

This is my Secondary School (Key Stage 3 / 4) Personal Education Plan (PEP)

Date of this PEP meeting	03-Mar-2022
This is my PEP for the	Spring Term
This is my initial PEP	No
Date of next CLA Review	**_**-2022
Date of Pathway Plan Review (if applicable)	

My Personal Information

Name	S***** P**** T*****
Any previous names	
Date of birth	**_**-2008
Gender	F
Nationality	British
Ethnicity	A1 - White British
Special cultural requirements	
First language	
CLA start date	**_**-2016
Current legal status	CLA - C2 - Full care order
Eligibility status	
Eligibility status reason	

Number of placements since coming into care: 2

Type of current placement: Living with Foster Carer(s)

Date started at current placement: 12-Sep-2016

School / setting: -----SCHOOL NAME-----

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

Previous school / setting:

Reason for leaving this school / setting:

About the People who Support Me

Social Worker: D**** R*****

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

Designated Teacher: v.*****@lostockhallacademy.org

Current Involvements

Role	Professional	Started On	Department	Telephone
Co-worker	F**** M*****	**_**-2022	Children in our Care Team 12 - CSR	07*****
Allocated Case Worker	D**** R*****	**_**-2022	Children in our Care Team 14 - West Lancs	01*** *****
Independent Reviewing Officer	H***** A*****	**_**-2017	SIA Safeguarding IROs	

People with Parental Responsibility

Relationship	Name
*****	***** *****
*****	***** *****

Other People who Support Me

Name	Relationship to Child
K**** and P*** G*****	Foster Carer

Permissions

Any restrictions on contact with birth family or others: Family time with cousin, L****, is supervised by K*****

Who is the first point of contact in an emergency? K***** G***** - 07 *** *****

Who will respond to communications from school / setting? K***** G***** - 07****

Who is permitted to pick me up from school / setting? K***** G***** , P***
G*****.

Currently, B***** and S***** walk to and from school independently

Who is not permitted to collect me? Anyone other than K***** and P*** G*****

Any other issues relating to family time: None

Who should education reports be sent to?

Carers

Details (if option 'Others' is selected):

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

Details (if option 'Others' is selected):

My Health

Health Needs

	Name	Contact Details
CLA Nurse	*****	***** ***** ***** 07*****
GP	Dr*****	***** Surgery ***** ***** 01***
School Nurse	**** *****	****.****@virgincare.co.uk 078*****

Medical conditions (including allergies, medical diagnosis, etc.): None

Current medication: None

Any additional support from outside agencies: None

My Emotional Health and Wellbeing

Comment on resilience, self-regulation, etc.:

S***** is a resilient young lady. She also displays great empathy for others. S***** has a key worker (*****) and will always come and find her if she needs anything. S***** has managed lockdowns well. She is withdrawn from MFL and receives Nurture (literacy, numeracy and social skills development).

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:

SDQ score: 10.0

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? In person

Are these views attached to the PEP? No

What are the long term targets / dreams of the child or young person? S***** wants to do something which involves art. I want to continue to get better at reading and writing. To have my same friends around me in the future.

How will these be supported? School to support me and my foster carers, K***** and P***. I will need to work hard at school, college and university. I will try my best at school, get support from Miss *****, Mrs *****, teachers and teaching assistants. I do IDL, this helps me.

How will the child's or young person's views impact on this PEP? S***** will continue to receive 1 hour of support from ***** who is a dyslexia specialist teacher. This starting after Oct half term. ***** supports S***** on a weekly basis, 1:1. ***** supports S***** through a number of different activities and this is fed back to S*****'s teachers and SENDCo. S***** receives teaching assistant support in school, across a number of subject areas. S***** is withdrawn from tutor 3 mornings per week to access IDL intervention. S***** is supported through nurture withdrawal, this is for three hours a week. We focus on numeracy, literacy and social skills. S***** has an allocated key worker who is Miss *****, SENDCo. Miss ***** supports S***** in school. S***** is also accessing homework on Synergy. S***** is receiving intervention from Mrs V***** for Science, English from Mrs I***** and working through IDL.

Extra Curricular Activities:

Celebration

I think: I have excellent attendance at school. I support my friends, I think I am a good friend. I like being in school. I worked hard in school.

My Parent / Carer thinks: Doing well in school and at home.

My Designated Teacher thinks: S***** is an excellent student at LHA. She works hard in lesson, behaviour is excellent and she has a good friendship group, they all support each other well. S***** has excellent attendance. She works very well in her interventions and if she is struggling with anything she always tells Miss *****. She continues to try hard. She should be very proud of herself.

My Social Worker thinks: S***** is doing excellent in school.

My Achievements Since last PEP

My Achievement	Details
Decided what GCSE Options I want to take	BTEC Food Technology GCSE Art BTEC Photography
Interventions	Working very hard in her interventions

Role Model	Being an excellent role model for other students in school and being a real advocate for other students with dyslexia
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My Learning and Attainment

My School Information

School name	-----SCHOOL NAME-----
Year group	9
Date of admission	04-Sep-2019
Address of school	-----SCHOOL NAME-----, -----School Name-----, *** Lane ***** *****
Post code	*** **
Telephone number	01** **** **
Nation:	
Local Education Authority:	Lancashire
Head Teacher	Mrs *****
Designated Teacher	Miss V *****
Type of provision	Mainstream

Details (if option 'Others' is selected):

Date of next parents' evening / information evening	16-Mar-2021
Who will attend to support the child / young person?	Foster carer
How many previous schools has the child / young person attended?	0
Please give details:	

My Attainment and Progress

Prior Attainment

	English Overall	English Reading	English Writing	Maths
Key Stage 1	ARE	ARE	ARE	ARE
Key Stage 2	ARE	ARE	ARE	ARE

CAT Scores

	Mean	Verbal	Non-Verbal	Quantitative	Spatial
CAT Scores	105	99	110	107	102

Current Attainment

Key Stage 3

	English Reading	English Writing	Maths
At / above / below age related expectations	Above	Above	At

My Designated Teacher to share a summary of how I am doing in School any comments / views: S***** works hard in lesson, always trying her best when and wherever she can. S***** has a lovely group of friends and has settled back into school life very well. S***** is now in Year 9. I have grown to have a good relationship with S*****, both as her teacher and as a support. S***** receives support in school due to her dyslexia. S***** embraces the support and knows that this will give her the skills and knowledge to progress through school. S***** does worry about her literacy needs but this is something school are aware of and are supporting her. S***** is a well liked student at LHA, looking forward to seeing her progress as she moves through school. She continues to try hard. She is receiving intervention from Science, Maths, English and accessing IDL.

S***** is working in line with her peers but her dyslexia does hinder her progress this is why extra support and intervention has been put in place. Subject enquiry attached to PEP.

Key Stage 4

GCSE Qualifications

Record subjects the student is taking	Target Grade	Current Attainment	Previous Attainment	Progress

GCSE Qualification Comments:

Alternative Qualifications / Studies

Subject	Qualification	Target Grade	Current Attainment	Progress

Alternative Qualification Comments:

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	Attendance	Wellbeing	Behaviour	Exclusion Risk	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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S***** has 99.47 % attendance. Half a day due to a medical appointment.

S***** has 625 achievement points. At her Autumn PEP it was 255 achievement points. This is excellent.

Language and Communication

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

Please give details:

How do these difficulties affect learning and wellbeing? n/a

Is support from Speech and Language Therapist required? N/A

SEND

Does the child have additional educational needs? Yes

Please describe and attach provision map if appropriate: Diagnosis of Dyslexia. S***** receives in class support and intervention for Maths, English, Science and is withdrawn from Spanish for 3 hours of Nurture every week. S***** also accesses IDL intervention and 1:1 interventions for Maths, English and Science.

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

SEND Identified:

Is SEN top-up funding provided to support the child / young person's needs?

Date of most recent Annual Review: N/A

Date of next Annual Review: N/A

Other agency involvement:

Emotional Health and Wellbeing

How are you assessing emotional health and wellbeing? Through daily contact, conversations and liaising with teachers and foster carer.

What does this assessment tell us? Whether the YP is happy/healthy or not.

How are emotional health and wellbeing needs to be supported? Through key worker, TA and specialist teacher withdrawal support.

Risk Assessment

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

If yes, please give reason: Covid-19

Attendance

	Autumn Term	Spring Term	Summer Term
Attendance (this current academic year)	98.15	99.47	

Notes:

Exclusions

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

Notes:

Alternative Provision (if applicable)

Name of alternative provider: n/a

Contact name and email:

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?

Careers Education, Information, Advice and Guidance

All Schools are required to provide a careers education programme from Year 8. Please outline what has been/will be provided for this young person.

Key Stage 3

	Autumn Term	Spring Term	Summer Term
Information, Advice & Guidance	Yes	Yes	
Enterprise Activities	No	No	
Employer Engagement	No	No	
Other	No	No	

Please provide any further details: Pathway choices to discuss GCSE option choices for KS4.

Key Stage 4

	Autumn Term	Spring Term	Summer Term

Information, Advice & Guidance			
1:1 Interview with Careers Advisor			
Information About Apprenticeship / Traineeship			
Work Experience			
Support for Applying to College / Training / Employment			
Preparing a CV			
Completing an Application Form			
Mock Interview			
Employment Skills			
Attendance to a Careers Fayre			
Employer Engagement			
Information from Colleges / Training Providers			
Enterprise Activities			
Other			

Please provide any further details:

What are the child / young person's preferred options post-16? College

What support is required to enable the child / young person to achieve their preferred options? Support through Teaching Assistant support, Specialist Teacher intervention, support from teachers and individualised interventions.

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	To be able to independently identify the similarities and differences between plant and animal cells and articulate these and express clearly in her written work by the end of October.	1hr 1:1 per week with Science specialist teacher Science intervention and withdrawal	S****is becoming more confident with explaining scientific features verbally and this is also transferring to her written work. S**** can identify the differences but isn't confident in what the different functions

Autumn

To be able to write and express a 5 digit number in different forms to show a true understanding of place value by the end of October.

Numeracy Teaching Assistant. Maths support in lessons and withdrawal to focus on target for 3x15 minute sessions per week.

are and what the differences mean. S***** always comes to Science intervention keen to learn. She always gives each piece of work ago and works best when following modelled examples. During intervention we have been focusing on Cell Biology and whilst she understands the basic concepts, she needs to revise after the lesson the structure of the cell and functions in preparation for exam questions. S***** is always a pleasure to work with and will always give 100%

S**** is able to represent numbers in standard form and can also partition a number in relation to the place value of the digits. She is a very conscientious worker and always works to the best of her ability. In Maths S***** tries hard, even though she finds some topics difficult, she will have a go. She rarely asks for help but when you offer support she accept it willingly. She will often work on questions with her partner. Her work is

Autumn	To know and apply all of the phonics phonemes and graphemes at phase 4 – including tricky words by the end of November.	HLTA literacy specialist. Focused support in English lessons.	always neat and presented to a high standard. S***** works hard on IDL and is making good progress. This term when she has her 1-2-1 intervention we are going to use the Fresh Start Phonics programme.
Spring	Science: To know the muscles and examples of antagonistic muscles by Easter.	1hr 1:1 per week with Science specialist teacher Science intervention and withdrawal	function of
Spring	Maths: To be able to round any whole number to 2 significant places independently and at speed by –	Numeracy Teaching Assistant. Maths support in lessons and withdrawal to focus on target for 3x15 minute	
Spring	English: To know and apply all of the phonics phonemes and graphemes at phase 5 – including tricky words by Easter.	HLTA literacy specialist. Focused support in English lessons. Fresh Start Phonics Programme 4 x 20 minutes per week. -IDL daily.	

How is PPG+ to be used this term to support

the targets?

To provide targeted interventions.

Dyslexia specialist teacher will visit half termly and produce a support plan for school to follow. S***** will also continue with the 3hr Nurture withdrawal focusing on literacy, IDL and further receive maths support and intervention.

How my carer(s) / parent(s) will support me to meet my targets: Support and encourage to help build on S*****'s confidence

How my social worker will support me to meet my targets:
Support and encourage to help build on S*****'s confidence

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? New form teacher in year 10

Name of new school or setting: N/A

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

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?
N/A

Did they attend? N/A

Are there any concerns about this transition? N/A

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

Action	By Whom	By When
Meet new form tutor for informal chat	Mr ***** and S*****	End of May
Worries /concerns questionnaire	S***** and *****	Easter
Meeting with S*** and carers	Mr *****	Easter and a follow up meeting in summer term.
Visit new form classroom	S***** and Mr *****	Easter

Attendees and Next PEP Meeting

People who attended this PEP meeting

Role / Relationship	Attended	Name	Comments
Child / Young Person	Yes	S***** T*****	
Social Worker	Yes	F***** M*****	
Carer(s)	Yes	K***** G*****	

Parent(s)	No		
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: **-****-2022

Have any documents such as pupil voice been attached?:

No

Virtual School Headteacher: Audrey Swann

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