

# Personal Education Plan

OFFICIAL-SENSITIVE

Cambridgeshire

Virtual School Head Teacher: Claire Hiorns  
Tel: 01223 699883  
E-mail: [virtualschool@cambridgeshire.gov.uk](mailto:virtualschool@cambridgeshire.gov.uk)



Date of Meeting: 30.04.2024  
Date of Document: 10.05.2024

# 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
Preet	Kumar
Likes to be known as	Date of birth
Preet	06-12-2006
How do I describe my gender	The pronouns I like to describe myself
Female	She / her
My Ethnicity	Religion / culture
B3 – White Asian	Sikh
First language	UPN
English	Y765928364578
Liquid Logic ID	Has the vulnerable bursary application been made?
000000	Yes
CARE INFORMATION	
Date became a child in care	Legal status
31-02-2020	C2 – Full Care Order
Name of person(s) with parental responsibility	Placing Authority
Mrs Harpreet Kumar shared with Cambridgeshire LA	Cambridgeshire
Educating Authority	Number of care placements in last 12 months
Peterborough, City of	1
Total number of care placements	Current placement type
3	U6 – Placement with other foster carer – not long term
Is Preet 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 Preet?	
Preet has expressed her wishes to move into semi-independent and to explore reunification to her mother's care.	
Has Life Story Work been discussed / how can school contribute to this process?	

Preet does not wish to complete Life Story Work with the social worker at this time. However we will continue to offer this via another social worker. Any records of achievements, certificates and photographs from school can contribute to future life-story work.

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

Preet has a difficult and complex relationship with her father. Please can school be aware that he often tries to contact her via social media which causes her great distress.

Please seek advice from social worker prior to considering any form of in-school counselling / therapy.

## Things that are important to Preet

Preet says:

My brothers and sisters and my mum. They come first. And my gran. Tina and Jim have got a cat and I love her too. She sleeps on my bed and she loves being stroked.

The adults around Preet say:

We know that Preet would like to explore the possibility of living with her mum again and we are in the process of looking into this as a parallel plan, alongside semi independent living.

I think doing well in her GCSE exams is also really important to Preet.

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

Preet does not, currently, wish to have conversations around her care status or reasons for being in care. We will continue to offer life story work and have also suggested Preet could access specialist therapeutic intervention via our clinicians if and when this felt appropriate.

## CONTACT INFORMATION

Key adults

	Name	Address	Contact Number	Email
Foster carer/ Residential worker	Tina and Jim Watson	xx	xx	xx
Children's social worker	Rhada Dhanu	xx	xx	xx
Designated Teacher	Martin Curry	xx	xx	xx
Parent (if S20 in place)				

First contact in an emergency or if Preet 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?

Preet sees her mum most weekends and this is arranged informally between the foster carers and Mrs Kumar. We will be looking at Preet being able to stay overnight on Saturdays.

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

Mrs Kumar is highly unlikely to contact school directly. Should she do so, school to advise parent that they are only able to communicate with foster carers and for Mrs Kumar to contact carers and / or social worker. School should also alert carers and social worker.

## HEALTH CONCERNs

Medical conditions school/education provider should be made aware of

Prescribed medication

Mild asthma

Inhaler (carried by Preet plus spare kept at school)

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

SDQ Score

12/04/2024	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
11	Babington Academy
Designated teacher/person	Designated teacher/person email address
Martin Curry	mcurry@babington.org.uk

## SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

School/Setting address	Date from	Date to	Type of school/setting	Reason for leaving
Jackson Primary School	04-09-2012	23-07-2019	Mainstream Primary	Moved from Primary to Secondary
Parkfield Academy	05-09-2019	15-02-2020	Mainstream Secondary	Came into Care
Sunrise Secondary School	11-03-2020	17-05-2022	Mainstream Secondary	Care Placement move
Babington Academy	01-06-2022		Mainstream Secondary	

## Significant periods without a school place

Date from	Date to	Details
16.02.2020	10.03.2020	Delay in admission process to Sunrise Academy. On line work provided by Parkfield during this time.
18.05.2022	31.05.2022	Preet moved to Peterborough at short notice – search for most appropriate school undertaken during this period.

## 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 Preet 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
	N/A
What is the primary SEND need? (Please leave blank if non-applicable)	Does Preet have a SEND diagnosis
	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	

Global Developmental Delay  
 Other

SEND case worker name:

N/A

What was the date of the previous EHCP Annual Review meeting (where applicable)?

Please refer to guidance banner above.

SEND Case worker Email:

N/A

What reasonable adjustments / access arrangements are required for Preet?

Additional time  
 Scribe  
 Reader  
 Smaller room  
 Access to IT  
 Rest breaks  
 Other  
 None needed

If 'other' please describe the reasonable adjustment / access arrangements required for Preet

Preet will be able to meet with the invigilator prior to her exams and will also have opportunities to become familiar with the exam room.

Exams Officer Contact Details

Fatima Shafi  
[fshafi@babington.org.uk](mailto:fshafi@babington.org.uk)

## TRANSITION PLANNING

YR11 Transition Info

Name of Destination	Open event/s attended	Courses / programmes applied for (including levels)	Application/s submitted	Offer/s received	Offer/s accepted	Rank destinations in order of preference
Babbington Academy	Yes	A levels in Art, History & French	Yes	Yes	Yes	1
Hamford Regional College	Yes	Art Foundation	Yes	Yes	Yes	2

I am aware of the leavers' arrangements at my school

Assembly  
 Prom  
 Results Day  
 Hoodie  
 Year Book  
 Not Yet

Does Preet aspire to go on to higher education?

Yes

Current PEP RAG rating for 'My Education'

# My Wellbeing and Aspirations

Preet's relationships in school / college	
Preet Says:	The adults around Preet say:
I've got some ok friends now. Things have got better this year. It was really hard moving schools again when everyone else had their groups you know? But they're ok here really. I liked sitting with Kieron in History. He was a laugh. Since I started to calm down I think 've got on better with most of my teachers. Although I always got on with Ms Fry (my Art teacher).	<b>Tina (carer):</b> It's been really nice to hear Preet talk about some friends at school – I hope she keeps in touch with them over the summer holidays. <b>Martin (DT):</b> it's true that things were a bit rocky when Preet started here. She did struggle with friendships but seems to be in a much better and more comfortable place now. It's good to see. Ms Fry has been Preet's go to person since she first arrived – they get on really well.
Preet's strengths in school / college	
Preet says:	The adults around Preet say:
I don't really know apart from Art. I used to be quite good at Dance but I haven't got time for that now. I've been ok at Maths I suppose and I used to play hockey for the school team. That was fun.	<b>Rhada (social worker):</b> I think you've shown amazing strength and resilience. You've had 3 secondary schools which has been really tough. And here you are having finished your GCSEs and maybe thinking about A levels. You should be really proud of yourself. <b>Jim (carer):</b> I agree!
Preet'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've nearly finished Y11. I did find it hard to fit at the beginning but in the last year I've got some friends and we support each other and I've always had Mr Curry to go to as well.
Do you have a trusted adult that you can speak to?	Adults: would you like support with the wellbeing of Preet in your setting?
I know who to go to if I'm stressed or anxious. Having a smaller room for my exams is really helpful.	<b>Martin (DT):</b> Preet has really matured this year in the way that she has used the support available to her when she's needed it. If Preet continues with us in Y12 we will make sure the correct support is in place for her at sixth form.
How often does Preet's presenting behaviour require reasonable adjustments?	SDQ completed by social care
<input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input checked="" type="checkbox"/> Rarely	12
Where the SW has requested an education SDQ, please input score	
N/A	
Preet's extra-curricular and enrichment opportunities	
What extra-curricular or enrichment activities do you participate in (clubs, teams hobbies etc) both in and out of school?	Is there anything you would like to have the opportunity to participate in (both in and out of school)?
I dropped hockey because I had too much work to do this year. I like working at the Art shop and might ask if I can do a few more days now I have a long summer ahead.	I'll see what's available when I start Y12.

Has Preet completed a work experience placement in KS4?

Yes

## CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE

*The Education (Careers Guidance in Schools) Act 2022 requires schools to secure independent careers guidance to pupils in school years 8 to 13.*

*Children in Care may need particularly strong individualised support to ensure high levels of ambition and successful transition.*

*The Careers Leader should engage with the school's designated teacher to:*

- ensure they know which students are in care or who are care leavers;
- understand their additional support needs
- ensure that, for children in care, their personal education plan can help inform careers advice.

Preet's voice: what are your aspirations for your future?

What do you need to do to achieve this?

I'm still thinking – but something to do with Art definitely. Maybe a teacher or – if I'm good enough – an Artist.

I think either of my pathways will be ok – A levels or the Art Foundation – and then I'd like to go to uni to do Fine Art.

## My Log of CEIAG

What careers advice and guidance has Preet received to date?

Date	Description of enhanced CEIAG intervention:	Outcome	Further Action Required?
October 2021	Visits arranged to local dance events. Preet to opt for Dance & Art GCSEs	Option choices made	No
November 2022	1:1 with Preet's Art teacher arranged. Information given regarding routes to becoming a teacher	Preet has decided she would like a career using Art rather than Dance.	Yes- attend open day events
October 2023	Visits to Hamford College Art Foundation course. Attend Art trips to London galleries	Preet has decided to make applications to Hamford as well as Babbington (to study A levels)	Submit applications

Current PEP RAG rating for 'My Wellbeing and Aspirations'

# My Progress and Attainment

## Year 11 results

Please enter the end of KS4 target information and termly assessment of effort and progress

Subject Course Type	End of KS4 Target*	Revised target	Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
			Progress To End Of KS4 Target*	Effort	Progress To End Of KS4 Target*	Effort	Progress To End Of KS4 Target*	Effort
English language	4	4	EP	G	EP	G	EP	G
English literature	4	4	BEP	RI	BEP	G	EP	G
Mathematics	5	5	EP	E	EP	E	EP	G
Science (Double Award)	3	4	AEP	G	AEP	G	EP	G
Art	7	7	EP	E	EP	E	EP	E
History	5	6	AEP	G	EP	G	EP	E
French	5	5	EP	G	EP	G	EP	G
Drama	6	5	EP	RI	BEP	RI	BEP	RI

Please indicate below which educational pathway the young person is following: **Level 1 /2 GCSEs**

Additional notes for Year 11

## SATS Results for Key stage 2

Please enter the SATS results below:

Subject	Results			
	Raw Score	Scaled Score	Has Made Expected Standards	Teacher Assessment Code
[GPS] Grammar, Punctuation and Spelling		101	AS	EXS
Mathematics		106	AS	EXS
Reading		98	NS	WTS
Writing		102	AS	EXS
Science				WTS

Additional notes for SATS Results for Key stage 2

# My Views on My Progress and Attainment

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

Preet says:

I kind of lost interest in Drama and I guess that's why my teacher gave me Requires Improvement. I'm pleased that my History and Science predictions went up this term because I did try hard in those subjects – I hope I've revised enough. Being in a smaller room with just 4 others will help me with my concentration when I come to sit the exams. But I'm a bit worried about English cos if I don't get a 4 I'll have to take it again and I really don't want to do that.

The adults around Preet say:

**Jim:** You did get your revision together just in time I think. You weren't very happy with your mock results so that helped in a way with motivation.  
**Martin:** It was good to see you taking advantage of all the extra help after school and the PSHE lessons in revision tips. I think it was good for you to meet the invigilator before the exams start to see that she was human!  
**Radha:** As I said before I'm just so impressed with the way you are managing this very stressful period.

Which areas of the curriculum are difficult or challenging for Preet

Preet says :

If I do A levels I think French might be hard.

The adults around Preet say :

**Martin:** Preet made a real effort in the spring and summer terms with the subjects she found most difficult – that showed a lot of maturity.

Preet's achievements

Please share Preet'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've uploaded some Art pieces which Ms Fry showed me, as well as some really lovely feedback from some of Preet's Y11 teachers.

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

# My Attendance

Is Preet currently being supported with a temporary reduced timetable? <b>After you have made your selection, please 'Save Page' for relevant questions to show, if applicable.</b>	Is Preet currently accessing alternative provision? <b>After you have made your selection, please 'Save Page' for relevant questions to show, if applicable.</b>
--	---

No

## ATTENDANCE

Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn	93%	7%	
Spring	97%	3%	
Summer	100%		

## Comments on Preet's attendance

Preet says:	The adults around Preet say:
I had flu in the autumn term....	<b>Tina:</b> Preet doesn't like to miss school. She didn't like it when she had those gaps between schools when she had to move, so I think that has made her more determined to attend every day.

Barriers to attendance and factors affecting the attendance record	Is Preet at risk of becoming NEET?
None	No

## Suspensions and Permanent Exclusions

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

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 meeting Preet will be settled in to Y12 at either Babbington Academy or Hamford College	Preet has had offers from both centres and GCSE results will determine where she goes in September	Preet will be assigned a learning mentor and will have 1:1 sessions with the new Designated Person at the beginning of the new term	Mr Curry to arrange this	By the end of this term (23/07/24)	£0
Preet will have the necessary Art equipment for either Art A level or the Art Foundation	Hamford College and Babbington have provided a list of required equipment	Ms Fry will compile a list with Preet and ensure the order is made	Mr Curry to liaise with Ms Fry.	By the end of term (23/07/24)	£250

### Preet's comment on previous Targets

I achieved the one about getting better in English Lit! But I stayed at Requires Improvement in Drama. I think another outcome was about careers and I met with the advisor again and that helped me understand about teaching

### Preet's comment on new Targets

I'm excited to put a list together with Ms Fry for Art materials.

### 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 & Jim Watson	Yes
Child's Social Worker	Rhada Dhanu	Yes
Carers' Social Worker		
Designated Teacher	Martin Curry	Yes
Pupil	Preet Kumar	Yes
Other	Stefanie Jones (DP at Hamford College)	Yes
Other		
Other		

Is Preet present for their PEP meeting?

If no, who will feedback to Preet?

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

Yes

## VIEWS OF ATTENDEES

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

It was actually ok. I don't know what I was expecting because I've never been before but it was quite good really. It was nice to hear all the comments, although a bit embarrassing.

What are the views of the carer?

We are just so happy that Preet has nearly finished Year 11 with a good set of predicted grades. She really did pull things together in the last 2 terms and she should be proud of that. Wherever she goes next I know it will be to do the things she most wants to do. And she has really gained in confidence too.

What are the views of the social worker?

This has been a lovely PEP meeting. When Preet first started here there were many challenges and I know that she had quite a few run ins with teachers. I'm really grateful to school for supporting Preet and encouraging her aspirations.

What are the views of the Designated Teacher/Person?

We wish Preet all the best for the next steps in her education journey. We'd love to see her back at Babbington in September but she has a really positive back up plan too. Well done Preet and good luck with your exams.

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

No

All relevant documents must be uploaded - please indicate below

The most recent EHCP document MUST be uploaded if applicable

X Careers action plan

- EHCP (Final plan/proposed plan/annual review paperwork/professional report)
- 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

Social worker to send copy of last term's PEP to Tina and Jim.

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

15/11/2024

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting
2pm	TBC – Babbington or Hamford College	Radha Dhanu

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)			

--	--	--	--	--	--