

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>Child/Young Person's Views</b>	<b>4</b>	4 – The child/young person's views are clearly represented and are reflected in this personalised education plan. 3 – The child/young person's views are clearly represented. 2 – The child/young person's views are represented. 1a – The child/young person's views are not sufficiently represented. 1b – The child/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 provision is complete. Contact information for key professionals is included. 2b – Information regarding the current education provision is complete; there are no known previous educational establishments. Contact information for key professionals is documented. 1a – Information regarding the current education provision is complete, however the previous school(s) <b>the child/young person</b> has attended are not listed. Contact information for key professionals is included. 1b – Information regarding the educational provision is complete, however contact information for key professionals is not included. 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. 2 – Health information provides an overview of the most recent health needs assessment. An update on dental and optician appointments is provided. 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>	2 – Progress and attainment information is detailed and clear. 1a – Progress and attainment information is partially complete. It is unclear if the child/young person is making progress when compared to their prior attainment. 1b – Progress and attainment information is partially complete. It is unclear if the child/young person is on track to know, apply and understand the programme of study relevant for their key stage, or if they are working within a programme of study from a prior key stage. 1c – Progress and attainment information is partially complete. Information relating to

		<p>some core subjects is missing.</p> <p>0 – Information about progress and attainment is missing from this PEP.</p>
<b>Section D2</b> (Designated Teacher) <b>School Provision:</b> 2. Education Summary	<b>2</b>	<p>2 – The educational summary provides a clear overview of the child/young person's educational profile and achievements are celebrated.</p> <p>1 – The educational summary provides a brief overview of the child/young person's current educational profile.</p> <p>0 – An educational summary is omitted from this PEP.</p>
<b>Section D3</b> (Designated Teacher) <b>School Provision:</b> 3. Targets	<b>4</b>	<p>4 – Previous educational targets have been reviewed. Educational targets are SMART and reflect the child/young person's progress, needs and aspirations.</p> <p>3 – Previous educational targets have been reviewed. New targets reflect the child/young person's progress, needs and aspirations.</p> <p>2 – Previous educational targets have/have not been reviewed. New targets generally reflect the child / young person's progress, needs and aspirations.</p> <p>1 – Current educational targets provide limited information about the child / young person's progress, needs and aspirations.</p>
<b>Section D4</b> (Designated Teacher) <b>School Provision:</b> 4. Targets and PP+ spending	<b>1</b>	<p>1 – The use of Pupil Premium Plus funding, to enhance educational outcomes, is detailed in this plan.</p> <p>0 – The use of Pupil Premium Plus funding, to enhance educational outcomes, is not included in this plan.</p>
<b>Section D5</b> (Designated Teacher) <b>School Provision:</b> 5. Additional Needs	<b>1</b>	<p>1a – Additional needs are identified and associated inclusion arrangements are clear and detailed.</p> <p>1b- The PEP indicates that there are no identified needs which cannot be met by quality first teaching.</p> <p>0 -Inclusion arrangements are unclear in this PEP, despite the child/young person's identified additional needs.</p>
<b>Section D6</b> (Designated Teacher) <b>School Provision:</b> 6. Extra-Curricular Activities and Transition	<b>2</b>	<p>2a – Transition arrangements have been well considered. The child/young person's access to extra-curricular activities is outlined.</p> <p>2b - Extra-curricular activities have been considered. Transition planning and arrangements are currently not deemed to be relevant.</p> <p>1a – Information about transition planning and extracurricular activities is partially complete.</p> <p>1b - Extra-curricular activities have been considered. Transition planning and arrangements are not listed in the PEP, despite an impending transition event (e.g. new academic year, change of school).</p> <p>0 – Transition arrangements and information about extra-curricular activities is not included in this PEP.</p>

Overall PEP Rating		Social care		Education	
Range/Score (/29)	PEP Rating	Range/Score (/13)	PEP Rating	Overall PEP Rating School (/16)	PEP Rating
25-29	Excellent	11-13	Excellent	14-16	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