

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
Olivia	Robinson
Likes to be known as	Date of birth
Livvie	10/01/2018
How do I describe my gender	The pronouns I like to describe myself
Female	She / her
My Ethnicity	Religion / culture
A1 White British	Christian
First language	UPN
English	Y0000000000000
Liquid Logic ID	
0000000	
CARE INFORMATION	
Date became a child in care	Legal status
18/02/2021	Full Care Order
Name of person(s) with parental responsibility	Placing Authority
Cambridgeshire Count Council shared with birth parents	Cambridgeshire
Educating Authority	Number of care placements in last 12 months
Suffolk	2
Total number of care placements	Current placement type
2	A6 – placed for adoption with consent
Is Olivia 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 Olivia?	
Livvie's plan is for adoption. She moved to her prospective adopters on 11/12/2023	
Has Life Story Work been discussed / how can school contribute to this process?	

A chronology is currently being completed to support life story work.

School can contribute to this by sharing all reports, achievement and photos with the social worker.

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

Livvie needs to be able to have open conversations with the trusted adults in her life as a child in care, and as a child placed for adoption. Livvie's early life was characterised by extreme neglect. One of the consequences of this is a delay in her speech and language. She finds it hard to express herself verbally and other means of communication should be used by school (eg drawing, playing). She loves Paw Patrol and this can be a useful 'way in' for conversation.

Things that are important to Olivia

Olivia says:

Livvie said: 'I love my bears' and pointed to a picture of the bears she likes to play with. She put a smiley face against pictures of David, Neil and Milo the dog.

The adults around Olivia say:

Livvie bonded well with her first foster carers with whom she lived for 18 months. The transition to her prospective adopters was well planned and gradual, however it is still early days with David and Neil. David and Neil report that Livvie is very quiet but is beginning to approach them independently for physical affection.

Livvie enjoys playing with her cuddly toys, cutting and sticking, and being able to play outside in the garden. She is beginning to feel comfortable with David and Neil's Labrador Milo and has started to hold his lead when they go for walks. Livvie has expressed that she misses her old school and some of her friends.

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

Livvie has expressed through drawings that she knows her home is now with David and Neil and has proudly shown pictures of her colourful bedroom decorated with teddy bear wallpaper.

CONTACT INFORMATION

Key adults

	Name	Address	Contact Number	Email
Foster carer/ Residential worker	Daniel and Neil Ashby-Cross	xx	xx	xx
Children's social worker	Rebecca Swann	xx	xx	xx
Designated Teacher	Ellie Green	xx	xx	xx
Parent (if S20 in place)				

First contact in an emergency or if Olivia 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?

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

Livvie's contact with her birth parents has been limited and irregular since becoming a child in care. Her final goodbyes were arranged in December 2023, prior to moving to her pre-adoptive placement.

This is highly unlikely, but school should refuse and contact social worker / on call social worker immediately.

HEALTH CONCERNs

Medical conditions school/education provider should be made aware of

Prescribed medication

n/a

n/a

Date of most recent Strength and Difficulties Questionnaire (SDQ) (only to be completed for young people aged between 4 and 17)	SDQ Score
01/12/2023	12
Where the SDQ is 17 or above - has school been requested to complete an SDQ	
n/a	
Current PEP RAG rating for 'My Details'	

My Education

Year group	School/Setting/Provider name		
1	Hampton Primary School		
Designated teacher/person	Designated teacher/person email address		
Ellie Green	ellie.green@hampton.org.uk		

SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

School/Setting address	Date from	Date to	Type of school/setting	Reason for leaving
Shorefield Infant and Junior School, Cambridgeshire	05.09.2022	10.12.2023	Mainstream Infant and Junior	Moved to adoption placement
Hampton Primary School, Suffolk	08.01.2024		Mainstream Primary	

Significant periods without a school place

Date from	Date to	Details
11.12.2023	07.01.2024	Livvie moved to her pre-adoptive placement on 10.12.2023. It was agreed that she would spend the remainder of the Autumn term settling with her new carers before starting at her new 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 Olivia have special educational needs?	Has an EHC needs assessment been submitted?
Education, Health and Care Plan (EHCP)	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 Olivia have a SEND diagnosis
Communication and Interaction	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:
Radha Sanga	radha.sanga@suffolk.gov.uk
What was the date of the previous EHCP Annual Review meeting (where applicable)? Please refer to guidance banner above.	
15.02.2024	
TRANSITION PLANNING	
Are any transitions planned for next term for Olivia? Eg change of school, change of class teacher, change of key stage, change of TA.	If yes, please give further details and outline the support planned for the transition.
No	n/a
If Olivia is due to change school at the end of the academic year, please name planned destination. The new DT must be invited to the summer term PEP meeting.	
n/a	
Current PEP RAG rating for 'My Education'	

My Wellbeing and Aspirations

Olivia's relationships in school / college	
Olivia Says:	The adults around Olivia say:
<p>Livvie has drawn a picture of Katie which has been uploaded. It is called 'My Friend'.</p> <p>Livvie has drawn a smiley face next to pictures of Mr Wright and Mrs Smalley.</p>	<p>Ellie (DT): Livvie is starting to form a positive relationship with her class teacher Mr Wright, as well as her TA, Mrs Smalley. She has begun to feel comfortable putting her hand up for help and is able to have short conversations with both Mr Wright and Mrs Smalley, who make sure to take time to meet and greet Livvie when she arrives in the morning.</p> <p>David (carer): it's really lovely to have Mr Wright or Mrs Smalley taking the time to have a special chat with Livvie when we arrive. It makes all the difference.</p> <p>Neil (carer): We are very much hoping that we will be able to arrange a play date for Livvie – perhaps with Katie over the Easter break</p>
Olivia's strengths in school / college	
Olivia says:	The adults around Olivia say:
<p>David and Neil said that when Livvie comes home she is now able to share positives from her day. Yesterday she showed us a sticker in her home / school book for a beautiful drawing, and she has also come home with rewards for 'kind hands'.</p>	<p>Mr Wright (class teacher): Livvie presents as a quiet child who can appear anxious when with other children. However, on a 1:1 Livvie is kind, thoughtful and helpful. She has a generous nature which I know will support her in making and sustaining friendships. We will ensure we put in an outcome for next term to support this.</p> <p>Rebecca (social worker): Livvie did make some good friends in her previous school and she does miss them. I have every confidence that she will make friends at Hampton, especially if she is given some extra adult support.</p>
Olivia's wellbeing in school / college	
Do you have any concerns about your wellbeing and/or about school that you would like an adult to speak with you about?	If yes, please give details
When asked 'who helps me at school?' Livvie answered 'my teachers'. She also said that 'Katie is kind'.	When asked if there was anything which was making her sad at the moment, Livvie said she missed her friends from her old school.
Adults: would you like support with the wellbeing of Olivia in your setting?	How often does Olivia's presenting behaviour require reasonable adjustments?
No, we think the current team will be able to support Livvie at this time.	<input checked="" type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely
SDQ completed by social care	Where the SW has requested an education SDQ, please input score
12	n/a
Olivia's aspirations	
My thoughts and ideas about what job or career I would like to have in the future	What extra-curricular or enrichment activities do you participate in (clubs, teams hobbies etc) both in and out of school?
<p>Livvie gravitates towards imaginative play and arts and crafts as well as loving being out in the countryside and growing things. She has excellent fine motor skills.</p>	Livvie is currently getting used to her new school and her new placement with David and Neil. She is tired at the end of the school day and enjoys being able to relax at home or go for a walk with Milo.

	We will all continue to let Livvie know what other activities are available to her both in and out of school – David and Neil will be looking into swimming lessons once Livvie is ready for this.
Is there anything you would like to have the opportunity to participate in (both in and out of school)?	
When asked this question Livvie shook her head.	
Current PEP RAG rating for 'My Wellbeing and Aspirations'	

My Progress and Attainment

Year 1 results

Please enter the end of KS target information and termly assessment of effort and progress.

Subject	End of KS Target	Targeted Scaled Score for end of KS	Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
			Effort	Progress Towards End Of KS Target	Effort	Progress Towards End Of KS Target	Effort	Progress Towards End Of KS Target
Reading	WTS	98	E	EP	G	EP		
Writing	WTS	95	G	EP	RI	EP		
Mathematics	EXS	101	G	EP	RI	BEP		

Please indicate below which educational pathway the child is following Subject Specific Study (National Curriculum)

Phonics Check (Score) Year 1:

Additional notes for Year 1

My Views on My Progress and Attainment

What are Olivia's views on their progress and attainment? (Use specific progress and attainment data to stimulate discussion)	
Olivia says:	The adults around Olivia say:
Livvie knows that she needs some extra adult support to focus when given tasks. She is responding well to reminders and guidance from Mrs Smalley (TA).	<p>Mr Wright: The reason Livvie is 'Requires Improvement' for writing and maths is purely because Livvie is a little unfocussed when it comes to these subject areas. Not in any difficult or disruptive way but because she tends to wander off in her mind, leaving her less time to complete the given tasks in the time available. We have begun to see some progress now that Mrs Smalley makes sure she is always sitting next to Livvie as soon as instructions are being given.</p> <p>Neil: Livvie loves reading and it's good to see she is making good progress in this area. We have lots of books for her at home in her bedroom.</p> <p>Ellie: we do hope – and have confidence – that we will be able to raise Livvie's end of KS target to Expected next academic year, at least in Reading.</p>
Which areas of the curriculum are difficult or challenging for Olivia	
Olivia says :	The adults around Olivia say :
When presented with pictures representing different subjects (see upload) Livvie indicated that writing and PE were the subject areas she didn't enjoy.	<p>Mr Wright: Livvie does find PE difficult, but this is mainly owing to a lack of confidence and finding it difficult to work with a partner or in a small group. We have every reason to believe she will overcome this.</p>
Olivia's achievements	
Please share Olivia'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.	
We have uploaded a picture of the beautiful sunflower which Livvie grew and her drawing of it as well. We have also attached a photo of Livvie reading her Monster Phonics book with Mrs Smalley and enjoying the reading corner.	
Current PEP RAG rating for 'My Views on My Progress and Attainment'	

My Attendance

Is Bobby currently being supported with a temporary reduced timetable? After you have made your selection, please 'Save Page' for relevant questions to show, if applicable.	Is Bobby currently accessing alternative provision? After you have made your selection, please 'Save Page' for relevant questions to show, if applicable.
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No

No

ATTENDANCE

Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn	100%		
Spring	99%	1%	
Summer			

Comments on Olivia's attendance

Olivia says:

Livvie has told Mrs Smalley that she liked going to her old school and told her about the time she went to collect an attendance certificate from the Head Teacher in assembly.

The adults around Olivia say:

David: Livvie had a tummy ache in the first week of this term. We think it was likely owing to anxiety.

Barriers to attendance and factors affecting the attendance record

We need to be mindful of Livvie's anxiety levels and ensure school is a welcoming and safe space for her every day.

Suspensions and Permanent Exclusions

Record of Suspensions

Type of Suspension	Date From	Date To	Reason	Was education provided from first day of exclusion?	What provision has been made for any suspension exceeding 5 days?

Using the options below, please use your professional judgement regarding the likelihood of an internal suspension in the forthcoming term:

- Very unlikely
- Unlikely
- Neither likely nor unlikely
- Likely
- Highly likely

Using the options below, please use your professional judgement regarding the likelihood of a suspension in the forthcoming term:

- Very unlikely
- Unlikely
- Neither likely nor unlikely
- Likely
- Highly likely

Using the options below, please use your professional judgement regarding the likelihood of a permanent exclusion in the forthcoming term:

- Very unlikely
- Unlikely
- Neither likely nor unlikely
- Likely
- Highly likely

Current PEP RAG rating for 'My Attendance'

My SMART Targets

Please state the amount of any unspent PP+ (where applicable) from the previous term. (Please record £0 if none)

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 Livvie will be achieving Expected Progress towards her end of KS1 target in Math	Livvie is currently BEP in Maths	1:1 intervention to practice ordering, recognising and verbalising numbers to 20. 15 minutes a day, 3 times a week before school.	Ellie Green to arrange this with Mrs Smalley	By the time of the next PEP meeting (20.06.2024)	£10 per 15 minute session x 3 = £30 per week x 14 weeks of the summer term = £420
By the time of the next PEP Livvie will be able to name / point to at least 3 children in her class she can call friends	Livvie is finding it difficult to make friends and is lacking in self confidence. She can currently name one friend in her class.	Livvie to join 'Time to Talk', a social skills small group intervention with 3 other children. The group will run twice weekly for 30 minutes	Ellie Green	20.06.2024	£5 per session (£20 total cost of session divided by 4) x 2 = £10 per week x 14 weeks of summer term = £140
By the time of the next PEP Livvie to move from 'Requires Improvement' to at least 'Good' in her effort grades for Maths and Writing	Currently Livvie is 'RI' for Writing and Maths owing to a difficulty in starting tasks promptly.	Mrs Smalley to ensure she is sitting next to Livvie when instructions are being given in order to provide prompts and guidance.	Mrs Smalley	20.06.2024	£0

Olivia's comment on previous Targets

Livvie's previous outcomes were around settling into her new school, making friends and for a SALT therapist to work with Livvie on a weekly basis.

Olivia's comment on new Targets

Livvie enjoys quiet time with Mrs Smalley and indicated through smiling that she was happy to come to school a little early 3 times a week. She has also been introduced to

the 3 other children who will be taking part in the Time to Talk intervention who have been carefully chosen as good matches for her.

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	David and Neil Ashby-Cross	Yes
Child's Social Worker	Rebecca Swann	Yes
Carers' Social Worker		
Designated Teacher	Ellie Green	Yes
Pupil	Olivia Robinson	No
Other	Mr Wright (Y1 class teacher)	Yes
Other		
Other		

Is Olivia present for their PEP meeting?

If no, who will feedback to Olivia?

Please ensure you have discussed the barriers preventing Olivia from attending, and how they might be supported to attend for all or part of the meeting next time, should they wish to.

No

Mr Wright has already spent time with Livvie to chat with her about the meeting and explain the plan for next term. David and Neil have also talked with Livvie and let her know how proud they are of her after talking with her teachers.

VIEWS OF ATTENDEES

Olivia's views about their PEP meeting (If Olivia attended)

Livvie did not attend the meeting.

What are the views of the carer?

We are very grateful for all the support from school and from Rebecca in helping Livvie to make this huge transition in her life. We are happy with the outcomes planned for next term and feel that her speech, and her ability to interact, will develop once she feels more confident, and of course with the weekly input from the SALT therapist.

What are the views of the social worker?

It's impressive to see how well the school staff know and understand Livvie and how quickly they have put plans in place to help her reach her potential. I think the small group work around friendships will be great for Livvie

What are the views of the Designated Teacher/Person?

I'm very grateful to Livvie's previous DT for all the information provided during our handover meeting – it was so useful to gain this level of understanding and to know what Livvie can be capable of. I feel sure we will get there!

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
 SEN Support (APDR / Provision mapping / individualised and personalised plans)
 SEMH Screening Tools
 AP Reduced Timetables (Risk reduction plan)
 Attainment and progress tracking
 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

20.06.2024

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting
2pm	Hampton Primary School	Ellie Green

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 Wellbeing and Aspirations'		Current PEP RAG rating for 'My Wellbeing and Aspirations'					
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 Attendance'		Current PEP RAG rating for 'My Attendance'					
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		Final PP+ Allocation					
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							
Additional PP+ Allocation							
Date	Amount (£)	Reason for allocation	Duration of intervention	Agreed by: (VS Initials)			

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