

This is my Primary School Personal Education Plan (PEP)

Date of this PEP meeting	26-Jan-2022
This is my PEP for the	Spring Term
This is my initial PEP	No
Date of next CLA Review	15-Mar-2022

My Personal Information

Name	***Child's name*** **** * *****
Any previous names	None
Date of birth	27-Nov-2012
Gender	M
Nationality	British
Ethnicity	A1 - White British
Special cultural requirements	None
First language	English
CLA start date	22-Oct-2019
Current legal status	CLA - C2 - Full care order

Number of placements since coming into care: 1

Type of current placement: Living with other relative

Other details:

Date started at current placement: 09-Mar-2020

School / setting: PRESTON GREENWAY PRIMARY SCHOOL

Unique Pupil Number (school children only): G372638476293

Previous school / setting:

Reason for leaving this school / setting:

About the People who Support Me

Social Worker: *****

Social Worker Email: *****@lancashire.gov.uk

Designated Teacher: *****

Current Involvements

Role	Professional	Started On	Department	Telephone
Allocated Case Worker	*****	02-Aug-2021	Children in our Care Team 15 - Burnley	07463 273476
Independent Reviewing Officer	*****	26-Apr-2019	SIA Safeguarding IROs	07439 437774
Supervising Social Worker	*****	25-Mar-2019	Support to Permanence Burnley Pendle	01772 532547

People with Parental Responsibility

Relationship	Name
Parent	*****

Other People who Support Me

Name	Relationship to Child
*****	Father
*****	Partner of connected carer, Chelsea
*****	Carer/sister

Permissions

Any restrictions on contact with birth family or others: ***Child's name*** does not have regular contact with *****. There are also restrictions in place for other family members- brother ***** , whom ***Child's name*** does not wish to see.

Who is the first point of contact in an emergency? ***** – 07435 543456

Who will respond to communications from school / setting? *****

Who is permitted to pick me up from school / setting? *****

Who is not permitted to collect me? No other persons without prior permission.

Any other issues relating to family time: n/a

Who should education reports be sent to? *****

Carers
Birth Family

Permission for trips will be given by: Carers for day trips

My Health

Health Needs

	Name	Contact Details
CLA Nurse	Virgincare - Nicola Jackson	0300 247 0040
GP	Padiham Group Practice	01282 731333
School Nurse		

Medical conditions (including allergies, medical diagnosis, etc.): ***Child's name*** is in good physical health. There were prior concerns earlier this year due to ***Child's name*** having some physical tics, although these have now subsided. This will continue to be monitored. ***Child's name*** also now wears glasses and regular optician's appointments will be attended for his annual review.

Current medication: None.

Any additional support from outside agencies (e.g. CAMHS, Educational Psychologist, Speech and Language Therapist): Accessed BLNW support but this has ceased due to ***Child's name*** feeling he was in a much better place and felt he no longer needed this support.

My emotional health and wellbeing

Comment on resilience, self-regulation, etc. (if using Ferre Laevers Wellbeing and Involvement Scales, please comment on levels): ***Child's name*** is noted to sometimes get angry when he is at home, but this more centres around playing on his PlayStation or when he is on his tablet.

This aside, ***Child's name*** is a happy child who is able to talk about any worries he may be having with his sister and carer Chelsea, although asserts he has no particular worries.

Strengths and Difficulties Questionnaire (SDQ)

A score of 16 or above suggests that the pupil may have emotional wellbeing needs which should be addressed in the PEP

Date SDQ completed: 27-Aug-2021

SDQ score: 6.0

My Voice



Have the views and feelings of the child / young person been collected before the PEP meeting? Yes

How have you collected these views? Questionnaire and discussion with ***Child's name*** and his keyworkers in school

Are these views attached to the PEP? Yes

What are the long term targets / dreams of the child or young person? Want to be an engineer or a mechanic

How will these be supported? Through his academia and having the opportunities to talk about careers in school and out of school. through PSHE curriculum, school trips and visitors in school.

How will the child's or young person's views impact on this PEP? It allows school to further understand ***Child's name*** and get to know him more, what he likes and dislikes. it gives us the opportunity to plan support and any further intervention around his needs both short and long term by assessing his progress and comparing his emotional health and wellbeing from his questionnaire to that of how he presents in school both in class and out of the playground also. This also allows ***Child's name*** some time to reflect and time to understand how he feels, what he wants and the path he chooses to take in life giving him the confidence to aim high. School will continue to teach self help skills to ***Child's name*** to help him move forward and be the best person he can be. This will be done through assessments, learning and understanding our schools values, accessing the PSHE curriculum, opportunities for professionals to visit school sharing information further up his years in school ready for transition to high school and the discussions around careers, job opportunities and further education.

Celebration

I think: I am doing well in school.

My Parent / Carer thinks: I am doing brilliantly and can see a marked improvement in their social relationships. They are proud of how hard I am working with my school work and the progress that I am making.

My Designated Teacher thinks: ***Child's name*** continues to do well in school, he has really settled in to Year 4 and continues to make progress. ***Child's name*** seems happy and always wants to please adults in school and enjoys praise. ***Child's name*** produces amazing pieces of work and always contributes well to

class discussions. Keep up the good work ***Child's name*** you continue to be amazing!

My Social Worker thinks: ***Child's name***, I know you work so very hard at school and it shows as you are continuing to make great progress! Your attendance remains excellent and you have lots of friends in school. I know you will have a bright future ahead of you and you have great aspirations, including to be an engineer. I think if you work hard enough, you will soon be able to afford that mansion you would like to buy with your family. Keep up the great work

My Achievements Since Last PEP

My Achievement	Details
Continuing to push himself to better himself	***Child's name***, in Maths is working so hard he completes all his work and is able to move on to the daily challenges set - well done!

My Learning and Attainment



My School Information

School name	***** PRIMARY SCHOOL
Year group	4
Date of admission	01-Sep-2017
Address of school	***** Greenway, Preston, Lancs PR1 7UD
Telephone number	01772 426 745
Nation:	England
Local Education Authority:	Lancashire
Head Teacher	Mr. * *****
Designated Teacher	Mrs* *****
Type of provision	Mainstream

Details (if option 'Others' is selected):	
Date of next parents' evening / information evening	19-Apr-2021
Who will attend to support the child / young person?	Foster Carer / Parents

How many previous schools has the child / young person attended?	0
Details:	

My Attainment and Progress

In KS1 and KS2 a child may receive a scaled score. A scaled score of 100, indicates that they are working at the expected standard, a scaled score of 100 or more indicates that they are working above the expected standard, a scaled score of below 100 indicates they are working below the expected standard.

Key Stage 1 Phonics Test

Score	Year 1 or 2	Threshold Reached – Yes or No
40/40	Year 1	Yes

End of Key Stage 1 Tests

	Reading	Writing	Speaking and Listening	Maths	Science
Actual Attainment	102	ARE	ARE	106	ARE

End of Key Stage 1 Teacher Assessment (Using Statutory Framework)

	Reading	Writing	Speaking and Listening	Maths	Science
Actual Attainment	ARE	ARE	ARE	ARE	ARE

End of Key Stage 2 (Tests) + Writing Teacher Assessment (Using Statutory Framework)

	English Reading	Spelling, Punctuation and Grammar (SPAG)	Maths (including mental arithmetic)	Writing (Teacher Assessment)
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Actual Attainment	Expected	Expected	Expected	Expected
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Current Attainment

	English Reading	English Writing	Maths
My Target Grade	Year 4 Deeper Learning	Year 4 Deeper Learning	Year 4 On Track
My Current Grade	Year 4 Deeper Learning	Year 4 Deeper Learning	Year 4 On Track
At/above/below age related expectations	Above	Above	At

My Overall Progress

Progress	Attendance	Wellbeing	Behaviour	Danger of Permanent Exclusion
Green: achieving targets	Green: 95%+	Green: thriving	Green: no issues	Green: no risk
Amber: slightly below targets	Amber: 90-94%	Amber: some issues but responding to support	Amber: some issues but responding to support	Amber: some risk
Red: very limited or no progress	Red: 89% and below	Red: regular concerns	Red: Fixed term exclusions	Red: high risk

Progress Check	Progress Red, Amber, Green	Attendance Red: 89% and below, Amber 90-94%, Green 95% +	Wellbeing Red, Amber, Green	Behaviour: Red, Amber, Green	Exclusion risk: Red, Amber, Green	Am I at Age Related Expectations (ARE)?
Autumn	Green	Green	Green	Green	Green	Yes
Spring	Green	Green	Green	Green	Green	Yes

Summer						
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My Designated Teacher to share a summary of how I am doing in school (any comments / views):

Child's name is working above in English and at age related expectation for his other subjects and is continuing to make progress. ***Child's name*** is a lovely boy who is usually happy and caring. He works hard in class and is well liked by all his peers.

Overall ***Child's name*** is a delight to have in school and has secure friendships and is doing well academically and we hope with continued support he will continue to do well.

Language and Communication

Does the pupil have any difficulties in speech or communication? No

Does the child have additional educational needs? No

Is the child / young person subject to an Education, Health and Care Plan? No

Emotional Health and Wellbeing

How are you assessing emotional health and wellbeing? Through observations in class and out on the yard. Learning Mentor check ins along with his Class Teacher and Inclusion Manager. Also through pupil voice via questionnaires and discussions on a 1:1 basis or as a group.

What does this assessment tell us? That ***Child's name*** has had some adverse childhood experiences (ACES) and did find it hard to understand why things have happened in the past as they have, and how to deal with what this brings up for him. Through support and guidance ***Child's name*** shows good resilience and is building trust in adults more. He will often talk about home life and all the things they get to do, he is happy and also when he has contact time with his Dad, he always has a big smile on his face when he talks about this family time, which shows he is happy and settled with how things are for him at present.

How are emotional health and wellbeing needs to be supported? Class teacher and other adults in school regularly checking on with him and through observations.

Risk Assessment

Is there a current risk assessment in place at school? No

If yes, please give reason:

Attendance and Exclusions:

Attendance

	Autumn Term	Spring Term	Summer Term
Attendance (this current academic year)	100	100	

Notes: 100% attendance and punctuality

Exclusions

	Autumn Term	Spring Term	Summer Term
Fixed term exclusions to date this academic year (total number of days)	0	0	

Notes: There have been no fixed term exclusions

Alternative Provision (if applicable)

Name of alternative provider:

Contact name and email for the alternative provider:

What is the pupil studying at this provision?

How many hours education is the pupil accessing in alternative provision?

How many hours in total is the pupil accessing education?

Is there a risk assessment in place?

Who is quality assuring the provision and how is this carried out?

Is the pupil's attendance tracked daily whilst in the provision?

My Plans

Action Plan

Targets should address learning and emotional, social and mental health needs.

Please agree at least 3 SMART targets for each term. Further rows can be added if necessary.

Please evaluate progress before next PEP meeting

Term	SMART targets to meet identified needs	Interventions	Evaluation
Autumn	English - To continue to read regularly and develop his understanding of inference questions when answering comprehension questions	Modelling of presentation and expectations. Practice. Allow extra time if needed for re reading to enable ***Child's name*** to answer comprehensions questions. Verbal and written feedback. Class Teacher discussions regarding self-checking and re reading to encourage independence and consistency. Rough work book to transfer into best work. Opportunities to access the school library and various texts within school. Talk about what he likes to read and allow him time to find these texts and opportunities for class and independent reading.	***Child's name*** needs to read regularly at home so he can access rewards, prizes to support home reading. His current assessment scores shows evidence that he answer retrievable questions and inference questions.
Autumn	Maths - ***Child's name*** to continue applying his knowledge to solve written problems requiring more than one operation	Modelling of presentation and expectations. Practice. Allow extra time if needed for re reading and checking his written answers. Opportunities to discuss written problems either in a group or 1:1 about methods and workings out and what the question is asking him to do. Verbal and written feedback. Teaching ***Child's name*** mathematical terminology to use when talking about how	***Child's name*** shows he is retaining his knowledge of key concepts learnt this year and continues to do well in assessments

		<p>he has solved a question. Giving ***Child's name*** the opportunity to explain his answer to know that he has understood the question and knows which operation it is asking him to use.</p>	
Autumn	<p>SEMH - for ***Child's name*** to continue to maintain appropriate behaviours in school and to continue to believe in himself and know he is doing well.</p>	<p>access to Learning Mentor during classroom time. all adults to model appropriate behaviours and speech. Explain to ***Child's name*** the consequences of why he shouldn't react in the way he does to further his learning and understanding of appropriate behaviour. Set clear expectations of desired behaviours throughout the school day. ***Child's name*** to continue to follow the school values and all adults to use these when talking about appropriate behaviour in and around school.</p>	<p>***Child's name*** is doing well both in class and outside on the yard. He has good friendships which are becoming more solid which in turn is giving him that self-belief that he is doing well.</p>
Spring	<p>English - ***Child's name*** to use some year 4 higher level vocabulary in at least $\frac{3}{4}$ of all his written work.</p>	<p>Modelling of key Year 4 vocabulary and expectations. Practice. Allow extra time if needed for re reading to enable ***Child's name*** to check over vocabulary used in his written pieces of work and answer to questions. Verbal and written feedback. Class Teacher discussions regarding self-checking and re reading to encourage independence and consistency. Rough workbook to transfer into best work. Opportunities to access the school library and various texts within</p>	

		<p>school to enhance his vocabulary range.</p> <p>Talk about what he likes to read, modelling key vocabulary and allow him time to find this in texts with opportunities for both class and independent reading.</p>	
Spring	<p>Maths - For ***Child's name*** to take on the challenging questions in maths when given the option at least 50% of the time.</p> <p>To use the system of the 5XB's before immediately asking staff for help.</p>	<p>Modelling of presentation and expectations.</p> <p>Practice.</p> <p>Allow extra time if needed for re reading and checking his written answers.</p> <p>Lots of praise and reward for completing challenges.</p> <p>Opportunities to discuss further challenges either in a group or 1:1 about methods and workings out and what the question is asking him to do.</p> <p>Verbal and written feedback.</p> <p>Teaching ***Child's name*** mathematical terminology to use when talking about how he has solved a question and those further challenges.</p> <p>Giving ***Child's name*** the opportunity to explain his answer to know that he has understood the question and knows which operation it is asking him to use.</p>	
Spring	<p>SEMH - ***Child's name*** to use appropriate behaviours in school -especially when faced with challenging situations and to continue to believe in himself and know he is doing well.</p>	<p>Access to Learning Mentor during classroom time.</p> <p>All adults to model appropriate behaviours and speech.</p> <p>Explain to ***Child's name*** actions and consequences to further his learning and understanding of appropriate behaviour.</p> <p>Set clear expectations of desired behaviours</p>	

		<p>throughout the school day.</p> <p>***Child's name*** to continue to follow the school values and all adults to use these when talking about appropriate behaviour in and around school.</p>	
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How is PPG+ to be used this term to support the targets?

- Access to the Inclusion Team - Learning Mentors / Inclusion Manager for support
- Access to extra curricula clubs
- Access to breakfast and after school care
- Access to further academic intervention as and when required
- School trips
- School visitors to support ambition and career aspiration

How my carer(s) / parent(s) will support me to meet my targets: To be aware of ***Child's name***'s targets and continue to support ***Child's name*** with homework, especially home reading. Liaise with school and raise any concerns from ***Child's name*** so we can continue to support his needs.

How my social worker will support me to meet my targets:

To be aware of ***Child's name***'s targets and have regular check ins with ***Child's name*** and his carers to know that he remains on track and raise any concerns to ensure they are being supported as best they can be.

Planning and Supporting Transition

This is to be completed when there are any significant transition points such as end of year 6, a change of school or setting. Please focus on the preparation for change i.e. relationships with new adults and peers, routines, curriculum.

Are there any transitions due for the child? Yes

Name of new school or setting: Year 5

Key contact within new school or setting: Mrs *****

What contact is planned with the new school or setting?

- 1:1 meeting with new teacher to discuss what to expect in year 5.
- ***child's name***** to attend 5 lessons with the current year 5 class in the summer term to help them get used to the new setting and teacher.
- Whole year class will be doing 4 induction sessions with the new year 5 teacher

Was the contact person from the new school or setting invited to this PEP meeting?

Yes

Did they attend?

Yes

Are there any concerns about this transition?

There are no concerns at thrr present time but we will monitor the situation and regularly check up on ***child'sname*** and will also liaise with their carers.

What will be done to prepare the young person for a smooth transition?

Action	By Whom	By When
5 sessions to attend in yr 5 in summer term.	Mrs*** to arrange	End of June
1:1 meeting with Mrs ***of year 5	Mrs ***	Before Easter
Attend 4 short induction lessons with class	Mrs *****	During July
Meeting with carers and new teacher	Mrs *****	June
Meeting between year 4 and year 5 teacher to Had over	Mrs*** and Mrs *****	June

Attendees and Next PEP Meeting

People who attended this PEP meeting

Role / Relationship	Attended	Name	Comments
Child / Young Person	Yes	***Child's name*** *****	
Social Worker	Yes	***** *****	
Carer(s)	No	***** *****	Apologies received and update from Chelsea given at the PEP and also update given to ***** afterwards by Social Worker.
Parent(s)	Yes	***** *****	
Designated Teacher	Yes	***** *****	
Other			

Next Steps

Is this the child / young person's final PEP? (e.g. due to no longer being looked after): No

Date of next PEP review meeting: 25-Apr-2022

Have any documents such as pupil voice been attached?:

Yes

Virtual School Headteacher: Audrey Swann

virtuelschool@lancashire.gov.uk