

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
Connor	Cole
Likes to be known as	Date of birth
Connor	02/05/2014
How do I describe my gender	The pronouns I like to describe myself
Male	He / Him
My Ethnicity	Religion / culture
A1 – White British	No Religion
First language	UPN
English	Y765409834212
Liquid Logic ID	
000000	
CARE INFORMATION	
Date became a child in care	Legal status
18.12.2023	C1 Interim Care Order
Name of person(s) with parental responsibility	Placing Authority
Cambridgeshire Local Authority shared with Ms Leah Jenkins & Mr Luke Cole	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 carer – not long term
Is Connor an Unaccompanied Asylum Seeking Child (UASC)?	
No	
18.12.2023	C1 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 Connor?	
Connor has only recently become a child in care. He has been placed with short term carers, however the plan is for long term foster care.	

Has Life Story Work been discussed / how can school contribute to this process?

It is too early for this piece of work to commence, although we are taking every opportunity to talk with Connor as questions arise about his current circumstances. Should Connor have questions in school as to why he has been taken in to care please reassure him that you have passed these questions and concerns on to his social worker.

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

Connor has been subject to long term neglect and has been a witness to ongoing domestic violence between his parents. His foster placement is confidential - details are not to be shared with parents. No photographs to be published / shared on school media platforms.

Things that are important to Connor

Connor says:

My mum and dad – but I haven't seen them since I had to move.

I like it when it's quiet and it's nice because Bob and Tina don't shout. I like playing in the garden and going to the park with them. I like reading too – I've just got a book from the library about castles.

The adults around Connor say:

Plans are in place for Connor to have regular, supervised contact with his parents. Currently Connor is able to ring his mum as long as foster carers are in the room

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

Connor has shared that he sometimes feels confused and sad. He was upset that he missed Christmas at home but did enjoy the holiday period with Bob and Tina (carers) – he liked going on a special train ride to see Father Christmas. Bob and Tina are very much aware of Connor's feelings and know it will take time for him to feel comfortable in their home.

CONTACT INFORMATION

Key adults

	Name	Address	Contact Number	Email
Foster carer/ Residential worker	Bob and Tina Edwards	xx	xx	xx
Children's social worker	Ellie Hall	xx	xx	xx
Designated Teacher	Mark Glover	xx	xx	xx
Parent (if S20 in place)				

First contact in an emergency or if Connor is unwell

- Mother
- Father
- Carer
- Social worker
- Other

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

- Mother
- Father
- 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?

Plans are in place for Connor to see his mum once every 2 weeks and once a month with his dad. Both contacts will be supervised.

School to explain they are not allowed to agree to additional contact outside of that arranged by social care. Please alert social worker or the duty 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

16.01.2024

21

Where the SDQ is 17 or above - has school been requested to complete an SDQ

Yes

Current PEP RAG rating for 'My Details'

My Education

Year group	School/Setting/Provider name
5	Parkfield Primary School
Designated teacher/person	Designated teacher/person email address
Mark Glover	mglover@parkfield.cambs.sch.uk

SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

School/Setting address	Date from	Date to	Type of school/setting	Reason for leaving
Parkfield Primary School	04.09.2018		Mainstream Primary	

Significant periods without a school place

Date from	Date to	Details

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 Connor have special educational needs?	Has an EHC needs assessment been submitted?
No SEN	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 Connor have a SEND diagnosis
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:
n/a	n/a
What was the date of the previous EHCP Annual Review meeting (where applicable)? Please refer to guidance banner above.	
TRANSITION PLANNING	
Are any transitions planned for next term for Connor? 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.
Connor will be starting Y6 in September.	We will ensure he has additional opportunities to meet his new class teacher and to spend time in the Y6 area.
If Connor 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.	
Current PEP RAG rating for 'My Education'	

My Wellbeing and Aspirations

Connor's relationships in school / college	
Connor Says:	The adults around Connor say:
I sit next to Leah in class most of the time now. She's nice. We sit at the back of the class so I can see what's going on. I feel a bit better in class now. I didn't really know what was going on but I do more now. Ms Lavery is nice.	<p>Mr Glover: it's lovely to see Connor making friends and I think he does feel part of the Y5 class now.</p> <p>Tina (carer): Leah is coming round to play after school on Friday – we're really looking forward to that. He does talk about other children too so we're hoping that as the term goes on he'll be playing with more children after school and in the holidays.</p> <p>Ellie (social worker): I'm so pleased to hear that Connor is making some new friends and that he likes his class teacher.</p>
Connor's strengths in school / college	
Connor says:	The adults around Connor say:
I'm getting better at writing! And I like doing project work – I like finding things out and looking at books. I'm doing a book about castles with Ryan and we might make a model too	<p>Ms Lavery: Connor is really motivated to find things out – he's great at researching information and now that he has had some help to find books in the library, he can do this independently. Connor is such a lovely, enthusiastic boy – we're so pleased to see him every day now.</p> <p>Bob (carer): When Connor first came to stay with us it was quite hard getting him up and ready in the morning but now he's up before us! He does love his school work and is beginning to take more care over presentation</p>
Connor'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
No	I'm feeling quite ok at school really. Ms Lavery helps me with my writing and my Maths and lots of other things. Sometimes I talk a bit too much when I get excited about something. Ms Lavery has given me some tips to help me be a bit quieter! I like Mr Coleman – he looks after us sometimes at play time. I like going to talk to him. And I know I can always go and find Mr Glover – he's given me a special card so I know where his office is.
Do you have a trusted adult that you can speak to?	Adults: would you like support with the wellbeing of Connor in your setting?
Yes, I can speak to Ms Lavery and Mr Glover.	<p>Mr Glover: I think Connor finds it a lot easier to talk to teachers now that he attends every day. Ms Lavery sees him three times a week for half an hour and if something is bothering him he is able to talk this through with her quietly. And of course he knows he can always come and find me.</p> <p>We're going to be introducing Connor to the Y6 class teacher, Mr Sanga, so that they can start to build up a relationship.</p> <p>Ellie: Connor has told me that he feels safe at school and that's so lovely to hear.</p> <p>Tina: He also has more friends now and that helps him a lot.</p>
How often does Connor's presenting behaviour require reasonable adjustments?	SDQ completed by social care

Frequently
 Occasionally
 Rarely

Where the SW has requested an education SDQ, please input score

21

Connor'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?

I'd like to work in a library! I love looking at books about things and would like to help people find the book they want. And I like being in quiet places too.

I don't do any actual clubs at the moment but I'm helping Miss Heath in the library at lunchtimes

Is there anything you would like to have the opportunity to participate in (both in and out of school)?

I'd like to find out a bit more about what school clubs there are

Current PEP RAG rating for 'My Wellbeing and Aspirations'

My Progress and Attainment

Year 5 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	95	G	EP	G	EP		
Writing	WTS	94	RI	BEP	G	EP		
Mathematics	WTS	92	RI	BEP	G	EP		

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

Additional notes for Year 5

SATS Results for Key stage 1

Please enter the SATS results below:

Subject	Results			
	Raw Score	Scaled Score	Has Made Expected Standards	Teacher Assessment Code
[GPS] Grammar, Punctuation and Spelling		98	NS	WTS
Mathematics		103	AS	EXS
Reading		105	AS	EXS
Writing		100	AS	EXS
Science				EXS

Additional notes for SATS Results for Key stage 1

My Views on My Progress and Attainment

What are Connor's views on their progress and attainment? (Use specific progress and attainment data to stimulate discussion)	
Connor says:	The adults around Connor say:
Ms Lavery told me about how I've gone up in my effort in class since last term and she said I should be really proud of myself. I'm doing quite well with my number bonds and I got 16 out of 20 in the spelling test this week.	Bob: Connor received a Gold letter about PE as well this week! Mr Glover: If Connor carries on as he is we will be raising his end of Key stage targets to Expected in all areas which shows fantastic progress in a very short space of time.
Which areas of the curriculum are difficult or challenging for Connor	
Connor says :	The adults around Connor say :
I'd like to be better at longer pieces of writing. I just get muddled. I have loads of ideas but can't put them in order.	Ms Lavery: I'm going to help Connor structure longer pieces of writing; he has lots of ideas which is great but just needs some help to get everything down on paper. When we have our half an hour together before school starts, we have time to talk about anything Connor has struggled with the day before.
Connor's achievements	
Please share Connor'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 Connor's 100% attendance certificate along with his Gold letter. I have also taken photos of his castles project which is so beautifully illustrated and attached them as well.	
Current PEP RAG rating for 'My Views on My Progress and Attainment'	

My Attendance

Is Connor 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 Connor 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

ATTENDANCE

Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn	56%	11%	33%
Spring	100%		
Summer			

Comments on Connor's attendance

Connor says:	The adults around Connor say:
I got a certificate for 100% attendance! I found it hard to start with getting up and ready for school but Bob helped me with my bag and getting ready and now it's fine.	Ellie: It's amazing to see such an improvement. Well done Connor. Bob: He's always up and ready now and very lively. It's quite exhausting!

Barriers to attendance and factors affecting the attendance record

n/a

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)

0

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 Connor's end of Key Stage 2 targets to be raised to EXS in Reading, Writing and Maths	Connor achieved At Standard (AS) in Reading, Writing and Maths in his KS1 tests. However his KS2 targets were set at WTS owing to poor attendance. Connor is now making great progress towards Expected Standard	Ms Lavery to continue with half an hour's 1:1 3 mornings a week	Mr Glover to ensure arrangements are in place; Ms Lavery to continue with the 1:1 morning sessions	21st June 2024	£20 per session x 3 = £60 per week x 13 weeks = £780
By the time of the next PEP Connor will have successfully completed a longer piece of writing (at least one page)	Connor struggles with ordering his thoughts and ideas and has expressed that this frustrates him.	Ms Lavery to provide Connor with writing frames to help him organise his thoughts	Ms Lavery	21st June 2024	£0
By the time of the next PEP Connor will have met with his Y6 teacher, Mr Sanga, and have begun to familiarise himself with the Y6 area of the school.	Connor's anxiety levels increase when anticipating any transitions or changes to plans. He benefits from having a longer period of time to adjust so that he can gradually get used to upcoming changes.	Miss Lavery will introduce Connor to Mr Sanga. Mr Sanga will then arrange some lunchtimes when Connor can spend time in the Y6 area	Ms Lavery / Mr Sanga	21 st June 2024	£0
By the time of the next PEP Connor will have joined an after school club	Connor has expressed that he would like to know more about what clubs are available	Mr Glover to ensure Connor and his carers have a full list of after school clubs.	Mr Glover to provide list of clubs. Bob and Tina to support Connor to choose a club.	21 st June 2024	£0

Connor's comment on previous Targets	Connor's comment on new Targets
I didn't have any? (Ms Lavery: this is because this is Connor's first PEP meeting).	I like seeing Ms Lavery in the mornings so I'm happy with that one! I'm a bit worried that I have to do a page of writing, but Miss said she's going to help me so that's ok. I think I know what Mr Sanga looks like – I hope he isn't too scary.
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 and Bob Edwards	Yes
Child's Social Worker	Ellie Hall	Yes
Carers' Social Worker		
Designated Teacher	Mark Glover	Yes
Pupil	Connor Cole	Yes at the end
Other	Vanessa Lavery (Y5 teacher)	Yes
Other		
Other		

Is Connor present for their PEP meeting?

If no, who will feedback to Connor?

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

Yes

Connor said he'd prefer to come in just at the end to see everyone. Mr Glover and Ms Lavery met with Connor after the meeting to let him know what was discussed and to ensure he understood his desirable outcomes for next term.

VIEWS OF ATTENDEES

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

I just came in at the last bit – it was funny seeing Bob and Tina there. Everyone was nice though and Ms Lavery showed everyone some of my work.

What are the views of the carer?

We are really proud of Connor. He's managed so well since he's been with us. He's really tired when we pick him up at the end of the day but then very lively every morning, which is lucky because he has to go in early 3 mornings a week.

What are the views of the social worker?

I've enjoyed getting to know Connor in the last few weeks. He's happy to chat to me about his likes and dislikes which is great. This has been a very positive first PEP meeting and seeing Connor in school and meeting his class teacher and his Designated Teacher has been lovely.

What are the views of the Designated Teacher/Person?

Connor has a lot of potential and we really want to see him achieving all that he is capable of. He is a pleasure to have around the school and he is beginning to have more confidence in his Y5 class.

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

N/A

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

This is Connor's first PEP meeting. Social worker will ensure a copy of the completed PEP will be sent to Bob and Tina.

Next PEP Meeting

PEP submission dates:

- Summer Term - Wednesday 3rd July 2024
- Autumn term 2024 - Wednesday 4th November 2024
- Spring term 2025 - Wednesday 13th May 2025
- Summer term 2025 - Wednesday 24th June 2025

Date of next PEP review meeting

20/06/24

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting
10.30am	Parkfield Primary	Mr Glover

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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