

**Joanne Bloggs’s Personal Education Plan**

**Date of review: 6.6.22**

**ACADEMIC YEAR: 2021-2022**

**Secondary (KS3 & 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:**  Bloggs | | **Surname:**  Joanne | | | | | | | |
| **Name known by, if different:** Jo | | | | | | | | | |
| **Legal status of young person:** s20 | | | | | | | | | |
| **DOB:**  1.1.08 | **Identifies (gender) as:** Female | | **Ethnicity:**  White British | | | | | | |
| **Name of setting/school/provider:**  **Nottinghamshire Secondary School** | | | | | | | | | |
| **Is the setting/school/provider in Nottinghamshire LA?** (Tick) | | | | Yes | X | | No |  | |
| **Key Stage:** 3 **Year:** 9 | | | | | |  | | | |
| **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: Mrs. I Care  Address: 1 Main St  Notts  Contact: 01234 5678910  Irene.care@hotmail.com |
| **Social Worker** |
| Name: Ms. S Worker  Address: Meadow House  Mansfield  Contact: 03456 7891011  Social.worker@nottscc.gov.uk |
| **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. |
| Parents have agreed not to attend / contact school, so please inform SW if this happens. Do not allow Joanne to see parents if they arrive at 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** | Ms. S Worker | X | X |
| **Foster/Residential Carer** | Mrs I Care | X | X |
| **Designated Teacher (EY – Safeguarding)** | Ms. Designated Teacher | X | X |
| **Education staff** | Mr Teacher | X | X |
|  | Ms TA | X | X |
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| What has gone well since we last met? (document successes) |
| * The adults are starting to attune with Jo and understand her behaviours as unmet needs * Jo has experienced less fixed term exclusions * Jo is starting to trust certain adults in school * Jo is starting to maintain a positive friendship group |

**Hopes, dreams and future goals**

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| **Child’s/young persons:**  Jo:   * wants to be able to spend more time with her family, especially her younger siblings * enjoys her animal care but would like to do something with children * wants a home when she is older that is all hers and she can feel safe in      If our young person is not in the meeting, who has had this conversation with them? Jo did not want to join today’s meeting but talked to her TA about what was important to her |
| **Adults’ best hopes for our child/young person:**   That Jo:   * attends school * has the skills to manage difficult situations * does well at school so she can fulfil her dreams |
| **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?    That sometimes she feels blamed when things go wrong and when she feels bullied, she is never believed (that is better now as TA listens)  That sometimes ‘I am upset when I come into school as I have had a visit with my little sisters cancelled and I can’t concentrate properly.’ |

**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** | Ms. Designated Teacher |
| **Our young person's trusted/key adult in education** | Ms. TA |

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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.) |
| 1:1 support with Ms TA for 2 hours each day – 1 hour at the beginning of the day and 1 hour after lunch, to help with regulation.  A safe space is provided at break and lunch times where Joanne can take a friend to a calming environment.  Joanne has a “time out” card, which she uses if she feels she is struggling to cope in a lesson.  Joanne has a peer mentor who meets her once a week, and regularly “checks in” with Jo.  Joanne regularly visits her head of year and talks through any concerns she has. |

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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) |
| Jo’s birth family are Christian, and Jo is keen to explore this for herself. Jo’s carers are not practising Christians but are offering her the opportunity to go to Church each week. School celebrate Christian (and other religions) festivals. Jo is also attending youth club on a Friday evening at the Church Hall. |

**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 (%)** | 92% |
| **If below 95%, what actions are being taken or planned?** | Foster carers and schoolwork closely together to support Jo with potential anxiety related non-attendance (ARNA) and use the ARNA materials to support. Relationships are maintained and Jo is offered a safe place to come back to school and resolve any issues with the support of staff. |

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| **Does our child/young person access alternative provision?** (Tick as appropriate) | Yes | X | No |  | N/A |  |
| **If yes, please provide details** (what, where, how many hours?) | | | | | | |
| 2 hours at Meadow View Stables every Friday afternoon, completing a BTECT level 1 in animal care. | | | | | | |

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| **Exclusions**  **Since the last PEP, has our young person had any fixed term exclusions?** | Yes | X | No |  |
| **If yes, how many days/sessions of education were missed?** | 1 day | | | |
| **Actions to prevent further exclusions** | | | | |
| Meadow View Stables, Peer mentor. | | | | |

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

**Attainment and Progress** Key Stage 3 and Key Stage 4

(to be completed by education setting prior to meeting)

**Year group:**   9

**Historical achievement**

|  |  |
| --- | --- |
| **KS2 outcomes** | *GDS, EXS, WTS, PK 1-6, engagement model* |
| Reading | WTS |
| Writing | WTS |
| Maths | WTS |

**Current Attainment and Progress - Key stage 3 & 4**

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| --- | --- | --- | --- | --- |
| **Subject** (e.g. GCSE, BTEC, vocational courses) | **Target grade**  (end of KS) | **Current grade** | **Progress**  *Exceeding expected/expected progress/below expected progress* | **Interventions/**  **support** |
| English Language | 4 | 2 | expected | small group intervention |
| English Literature | 4 | 2 | expected | Small group intervention |
| Mathematics | 4 | 3 | expected |  |
| Science | 4 | 1 | below expected | After school revision sessions for chemistry and biology |
| **Other subjects studied (please list)** |  |  |  |  |
| History | 4 | 2 | below expected | Revision guides purchased |
| French | 4 | 2 | expected |  |
| Art | 4 | 1 | below expected | equipment purchased to catch up on portfolio work at home |
| RE | 4 | 3 | expected |  |
| Food Technology | 5 | 4 | Exceeding expected |  |
| BTEC in animal studies | Pass | Pass | Expected |  |

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| Paste progress data here e.g. school tracking |

**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:   * Jo is popular with the small group of friends she has * Jo is starting to explore what relationships are important to her * Jo has a positive relationship with her head of year who she is beginning to trust to open up about how she feels | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To understand what a healthy and safe relationship is | Small group PSHE/ELSA | Head of year and form tutor |

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| **Communication Skills: How does our child communicate to get their needs met?** | | |
| Strengths:   * When Jo is calm, she is able to articulate her thoughts and feelings to those she trusts * Jo is able to engage in conversations aimed to repair relationships (restorative) with people she trusts. She is very reflective and articulate. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| When Jo gets upset/frustrated she shows you with her behaviour | To support Jo through emotion coaching and Restorative conversations | Head of year |

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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:   * Jo is starting to open up to her TA when she is feeling upset and starting to explain ‘what happened’ and ‘how she is feeling * Jo is able to name the emotions: happy, sad, upset, angry * When the adults are attuned to Jo’s emotions, they are able to support her prior to her becoming overwhelmed and needing to show her distress through her behaviours | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To understand and name the emotions frustrated and jealous, rather than angry | Emotion coaching | Form tutor/TA |

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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:   * Jo is starting to forward plan; she looks at her diary prior to each day and packs her own bag with the correct books/equipment * When Jo is supported through chunking of tasks, she is able to work through and complete them * When Jo has the instructions clearly stated (knows what the finished work should look like) she is committed to doing the task | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To increase strategies to support planning | Explicitly teach Jo how we are able to plan tasks (list making etc) | TA |

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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:   * Jo’s friendship groups are positive, and she is beginning to experience and become a greater part of her local community through her clubs * Jo’s self-help skills are a real strength, she is able to plan outfits, use transport safely * Jo is incredibly caring of younger children, especially her younger siblings * Jo is able to use money and is very aware where she is being short changed | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To explore what Jo would like to do for a job | Work readiness | DT/careers advice |

**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**  Updated | | | | |

**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 be able to answer rapid fire x tables questions (2-12 x tables) with at least 90% accuracy | Practise daily at home and in school. Use of times table Rockstars (as motivator for Jo) | TT Rockstars | A 95% |
| Mental Health and wellbeing | To name emotions happy, sad, excited, angry, disappointed | Get ELSA to support this work with her trusted TA | ELSA training | 90% A |
| To say what makes her feel above |

\*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) |
| English | To adopt more than one viewpoint in two written pieces over the next half term | Use drama techniques to have different perceptions of a text | Targeted intervention based on whole class texts | An 80% |
|  |
| Relationships | To name 5 reasons why relationships need to be safe | TA to work as a 1:1 to complement the whole class PSHCE sessions | N/A |  |
| To name 5 things that make a safe relationship is |  |

\*Add and remove rows for number of targets required

**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) |
| English | Use rhetorical questions and dialogue in written pieces 70% of the time | Rehearse learning and provide opportunities for additional learning and reflection in 1:1 time. TA to support ongoing class lessons | 1:1 in class and targeted intervention |  |
|  |
| Maths | To recognise and simplify fractions when they are not presented in their simplest form | Play the fractions game daily when in 1:1 with TA | 1:1 in class and targeted intervention |  |
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| Preparing for the world of work | To name 5 jobs that Jo would like to find out about | Careers advice  Work readiness project  Explore work experiences  TA and form tutor | 1:1 |  |
| To have experience of a job role (visit a workplace) |  |

\*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. |
| Youth club attendance award  Animal studies pass |

**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? |
| Church and youth club |
| Is there anything we need to do to facilitate engagement in extra-curricular activities? State who is responsible. |
| Jo would like to get fitter and wants to join a gym – carer to explore this. School to support Jo to use the school gym if she would like |

**Preparation for post-16 (secondary only)**

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

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| **Detail post-16 aspirations** e.g. What are your interests? What subjects do you like? What are your career ambitions? What would you like to study at university? Which university would you be interested in?  Something in childcare. School to explore professions related to this –e.g. nursery teacher, paediatric nursing, nursery nurse. Explore pre-16 university programmes and events. |

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

**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?** | TA to feedback to Jo in 1:1 time and to thank her for her contributions. |

**Next review:**

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| --- | --- |
| **Date of next review** – consider times and locality to include our young person | 23.10.22  Period 5 on a Monday (Jo’s preference) |
| **Who to invite** (consider staff from next school or year group if due to transition) | Social worker  Form tutor  Head of year  TA  DT  Carer  Careers advice staff  Virtual School to advice on Work Readiness Programme |