

**Billy’s Personal Education Plan**

**Date of review: 12th April 2022**

**ACADEMIC YEAR: 2021-2022**

**Targeted Curriculum (EY-KS4)**

**Guidance for completion of Personal Education Plan**

**To be started within 10 days of first coming into care and to be completed for the 20 day Looked After Review and should be reviewed in time for each subsequent Looked After Review or before if required due to changes in educational circumstances.**

All actions and targets must be agreed with the child/young person whose voice and contribution

to the plan should be central.

It is expected that this document is completed at a meeting between the social worker, designated teacher, foster carer, the child/young person and other professionals as appropriate. Child Information i.e. Section 1 (pre-populated by social worker) and Education Information i.e. Section 2 (pre-populated by school/education) data on attainment, progress and attendance should be completed by the school in advance and discussed with the child in advance of the meeting.

Targets should be set and agreed to accelerate learning where the child/young person is behind

age related expectations. The Virtual School should be invited to contribute to the Personal Education Plan (PEP) review meeting for all children who are looked after whose progress is below expected.

Relevant and additional tracking teacher assessments and progress information should be attached

to the PEP and uploaded onto Mosaic from all PEP review meetings.

All relevant members of staff, including supply teachers and staff, carers or key workers should be

made aware of the contents of the plan to ensure consistency of approach, expectation and provision.

Ensure that all targets that are set by education within the meeting are SMART (specific, measurable, achievable, relevant and timed for completion) and have an academic focus.

From year 8 onwards our children must have access to appropriate careers advice and guidance which should be reflected in the PEP.

Ensure that, on completion, all participants have a copy of the plan to inform all future actions.

If the parents/carers need support (e.g. taxis, childcare) in order to maintain links with the school,

social care should arrange this.

This plan forms part of the Care Plan and this plan must be reviewed termly (3 times a year).

Copies of all other plans relating to the child's education (Pastoral Support Plan, Individual

Education Plan, EHCP's, child's last school report etc.) should be attached to this plan and referred

to in the targets.

The Virtual School will have access to all PEPs for information and Quality Assurance purposes.

Full guidance to support the completion of this plan to be found at: <https://www.nottinghamshire.gov.uk/education/virtual-school/nottinghamshire-virtual-school/teachers-and-professionals/personal-education-plan>

**Section 1 - Child/Young person’s Information**

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| **First name:** William | **Surname:** Child |
| **Name known by, if different:** Billy |
| **Legal status of young person:** Looked After |
| **DOB:** 23rd July 2013 | **Identifies (gender) as:**Male | **Ethnicity:**White British |
| **Name of setting/school/provider:**Blue Special School  |
| **Is the setting/school/provider in Nottinghamshire LA?** (Tick) | Yes | X | No |  |
| **Key Stage: 2 Year: 3** |  |
| **Does our young person have additional needs (SEND)?** (Tick) | Yes | X | No |  |
| **If yes, what is their main need?**Speech, language and communication |
| **Does our young person have an EHCP?**  | Yes | X | No |  |
| **If yes, which local authority holds the EHCP?** | Nottinghamshire | Date of Annual Review: | 4th Sept 2021 |

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| **Carer/s** |
| Name: Mr and Dr CaringAddress: 2 Leeds wayContact: 01234 134643 |
| **Social Worker** |
| Name: S WorkerAddress: BeescroftContact: 0998763689 |
| **Virtual School or EY Specialist Teacher email:** @nottscc.gov.uk |

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| **Any important information to share with school/setting?** e.g. who has parental responsibility, who can/cannot see our young person. |
| LA holds parental responsibility. Supported contact with birth parents but birth parents must not collect from school |

**Personal Education Plan Meeting Agenda**

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| **Agenda Item**  |
| **Check in** Warm welcome  Introduction of who is in the meeting  ‘What’s worked well recently/since we last met…’  |
| **Hopes, dreams and future goals** What are our child’s hopes, dreams and future goals?  What aspirations do our trusted adults hold for our child? Short term and long term (think about work experiences and employability skills at beginning of secondary school) What else does the child want us to know about their education (Mind of my own etc)?  |
| **Attainment, progress, strengths & needs**Is the pre-populated education information accurately describing the strengths and needs of our child?  What do we need to add in to make sure it provides a better description? What are our child’s current attainment and progress? What else, if anything, needs to happen to support this?  |
| **Review targets** Review and reflect on previous target setting. How has our child responded, was it successful? Why? What else needs to be happening to accelerate our child’s progress?  |
| **Termly SMART target setting** What areas do we need to focus on to support our child’s development/progress even further? How will we do that? How does this reflect our child’s aspirations? Let’s create SMART targets around this…do they pass the ‘teacher come and see/hear me test’. |
| **Pupil Premium Spending** What areas are we needing to focus our PPP+ spending on to support the SMART targets?  |
| **Consideration of Nottinghamshire SEND process** Does our child have additional needs that require Nottinghamshire’s *graduated approach* to supporting SEND? Does the child need SEN support in school?  |
| **Achievement and extra-curricular activities** We know that a sense of belonging and connections are important, what extra-curricular and additional activities is our child/young person engaged in, being invited to or interested in being part of?  |
| **Transition Planning** Do we need to plan for any transitions during this Education Review? If yes, what support is needed for a positive transition?  |
| **Is the PEP purposeful?** Does the documentation reflect this?   |
| **Agree next review arrangements** Date and who needs to attend  |
| **Sharing with our child/young person** If the child is not at the meeting, decide how and who will share today’s discussion with them. Explore child-friendly ways of doing this  |
| **Check out** One thing I know I can do to support this young person  |

**The PEP Meeting**

(See Agenda Outline on Page 3. More detail in guidance)

**Our child/young person’s Team:**

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| --- | --- | --- | --- |
|   | **Name** | **Invited** | **Attended** |
| **Social Worker** |  Mr S Worker |  X |  X |
| **Foster/Residential Carer** |  Mr and Dr Caring |  X |  X |
| **Designated Teacher (EY – Safeguarding)** |  Mrs D Teacher |  X |  X |
| **Trusted Adult** |  Cate |  X |  X |
| **ICDS** |  Miss Planning |  X |  X |
|   |   |   |   |

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| **What has gone well since we last met? (document successes)** |
| * Billy has settled into school
* He feels safe with Cate, their relationship has really blossomed
* Understands the routines of the school day
* Is taking more risks and willing to engage in a range of learning experiences
 |

**Hopes, dreams and future goals**

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| **Child’s/young persons:**Billy is very smiley at school. He enjoys being active and he has a love for music. Billy is happiest when he is able to dance and move to music. Billy loves to see PE on his visual timetable.  If our young person is not in the meeting, who has had this conversation with them? |
| **Adults’ best hopes for our child/young person:**  That Billy:* Is happy at school
* Is able to engage in school life
* Is understood
* Has friends
* Makes progress
* Is able to particulate in the things he loves
 |
| **What else does our child/young person want us to know about education - record how/who will address anything raised here?** E.g. what do you enjoy about education? What are you good at? **What makes you feel safe and comfortable in school? Is there anything you don’t like about school – what needs to be done to make it better? What help do you need at school to do things you don’t already do? Is there anything else you would like to tell us?**  If Billy doesn’t like something, he is able to point to an alternative that option that he would prefer to engage in.     |

**To be completed by education setting prior to meeting**

**Section 2 - Education Information**

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| **Designated Teacher (must have QTS) or Safeguarding Lead for Early Years** |  Designated Teacher |
| **Our young person's trusted/key adult in education** |  Cate Nurture |

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| **Our setting gives our child/young person a sense of belonging, connection and safety by...** (Please list below how you do this e.g. availability of relationships with trusted adults, focus on repair of relationships, environment - having a safe space, sensory awareness etc.)  |
| * Billy has a Teddy (a transitional object) he holds as he leaves his carer in the morning and he cuddles this until he feels calm enough to engage with the class activities
* Cate welcomes Billy into school in the morning, she comes out to meet him and holds his hand as he walks into school
* Billy has a tent in the corner which he is able to use if he becomes overwhelmed by the environment
* Billy can get overwhelmed if the classroom becomes unexpectedly busy and noisy, the adults ensure that Billy can use his tent
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| **Our setting and team around our child, supports the ongoing development of our child/young person’s identity by…** (e.g. role models, gender, culture, race, heritage, faith) |
| * Billy enjoys anything to do with dance and movement and he has started the dance workshops at lunch time. Here he is enjoying moving to music from around the world. He has also started friendships with the other children who attend this group (who are not part of his class)
 |

**Attendance/Exclusions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **If of statutory school age, is our young person accessing their legal entitlement to 25 hours of education?** (Tick as appropriate)  | Yes  | X  | No  |   | N/A  |   |
| **If no, what is being done to resolve this?** |
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| **Attendance (%)** |  99% |
| **If below 95%, what actions are being taken or planned?** |   |

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| **Does our child/young person access alternative provision?** (Tick as appropriate)  | Yes  |   | No  | X | N/A  |   |
| **If yes, please provide details** (what, where, how many hours?)  |
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| **Exclusions****Since the last PEP, has our young person had any fixed term exclusions?** | Yes  |   | No  | X |
| **If yes, how many days/sessions of education were missed?** |   |
| **Actions to prevent further exclusions** |
|   |

**To be completed by education setting prior to meeting**

**Attainment and Progress** Targeted Curriculum

**Historical Achievement:**

|  |  |
| --- | --- |
| **EYFS outcome** | **Tick** |
| Exceeding GLD (exceeding) |  |
| Achieved GLD (expected) |  |
| Not achieved GLD (emerging) | X |

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|  | **KS1 outcome** (KS2, KS3, KS4 only)*Insert one of the following below:* ***GDS, EXS, WTS, PK 1-4, engagement model or similar*** | **KS2 outcome** (KS3 & KS4 only)*Insert one of the following below:* ***GDS, EXS, WTS, PK 1-6, engagement model or similar*** |
| Reading | PKS4 |  |
| Writing | PKS4 |  |
| Maths | PKS4 |  |

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| **KS3 - list pathway/curriculum followed** (KS4 only) | **Achievement/award** |
| N/A |  |
| **Other significant historical achievements** |  |
|  | Communication through Visual PECsCommunication through Makaton |

**Current Year group:**  3

**Current Attainment & Progress:**

|  |  |  |
| --- | --- | --- |
| **Current pathway/curriculum/subject** | **Currently working at** | **Expectations/target for end of KS** |
| Billy is following the school curriculum  | Pre-Key Stage Curriculum | Key Stage 1  |

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| **Paste progress data e.g. School tracking, PIVATS, B Squared**

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| BOXALL Profile  |
| Strengths and Difficulties.Billy demonstrates a high scoring with emotional problems, this comes alongside his diagnosis, he worries about things and has particular fears that make him react with the behaviours he displays. High scoring for hyperactivity relates to his restlessness and unable to sit for long,  |

 |
| **From your assessments, is the child/young person making good progress?** (tick as appropriate) | Yes | X | No |  |
| **How do you know and how is it measured?**Billy is making small steps of progress all of the time across all areas of development and measure through PIVATS (see attached) |

**Strengths and Needs**

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| **Relationships: What are the strengths in our child’s relationships? Does our child need any support with peer/adult relationships?** |
| Strengths: * Billy plays alongside children
* Billy smiles at the children at the children he plays near and shows his excitement through squeals. Other children choose to play close to Billy as his happiness is infectious
* Billy is starting to turn take when supported by an adult
* Billy is happy to be led by trusted adults to different activities
 |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
|  \* to engage in a turn taking game with 3 people |  Cate to lead a game and model turn taking |  Cate |

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| **Communication Skills: How does our child communicate to get their needs met?** |
| Strengths: * Billy will hold hands with an adult and take them to where and what he wants to do
* Billy is starting to point to pictures to show what he would like to do when given a choice
* Billy is starting to use simple Makaton signs at home to get his needs met (toilet, food, drink)
 |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
|  to extend Billy’s use of communication – visual and Makaton  |  Staff to use visuals throughout school day (timetable) train in Makaton |  Cate and SLT |

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| **Does our young person have English as an additional language?** | Yes |  | No | X |
| If yes, is additional support required? Please state. |

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| **Mental Health and Emotional Wellbeing: including emotional regulation when our young person experiences a stressful situation** |
| Strengths: * Billy’s trusted adult are attuned to Billy’s emotions and use hand holding, Teddy and a tent (safe place) to support Billy’s co-regulation
* Billy is able to express his happiness through squealing
* Billy is always keen to ‘cuddle’ someone if he thinks they are upset
 |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| Billy to begin to use pictures or signs to tell us how he is feeling  | Visuals of emotionsELSA training |  Cate and lead SENCO |

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| **Executive Functioning Skills: Being able to plan, organise, monitor and carry out tasks throughout the day** (e.g. emotional regulation, memory, initiate task, shift from one task to another) |
| Strengths: * The adults understand how to ensure that Billy enters school feeling calm. Once he has dropped his teddy (he feels safe), he will engage in adult led activities.
* When activities are of interest to him Billy will engage and concentrate for extended periods of time. If he is engaged, he does not like to shift and move onto something else.
 |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
|  To engage in something for an amount of time and move onto another activity | Use a visual sand timer to show Billy ‘how long’  |  Class teacher and Cate |

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| **Preparing for Adulthood: friends, part of a community, skills to employment, skills to greater independence and skills to good health** (e.g. friendships, being part of clubs, playing with money, getting dressed. See guidance for more examples of skills from age 3 upwards) |
| Strengths: * Billy enjoys being part of the school and local community, he loves going for walks into the local village, smiling and waving at shopkeepers
* Billy enjoys being part of the dance club
* Billy is really capable physically and is able to dress himself, use the toilet and general self-help skills.... he enjoyed making a jam sandwich for lunch
* Billy loves his visual timetable as a way of chunking up his school day, he posts the activity into the ‘finished’ post-box when he has done it
 |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
|  To understand that when we go to a shop, we give something (money/card) in exchange for our goods |  Play shops in the home corner/maths. Go into the community to do some shopping and experience the exchange |  Class teacher |

**The PEP Meeting – collaborative discussion**

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| --- | --- | --- | --- | --- |
| **Do the Strengths and Needs accurately describe our child/young person?** (tick) | Yes   | X | No  |  |
| **If no, amend the section as appropriate to reflect our child/young person**Has been updated over the year |

**Action Planning SMART targets**

Remember a SMART target is: Specific, Measurable, Achievable, Realistic and Timed

What do we want our young person to have achieved by the next PEP and how we will know?

**Autumn term:**

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| --- | --- | --- | --- | --- |
| **Area of concern** (use assessment data)  | **SMART targets to address concerns**\* | **What will you do?**Specific actions/interventions. Who will be responsible?  | How will (EY)PP+ be spent to support meeting targets?  | **Review** (Achieved/ partially achieved/ not achieved)  |
| Emotional distress to coming into school (ready to learn)  | Billy will walk into school holding Teddy and Cate’s hand and into the classroom and sit in his place  | Cate will make a social story to show in picture how she will come out to meet Billy when his carer brings him to school. Billy will be allowed to bring Teddy (his comforter and transitional object). Cate and carer will read through his social story in preparation | Cate will attend social story writing workshop |  Achieved 80% |
|    |   |   |

\*Add and remove rows for number of targets required

**Spring term:**

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| --- | --- | --- | --- | --- |
| **Area of concern** (use assessment data)  | **SMART targets to address concerns**\* | **What will you do?**Specific actions/interventions. Who will be responsible?  | How will (EY)PP+ be spent to support meeting targets?  | **Review** (Achieved/ partially achieved/ not achieved)  |
|  Communicating choices     | Billy will be able to match a photo to an object (food)  | Take photos of biscuits and other foods and play matching games |  N/A |  |
| Billy will point to one of two pictures of biscuits at snack time and be given that choice to eat. (If Billy is distressed with this, go back to the pictures to show him how to choose the other) |  Every snack time have pictures of the biscuits for Billy to choose fromDiscuss with Speech and Language Therapist (SALT) for ongoing advice and support |  |

\*Add and remove rows for number of targets required

**Summer term:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of concern** (use assessment data)  | **SMART targets to address concerns**\* | **What will you do?**Specific actions/interventions. Who will be responsible?  | How will (EY)PP+ be spent to support meeting targets?  | **Review** (Achieved/ partially achieved/ not achieved)  |
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\*Add and remove rows for number of targets required

**Achievements**

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| **Please list any achievements linked to education/extra-curricular activities e.g. attendance, grades, activity, progress, engagement, wider community.** |
| Billy has really settled into school and has excellent attendanceBilly’s relationships in school are really developingBilly is making steps of progress in all areas and has a real talent for all thing’s music based and physical |

**Extra-curricular and additional activities**

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| We know that a sense of belonging and connections are important, what extra-curricular or additional activities is our child/young person engaged in, being invited to or interested in being a part of?  |
|     |
| **Is there anything we need to do to facilitate engagement in extra-curricular activities? State who is responsible.** |
| Now Billy is settled and feels happier to engage in activities, we will introduce him to more clubs to see which he likes.   |

**Transition planning**

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| --- | --- | --- | --- | --- |
| **Is our young person, due to transition to the next phase of education, employment or training?** (Tick as appropriate)  | Yes  |   | No  | X |
| **If yes, please detail transition plans below to ensure thorough discussions are held to inform next steps** e.g. has a school/college place been applied for, name next setting, dates starting new phase, detail support needed for positive transition including discussions with key staff at next school |
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**Preparation for post-16 (secondary only)**

|  |  |  |  |
| --- | --- | --- | --- |
| Tick as appropriate for Year 8-11   | **Offered**   | **Completed**   | **N/A at in current year group**   |
| **KS4 options meeting**   |    |    |    |
| **Work experience**   |    |    |    |
| **Careers advice**   |    |    |    |
| **Post-16 applications**   |    |    |    |
| **CV and work readiness support**   |    |    |    |

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| **Detail post-16 aspirations** e.g. What subjects do you like? What are your interests? What are your career ambitions? What would you like to study at university? Which university would you be interested in? |

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| Tick as appropriate   | Yes   | No   |
| **Post-16 bursary discussed**   |    |    |
| **Post-16 course requirements discussed e.g. equipment**   |    |    |

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| **If our young person did not attend the PEP meeting, who will feedback to them?** | Billy did not want to come today as he was so engaged in his class activities. Cate will use words and pictures to share what was talked about. Billy’s perceptions will be sought before the next meeting too. |

**Next review**

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| --- | --- |
| **Date of next review**(consider times and locality to include our young person**)** | 23 July 2021 |
| **Who to invite** (consider staff from next school or year group if due to transition) | CateDTCarersSALT |