

## This is my Primary School Personal Education Plan (PEP)

Date of this PEP meeting	19-Jan-2022
This is my PEP for the	Spring Term
This is my initial PEP	No
Date of next CLA Review	17-Mar-2022

### My Personal Information

Name	****CHILD'S NAME**** **** *****
Any previous names	
Date of birth	17-Oct-2012
Gender	M
Nationality	British
Ethnicity	A1 - White British
Special cultural requirements	
First language	
CLA start date	14-Apr-2020
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:** 27-May-2020

**School / setting:** \*\*\*\*\* SPECIAL SCHOOL

**Unique Pupil Number (school children only):** C434567543234

**Previous school / setting:** The Alternative School

**Reason for leaving this school / setting:** Specialist school needed.

### About the People who Support Me

**Social Worker:** \*\*\*\*\*

**Social Worker Email:** \*\*\*\*\*.\*\*\*\*\*2@lancashire.gov.uk

**Designated Teacher:** Mrs S Merry

### Current Involvements

Role	Professional	Started On	Department	Telephone
Allocated Case Worker	*****	05-Mar-2021	Children in our Care Team 15 - Burnley	07493 453 546
Independent Reviewing Officer	*****	10-Dec-2019	SIA Safeguarding IROs	07439 563 847

### People with Parental Responsibility

Relationship	Name
Parent	*****

### Other People who Support Me

Name	Relationship to Child
K****	grandma/carer
S****	grandad/carer

### Permissions

**Any restrictions on contact with birth family or others:** No unsupervised contact with mum.

**Who is the first point of contact in an emergency?** K\*\*\*\* \*\*\*\*\* – 07476 326475

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

**Who is permitted to pick me up from school / setting?** K\*\*\*\* and S\*\*\*\* \*\*\*\*\*.  
Mum \*\*\*\*\* if accompanied by above - BUT NOT ALONE.

**Who is not permitted to collect me?** Mum \*\*\*\*\* IF ALONE.

**Any other issues relating to family time:** No.

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

Carers  
Social Workers

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

## My Health

### Health Needs

Name	Contact Details
------	-----------------

<b>CLA Nurse</b>	Donna McIntyre	07971372006
<b>GP</b>	Dr *****	London Road Medical Centre London Road Preston PR1 4RT 01772 345346
<b>School Nurse</b>		

**Medical conditions (including allergies, medical diagnosis, etc.):** ADHD.

**Current medication:** N/A

**Any additional support from outside agencies (e.g. CAMHS, Educational Psychologist, Speech and Language Therapist):** Educational Psychologist working with \*\*\*\*CHILD'S NAME\*\*\*\* and classroom teacher to provide strategies for in class and during playtimes. Meet with \*\*\*\*CHILD'S NAME\*\*\*\* Bi-weekly.

**Specialist equipment required:** N/A

## 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 quite resilient and is not put off to try again with things that he has struggled with. \*\*\*\*CHILD'S NAME\*\*\*\* does struggle to self-regulate and exhibit the correct responses to his emotions. \*\*\*\*CHILD'S NAME\*\*\*\* is being supported with this, particularly in how to articulate how he is feeling in order to express himself correctly and appropriately.

### 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:** 01-Jun-2021

**SDQ score:** 28.0

## 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?** 1:1 chat with TA

**Are these views attached to the PEP?** Yes

**What are the long term targets / dreams of the child or young person?**

\*\*\*\*CHILD'S NAME\*\*\*\* wants to be a footballer in the future.

**How will these be supported?** \*\*\*\*CHILD'S NAME\*\*\*\* will be supported and encouraged to improve his physical fitness and football skills.

**How will the child's or young person's views impact on this PEP?** \*\*\*\*CHILD'S NAME\*\*\*\* will be provided with support from school and home; working together to meet the outcomes relating to his EHC plan and PEP. \*\*\*\*CHILD'S NAME\*\*\*\* receives daily Thrive sessions in the afternoons to support his SEMH and well-being. Annual and termly targets have been set and will be reviewed termly to ensure progression with regard to his SEMH and academia.

**Extra Curricular Activities:** Playing football with his friends.

**Celebration**

**I think:** I think I'm doing really well at school especially with my English work and making friends.

**My Parent / Carer thinks:** Very happy with the progress he is making at school with his work and behaviour and his behaviour has improved at home too. \*\*\*\*CHILD'S NAME\*\*\*\* seems much happier since the move to the new school, however it is still a struggle to get \*\*\*\*CHILD'S NAME\*\*\*\* to do school work such as spellings and reading when he is at home.

**My Designated Teacher thinks:** \*\*\*\*CHILD'S NAME\*\*\*\* continues to be settled and happy at school. He tries hard and seems to enjoy school. I would love to see \*\*\*\*CHILD'S NAME\*\*\*\* continue to practise with his reading in and out of school.

**My Social Worker thinks:** \*\*\*\*CHILD'S NAME\*\*\*\* has made fantastic improvements since being at \*\*\*\* Special School. His attitude has improved and he enjoys attending school more. It is now less of a struggle in getting \*\*\*\*CHILD'S NAME\*\*\*\* into school each day and he is showing good progress with his learning.

**My Achievements Since Last PEP**

My Achievement	Details
Baseline Autumn Y4 Reading 31% PS3 Writing 21% PS3 Spoken language 24% PS3 Number 38% PS3 Measure & Geometry 27% PS3 Statistics 29% PS3	End of Autumn term: Reading 61% Progression steps 3 Writing 59% Spoken language 58% Progression steps 3 Number 75% Measure & Geometry 70% Progression steps 3 Statistics 50% Progression steps 3

# My Learning and Attainment



## My School Information

**School name** \*\*\*\*\* SPECIAL SCHOOL

**Year group** 4

**Date of admission** 02-Sep-2021

**Address of school** \*\*\*\*\* SPECIAL SCHOOL,  
\*\*\*\*\* SPECIAL SCHOOL Shady Lane  
\*\*\*\*\*  
Preston  
  
PR4 5TF

**Telephone number** 01706 213048

**Nation:** England

**Local Education Authority:** Lancashire

**Head Teacher** Mrs \*\*\*\* \*  
**Designated Teacher** Mrs \*\*\*\*\*

**Type of provision** GLD

**Details (if option 'Others' is selected):**

**SEND Category:** SEMH

**Is this provision day or residential?** Day

**Date of next parents' evening / information evening** 22-Mar-2022

**Who will attend to support the child / young person?** Grandma/carer K\*\*\*\* \*

**How many previous schools has the child / young person attended?**

2

**Details:** \*\*\*\*\*Primary School  
TAS Burnley

## 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
83	87	No

### End of Key Stage 1 Tests

	Reading	Writing	Speaking and Listening	Maths	Science
<b>Actual Attainment</b>					

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

	Reading	Writing	Speaking and Listening	Maths	Science
<b>Actual Attainment</b>	Specialist Assessment – E.G. Pivots/B Squared/The Engagement Model etc. – <i>Please see attachment for details</i>				

### 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)
<b>Actual Attainment</b>	Entering	Entering	Entering	Entering

### Current Attainment

	English Reading	English Writing	Maths
<b>My Target Grade</b>	Year 1 On Track	Year 1 On Track	Year 1 On Track
<b>My Current Grade</b>	Year 1 Below	Year 1 Below	Year 1 Below

<b>At/above/below age related expectations</b>	Below	Below	Below
--	-------	-------	-------

## My Overall Progress

<b>Progress</b>	<b>Attendance</b>	<b>Wellbeing</b>	<b>Behaviour</b>	<b>Danger of Permanent Exclusion</b>
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

<b>Progress Check</b>	<b>Progress</b> Red, Amber, Green	<b>Attendance</b> Red: 89% and below, Amber 90-94%, Green 95% +	<b>Wellbeing</b> Red, Amber, Green	<b>Behaviour:</b> Red, Amber, Green	<b>Exclusion risk:</b> Red, Amber, Green	<b>Am I at Age Related Expectations (ARE)?</b>
<b>Autumn</b>	Green	Green	Amber	Amber	Green	No
<b>Spring</b>	Green	Green	Amber	Amber	Green	No
<b>Summer</b>						

**My Designated Teacher to share a summary of how I am doing in school (any comments / views):** \*\*\*\*CHILD'S NAME\*\*\*\* is making good progress with his reading, writing and maths. \*\*\*\*CHILD'S NAME\*\*\*\* participates in all activities and especially enjoys being outdoors. He has started to build positive reciprocal friendships with some of his peers. \*\*\*\*CHILD'S NAME\*\*\*\* has 1:1 Thrive sessions with one of our family support workers three times per week, which he really enjoys; the theme is kindness.

## Language and Communication

**Does the pupil have any difficulties in speech or communication? Yes**

## SEND

**Date of most recent Annual Review:**

**Date of next Annual Review:** 30-Mar-2022

**Other agency involvement (e.g. SALT, SENDO, CAMHS, EP, OT):**

SEND, Medical centre, Children missing education, St Peters Health centre, Probation service.

## Emotional Health and Wellbeing

**How are you assessing emotional health and wellbeing?** Thrive action plans

Thrive data

Behaviour data (Behaviour watch)

Class DOJO system

**What does this assessment tell us?** \*\*\*\*CHILD'S NAME\*\*\*\* really enjoys Thrive sessions especially crafts, Just dance and drawing. His self-esteem and confidence has increased already and he smiles more during these sessions.

\*\*\*\*CHILD'S NAME\*\*\*\* now has extra Thrive sessions in the mornings 3 X per week with one of our family support workers.

**How are emotional health and wellbeing needs to be supported?** Thrive action plan

Provision plans

1:1 time

EHCP

Annual review

Risk assessments

IBP

## Risk Assessment

**Is there a current risk assessment in place at school?** Yes

**If yes, please give reason:** SEMH provision

## Attendance and Exclusions:

### Attendance

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Attendance (this current academic year)	100	95.5	

**Notes:**



## Exclusions

Fixed term exclusions to date this academic year (total number of days)

Autumn Term  
N/A

Spring Term  
N/A

Summer Term

## Notes:

N/A

# 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	<b>Cognition and Learning</b> ****CHILD'S NAME**** will be able to read and spell the first 25 words on his year one high frequency word mat independently with 75% accuracy, as measured by adult observation and spelling/reading assessment by the end of the Autumn term.	-Daily Precision teach. -Targeted weekly spelling list - tested weekly. -Daily spelling test practise using a different techniques daily.	<b>Working Towards</b> ****CHILD'S NAME**** is able to read the first 25 Y1 high frequency words but he needs more practise with spelling them.
Autumn	<b>Cognition and leaning</b> ****CHILD'S NAME**** will be able to add and subtract numbers to 10 using the rods and dots method with 75% accuracy as measured by adult observation and marking feedback by the end of the Autumn term.	-Daily use of concrete materials. -Daily maths starter will be 5 questions of adding and subtracting to 10. -Morning starter worksheet 3 x a week.	<b>Met</b> ****CHILD'S NAME**** is able to add and subtract to 10 using the rods and dots method.
Autumn	<b>SEMH</b> ****CHILD'S NAME**** will use a feelings	-Visual word mat available during sessions.	<b>Met</b> ****CHILD'S NAME**** joins in with describing

	vocabulary poster to help him describe his feelings and emotions during 2 out of 5 Thrive sessions per week, as measured by adult observation and Thrive data by the end of the Autumn term.		how he feels through the use of metaphors in Thrive sessions.
Autumn	<b>SEMH</b> ****CHILD'S NAME**** will try not to shout out or leave his seat to seek adult attention. If struggling with his work or emotions, ****CHILD'S NAME**** will use a visual cue card to signal that he needs help, without disturbing the class, on 2 out of 5 occasions as measured by adult observation and behaviour data by the end of the Autumn term.	-Cue cards provided for ****CHILD'S NAME**** to use. Reward system for correct use of cue cards.	<b>Working Towards</b> ****CHILD'S NAME**** will stay in his seat on most occasions but he still shouts out.
Autumn	<b>Sensory and physical</b> ****CHILD'S NAME****'s handwriting will become more legible. Measured by adult observation and recorded work, by the end of the Autumn term.	****CHILD'S NAME**** will work with an adult on a 1:1 basis for 5 minutes, twice per week, to develop his handwriting skills	<b>Met</b> ****CHILD'S NAME****'s handwriting is now more legible.
Autumn	<b>Independence and self-help</b> ****CHILD'S NAME**** will respect his peer's personal space and avoid upsetting them. ****CHILD'S NAME**** will listen to an adult's prompt before lining up to go to the playground and maintain an appropriate distance from his peers once per day, measured by adult observation and behaviour data by the end of the Autumn term.	-Consistent agreement of language used by all adults. Rewards in place for correct lining up e.g can go to the front of the line next time.	<b>Not Met</b> ****CHILD'S NAME**** needs to continue working on this target as he continues to invade personal space.
Spring	<b>Cognition and Learning</b> ****CHILD'S NAME**** will become more independent with	-Daily use of concrete materials. -Daily maths starter will be 5 questions of adding and subtracting	

	<p>number work and make progress in relation to his baseline target.  ****CHILD'S NAME**** will be able to add and subtract numbers to 20, independently, using a preferred strategy, such as jottings, with 75% accuracy, as measured by adult observations and marking feedback, over the Spring term.</p>	<p>to 20.  -Morning starter worksheet 3 x a week.</p>	
Spring	<p><b>Cognition and Learning</b>  ****CHILD'S NAME**** will begin to make progress with his sight vocabulary and will have read a third of the books in stage 2. Measured by adult interaction and his reading record over the Spring term.</p>	<p>. ****CHILD'S NAME**** will read to an adult for at least five minutes three times per week</p>	
Spring	<p><b>SEMH</b>  ****CHILD'S NAME**** will be able to begin his activity, having understood what is expected of him.  ****CHILD'S NAME**** will show that he has listened to lesson introductions by repeating back the lesson objective or answering questions, on 3 out of 5 occasions, as measured by adult observations, over the Spring term.</p>	<p>-****CHILD'S NAME**** to be asked to repeat back lesson objectives to "help the rest of the class"</p>	
Spring	<p><b>SEMH</b>  ****CHILD'S NAME**** will build more positive relationships with at least one of his peers.  ****CHILD'S NAME**** will play appropriately with one of his peers during respect club, without upsetting them or invading their personal space on 3 out of 5 occasions, as measure by adult observations and behaviour data, over the Spring term.</p>	<p>-Close observation - support with how to speak and also body language.</p>	

Spring	<p><b>Communication and interaction</b>  ****CHILD'S NAME****  will improve his vocabulary and communication skills.  ****CHILD'S NAME****  will play a bridging game with one of his peers using descriptive language to help them understand his instructions, on 3 out of 5 occasions, as measured by adult observations, over the Spring term.</p>	-Descriptive language word mat to support	
Spring	<p><b>Communication and interaction</b>  ****CHILD'S NAME****  will refrain from using an immature voice when he wants something.  When communicating with adults,  ****CHILD'S NAME****  will try to use his mature voice when he wants something, on 2 out of 5 occasions, as measured by adult observations, over the Spring term.</p>	- Adults will acknowledge how ****CHILD'S NAME**** has spoke and then ask him how he thinks it should have been said. Constant gentle reinforcement by adults and the immature voice not being accepted as agreed by all adults.	

**How is PPG+ to be used this term to support the targets?**

Extra 1:1 Thrive sessions with family support worker.  
Class trips.

**How my carer(s) / parent(s) will support me to meet my targets:**

They will encourage me to practise my spellings every night in different ways (as advised by school). They will make reading at home a daily routine at the same time every day. They will be consistent with not accepting an immature voice during conversation.

They will play games with me at home to help improve my vocabulary -as advised by the school.

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

When meeting with S\*\*\*\*, encourage him to use his grown-up voice at all times. Help to maintain and build upon a strong home-school partnership so that learning -both academically and emotionally- is supported, encouraged and it is a consistent and joined up approach.

## 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? No**

**Name of new school or setting:**

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

**What contact is planned with the new school or setting?**

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

**Did they attend?**

**Are there any concerns about this transition?**

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

**Action**

**By Whom**

**By When**

## Attendees and Next PEP Meeting

**People who attended this PEP meeting**

<b>Role / Relationship</b>	<b>Attended</b>	<b>Name</b>	<b>Comments</b>
<b>Child / Young Person</b>			
<b>Social Worker</b>	Yes	***** *****	
<b>Carer(s)</b>	Yes	K**** *****	
<b>Parent(s)</b>	Yes	***** *****	
<b>Designated Teacher</b>	Yes	***** *****	
<b>Other</b>			

**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:** 05-May-2022

**Have any documents such as pupil voice been attached?:**

Yes

Current attainment details

**Virtual School Headteacher: Audrey Swann**

[virtuelschool@lancashire.gov.uk](mailto:virtuelschool@lancashire.gov.uk)