Following the PEP meeting:
Quality Assurance check

- Outcomes are clearly linked to a review of previous outcomes and the new baseline and have been updated, adjusted or carried over in order that they be achieved next time.
- Key people around the child AND the child are fully involved in the meeting making the process relational and the team fully understand the needs of the child.
- The outcomes have been creatively linked to all areas of need identified throughout the PEP document making the PEP individualised and pupil’s view are embedded (where applicable) within the process alongside the views of all stakeholders.
- The outcomes are challenging and aspirational and address whole-person development. Consideration has been given to obstacles to the achievement of outcomes.
- PP+ spending is accurately detailed and appropriately used for key provision and clearly linked to the outcomes.
- The outcomes have clear actions scaffolded in order that they be met. These have been broken down into micro steps.

Cambridgeshire Virtual School
Prior to the PEP meeting

- Consult with all teachers to review previous desirable outcomes, identify strengths and next steps to progress
- Ensure all completed formative assessment is available for the meeting
- Complete the e-pep paperwork up to the setting of new PEP desirable outcomes, begin to think about the next desirable outcomes for the young person
- Ensure the right people are at the meeting
- Consult with the child
- Be aware of resources available e.g. school budget, pupil premium plus, EHCP

Key questions to ask

⇒ What are the views, hopes, aspirations of the child and those around them?
⇒ Where is the child now? / Baseline?
⇒ Where do they need to be? / Next steps?
⇒ What is stopping them? / What are the barriers?
⇒ What needs to change? In which areas?
⇒ Who or what is needed?

Writing SMART outcomes

<table>
<thead>
<tr>
<th>Specify Area of Need</th>
<th>Using the Drop-down menu in the PEP document, select the Area of Need the Outcome addresses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record baseline (starting point)</td>
<td>e.g. Currently, xxx is able to attend to an adult-led task for 2 minutes.</td>
</tr>
<tr>
<td>Create the outcome starting with a ‘stem’</td>
<td>e.g. By the end of the autumn term xxx will be able to . . .</td>
</tr>
<tr>
<td>Add the action to describe the desired achievement.</td>
<td>e.g. Copy a sentence/ Recognise numbers 1 – 10/ Indicate when needing to use the toilet/ attend 75% of lessons</td>
</tr>
<tr>
<td>Include any further detail/ variables</td>
<td>e.g. Independently/ Using visual supports/ When prompted</td>
</tr>
<tr>
<td>Consider what special educational provisions are required</td>
<td>E.g. Any programmes or interventions that will be used or needed and how Pupil Premium Plus will be spent</td>
</tr>
<tr>
<td>Include details of who will be responsible for different aspects</td>
<td>E.g. teaching assistant, carer, social worker, mentor, child/ young person</td>
</tr>
</tbody>
</table>