

Personal Education Plan (PEP) Quality Assurance Criteria

When a child becomes looked after – either on a short or long term basis – (insert council name) have a duty to safeguard and promote their welfare. This means that, alongside planning services, providing care and responding to a child's health and wellbeing, local authorities have a specific responsibility to support the child's education and achievement.

A Personal Education Plan (PEP) is a statement of what needs to happen for looked after children to enable them to fulfil their educational potential. It should complement any existing plans, such as a statement of Special Educational Need (SEN) and Individual Education Plan (IEP). The PEP should reflect the importance of a personalised approach to learning to secure good basic skills, stretch aspirations and improve life chances.

The following criteria aim to provide a standard by which the quality and content of the PEP can be monitored, assessed and improved.

What is a good quality PEP?

A good quality PEP is one that:

- Is current
- Identifies educational strengths and areas for academic development which should be assigned targets for the young person to work towards (school Designated Teachers (DT) should lead on this)
- Holds key information about a looked after child,
- Shows past educational attainment (particularly key stage attainment or other test results)
- Clearly defines the roles and responsibilities of key partners to support the child participate in activities and meet targets set in the PEP
- Provides a record of overall achievement

Target setting

How and which targets are set will form a crucial part of ascertaining whether the PEP is sufficient to effectively guide and improve the education of looked after children. Targets should be agreed in consultation with key education partners (i.e Dts and other school staff as appropriate), the carer and the young person at the initiation and review stages. In order to ensure a clear outcome all targets should strive as much as possible to be S.M.A.R.T:

Specific- be directed exactly to the young person's needs and be able to address them

Measurable: be measured as a means of determining whether the target has been reached

Achievable: be within the realms of the child/young person's capabilities

Realistic: the targets can be attained within the timescale set

Time bound: to be achieved within a set time period

Criteria

This criteria have been developed to assess PEP quality. If it is judged that the PEP will not enable a child to make good progress, then the social worker must consider the need to organise another PEP meeting or to gather the required information needed to ensure the PEP meets an acceptable standard.

The quality of PEPs are a focus in inspections for both local authority and schools. Both groups will be assessed by various inspectorates and the quality of PEP will be of interest during these monitoring visits. Utilising this criterion will prove useful for both schools and authorities in self evaluate the quality of PEP documents produced and inform future training in this area.

This criteria covers 5 main standards in producing PEPs. Each measure is judged using a 3 point system, with grading as follows:

3 or 10 points* = Fully Met

1 points = Partially Met

0 points = Unmet

NB if a section is not relevant it should be marked N/A and a score of 1 point should be awarded

*Scoring is dependant upon the section

70 - 83 points indicates high quality PEP

57 – 69 points indicates adequate PEP although some areas may need strengthening

56 points or below indicates PEP has been completed unsatisfactorily

NB: In order to produce a adequate or high quality PEP, a score of no less than 41/50 must be recorded in Standard 3 (long term planning & targets section). Standards marked with an asterix are mandatory fields that require a full score.

Standard 1: Initial PEP Administration					
Evidence Index	Criteria	Point Score			Comments
		0	1	3	
A1	<ul style="list-style-type: none"> The initial PEP is completed within 28 days of the young person becoming looked and should be in place by the first CLA review** 		N/A		
Total		/3			

** Applicable to new cases only

Standard 2: The PEP Form/Meeting					
Evidence Index	Criteria	Point Score			Comments
		0	1	3	
2a	<ul style="list-style-type: none"> The UPN, Social Services number and/or other identifying codes are recorded on the PEP 				
2b	<ul style="list-style-type: none"> Complete information about the current domestic and school addresses must be provided Date(s) of when the child came into care noted in section A Date of commencement of the PEP noted in section A 				
2c	<ul style="list-style-type: none"> Details of the designated teacher and other key personnel in the development of the PEP are recorded in full in section A 				

2d	<ul style="list-style-type: none"> • <i>Relevant medical information</i> • <i>Information of parents and carer involvement are recorded in the section A</i> 				
2e	<ul style="list-style-type: none"> • <i>Comprehensive information on LAC attendance, exclusion and time spent out of school are recorded in section B</i> 				
2f	<ul style="list-style-type: none"> • <i>Comprehensive information on child's SEN provided along with information on special assistance required for LAC (If applicable) in Section B</i> 				
2g	<ul style="list-style-type: none"> • <i>Checklist of documentation to accompany the PEP is completed with relevant supporting documentation attached (eg PSP, IEP etc)</i> 				
Total		/21			

Standard 3: Data Collection					
Evidence Index	Criteria	Point Score			Comments
		0	1	3	
3a	<ul style="list-style-type: none"> • <i>The initial PEP is completed within 28 days of the young person becoming looked and should be in place by the first CLA review**</i> 				
Total		/3			

Standard 4: Target Setting & Long Term Planning

* Denotes sections for which a full score is mandatory

(A score of **at least 41/50 must** be achieved in this section)

Evidence Index	Criteria	Point Score			Comments
		0	1	10	
4a*	<ul style="list-style-type: none"> Information is provided to enable clear comparison between expected and current academic performance in subjects provided in section B 				
4b*	<ul style="list-style-type: none"> LAC educational needs are clearly identified in relevant section D 				
4c*	<ul style="list-style-type: none"> Minimum of two academic targets set that identify and address LAC needs outlined in Section D - Targets are written clearly and concisely - Strategies used to achieve targets are evident - Accountability of who takes ownership of the target - Time frame for completion/review is clearly stated. 				
4d*	<ul style="list-style-type: none"> Section C (Child/Young person's section is completed in detail (and attached to the PEP meeting/review, date on CYP section to be cross referenced with date of PEP meeting) Information provided in section C has informed the PEP targets/strategies 				
4e	<ul style="list-style-type: none"> Long term action outlined in section D with regard to: <ul style="list-style-type: none"> key stage transitions, Curriculum development, 				

	<ul style="list-style-type: none"> - <i>Careers guidance, are completed respective to age group/key stage.</i> • <i>Planning for post 16 education and/or LAC personal development are outlined where applicable with ownership and realistic timeframes set for completion</i> 				
Total		/50			

Standard 5: PEP Review Administration					
Evidence Index	Criteria	Point Score			Comments
		0	1	3	
5a	<ul style="list-style-type: none"> • <i>A review of the PEP is completed within 6 months of the initial PEP meeting/previous PEP review</i> • <i>PEP review has been timed to inform the statutory child care review and is noted on the PEP</i> 				
5b	<ul style="list-style-type: none"> • <i>A date for the next PEP review has been set and agreed by all parties and recorded in the current PEP</i> 				
Total		/3			

Feedback

Feedback on the quality of PEPs will be summarised in a report that will be sent to Assistant Directors with Children's Services for their attention. There is scope for feedback to be produced and distributed on a team by team basis and within this it is possible for individual scores and examples of good and poor practice to be highlighted.

Feedback can also be provided to team managers who will be able to view and use these scores to inform discussions with practitioners within their respective teams. Managers are encouraged to familiarise themselves with the criteria and use it as way of informing the practice of social workers within their team and ensuring that PEPs produced meet the necessary standards.