

Personal Education Plan

OFFICIAL-SENSITIVE

Cambridgeshire

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Date of Meeting: 27/02/2024

Date of Document: 18/03/24

My Details

ESSENTIAL PUPIL INFORMATION

First name	Surname
Olivia	Robinson
Lives 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	Is Olivia a separated migrant child?
2	No
Current placement type	
A6 – placed for adoption with consent	
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	xxx	xxx	xxx
Children's social worker	Rebecca Swann	xxx	xxx	xxx
Designated Teacher	Ellie Green	xxx	xxx	xxx
Parent (if S20 in place)				

First contact in an emergency or if Olivia 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?

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.

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

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.		
If Olivia is not on a school roll, what interim education is being provided? (VS to complete)				
n/a				
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?	What is the primary SEND need? (Please leave blank if non-applicable)			
Education, Health and Care Plan (EHCP)	Communication and Interaction			
What is the date of the next EHCP review meeting (where applicable)?	What was the date of the previous EHCP Review meeting (where applicable)?			
12.02.2025	15.02.2024			
If high needs funding/EY Inclusion funding (nursery provisions) is in place, please state how much (for the forthcoming term)				
n/a				
TRANSITION PLANNING				
Is a mid-year transition planned?	If a mid-year transition is planned, please give details			
No	n/a			

Is Olivia due to change school at the end of this academic year?	If Olivia is due to change at the end of the school year, please name planned destination school
No	n/a
Please detail transition planning arrangements	Does the planned pathway feel well-matched to Olivia's academic potential?
n/a	Livvie has only been at Hampton Primary for 2 months – we have conducted baseline assessments and are confident that she will make good progress once she feels settled and more confident.
If no please give further information	If relevant, has the new setting/designated teacher been invited to the next PEP?
n/a	n/a
Olivia's voice: What are you looking forward to in your new school? if relevant	Olivia's voice: What are you looking forward to this term / next term / next academic year?
n/a	Livvie was taken around the classroom by Mrs Smalley so that she could show her TA the things she liked. She said she loved the choosing area where there are lots of arts and crafts materials and also the quiet reading corner. Livvie particularly pointed out the new teddy bears she likes to play 'schools' with.
Current PEP RAG rating for 'My Education'	

Emotional and Social Overview

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 support systems in school / college	
Olivia says:	The adults around Olivia say
<p>When asked 'who helps me?' Livvie answered 'my teachers'. She also said that 'Katie is kind'.</p>	<p>Ellie: We are encouraging Livvie to seek out Mrs Smalley in the first instance as they do spend much of the day together and Livvie has indicated that she feels comfortable and safe with her. And of course Mr Wright is there to support Livvie throughout the day. Livvie has also been to my office and can always ask for me if she would like to come and sit with me.</p> <p>Mr Wright: Livvie also has the support of her SALT therapist who she sees every week; she is gradually getting to know and trust her, and we hope this relationship will flourish as time goes on.</p> <p>Rebecca: I know Livvie was close to her SALT therapist at Shorefield school – the regular input and time together was of huge benefit to her.</p>
Comments from Virtual School around access and inclusion support (VS to complete)	
n/a	
How often does Olivia's presenting behaviour require reasonable adjustments?	SDQ completed by social care

<div><div>X Frequently</div><div><input type="checkbox"/> Occasionally</div><div><input type="checkbox"/> Rarely</div></div>	12
Where the SW has requested an education SDQ, please input score	Has a screening tool been used to assess Olivia's social and emotional needs?
n/a	Yes
Have you ensured that the needs highlighted in this section are reflected in the Desirable Outcomes?	
Yes	
Current PEP RAG rating for 'Emotional and Social Overview'	

My Progress and Attainment

Year 1 results

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

Subject			Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
	End of KS Target	Targeted Scaled Score for end of KS	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		

Complete the table below if child/young person is on a SEND pathway

Subject		Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
	Area of Need	Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target	Progress Towards EHCP Outcome	Progress Towards termly Target
1							
2							
3							
4							
5							
6							

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

Phonics Check (Score) Year 1

Early Years Foundation Stage Profile (EYFSP) - ELG outcomes

Subject		
Areas	Outcome	
Listening, Attention and Understanding	Emerging	
Speaking	Emerging	
Self-Regulation	Emerging	
Managing Self	Emerging	
Building Relationships	Emerging	
Gross Motor Skills	Emerging	
Fine Motor Skills	Expected	
Comprehension	Expected	
Word Reading	Expected	
Writing	Expected	
Number	Expected	
Numerical Patterns	Expected	
Past and Present	Expected	
People, Culture and Communities	Expected	
The Natural World	Expected	
Creating with Materials	Expected	
Being Imaginative and Expressive	Expected	

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:

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.

The adults around Olivia say:

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.

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.

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.

Which areas of the curriculum are difficult or challenging for Olivia

Olivia says:

When presented with pictures representing different subjects (see upload) Livvie indicated that writing and PE were the subject areas she didn't enjoy.

The adults around Olivia say:

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.

Olivia's achievements

Please ensure examples of work / other records of achievement have been uploaded and you have recorded Olivia's achievements since their last PEP meeting.

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.

Olivia's aspirations

My thoughts and ideas about what job or career I would like to have in the future are

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.

What extra-curricular or enrichment activities do you participate in (clubs, teams hobbies etc) both in and out of school?

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.

My Attendance

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

Have you set a Desirable Outcome around attendance if there are concerns?

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

n/a

Has Olivia experienced the following this academic year?

Please summarise any Alternative Provision accessed by Olivia this term - including provider details, hours, subjects, dates and times

- ☐ Alternative Provision
☐ Reduced Timetable

n/a

Suspensions and Permanent Exclusions

Have there been any internal suspensions this term?

No

Internal Suspensions

Date	Reason for Internal Suspensions	Reasonable adjustments made to support reintegration following the internal suspension

Have there been any exclusions (suspensions or permanent exclusions) this term?

No

External Suspensions and Permanent Exclusions:

"Where a looked-after child is likely to be subject to a suspension or permanent exclusion, the Designated Teacher should contact the local authority's Virtual School Head Teacher as soon as possible." DFE Suspension and Permanent Exclusion Guidance (Sept. 2022)

Type of suspension/exclusion	Date from	Date to	Reason for internal suspension/permanent exclusion

Have you set a Desirable Outcome around AP, reduced timetables or suspensions if there are concerns?	Using the options below, please use your professional judgement regarding the likelihood of an internal exclusion in the forthcoming term:
	<input checked="" type="checkbox"/> Very unlikely <input type="checkbox"/> Unlikely <input type="checkbox"/> Neither likely nor unlikely <input type="checkbox"/> Likely <input type="checkbox"/> Highly likely
Using the options below, please use your professional judgement regarding the likelihood of a suspension in the forthcoming term:	Using the options below, please use your professional judgement regarding the likelihood of a permanent exclusion in the forthcoming term:
<input checked="" type="checkbox"/> Very unlikely <input type="checkbox"/> Unlikely <input type="checkbox"/> Neither likely nor unlikely <input type="checkbox"/> Likely <input type="checkbox"/> Highly likely	<input checked="" type="checkbox"/> Very unlikely <input type="checkbox"/> Unlikely <input type="checkbox"/> Neither likely nor unlikely <input type="checkbox"/> Likely <input type="checkbox"/> Highly likely
Current PEP RAG rating for 'My Attendance'	

Desirable Outcomes

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

£0

REVIEWING AND SETTING TARGETS/ OUTCOMES

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

New Desirable Outcomes

Desirable Outcome	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 Maths	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 outcomes

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 Outcomes

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 'Desirable Outcomes'	

Attendance Log and Next PEP Meeting

ATTENDANCE AT PEP MEETING

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

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 carers receive a copy of the last PEP?

Yes

All relevant documents must be uploaded - please indicate below

- ☐ Careers action plan
☒ X 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

n/a

Next PEP Meeting

PEP submission dates are:

Autumn Term - Wednesday 29th November 2023

Spring Term - Wednesday 6th March 2024

Summer Term - Wednesday 26th June 2024

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 Voice and Aspirations'	Current PEP RAG rating for 'My Voice and Aspirations'
Previous PEP RAG rating for 'Emotional and Social Overview'	Current PEP RAG rating for 'Emotional and Social Overview'
Previous PEP RAG rating for 'My Progress and Attainment'	Current PEP RAG rating for 'My Progress and Attainment'
Previous PEP RAG rating for 'My Attendance'	Current PEP RAG rating for 'My Attendance'
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.(new format)

	Virtual School Feedback
Designated Teacher	
Social Worker	

Current Overall PEP QA Comment/ Advice (new format)

	Virtual School Feedback
Designated Teacher	
Social Worker	

Follow up comments from the Virtual School

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Additional PP+ Allocation

Date	Amount (£)	Reason for allocation	Duration of intervention	Agreed by: (VS Initials)