

POST-16 PEP Quality Assurance – September 2025		
PEP Section	Max. Score	Additional Guidance / PEP comment
<b>Section A</b> (Social Worker) <b>Phase of school and meeting details</b>	<b>1</b>	1 – The meeting details, in Section A, are fully complete. 0 – The meeting details, in Section A, are incomplete; information relating to the meeting participants is omitted.
<b>Section B</b> (Designated Teacher) <b>Young Person's Views</b>	<b>4</b>	4 – The young person's views are clearly represented and are reflected in the plan. 3 – The young person's views are clearly represented. 2 – The young person's views are represented. 1a – The young person's views are not sufficiently represented. 1b – The young person's views have been sought; they expressed they did not wish to share their views on this occasion.
<b>Section C1</b> (Social Worker) <b>Social Care Arrangements:</b> 1. Access to Education	<b>2</b>	2a – Information regarding the current and previous educational provisions is complete. Contact information for key professionals is included. 2b – Information regarding the current educational provisions is complete. It is recognised that information about previous educational provision is limited as the young person is new to the country. 2c – At the current time the young person is not accessing any educational provision. Previous provisions are listed. 2d – The young person is not yet accessing any educational provision. It is recognised that information about previous educational provision is limited as the young person is new to the country. 1a – Information regarding the current education provision is complete, however the previous schools the young person has attended are not listed. Contact information for key professionals is included. 1b – At the current time the young person is not accessing any educational provision. Previous provisions are not listed. 1c – Information about the educational provision and key contacts is limited. 0 – Information about the educational provision and key contacts has not been included in this plan.
<b>Section C2</b> (Social Worker) <b>Social Care Arrangements:</b> 2. Health Information	<b>4</b>	4 – Health information provides an overview of the most recent health needs assessment documenting any short- and long-term health needs, ongoing involvement from health professionals, prescribed medication and diagnoses (where relevant). An update on dental and optician appointments is provided. 3 – Health information provides an overview of the most recent health needs assessment, documenting any short- and long-term health needs and diagnoses (where relevant). An update on dental and optician appointments is provided. 2a – Health information provides an overview of the most recent health needs assessment. An update on dental and optician appointments is provided. 2b – It is recognised that health information is currently being gathered as the young person is new to the country. 1 – Health information lacks sufficient detail to support educational outcomes. 0 – Health information has not been included in this plan.
<b>Section C3</b> (Social Worker) <b>Social Care Arrangements:</b> 3. Care Plan Summary	<b>4</b>	4 – An overview of relevant historic and current care planning information is outlined to support educational outcomes. Information relating to family time is detailed where relevant. 3 – An overview of current care planning information is outlined to support educational outcomes. Information relating to family time is detailed where relevant. 2 – Current care planning information is outlined to support educational outcomes. 1 – Care planning information lacks sufficient detail to support educational outcomes. 0 – Care planning information is omitted from this PEP.
<b>Section C4</b> (Social Worker) <b>Social Care Arrangements:</b> All other sections	<b>2</b>	2 – Key contacts and delegated responsibilities are detailed in the PEP. 1a – Key contact information is detailed in the PEP, however information relating to delegated responsibilities is omitted. 1b – Information relating to delegated responsibilities is detailed in the PEP, however information relating key contacts is omitted. 0 – Information relating to key contacts and delegated responsibilities is omitted from this PEP.

<b>Section D1</b> (Designated Teacher) <b>School Provision:</b> 1. Progress	<b>2</b>	<i>2a – Progress and attainment information is detailed and clear.</i> <i>2b – Progress and attainment information is not included in this PEP as the young person is not yet accessing education or training.</i> <i>1a – Progress and attainment information is partially complete. It is unclear if the young person is making the expected progress.</i> <i>1b – Progress and attainment information is partially complete. It is unclear if the young person is on track to achieve the planned outcomes.</i> <i>0 – Information about progress and attainment is missing from this PEP.</i>
<b>Section D2</b> (Designated Teacher) <b>School Provision:</b> 2. Education Summary	<b>2</b>	<i>2a – The educational summary provides a clear overview of the young person's educational profile and achievements are celebrated.</i> <i>2b – The young person is not yet in education or training; however, the education summary provides an overview of previous educational profile and the steps being taken to progress to education, employment and/or training.</i> <i>1a – The educational summary provides a brief overview of the young person's current educational profile.</i> <i>1b – The young person is not yet in education or training; however, the education summary provides an overview of steps being taken to progress to education, employment and/or training.</i> <i>0a – An educational summary is omitted from this PEP.</i> <i>0b – The young person is not yet in education or training. The education summary does not provide any detail of previous education or the steps being taken to progress to education, employment and/or training.</i>
<b>Section D3</b> (Designated Teacher) <b>School Provision:</b> 3. Targets	<b>4</b>	<i>4a – Previous targets have been reviewed. New targets are SMART and reflect the young person's progress, needs and aspirations.</i> <i>4b – The young person is not yet in education or training. The previous targets have been reviewed. New targets reflect the young person's progress, needs and aspirations and detail the steps being taken to progress to education, employment and/or training.</i> <i>3a – Previous educational targets have been reviewed. New targets reflect the young person's progress, needs and aspirations.</i> <i>3b – The young person is not yet in education or training. The new targets reflect the young person's progress, needs and aspirations and outline the steps being taken to progress to education, employment and/or training.</i> <i>2a – Previous educational targets have/have not been reviewed. New targets generally reflect the young person's progress, needs and aspirations.</i> <i>2b – The young person is not yet in education or training. The new targets generally reflect the young person's progress, needs and aspirations and outline the steps being taken to progress to education, employment and/or training.</i> <i>1a – Current educational targets provide limited information about the young person's progress, needs and aspirations.</i> <i>1b – The young person is not yet in education or training. New targets provide limited information about the young person's progress, needs and aspirations and the steps being taken to progress to education, employment and/or training.</i>
<b>Section D5</b> (Designated Teacher) <b>School Provision:</b> 4. Additional Needs	<b>1</b>	<i>1a – Additional needs are identified access and inclusion arrangements are clear and detailed.</i> <i>1b – The PEP indicates that there are no identified needs which require access or inclusion arrangements.</i> <i>0 – Inclusion arrangements are unclear in this PEP, despite the young person's identified additional needs.</i>
<b>Section D6</b> (Designated Teacher) <b>School Provision:</b> 5. Transition	<b>2</b>	<i>2a – Transition arrangements have been well considered.</i> <i>2b – Transition planning and arrangements are currently not deemed to be relevant.</i> <i>1 – Information about transition planning partially complete.</i> <i>0 – Transition planning and arrangements are not listed in the PEP, despite an impending transition event (e.g. change of provision).</i>

Overall PEP Rating		Social care		Education	
Range/Score (/28)	PEP Rating	Range/Score (/13)	PEP Rating	Overall PEP Rating School (/16)	PEP Rating
25-28	Excellent	11-12	Excellent	14-15	Excellent
16-24	Good	7-10	Good	9-13	Good
9-15	Ineffective	4-6	Ineffective	5-8	Ineffective
0-8	Incomplete	0-3	Incomplete	0-4	Incomplete

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