

# A Appendix 1

## PEP content

49. Effective and high quality PEPs should:

49.1. be an achievement record (academic and otherwise);

49.2. be linked to information in other education plans, including a statement of special educational needs and IEPs;

49.3. identify developmental and educational needs (short and long term) in relation to skills, knowledge, subject areas and experiences;

49.4. set short term targets, including progress monitoring against each of the areas identified against development and educational needs; and

49.5. set long term plans and educational targets and aspirations (e.g. in relation to public examinations, further and higher education, work experience and career plans and aspirations).

The range of education and development needs that should be covered in a PEP includes:

- Accessing nursery or other high quality early years provision where appropriate to the child's age (e.g. playgroups)
- On-going catch-up support for those who have fallen behind with school work
- Providing suitable education where a child is not in school, e.g. because of temporary or permanent exclusion
- Transition support needs and integration when children begin to attend a new school or return to school (e.g. following illness or exclusion)
- Out of school hours learning activities /study support and leisure interests
- School attendance and, where appropriate, behaviour support
- The necessary level of support to help the child to achieve well at each National Curriculum Key Stage, particularly in completing an appropriate range of approved qualifications
- Support needed to achieve long term aspirations for further and higher education, training and employment