

**Joe Bloggs’s Personal Education Plan**

**Date of review: 12.02.2022**

**ACADEMIC YEAR: 2021-2022**

**Primary (KS1 & KS2)**

**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:** Joe | | **Surname:** Bloggs | | | | | | | |
| **Name known by, if different:** | | | | | | | | | |
| **Legal status of young person:** Full Care Order | | | | | | | | | |
| **DOB:** 01.01.2013 | **Identifies (gender) as:** male | | **Ethnicity:** White & Black Caribbean | | | | | | |
| **Name of setting/school/provider:** Green 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 | |  | No | | x |
| **If yes, what is their main need?** | | | | | | | | | |
| **Does our young person have an EHCP?** | | Yes | | | |  | No | | x |
| **If yes, which local authority holds the EHCP?** | |  | | | | Date of Annual Review: |  | | |

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| **Carer/s** |
| Name: Ann Smith  Address: 1 Nottingham Street, Nottingham  Contact: email address & telephone number |
| **Social Worker** |
| Name: John Jones  Address: Meadow House, Mansfield, Nottinghamshire  Contact: email address & telephone number |
| **Virtual School or EY Specialist Teacher email:** emailaddress@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. |
| All contact with birth parents to be through social worker |

**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** | John Jones | x | x |
| **Foster/Residential Carer** | Ann Smith | x | x |
| **Designated Teacher (EY – Safeguarding)** | Mrs Designated Teacher | x | x |
| **Education staff** | Mr Teacher | x | x |
| **Key Adult** | Mr Teaching Assistant | x | x |
| **Achievement Officer** | Virtual School | x | x |

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| **What has gone well since we last met? (document successes)** |
| * Joe has maintained good friendships with at least 3 friends * Joe is able to regulate his emotions most of the time * Joe is working hard in all areas of the curriculum and always tries his best * Joe has achieved ‘star of the week’ twice this term for excellent behaviour and being a good role model |

**Hopes, dreams and future goals**

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| **Child’s/young persons:**I want to know all my times tables. When I am older, I would like to be an artist or a fire fighter. Art and PE are my favourite subjects. I like school most of the time and I am happier now that I have friends.     If our young person is not in the meeting, who has had this conversation with them? |
| **Adults’ best hopes for our child/young person:**   Ann: For Joe to be a confident young man who achieves his full potential.  For Joe to master his times tables!  Mrs Designated Teacher: I would like Joe to continue working hard so he can achieve his dreams for the future. I would like Joe to be happy in school. I hope Joe continues to build confidence and believing in himself.  John: My best hope for Joe, is that he is happy and successful in his life. I hope Joe continues to make good progress in school, so he maximises his career opportunities. |
| **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?     I really like Mr Teaching Assistant because I can always find him if I need help or if I am worried. I don’t think I need any more help than I am already getting. I don’t like music lessons because they are too loud. At break times I like playing football. |

**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** | Mrs Designated Teacher |
| **Our young person's trusted/key adult in education** | Mr Teaching Assistant |

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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.) |
| Greeted by key adult every morning. Key adult available at play times if needed – Joe knows where to find his key adults. Key adult checks in at end of lunch time so Joe can feedback about his lunchtime – lots of praise and opportunities for reflection – adult facilitates any peer relationship repairs if required. |

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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) |
| * Joe’s key adult in school is a positive male role model (Joe has a number of female models in his life) * School ‘culture celebration day’ once a term where we share the different foods, clothes and cultures that form our community - Joe enjoys sharing what he knows about his Jamaican heritage and a member of staff always brings a Jamaican dish to try * Inclusive and diverse curriculum design which includes core texts about different families and characters from different cultures. * Ann (foster carer) facilitates Joe’s family time with maternal and paternal grandparents at least once a month |

**Attendance/Exclusions**

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| **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 (%)** | 98% |
| **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** | | | | |
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**To be completed by education setting prior to meeting**

**Attainment and Progress** Key Stage 1 and Key Stage 2

**Historical Achievement:**

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| **EYFS outcome** | **Tick** | **KS1 outcome** (for KS2 only) | *Insert one of the following below:* ***GDS, EXS, WTS, PK 1-4, engagement model*** |
| Exceeding GLD |  | Reading | EXS |
| Achieved GLD (expected) |  | Writing | WTS |
| Not achieved GLD (emerging) | x | Maths | WTS |

**Current Year group:**   3

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| **Current Attainment** **& Progress**  Indicate below, if our child is currently meeting age-related expectations and if they are making expected or accelerated progress to narrow any gaps. | | |
| **What is our child’s current level of attainment & progress?** | **Current Attainment**  *Engagement model/pre-key stage/*Working towards ARE*/at ARE/exceeding* ARE | **Progress**  *Exceeding expected/expected progress/below expected progress* |
| **Reading** | ARE | Expected |
| **Writing** | working towards ARE | Expected |
| **Maths** | working towards ARE | Expected |

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

**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: Joe has positive relationships with all staff. He has formed close friendships with three peers in his class and he is beginning to make other friends. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To be able to work in a group without adult support. | Teacher/TA to give Joe a specific role. Adult to model good group work first. Regular praise and encouragement. | Mrs Davidson (class teacher) and Mr Teaching Assistant |

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| **Communication Skills: How does our child communicate to get their needs met?** | | |
| Strengths: Joe enjoys engaging in conversation about his interests. He enjoys sharing jokes with the class. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To feel confident to tell all adults what he needs or if he is worried. | Teacher to check in with Joe in between each session.  Visual for Joe to use if he wants to speak to an adult. | Mrs Davidson and Mr Teaching Assistant |

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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: Joe is usually very happy and smiley at school. Joe continues to build his confidence and he responds well to praise and encouragement. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To be able name emotions and identify why you might be feeling them. | Weekly ELSA sessions.  Emotion coaching (staff to attend spring term training).  All adults use wondering aloud when responding in the moment. | Mrs Harris (ELSA)  All staff (Mrs Designated Teacher) |

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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: Joe is able to confidently plan and carry out a task independently. He knows the school routine and no longer needs reminding about what to do next. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| N/A |  |  |

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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:** Joe has formed some good friendships and he is part of the school community. Joe enjoys attending school events and takes pride in showing his carers around his school. Joe has age-appropriate independent skills including getting dressed, tidying his room, laying the table. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To talk about my strengths and things I am good at. | Circle time opportunities.  CV writing to apply for class jobs. | Mrs Davidson  Mrs Davidson |

**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** | | | | |

**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) |
| **Maths**  To make exceeding progress (2 steps below ARE). | To solve word problems (using the 4 operations) by selecting the correct operation. | * Daily problem in maths lessons – Mrs Davidson to check 1:1 with Joe that he understands. * Suitable maths partner for Joe to support joint thinking & working * Set weekly homework problem online – Mrs Davidson (Ann to support completion at home) | Small group intervention  Online maths resource | A |
| To solve a calculation problem with 2 or more steps. | * Weekly reasoning intervention (small group) - Assistant Head Teacher * Access to concrete resources – Mrs Davidson | PA |
| **Writing**  To make exceeding progress (1 step below ARE). | To consistently use full stops and capital letters correctly. | * Visual checklist – Mrs Davidson * Teacher remind to check work and read aloud – Mrs Davidson * Voice recorder/sound button to support remembering sentences when writing – Assistant Head Teacher | Purchase sound button  SPaG intervention | A |
| To use commas, question marks and exclamation marks correctly 80% of the time. | * 1:1 SPaG (Spelling Punctuation and Grammar) intervention (weekly) – Mrs Davidson & Mr Teaching Assistant | PA |

**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) |
| **Maths**  To make exceeding progress (currently 1 step below ARE) | To consistently solve problems using different units of measure  (time, money etc.). | * Concrete resources available – Mrs Davidson * Concrete resources to use at home – Mrs Designated Teacher * Daily problem in maths lessons & Mrs Davidson to check Joe understands the problem | Concrete resources for home  Online maths resource |  |
| To have rapid recall of 3, 6 and 4 x table. | * Weekly times table group – Mrs Davidson & Mr Teaching Assistant * Online times table challenges – class teacher |  |
| **Writing**   To make exceeding progress (currently 1 step below ARE). | To consistently punctuate sentences correctly using a range of punctuation marks (full stops, commas, question marks, exclamation marks). | * 1:1 SPaG intervention (weekly) – Mrs Davidson & Mr Teaching Assistant * Continue to use visual checklist – Mrs Davidson * Continue to use sound button for long pieces of writing – Mrs Davidson | SPaG intervention  Pen with grip |  |
| To use diagonal and horizontal strokes to join letters in every day writing 50% of the time. | * 5-minute daily handwriting – class teacher * Get and use pen with supportive grip – Mrs Designated Teacher. DT to order by 14.4.20. |  |

**Summer 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) |
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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. |
| * Took part in Talent Show with a friend * Star of the Week for excellent behaviour * Star of the Week for being a good role model * Certificate for peer reading – reading to Foundation Stage pupil once a week * Excellent attendance |

**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? |
| Joe starts basketball club this week on Wednesdays after school |
| Is there anything we need to do to facilitate engagement in extra-curricular activities? State who is responsible. |
| Joe has said he would be interested in going swimming – Ann will look into this |

**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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| **If our young person did not attend the PEP meeting, who will feedback to them?** | Joe attended his meeting |

**Next review:**

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| **Date of next review** (consider times and locality to include our young person**)** | 12.6.22 |
| **Who to invite** (consider staff from next school or year group if due to transition) | John, Ann, Mrs Designated Teacher, Mr Teaching Assistant, year 4 class teacher to support transition, ELSA |