, predicted and target grades are evidenced in all reported statutory subject areas. End of term targets are present and there is evidence of progress across the year. Target grades are realistic aspirational and drive progress.	2	Some gaps in termly tracking data. End of year of key stage targets data is missing or out of date. Target grades are not aspirational	1	No termly tracking data is provided. End of year of key stage targets data is missing or out of date. Target grades are not aspirational	0

<b>C – Target Page - sch</b>	Previous SMART targets have been reviewed. 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 detail on how impact of spending is measured.	3	Previous SMART targets have been reviewed. New SMART targets are reflective in detail of the PEP meeting outcomes, pupil voice, carer voice and evidenced needs analysis. Evidence of PP+ spending and is linked to targets. Some progress evidenced.	2	Some previous SMART targets have been reviewed. They do not always reflect the pupil voice, carer voice or pepe meeting outcomes  PP+ is not evidence as spending within targets and impact is not evidenced.	1	No updated SMART targets have been set.  Previous SMART targets have not been reviewed.  No reflection on PP+ spend.	0
<b>C- Part time timetables and Alternative Education Arrangements if applicable – sch</b> score if applicable on page 3								
<b>C – Exclusions if applicable – sch</b> score if applicable on page 3								
<b>C - SEND if applicable – sch -</b> score if applicable on page 3								
<b>C – Mental Health and Emotional Well-being - sch</b>	All sections are completed, where emotional needs are identified agencies involved are recorded. Relevant interventions have been identified where appropriate and evidenced throughout PEP.	3	Most sections are completed. Comments on emotional wellbeing are included. Relevant interventions have been identified where appropriate.	2	Comments on emotional well-being are included but no intervention identified or recorded	1	No comment on emotional well-being.	0
<b>D – Carers views - carer</b>	All carers have contributed in detail and there is evidence they are engaged in supporting the child/young person's education	3	Carers' voices are recorded.	2	There is some evidence that the carer has engaged and contributed to the PEP meeting – this might be in PEP meeting notes section.	1	There is no evidence that the carer has engaged in the PEP meeting.	0
<b>E – minutes of PEP Meeting – SW or sch</b>	PEP minutes are completed in detail. Including summary of achievements and support needs sections. Student's voice is recorded in minutes and is reflected upon in other sections of the PEP. Actions from the rest of the PEP are embedded in plans and are SMART Involvement in out of school activities is included in detail. If relevant there is very clear evidence of transition planning.	3	PEP minutes are completed Student's voice is recorded in minutes. Actions from the rest of the PEP are embedded in plans and are SMART If relevant there is clear evidence of transition planning. Involvement in out of school activities is mentioned	2	There are gaps in recording on the PEP minutes. Student's voice is not fully recorded in minutes. Some actions from the rest the PEP form are embedded in plans and are SMART. If relevant there is some evidence of transition planning.	1	There are many gaps in recording on the PEP minutes. Student's voice is not recorded in minutes. Few actions from the rest of the PEP form are embedded in plans. If relevant there is no evidence of transition planning.	0
<b>Virtual School Judgement of Core PEP Pages</b>	<b>Exceeding Target (Green)</b>	<b>17- 24</b>	<b>On Target (Green)</b>	<b>9- 16</b>	<b>Below Target (Amber)</b>	<b>4-8</b>	<b>Significantly Below Target (Red) If pupil voice, attainment data or updated actions are not present or has not been updated.</b>	<b>0-3</b>

**Please add additional scores for these sections if applicable to individual pupils PEPs**

<b>C- Part time timetables and Alternative Education Arrangements - <u>if applicable</u> - sch</b>	Part time timetables and Alternative Education arrangements are clearly documented. It is easy to see where the young person should be attending and when with a clear to plan to return to full-time education. This matches the current attendance data.	3	Part time timetables and Alternative Education arrangements are documented. It is easy to see where the young person should be attending. This matches the current attendance data.	2	Part time timetables or Alternative Education arrangements are indicated – but not clear where the young person should be or for return to full time. The section is not maintained in a timely way or reflective of attendance record	1	Part time timetables or Alternative Education arrangements are not indicated and there is no evidence of a plan. The attendance record shows a part time timetable.	0
<b>C – Exclusions <u>if applicable</u> - sch</b>	If there is an exclusion of CLA recorded it matches attendance data and the reasons for exclusion, the actions taken and support for long term behaviour changes are clearly documented	3	If there is an exclusion of CLA recorded it matches attendance data and there is some evidence of reasons for exclusion, the actions taken and support for long term behaviour changes.	2	There is evidence of exclusion from attendance data or LA teams, but Exclusions are not recorded clearly or supported with action plans or interventions.	1	Exclusions known to have to have taken place are not evidenced on the PEP and no actions are recorded to reduce exclusions	0
<b>C - SEND <u>if applicable</u> - sch</b>	If SEND is identified, it is clear what the Primary Need is. Support and interventions are in place to enable accelerated progress. If an EHC Plan is in place it is attached to the PEP and termly Actions link to both the needs of the young person that are linked to the care experiences as well as long term outcomes identified in the EHC plan. Actions within the PEP do not just replicate the EHC plan goals. There are clear success measures identified within the actions.	3	If SEND is identified, it is clear what the Primary Need is. Support and interventions are in place lead to some progress.  Relevant documents are attached to the plan. If an EHCP is in place it is attached to the PEP and termly Actions support some of the long-term outcomes identified in the EHC plan. There is evidence of success measures set within the actions.	2	There is limited SEND information recorded and limited interventions and support identified	1	SEND information not recorded and no support in place.	0
<b>C- 14 – 19+ planning – sch <u>if applicable</u></b>	For pupils aged 14+there is evidence that a careers interview is planned or has taken place. Pupil voice and/or carer voice has evidence of future career and independence planning. Areas of work/careers and self-independence have been identified as targets. 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.	3	There is evidence that a careers interview is planned or has taken place. 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. Carer identified ways to support independent living and facilitates the young person in post 16 destination planning through supporting travel to career interviews etc.	2	There is some evidence of career planning but detail is lacking.	1	No evidence of career planning	0
<b>Other e.g. attachments</b>	Relevant supporting documents are attached e.g. EHC plan, Actions Plans, School Reports	3					There is reference to documents in the PEP but these are not attached	0
<b>Virtual School Judgement of Additional PEP Pages</b>	<b>Exceeding Target (Green)</b>	25 -39	<b>On Target (Green)</b>	13-24	<b>Below Target (Amber) total across both sections</b>	6-12	<b>Significantly Below Target total across both sections</b>	0-5

Quality Assured by:			
Staff Member:		Final Score	Reason for Judgement/additional comments:
Date			