

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

Date of this PEP meeting	14-Dec-2021
This is my PEP for	Autumn Term
This is my initial PEP:	No
Date of next CLA Review	24-Feb-2022
Date of Pathway Plan Review (if applicable)	

My Personal Information

Name	S***** F*****
Any previous names	
Date of birth	*****
Gender	M
Nationality	British
Ethnicity	A1 - White British
Special cultural requirements	
First language	English
CLA start date	17-Nov-2011
Current legal status	CLA - V2 - Single period of accommodation under section 20
Eligibility status	Eligible
Eligibility status reason	

Number of placements since coming into care: 2

Type of current placement: Residential Home

Date started at current placement: 27-Jun-2015

School / setting: ***** SCHOOL

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

Previous school / setting

*****Primary School

Reason for leaving this school / setting:

Transition to secondary school.

About the People who Support Me

Social Worker:

***** *****

Social Worker Email:

***** *****@lancashire.gov.uk

Designated Teacher:

***** **** - 01204 304 230

*****@*****.org.uk

Current Involvements

Role	Professional	Started On	Department	Telephone
Allocated Case Worker	***** *****	20-Sep-2021	SEND South	*****
Independent Reviewing Officer	***** *****	02-Aug-2021	SIA Safeguarding IROs	

People with Parental Responsibility

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

Other People who Support Me

Name	Relationship to Child
***** *****	Care home manager

Permissions

Any restrictions on contact with birth family or others?

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

***** *****

Tel: *****

Mobile: *****

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

Ms ***** *****

***** (Social Worker)

***** (care home manager)

Who is permitted to pick me up from school / setting? Staff from ***** ***** will transport S***** to School

Who is not permitted to collect me?

Any other issues relating to family time?

Who should education reports be sent to?

Carers

Social Workers

Others

Other Details (if 'Other's is selected): Mr ***** *****

Ms Michelle Dunleavy

Permission for trips will be given by: Others

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

***** *****

My Health

Health Needs

	Name	Contact Details
CLA Nurse	To be obtained	
GP	Dr *****	*****HEALTH AND CHILDREN'S CENTRE, *****
School Nurse	To be obtained	

Medical conditions (including allergies, medical diagnosis, etc.): S***** is 17 years old and has a diagnosis of 10Q14 deletion of Chromosome and a severe learning difficulty. S***** was diagnosed with Autistic Spectrum Disorder in September 2010.

S***** is doubly incontinent and wears pads throughout the day and night. S***** requires adult support with toileting and personal care.

Current medication: Sleep medication (clonidine) 2 tablets per night which is working well.

Any additional support from outside agencies: CAMHS

Specialist equipment required:

My emotional health and wellbeing

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

Comment on resilience, self-regulation etc: S***** needs distraction techniques and strategies to allow him to regulate his behaviours. He is able to request time out of busy environments if the noise is becoming too much for him.

Date SDQ completed: 22-Aug-2016

SDQ score: 11.0

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? Verbal Questions, S***** answered verbally.

Are these views attached to the PEP? Yes

What are the long term targets / dreams of the child or young person? To be happy and safe

To be independent

To have good relationships with family and friends.

To continue building my confidence in all areas.

How will these be supported? Through termly ILP targets, 1-2-1 support from LSA, specific curriculum and qualifications linked to outcomes, consistent communication.

How will the child's or young person's views impact on this PEP? S***** is supported in his views and staff/ family make decisions for him. S***** takes part in activities that staff know he likes and enjoys.

Extra Curricular Activities:

Celebration

I think: I am happy, school is good.

My Parent / Carer thinks: S***** has always loved school and never been an issue.

My Designated Teacher thinks: S***** enjoys school, he has grown in confidence massively this term in both his independence and communication. S***** loves to help complete jobs and do tasks around the class and has worked well with new members of staff in the class.

My Social Worker thinks: seems to be really happy, school have a good understanding of his needs.

My Achievements Since last PEP

My Achievement	Details
Asking in full sentences/manners	S***** has begun to ask questions by saying "can I have __ please?"

My Learning and Attainment

My School Information

School name	***** SCHOOL
Year group	13
Date of admission	04-Feb-2015
Address of school	*****SCHOOL, ***** *****
Telephone number	*****
Nation:	England
Local Education Authority:	Other
Which other Local Education Authority?	Bolton
Head Teacher	***** /*****
Designated Teacher	*****
Type of provision	ASD
Details (if option 'Others' is selected):	
Is this provision day or residential?	Residential
SEND Category:	ASD SLD
Date of next parents' evening / information evening:	21-Dec-2021
Who will attend to support the child / young person?	end of term reports
How many previous schools has the child / young person attended?	1
Please give details:	***** Primary School

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					

Current attainment

Key stage 3

English Reading English Writing Maths

At / above / below age
related expectations

Key stage 4

GCSE Qualifications

Record each subject the student is taking	Target Grade	Current Attainment	Previous Attainment	Progress
---	--------------	--------------------	---------------------	----------

GCSE Qualification Comments:

Alternative Qualifications / Studies

Subject	Qualification	Target grade	Current Attainment	Progress
ASDAN PPQ	Diploma	Pass	On Target	

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	No
Spring						
Summer						

My Designated Teacher to share a summary of how I am doing in school any comments / views: S***** is doing brilliantly in school, he enjoys school and enjoys taking part in the different lessons. He takes pride in what he produces and is always eager to show his work to others. S***** has been looking at the individual letters of his name, he has been able to recognise the individual letters and is now beginning to order the letters of his name. S*****'s independence has been a major achievement for him this term as he has been working on his skills during personal care and shower times. S***** likes to help out around the class and often completes jobs for the teacher such as handing out books and worksheets.

Language and Communication

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

Please give details: S***** is verbal and is able to ask for what he wants however will need encouragement to use full sentences. S***** supports his speech with sign and is very good at signing. S***** has begun to ask in full sentences for what he wants.

How do these difficulties affect learning and wellbeing? S***** needs 1-2-1 support at all times in order to make progress. Staff have to differentiate work in order for Ethan to understand. S***** is given time to process information and respond appropriately..

Is support from Speech and Language Therapist required? Yes, this is on going

SEND

Date of most recent Annual Review: 15-Oct-2021

Date of next Annual Review: 28-Oct 2022

Other agency involvement: SALT, CAMHS, OT, Dr *****

Emotional Health and Wellbeing

How is emotional health and wellbeing being assessed? S***** is supported on a 1-1 basis throughout the day by people who know him well, he has a behaviour management

plan and consistent approaches which are known by all staff that work with S****. Communication between school and home is very good and any issues around S****'s health and wellbeing are passed over sufficiently. S**** 's height and weight are taken weekly and his blood pressure taken every 6 weeks by a nurse who comes into school.

What does this assessment tell us? S****'s needs are met through people who know him well and consistent approaches help S**** feel secure and comforted daily. S**** is a healthy young boy who enjoys physical activity.

How are emotional health and wellbeing needs to be supported? Consistent approaches by all staff
 weekly weight tracking
 PSHE
 OT/SALT input
 All health appointments are attended.

Risk Assessment

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

If yes, please give reason: lack of understanding of safety e.g. road safety when out in the community.

Attendance

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

Exclusions

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

Alternative Provision (if applicable)

Name of alternative provider: *****

Contact name and email: ***** ***** ***** @*****.org.uk

What is the pupil studying at this provision? ASDAN PPQ, AQA Units, Arts Award

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

How many hours in total is the pupil accessing education? full time

Is there a risk assessment in place? yes

Who is quality assuring the provision and how is this carried out? OFSTED, social care, parents

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

Thinking of the Future: plans for post 16 or 19

What preparation have I had or will need for leaving school? The curriculum S***** follows is around promoting independence and preparation for adulthood.

Weekly Food technology lessons allow S***** to practice making meals for himself, sometimes independently

S***** also takes part in weekly "option afternoon" activities where the focus is around life skills and future career skills. S***** has been volunteering in the local area litter picking and recycling which he has enjoyed. He has also been visiting local businesses such as a gym where he took part in different fitness sessions. Pure gym group has also visited school for a careers afternoon.

Do I know the options? no

What would I like to do?

Have I visited my post 16/19 provision? No

Who do I talk to about my future? Carers, School Staff, Parents

Who can support me to reach my goals? Parents, Carers, Education, Social Worker

What are my aspirations for the future? to be happy, to be safe.

What needs to happen to help me reach my aims for the future? consistent communication between all professionals surrounding E to transition into adulthood.

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 put on my own shoes and tie my laces.	1-1 sessions, staff to encourage independence, modelling.
Autumn	To be able to manage own behaviours by choosing another activity.	have a variety of resources available to access.
Autumn	To be able to recognise up to 5 2D shapes.	1-1 support, individualised lessons, objects of reference/photos

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

S***** to have his own iPad in school that he can use during choose times as he may sometimes get upset when the class ones are being used by other young people.
 S***** to have a range of toys to put in his toy box.

How my carer(s) / parent(s) will support me to meet my targets: 1-1 support, 24/7 curriculum, consistent communication

How my social worker will support me to meet my targets: meetings and visits.

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:

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?

Please provide a reason (If 'No' is selected)

Are there any concerns about this transition? It is currently unknown where S***** will be placed.

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

Action	By Whom	By When
--------	---------	---------

For professionals surround E to keep consistent and open communication around plans for E's transition.	School, Home, Social Worker, Transition Worker.	Summer 2022
For ***** (social worker) to chase up transition plans for E with Hannah (transition worker).	***** *****	February 2022

Attendees and Next PEP Meeting

People who attended this PEP meeting

Role / Relationship	Attended	Name	Comments
Child / Young Person	No	S***** F*****	S***** is in class and his views and wishes were taken before the meeting.
Social Worker	Yes	***** *****	
Carer(s)	Yes	***** *****	
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: 22-Feb-2022

Have any documents such as pupil voice been attached?:

Yes

Virtual School Headteacher: Audrey Swann

virtualschool@lancashire.gov.uk