

Personal Education Plan

OFFICIAL-SENSITIVE

Cambridgeshire

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Cambridgeshire PEP Guidance

What is a Personal Education Plan (PEP)?

All Children in Care have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan and must be reviewed termly for all Children in Care from being in preschool provision up to the age of 18.

The PEP ensures that everyone is actively prioritising the education of the child or young person, tracking their progress, and supporting them to achieve their academic potential through the setting of aspirational, targeted desirable outcomes (SMART targets).

PEP meetings should be attended by:

- Child/Young Person
- Social Worker
- Parent/Foster Carer
- Designated Teacher for Children in Care at the school
- Other relevant professionals

*For all children up-to Year 11 The Designated Teacher is responsible for agreeing the PEP date, chairing the PEP meeting, ensuring all relevant parties are able to attend.

*For all Post-16 young people the Social Worker is responsible for agreeing the PEP date, chairing the PEP meeting, ensuring all relevant parties are able to attend.

The Virtual School acknowledges that there may, on rare occasions, be unforeseen circumstances that impact on professionals' ability to attend the PEP meeting. In these situations, it is expected that the PEP meeting will go ahead and that absent parties ensure they still review and update any required elements of the PEP. Alternatively, if the PEP can be rescheduled within PEP submission deadlines, then it is up to attendees to agree this.

What Should Happen at the PEP Meeting?

The PEP meeting is an opportunity to review and celebrate a child or young person's academic progress; accounting for their current wellbeing and aspirations. This information should be used to guide further discussion about the next steps and to inform the desirable outcomes/SMART Targets for the next term. Consideration should be given as to how PP+ funding can positively impact the learning outcomes for the young person where appropriate.

The child's voice should be central to the PEP meeting and, where possible, the child or young person should be fully involved in the meeting and decision-making process. If the child is unable to attend, their voice must be captured in advance and shared at the meeting to inform outcomes. Following the meeting, key discussion points and outcomes should be shared in an appropriate way with the child or young person.

What is Cambridgeshire Virtual School's Role?

The Virtual School's role in the PEP process is to ensure that PEPs are of a high quality. Following the termly PEP quality assurance process, there may be occasion where it is necessary for the Virtual School to contact you to offer support around any matters arising. The Virtual School can provide support and guidance as appropriate - contact your link Education Advisor or our PEP Champion for more information. Useful guidance documents can be accessed in the documents section on Welfare Call.

My Details

ESSENTIAL PUPIL INFORMATION	
First name	Surname
Dilan	Kipras
Likes to be known as	Date of birth
Dilan	20.03.2020
How do I describe my gender	The pronouns I like to describe myself
Male	He / him
My Ethnicity	Religion / culture
A3 – Any other white background	Roman Catholic
First language	Liquid Logic ID
Lithuanian	0000000
CARE INFORMATION	
Date became a child in care	Legal status
05.04.2024	V2 Accommodated under section 20
Name of person(s) with parental responsibility	Placing Authority
Angelika Kipriene (mother) Pavel Kipras (father)	Cambridgeshire
Educating Authority	Number of care placements in last 12 months
Cambridgeshire	1
Total number of care placements	Current placement type
1	U6 Placement with other foster carers
Is Dilan an Unaccompanied Asylum Seeking Child (UASC)?	
No	
UASC Education Information - <i>This information only needs completing in the initial discussion</i>	
Have you been to school?	If Yes, up to what age did you attend?
What language were you taught in?	Which language(s) can you speak?
Which language(s) can you read?	Which language(s) can you write?
Which subjects have you studied before?	
What is the expected care plan for Dilan?	
Dilan and his 2 older siblings were taken in to care following allegations of physical abuse by Mr Kipras towards Dilan's older siblings. There have also been incidents of domestic abuse, witnessed by the children. Mr Kipras has subsequently left the family home and Mrs Kipriene is being assessed with the aim of the children returning to her care. The parallel plan is for long term fostering	
Has Life Story Work been discussed / how can school contribute to this process?	

Life story work is ongoing. Foster carers are taking lots of photographs of Dilan which will form part of his life story book. Dilan would benefit from having some photographs of himself in nursery, together with any reports, awards and certificates to support this

Sensitive Issues (Other information e.g. internet safety concerns, school photos, sex education, mothers' day, cultural needs etc)

Please be aware that Dilan has been witness to domestic violence perpetrated by his father against his mother and older siblings. Even at his young age he feels protective towards his mother and misses her. He often makes comments about his lived experience and staff should try not to show shock at what he describes but be an empathetic listening ear. Staff should pass on any information shared by Dilan to the social worker.

Things that are important to Dilan

Dilan says:

My mummy and Rasa and Justina (Dilan's sisters). Playing at the park and singing!

The adults around Dilan say:

Dilan is very protective of his mum and worries about her a great deal. He is in the same placement as his sisters and finds it difficult to separate from them in the mornings when they go to school. He enjoys being outdoors where he has the space to run around and loves to go to playgrounds where he can play on the climbing frames

Please detail any further information shared by Dilan in CiC reviews/ statutory visits which is relevant to education:

Dilan has shared that he wants to be at home with his mummy so that he can look after her.

CONTACT INFORMATION

Key adults

	Name	Address	Contact Number	Email
Foster carer/ Residential worker	Tina Robbins	xx	xx	xx
Children's social worker	Isabella Chanda	xx	xx	xx
Designated Teacher	Jenny Woods	xx	xx	xx
Parent (if S20 in place)	Angelika Kipriene	xx	xx	xx

First contact in an emergency or if Dilan is unwell

- Mother
- Father
- x Carer
- Social worker
- Other

Person who will sign permission slips for school (eg. Trips)

- Mother
- Father
- x Carer
- Social worker
- Other

What are the contact arrangements?

Dilan and his sisters are able to see their mother every weekend now that Mr Kipras has moved out of the family home. The contact is currently supervised but we are looking to gradually reduce levels of supervision.

If any additional contact is sought via a school/education provider what should their response be?

Mrs Kipriene is aware that at present Tina is the first point of contact for school and that Tina passes relevant information on to her.
Mrs Kipriene should be reminded of this if she contacts school directly. Should Mrs Kipriene request to see Dilan during the school day school should refuse and contact social care, as this could confuse Dilan.

HEALTH CONCERNs

Medical conditions school/education provider should be made aware of

N/A

Date of most recent Strength and Difficulties Questionnaire (SDQ) (only to be completed for young people aged between 4 and 17)

Prescribed medication

N/A

SDQ Score

31/05/2024	19
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| Where the SDQ is 17 or above - has school been requested to complete an SDQ | |
| Current PEP RAG rating for 'My Details' | |

My Education

Year group	School/Setting/Provider name
-1	Butterfly Nursery
Designated teacher/person	Designated teacher/person email address
Jenny Woods	Jenny@butterflynursery.com
Total hours attending each week	
30	

SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

School/Setting address	Date from	Date to	Type of school/setting	Reason for leaving
Butterfly Nursery, March, Cambs	15-09-2022		Nursery School	

SPECIAL EDUCATION NEEDS-EHCP PROVISION/SUPPORT

Please ensure EHCP review dates adhere to the SEND Code of Practice 2015

Including being reviewed at least annually for all children and young people and held within the Autumn term prior to a transition year.

Please ensure amended EHCPs and annual reviews are uploaded to the PEP. This can be in a draft format whilst awaiting agreed finalised documents.

Does Dilan have special educational needs?	Has an EHC needs assessment been submitted?
SEN Support	No
If yes, Date EHC needs assessment submitted	Name of Local authority to whom the EHC Needs Assessment has been submitted
What is the primary SEND need? (Please leave blank if non-applicable)	Does Dilan have a SEND diagnosis
SEMH	No
If yes, please select from the following options:	If other please specify
<input type="checkbox"/> ASD <input type="checkbox"/> ADHD <input type="checkbox"/> Dyslexia <input type="checkbox"/> DCD (Developmental Coordination Disorder, formerly known as Dyspraxia) <input type="checkbox"/> Epilepsy <input type="checkbox"/> Cerebral Palsy <input type="checkbox"/> Learning Disability <input type="checkbox"/> Down Syndrome <input type="checkbox"/> Global Developmental Delay <input type="checkbox"/> Other	
SEND case worker name:	SEND Case worker Email:

What was the date of the previous EHCP Annual Review meeting (where applicable)? Please refer to guidance banner above.	If high needs funding/EY Inclusion funding (nursery provisions) is in place, please state how much (for the forthcoming term)
	N/A

Current support: If any are not applicable please comment as N/A

	Details	Expected Outcome / Impact
Additional support for individual needs	Self-regulation strategies overseen by key worker and disseminated to all staff	For Dilan to be able to use self-regulation strategies independently.
Speech and Language	N/A	N/A
Other services (e.g. EPs Specialist Teacher, Health Visitor)	Dilan was not brought to early medical appointments but has subsequently had ear, nose and throat checks and there are no concern	N/A

TRANSITION PLANNING

Reception - Planned Primary School	
Sunley Primary School	
Current PEP RAG rating for 'My Education'	

My Progress and Attainment

Turns 4 between 01/09 and 31/08

Please record the child's attainment levels

Subject	Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
	'Working At' - Age	Cause For concern?	'Working At' - Age	Cause For concern?	'Working At' - Age	Cause For concern?
Listening, Attention and Understanding	Age 3+	No	Age 4-	No	4	No
Speaking	Age 3	No	Age 3+	No	4-	No
Self-Regulation	Age 2+	Yes	Age 2+	Yes	2+	Yes
Managing Self	Age 2+	Yes	Age 2+	Yes	2+	Yes
Building Relationships	Age 2+	Yes	Age 2+	Yes	2+	Yes
Gross Motor Skills	Age 3+	No	Age 4-	No	4	No
Fine Motor Skills	Age 3+	No	Age 4-	No	4	No
Comprehension	Age 3+	No	Age 4-	No	4	No
Word Reading	Age 3+	No	Age 4-	No	4	No
Writing	Age 3+	No	Age 4-	No	4	No
Number	Age 3+	No	Age 4-	No	4	No
Numerical Patterns	Age 3+	No	Age 4-	No	4	No
Past and Present	Age 3+	No	Age 4-	No	4	No
People, Culture and Communities	Age 3+	No	Age 4-	No	4	No
The Natural World	Age 3+	No	Age 4-	No	4	No
Creating with Materials	Age 3+	No	Age 4-	No	4	No
Being Imaginative and Expressive	Age 3+	No	Age 4-	No	4	No

Additional notes for Turns 4 between 01/09 and 31/08

My Views on My Progress and Attainment

What are Dilan's views on their progress and attainment? (Use specific progress and attainment data to stimulate discussion)

Dilan says:

I can write my name now and I'm really good at counting! I love singing at music time. I can read the books in the book corner but not the big books my sisters read. I drew a picture of a lion for my mummy and I built a tall tower with Leo.

The adults around Dilan say:

Jenny (DP): Dilan is doing really well and is on track for age related expectations in most areas which is excellent. He is energetic, lively and expressive in his play and gravitates towards the outdoor area where he loves to run around and climb on the play equipment. He loves imaginative play, painting and singing.

Isabella (social worker): Dilan is certainly full of energy! I'm very pleased that he has been able to stay in the same nursery and it's so positive that he is attending his full 30 hours now.

Tina (carer): It's lovely to see Dilan doing so well at nursery; he's still quite excited when he comes home but does calm down when we sit and look at books together.

Which areas of the curriculum are difficult or challenging for Dilan

Dilan says :

I can't count big numbers to 100. Sometimes I get really cross and I go with Sara to the quiet pod.

The adults around Dilan say :

Jenny: Dilan does find it difficult to regulate if he is frustrated, finds a task difficult or when another child doesn't want to play with him. This can affect his progress when given more challenging tasks. We continue to work on strategies to support him with this and are beginning to see progress.

Tina: Dilan is using his strategies at home and, with support, the time it takes him now to calm down is reducing. We use lots of praise and Dilan loves this

Dilan's achievements

Please share Dilan's achievements this term. This is an important opportunity within the PEP to celebrate and share the personal achievements the young person has made this term. This could include descriptions of events they have positively engaged with; examples of 'wow' work they have produced or challenges they have overcome.

I have uploaded Dilan's lovely picture of a lion and attached photographs of Dilan in the outdoor area and using the quiet pod and sensory toys. Also attached are samples of Dilan's handwriting.

Current PEP RAG rating for 'My Views on My Progress and Attainment'

My SMART Targets

REVIEWING AND SETTING SMART TARGETS

Within this section, please detail any additional interventions that are school funded or EHCP funded. Please note that no PP+ will be granted for interventions in these categories.

New targets should be reviewed termly and should arise from needs identified through this meeting. Please include all SMART targets regardless of whether they require PP+ funding.

New SMART Targets

SMART Target	Why	How	Who will be responsible?	When	PP+ Request
By the time of the next PEP Dilan will take less than 20 minutes to settle in the mornings	Currently Dilan can take up to 45 minutes to settle owing to being upset at leaving his sisters in the morning.	At Sunley primary school the same key worker will greet Dilan every morning and take him straight to a self-regulating activity which he enjoys. His class teacher will keep a photo of his family in the sensory box for him to access when feeling upset.	DT Sunley primary (Emily Watson) who will work closely with Dilan's Reception teacher	By the next PEP meeting 12.11.2024	5 x 20 minute sessions per week for 14 weeks of the autumn term = £10 per session x 5 = £50 x 14 =£700
By the time of the next PEP meeting Dilan will be able to count reliably from numbers 1 to 2	Dilan can often give up if he feels he isn't succeeding straight away.	Dilan will be part of a small group led by the class teacher where pre-learning will support Dilan to feel less frustrated when the topic is covered as a whole class	Emily Watson to liaise with Dilan's class teacher at Sunley.	12.11.2024	£0
By the time of the next PEP Dilan will be able to apply self-regulation strategies independently 3 out of 5 times	Currently Dilan can use 'unkind hands' towards staff and children when he is upset. He finds it hard to explain what has happened and he needs 1:1 support to help him	Dilan will be part of the weekly 'Time to Talk' group on starting Reception in September. He will be supported to use the calm down pod and sensory toys in it to help him manage his emotions. Staff will give Dilan lots of praise when he does this	Emily Watson to arrange and ensure all staff at Sunley are aware.	12.11.2024	£10 per session (cost divided by 5 as 5 children in the group) x 14 weeks of the autumn term = £140

	feel calm.	independently. Staff will use picture emotion cards to support Dilan to verbalise his feelings. Debriefing will take place after any incidents involving peers to repair relationships.			
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Dilan's comment on previous Targets	Dilan's comment on new Targets
This is Dilan's first PEP	Dilan was excited to see his new classroom at Sunley school and loved the calm pod and all the new toys in it. He has already chosen a picture of his family to keep at school.

CHARACTERISTICS FOR EFFECTIVE TEACHING AND LEARNING	
Playing and exploring - children investigate and experience things, and 'have a go'	Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
Dilan loves exploring new areas and new ideas - he is very creative in his play and is always willing and excited to try new things such as creating a mini allotment in the outdoor area.	Dilan does get frustrated if things don't work first time and he needs encouragement to stay on task and try again.
Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things	
Dilan is good at sharing his ideas about how things work and loves constructing models with his friends. He understands cause and effect but does need support to try different approaches if his first idea doesn't work.	

Current PEP RAG rating for 'Smart Targets'

Attendance Log and Next PEP Meeting

ATTENDANCE AT PEP MEETING

PLEASE ENSURE FULL NAMES ARE RECORDED AND THE ATTENDANCE COLUMN IS COMPLETE - *This table MUST be completed to record adequate representation for our young people at their PEP meeting. It is essential that Social Worker attendance is recorded.*

People involved in the PEP

	Name	Attended
Parent		
Carer	Tina Robbins	Yes
Child's Social Worker	Isabella Chanda	Yes
Carers' Social Worker		
Designated Teacher	Jenny Woods	Yes
Pupil	Dilan Kipras	Yes at the end
Other	Emily Watson (DT at Sunley Primary School)	Yes
Other		
Other		

VIEWS OF ATTENDEES

What are the views of the carer?

Dilan will be sad to leave Butterfly nursery. He's got to know all the staff and helpers here so well. Luckily lots of his friends will be moving up to primary school with him so that will be reassuring for him. It's been so helpful for him to have had some visits to his new school and to chat with his new class teacher. He's excited!

What are the views of the social worker?

This has been a very positive meeting and the outcomes planned for next term will really help Dilan with the transition to primary school.

What are the views of the Designated Teacher/Person?

It has been such a pleasure to have Dilan at our nursery school and it's been particularly lovely in the last few months to see him coming to us every day. He is a lovely boy with such energy and enthusiasm, and we all wish him well for next year.

Did the social worker send carers a copy of the last PEP?

Yes

All relevant documents must be uploaded - please indicate below

The most recent EHCP document **MUST** be uploaded if applicable

- Careers action plan
- EHCP (Final plan/proposed plan/annual review paperwork/professional report
- X SEN Support (APDR / Provision mapping / individualised and personalised plans)
- X SEMH Screening Tools
- AP Reduced Timetables (Risk reduction plan)
- Attainment and progress tracking
- X Examples of work
- Age 2/3 check
- Child voice
- Other

Additional information from the meeting not covered elsewhere

Next PEP Meeting

PEP submission dates:

- Autumn Term - Wednesday 19th November 2024
- Spring term 2025 - Wednesday 4th March 2025
- Summer term 2025 (Year 11 and 13 only) - Wednesday 13th May 2025
- Summer term 2025 - Wednesday 24th June 2025

Date of next PEP review meeting

10.11.2024

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting
11am	Sunley Primary	Emily Watson

Current PEP RAG rating for 'Attendance Log and Next PEP Meeting'

VS Feedback

RAG ratings pulled through from individual pages	
Previous PEP RAG rating for 'My Details'	Current PEP RAG rating for 'My Details'
Previous PEP RAG rating for 'My Education'	Current PEP RAG rating for 'My Education'
Previous PEP RAG rating for 'My Progress and Attainment'	Current PEP RAG rating for 'My Progress and Attainment'
Previous PEP RAG rating for 'My Views on My Progress and Attainment'	Current PEP RAG rating for 'My Views on My Progress and Attainment'
Previous PEP RAG rating for 'My Access and Inclusion'	Current PEP RAG rating for 'My Access and Inclusion'
Previous PEP RAG rating for 'Desirable Outcomes'	Current PEP RAG rating for 'Desirable Outcomes'
Previous PEP RAG rating for 'Attendance Log and Next PEP Meeting'	Current PEP RAG rating for 'Attendance Log and Next PEP Meeting'
Previous PP+ amount allocated by Virtual School	
Previous Overall PEP QA Comment/ Advice.	
	Virtual School Feedback
Designated Teacher	
Social Worker	
Current Overall PEP QA Comment/ Advice	
	Virtual School Feedback
Designated Teacher	
Social Worker	
Follow up comments from the Virtual School	