**Personal Education Plans – Checklist for auditing:**

**Outstanding**

* PEP gives a wide range of parent/carer and professionals clear insight into the child’s developmental and educational needs.
* There is evidence that future transitions are planned and documented to support the child’s developmental needs as appropriate (e.g. placement, school, year group, key stage)
* If the child’s development raises concerns there is clear evidence that the provision is implementing actions, including timescales, specific individuals and effective intervention strategies and working in partnership with carers and co-ordinating with other services.
* The provision’s practice consistently reflects the highest expectations and the highest aspirations.
* Children’s educational progress is in line with their end of year target and their current progress (data uploaded to BSO)
* Identified actions will match learning needs.
* The child’s voice is recorded and there is evidence that it is fully acted upon through next steps and adult actions.
* Includes SMART short term targets, including progress monitoring of each of the areas identified against developmental and educational needs.
* All aspects of the PEP are completed in detail and is used/ viewed as a working/ evolving document.
* The success criteria shows measurable impact on development.
* Pupil Premium Plus (where eligible) is costed and evidenced towards the target.
* PEP review document completed in detail.

**Good**

* PEP gives a range of parent/carer and professionals some insight into the child’s developmental and educational needs.
* There is some evidence that future transitions are planned.
* If the child’s development raises concerns there is evidence that the provision is implementing actions and working in partnership with carers and other services including some timescales, specific individuals and effective intervention strategies and working in partnership with carers and co-ordinating with other services.
* Provision is in place to meet identified learning needs.
* The child’s voice is recorded and is considered alongside next steps and adult actions.
* All aspects of the PEP are completed.
* Next steps are appropriate and in line with the summary of learning, development and additional needs.
* Pupil Premium (where eligible) is evidenced and outcomes improved.
* Children’s educational progress is in line with their end of year target and their current progress (data uploaded to BSO)
* Includes SMART short term targets, including some monitoring of progress of each of the areas identified against developmental and educational needs
* All aspects of the PEP are completed in detail and is used/ viewed as a working/ evolving document.
* Success criteria shows some measurable impact on development.
* Pupil Premium Plus (where eligible) is costed and evidenced towards the target.
* PEP review document completed in detail.

**Requires improvement**

* PEP gives parent/carers and professionals some insight into the child’s educational development and needs.
* There is some evidence that future transitions are planned.
* If the child’s development raises concerns there is some evidence that the setting is implementing actions and working in partnership with carers.
* Includes short term targets, but some monitoring of progress of each of the areas identified against developmental and educational needs
* Identified provision does not adequately match learning needs.
* Individual target setting is not aspirational.
* Child’s voice is not reflected in the actions.
* There are gaps in recording on the PEP.
* Pupil Premium (where eligible) is recorded but no recording of outcomes or expected outcomes.

**Inadequate**

* PEP gives parent/carers and professionals no insight into the child’s educational development and needs. There is no evidence that future transitions are planned.
* If the child’s development raises concerns there is no evidence that the setting is implementing actions and working in partnership with carers.
* Includes vague short term targets, with no monitoring of progress of each of the areas identified against any needs
* There is no evidence of provision to match learning needs.
* Learning needs have not been clearly identified.
* Next steps are not recorded.
* There are many gaps in recording on the PEP.
* Child’s voice is not adequately represented.
* The actions will not address the needs raised in the PEP.
* The Next Steps do not reflect appropriate development.
* Pupil Premium (where eligible) is not completed with impact and used for its intended use

Outstanding ☐ Good ☐ ☐ Requires improvement

Inadequate ☐ Judgement/comments/next steps: Date: