

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

Date of this PEP meeting	31-Jan-2022
This is my PEP for the	Spring Term
This is my initial PEP	<b>No</b>
Date of next CLA Review	08-Feb-2021
Date of Pathway Plan Review (if applicable)	

### My Personal Information

Name	J***** S*****
Any previous names	N/A
Date of birth	*****
Gender	M
Nationality	British
Ethnicity	A1 - White British
Special cultural requirements	
First language	English
CLA start date	*****88
Current legal status	CLA - C2 - Full care order
Eligibility status	
Eligibility status reason	

**Number of placements since coming into care:** 7

**Type of current placement:** Living with birth parent(s)

**Date started at current placement:** \*\*\*\*\*8

**School / setting:** \*\*\*\*\* Academy

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

**Previous school / setting:** \*\*\*\*\*8 Primary School

**Reason for leaving this school / setting:** Transition to secondary from primary.

## About the People who Support Me

Social Worker: \*\*\*\*\*88

Social Worker Email: \*\*\*\*\*888@lancashire.gov.uk

Designated Teacher: \*\*\*\*\*@aspire\*\*\*\*\*

### Current Involvements

Role	Professional	Started On	Department	Telephone
Independent	*****	12-Oct-2021	SIA Safeguarding IROs	
Reviewing Officer			Children in our Care Team 3 - Lancaster Fylde and Wyre	
Allocated Case Worker	*****	17-Feb-2020		*****

### People with Parental Responsibility

Relationship	Name
Parent	*****
Parent	*****

### Other People who Support Me

Name	Relationship to Child
*****	Grandma

## Permissions

Any restrictions on contact with birth family or others: No

Who is the first point of contact in an emergency? \*\*\*\*\* (mother)

Who will respond to communications from school / setting? \*\*\*\*\* (mother)

Who is permitted to pick me up from school / setting? \*\*\*\*\* (mother)

Who is not permitted to collect me? N/A

Any other issues relating to family time: N/A

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		
GP	*****Medical Centre	***** *****
School Nurse	***** *****	***** @nhs.net

**Medical conditions (including allergies, medical diagnosis, etc.):** N/A

**Current medication:** N/A

**Any additional support from outside agencies:** J\*\*\*\*\* and \*\*\*\*\* have been accessing support from GS Social Care service to provide support around J\*\*\*\*\*'s school attendance and anxieties.

### My Emotional Health and Wellbeing

#### **Comment on resilience, self-regulation, etc.:**

Self-regulation can be an issue for J\*\*\*\*\* around his behaviour when he is upset or angry. Concerns have been noted around his participation in school activities during the current COVID 19 pandemic lockdown as he is refusing to attend school and is not completing work at home and subsequently his attendance when school fully reopened.

#### **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:** 29 October 2021

**SDQ score:** 24.0

## 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?** Professionals involved have collected views over time.

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

**What are the long term targets / dreams of the child or young person?** His hopes were that he will have driving lessons when he's 16. First for a moped then a car. He also

said he would like to work in a large shop or be a taxi driver. We discussed how being a safe and skilled driver would help his aspiration in these two careers and how getting the grades to go to college to do a course in retail would help him start higher up the ladder and earn more money. We agreed that these are more than hopes and are things he can aspire to.

**How will these be supported?** These hopes and dreams will be supported by his Tutor initially, then school and Social Care can support by discussing appropriate courses that match with his aspirations.

**How will the child's or young person's views impact on this PEP?** J\*\*\*\*\* is not currently able to attend school, so education is narrow and limited.

**Extra Curricular Activities:** J\*\*\*\*\* does not engage in any Extra Curricular activities.

## Celebration

**I think:** I don't think I am doing very well in school. I find a lot of the work in the lessons too hard and I don't understand it. I like to see my friends at school

**My Parent / Carer thinks:** J\*\*\*\* has a lot of potential when they want to put the effort in – unfortunately it is very difficult to motivate him academically

**My Designated Teacher thinks:** J\*\*\*\*\* is doing well when he engages with his Tutor, but we need him to enjoy both the educational and social aspects of school in order to thrive and meet his potential. This means that he'll need to increase his tuition and slowly re-integrate back into school.

**My Social Worker thinks:**

## My Achievements Since last PEP

My Achievement	Details
More Educational Engagement.	J***** is now engaging with around 60% of his tutoring sessions. He's started to build up a good working relationship with Miss Morris (tutor) and he's able to express ideas about his interests. J***** has a good imagination and enjoys creative tasks.

# My Learning and Attainment

## My School Information

School name	***** Academy
Year group	8
Date of admission	02-Oct-2020
Address of school	***** Academy,

	***** *****
<b>Post code</b>	*****
<b>Telephone number</b>	*****
<b>Nation:</b>	England
<b>Local Education Authority:</b>	Other
<b>Which other Local Education Authority?</b>	Blackpool
<b>Head Teacher</b>	Mr *****
<b>Designated Teacher</b>	Mrs *****
<b>Type of provision</b>	Mainstream

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

<b>Date of next parents' evening / information evening</b>	<b>24</b>
<b>Who will attend to support the child / young person?</b>	Current carer.

<b>How many previous schools has the child / young person attended?</b>	1
<b>Please give details:</b> J***** previously attended ***** High School between 01-09-20 - 01-10-20, but then had an in-year transfer.	

## My Attainment and Progress

### Prior Attainment

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

### CAT Scores

	Mean	Verbal	Non-Verbal	Quantitative	Spatial
CAT Scores	81	87	84	88	67

### Current Attainment

#### Key Stage 3

English Reading    English Writing    Maths

**At / above / below age related expectations**

Below

Below

Below

**My Designated Teacher to share a summary of how I am doing in School any comments / views:** J\*\*\*\*\* isn't attending school so there'll be huge gaps in his learning.

## 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)?
<b>Autumn</b>	Red	Red	Red	Green	Green	No
<b>Spring</b>	Red	Red	Red	Green	Green	No

Summer						
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**My Designated Teacher to share a summary of how I am doing in school any comments / views:** J\*\*\*\*\* desperately needs to access more education and reintegrate back into the school environment.

## **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?**

**Is support from Speech and Language Therapist required?**

## **SEND**

**Does the child have additional educational needs?** Yes

**Please describe and attach provision map if appropriate:** J\*\*\*\*\* is on the SEND Register for SEMH

**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:**

**Date of next Annual Review:**

**Other agency involvement:**

## **Emotional Health and Wellbeing**

**How are you assessing emotional health and wellbeing?** If J\*\*\*\*\* was attending we would assess using a Resiliency scale.

**What does this assessment tell us?** The contact provides an up-to-date 'snap shot' of how J\*\*\*\*\* is currently coping.

**How are emotional health and wellbeing needs to be supported?** J\*\*\*\*\* has a Caseworker at school. The Caseworker 'checks in' on him each week.

## Risk Assessment

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

If yes, please give reason:

## Attendance

	Autumn Term	Spring Term	Summer Term
Attendance (this current academic year)	0		

**Notes:** Despite lots of Social Care support J\*\*\*\*\* hasn't been able to attend \*\*\*\*\*. We're concerned about his education and general well being and would love to see him back at school.

When J\*\*\*\*\* did attend he appeared happy and had a small group of friends.

## Exclusions

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

**Notes:**

## Alternative Provision (if applicable)

Name of alternative provider: \*\*\*\*\* \*\*\*\*\*

Contact name and email: \*\*\*\*\*@gmail.com

What is the pupil studying at this provision? English & Art

How many hours education is the pupil accessing in alternative provision? 1 hour per day initially, but moving to two hours per day from 31/01/22

How many hours in total is the pupil accessing education?  
Presently J\*\*\*\*\* attends around 3/5 hourly sessions per week.

Is there a risk assessment in place? No

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

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

## 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	No	No	
Enterprise Activities	No	No	
Employer Engagement	No	No	
Other	No	No	No

Please provide any further details:

### 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?

What support is required to enable the child / young person to achieve their preferred options?

## 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

<b>Term</b>	<b>SMART targets to meet identified needs</b>	<b>Interventions</b>	<b>Evaluation</b>
Spring	Increase hours of tuition to 3 per day by 21/02/22) gradually integrating back into school-some tuition taking place in school and some support in lessons.	1:1 Tuition and support from ****(tutor)	
Spring	To research 10 facts about homelessness and create a word document to show your information by Easter 2022.	Laptop	
Spring	To read aloud from 'Stone Cold' at least once per session by Easter 2022.	Personal copy of 'Stone Cold'.	
Spring	To spend at least 30 minutes per session on Maths by Easter 2020.	1:1 tuition	

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

To fund the remote tuition.

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

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

**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:** Transition from 1:1 Tuition back into \*\*\*\*\* Academy.

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

**What contact is planned with the new school or setting?** Ongoing contact between school and Social Care.

**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?** Yes- J\*\*\*\*\* has not attended school for a long time and any transition back into Mainstream will be very overwhelming for him. Parental support around education is also limited and there are many barriers for J\*\*\*\*\* to overcome.

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

Action	By Whom	By When
Phased Return	Organised by ***** *****	Easter 2022
J***** could have some 1:1 tuition on site before returning.	Jo *****	Easter 2022

## Attendees and Next PEP Meeting

**People who attended this PEP meeting**

Role / Relationship	Attended	Name	Comments
Child / Young Person	No	J***** S*****	J***** hasn't engaged in meetings with school.
Social Worker	Yes	***** *****	
Carer(s)			
Parent(s)			
Designated Teacher	Yes	***** *****	
Other	Yes	***** ***** (Lancs VS)	

## 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:** 09-May-2022

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

Yes

**Virtual School Headteacher: Audrey Swann**

**[virtualschool@lancashire.gov.uk](mailto:virtualschool@lancashire.gov.uk)**