

# Personal Education Plan

OFFICIAL-SENSITIVE

Cambridgeshire

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Date of Meeting: 28.02.24

Date of Document: 14.03.24

# 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
18.12.23	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	Is Connor a separated migrant child?
1	No
Current placement type	
U6 – Placement with other foster carer – not long term	
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	xxx	xxx	xxx
Children's social worker	Ellie Hall	xxx	xxx	xxx
Designated Teacher	Mark Glover	xxx	xxx	xxx
Parent (if S20 in place)				

First contact in an emergency or if Connor is unwell

- Mother  
 Father  
x Carer  
 Social worker  
 Other

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

- Mother  
 Father  
 Carer  
x Social worker  
 Other

What are the contact arrangements?

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.

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

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

16.01.24

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

## If Connor 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 Connor have special educational needs?	What is the primary SEND need? (Please leave blank if non-applicable)
No SEN	
What is the date of the next EHCP review meeting (where applicable)?	What was the date of the previous EHCP Review meeting (where applicable)?
If high needs funding/EY Inclusion funding (nursery provisions) is in place, please state how much (for the forthcoming term)	

## TRANSITION PLANNING

Is a mid-year transition planned?	If a mid-year transition is planned, please give details
No	n/a
Is Connor due to change school at the end of this academic year?	If Connor 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 Connor's academic potential?
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.	Now that Connor has started to attend school regularly we have been able to put in catch up interventions and hope that over the next couple of terms we will be able to raise his KS2 targets to better reflect his potential.
If no please give further information	If relevant, has the new setting/designated teacher been invited to the next PEP?
	n/a
Connor's voice: What are you looking forward to in your new school? if relevant	Connor's voice: What are you looking forward to this term / next term / next academic year?
n/a	I quite like being with Ms Lavery before school – it's quiet and she's really helping me with my handwriting. I think it's something called Fizzy Hands? I'm doing some Maths too and Miss makes it fun.
Current PEP RAG rating for 'My Education'	

# Emotional and Social Overview

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><b>Mr Glover:</b> it's lovely to see Connor making friends and I think he does feel part of the Y5 class now.</p> <p><b>Tina (carer):</b> 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><b>Ellie (social worker):</b> 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><b>Ms Lavery:</b> 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><b>Bob (carer):</b> 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 support systems in school / college	
Connor says:	The adults around Connor say
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.	<p><b>Mr Glover:</b> 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><b>Ellie:</b> Connor has told me that he feels safe at school and that's so lovely to hear.</p> <p><b>Tina:</b> He also has more friends now and that helps him a lot.</p>
Comments from Virtual School around access and inclusion support (VS to complete)	
n/a	
How often does Connor's presenting behaviour require reasonable adjustments?	SDQ completed by social care
<input type="checkbox"/> Frequently <input checked="" type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	21
Where the SW has requested an education SDQ, please input score	Has a screening tool been used to assess Connor's social and emotional needs?
16	Yes

Have you ensured that the needs highlighted in this section are reflected in the Desirable Outcomes?	Yes
Yes	
Current PEP RAG rating for 'Emotional and Social Overview'	



# 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		

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

Subject	Area of Need	Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
		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, including PKF)

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

# 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:

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.

The adults around Connor say:

**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 :

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.

The adults around Connor say :

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

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.

Connor's aspirations

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

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.

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

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.

# My Attendance

## ATTENDANCE

### Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn	56%	11%	33%
Spring	100%	0	0
Summer			

### Comments on Connor's attendance

#### Connor says:

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.

#### The adults around Connor say:

**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

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

n/a

### Has Connor experienced the following this academic year?

Please summarise any Alternative Provision accessed by Connor 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?

n/a

### 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?

n/a

### 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
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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
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Current PEP RAG rating for 'My Attendance'

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# Desirable Outcomes

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

n/a

## 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 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	21 <sup>st</sup> 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 <sup>st</sup> June 2024	£0
By the time of the next PEP Connor will have joined an after school clubs	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 <sup>st</sup> June 2024	£0

Connor's comment on previous outcomes

I didn't have any? (**Ms Lavery**: this is because this is Connor's first PEP meeting)

Connor's comment on new Outcomes

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 'Desirable Outcomes'

# Attendance Log and Next PEP Meeting

## ATTENDANCE AT PEP MEETING

### 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.

For 15 minutes at the end

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

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 carers receive a copy of the last PEP?

Yes

### All relevant documents must be uploaded - please indicate below

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

- SEN Support (APDR / Provision mapping / individualised and personalised plans)
- SEMHS 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

The social worker, Ellie Hall, subsequently shared that Bob and Tina have expressed that they would like to care for Connor long term, and this is currently being explored.

**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

20/06/24

**Next PEP meeting**

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

## Additional PP+ Allocation

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