

Personal Education Plan

Alfie Blacker

OFFICIAL-SENSITIVE

Cambridgeshire



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Date of Meeting: 15/11/2023

Date of Document:

My Details

ESSENTIAL PUPIL INFORMATION

First name	Surname
Alfie	Blacker
Likes to be known as	Date of birth
Alfie	21/11/2010
How do I describe my gender	The pronouns I like to describe myself
Male	He / him
My Ethnicity	Religion / culture
White British	Agnostic
First language	UPN
English	Y446217894778
Liquid Logic ID	
555444	

CARE INFORMATION

Date became a child in care	Legal status
21-04-2016	Full Care Order
Name of person(s) with parental responsibility	Placing Authority
Cambridgeshire County Council shared with parents	Cambridgeshire
Educating Authority	Number of care placements in last 12 months
Cambridgeshire	2
Total number of care placements	Is Alfie a separated migrant child?
3	No
Current placement type	
U4 – foster placement with other foster carer	

What is the expected care plan for Alfie?

The care plan for Alfie is long term fostering. Alfie came in to care when he was 5 years old. His first placement was short term and he moved to new carers after 8 months. This was a planned move with the expectation of this being long term. However, the carers gave notice after 5 years owing to personal issues. Alfie moved to his current placement at the end of March 2022 and had to start a new secondary school. He is settling well both with his carers and at the new school and it is hoped he will be long term matched with Sally and Peter Cornish.

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

Alfie has a comprehensive life-story book covering the period up until 2022. Work will be completed by his social worker with the support of Alfie's current carers. School is able to contribute to this with any school photographs, records of achievements or certificates.

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

Alfie is living apart from his birth family. Contact with family members can lead to increased anxiety and impact upon him emotionally and behaviourally.

Good communication between home and school is essential so Alfie can be fully supported, as he struggles with transitions and adjusting to any unplanned changes. He also finds conversations around family difficult. He may need support during these times and with making new friends and maintaining relationships.

Things that are important to Alfie

Alfie says:

My mum and dad and my brother – but I don't get to see them much.
I'd really like to stay at this school. I feel more part of things here than I did before. I like Sally and Peter – they listen to me and I really like going for walks with their dog. I might be able to take her for walks on my own soon. I miss my carers from before though but Simon helps me stay in touch with them.

The adults around Alfie say:

Simon: We make sure that Alfie has the chance to speak with his previous carers on a regular basis and so far this has worked well – they are really keen to stay in touch too. Alfie sees his parents in the school holidays (6 times a year) and we know he would like this to be increased and we are talking with him about this.
I know how much he loves his football and playing the guitar!

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

Alfie has experienced a great deal of loss in his life and has shared that he finds it hard to establish trusting relationships.

CONTACT INFORMATION

Key adults

	Name	Address	Contact Number	Email
Foster carer/ Residential worker	Sally & Peter Cornish	Xxxx Xx xx	xxxx	xxx
Children's social worker	Simon Smith	xxx	xxx	xxx
Designated Teacher	Claire Miller	xxx	xxx	xxx
Parent (if S20 in place)				

First contact in an emergency or if Alfie 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?

Supervised contact with parents during school holidays (6 times per year)

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

Refuse and contact social worker

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
05/07/23	16
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
8	Sunrise Academy
Designated teacher/person	Designated teacher/person email address
Claire Miller	Claire.Miller@sunrise.org

SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

School/Setting address	Date from	Date to	Type of school/setting	Reason for leaving
Little Thorpe Primary	04.09.2015	23.07.2022	Mainstream Primary	Moved from Primary to Secondary
Longthorpe Village College	01.09.2022	23.03.2023	Mainstream Secondary	Care Placement move
Sunrise Academy	16.04.2023		Mainstream Secondary	

Significant periods without a school place

Date from	Date to	Details
24.03.2023	15.04.2023	Delay in accessing new school following placement move. Work provided by previous school during this period.

If Alfie 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 Alfie have special educational needs?	What is the primary SEND need? (Please leave blank if non-applicable)
EHCP	SEMH
What is the date of the next EHCP review meeting (where applicable)?	What was the date of the previous EHCP Review meeting (where applicable)?
01/07/2024	30/06/2023
If high needs funding/EY Inclusion funding (nursery provisions) is in place, please state how much (for the forthcoming term)	What reasonable adjustments / access arrangements are required for Alfie?
n/a	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Additional time <input type="checkbox"/> Scribe <input type="checkbox"/> Reader <input checked="" type="checkbox"/> Smaller room <input type="checkbox"/> Access to IT <input checked="" type="checkbox"/> Rest breaks <input type="checkbox"/> Other </div>

TRANSITION PLANNING

Is a mid-year transition planned?	If a mid-year transition is planned, please give details
No	n/a
Is Alfie due to change school at the end of this academic year?	If Alfie 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 Alfie's academic potential?
n/a at this time	Yes. Alfie is settling well in to Y8 and we anticipate he will be following the GCSE pathway in KS4
If no please give further information	If relevant, has the new setting/designated teacher been invited to the next PEP?
n/a	n/a
Alfie's voice: What are you looking forward to this term / next term / next academic year?	
I feel more part of the school now. It was hard starting part way through Y7 but this term I started back along with everyone else. I'm looking forward to playing football with my friends. I'd like to play the drums.	

CAREERS 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.

Careers details:

Date of impartial careers guidance interview (initial and subsequent)	Current ambition / aspiration	What further work is required to support this ambition / aspiration?	Have you set a Desirable Outcome around this?
12.03.2024	Alfie loves playing football and is really enjoying his music lessons. He can explore these further next term when he has a 1:1 with the careers advisor.	We will ensure Alfie has drum lessons and encourage him to choose Music as a GCSE subject. He has also been selected to play for the school football team.	Yes

What careers/education options have been delivered to Alfie?
Please tick all that apply
If none, please ensure a desirable outcome is created to ensure this takes place

- None
 Careers fair
 Work experience
 Careers talks

Does Alfie aspire to go on to higher education?

- PSHE curriculum
- Online careers questionnaire
- 1:1 structured conversations
- Workplace visits
- Open days to FE / HE
- Collapsed timetable days
- Other

Has Alfie attended HE/FE open days?

n/a currently

Alfie's voice: what future career options have you considered?

I'd really like to be a professional footballer – or maybe a musician?

Current PEP RAG rating for 'My Education'

Emotional and Social Overview

Alfie's relationships in school / college	
Alfie Says:	The adults around Alfie say:
<p>I think I've made some good friends since I've been at this school. I didn't really like it at Longthorpe much. Some of the people there were mean to me. I'm getting used to break times. I'm not feeling as lonely as I was because Ms Miller helped me find some people I could play football with.</p> <p>I like the music teacher, Mrs Peacock. She's funny. And Ms Miller says she's always there for me.</p>	<p>Ms Miller: Alfie really seems to be part of the school community now. I see him every day and mostly he is with friends – he sits with Kieron at lunch times. He knows I am there for him and knows where to find me. His form tutor always tells me how Alfie is doing and they have a really positive relationship.</p> <p>Peter (carer): We're really happy now that Alfie seems more settled at school. Kieron has been round to ours after school. He's a nice lad.</p> <p>Simon (social worker): This is all really positive. Thank you to school for supporting Alfie to begin to feel part of Sunrise Academy. I'm pleased that he gets on with his form tutor.</p>
Alfie's strengths in school / college	
Alfie says:	The adults around Alfie say:
<p>I think I'm ok at Music. I like it in that class, it's more sort of relaxed. I was quite pleased with a rap I did earlier this term – Mrs Peacock got me to record it and play it to the class – embarrassing! I don't really like classes where I have to sit quietly for ages, like History and Maths. I find it hard to keep concentrating I think and then I get stressed.</p>	<p>Ms Miller: Alfie is doing really well in Music and PE lessons – also Art. The Art teacher has shown me some really lovely printing he did last week. Alfie does find it hard to stay focussed sometimes so we are going to see if we can help him manage this by giving him an exit card. I am also going to talk to his teachers about letting Alfie move about the classroom more.</p>
Alfie's support systems in school / college	
Alfie says:	The adults around Alfie say
<p>I know I can always talk to Ms Miller. And my form tutor. Sometimes I can go with Kieron to the Music room at breaks or lunch times. Mrs Peacock lets me play the drums (sometimes).</p>	<p>Peter: Alfie really loves going to the music room. I think it helps him calm down if he's feeling a bit anxious or overwhelmed. It's kind of Mrs Peacock to let him do that.</p> <p>Simon: Alfie didn't have this kind of support in his previous school so this is lovely to hear.</p>
Comments from Virtual School around access and inclusion support (VS to complete)	
How often does Alfie's presenting behaviour require reasonable adjustments?	SDQ completed by social care
<input type="checkbox"/> Frequently <input checked="" type="checkbox"/> Occasionally <input type="checkbox"/> Rarely	
Where the SW has requested an education SDQ, please input score	Has a screening tool been used to assess Alfie's social and emotional needs?
	Yes – Boxall Profile (uploaded)
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 8 results

Please provide the End of KS4 target, the level the child is currently working at, and if on track to meet KS4 target

Subject		Autumn Teacher Assessment		Spring Teacher Assessment		Summer Teacher Assessment	
	End Of KS 4 target*	Progress To End Of KS4 Target	Effort	Progress To End Of KS4 Target	Effort	Progress To End Of KS4 Target	Effort
English	4	EP	RI				
Mathematics	4	BEP	RI				
Science	5	EP	G				

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 young person is following : Level 1/2 GCSEs

Please provide the End of KS4 target, the level the child is currently working at, and if on track to meet KS4 target

Subject	End Of KS 4 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	3	BEP	RI	EP	G	EP	G
Mathematics	3	BEP	RI	BEP	RI	EP	RI
Science	4	BEP	RI	BEP	RI	EP	G

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 young person is following

Please enter the SATS results below:

Subject	Results			
	Raw Score	Scaled Score	Has Made Expected Standards	Teacher Assessment Code
[GPS] Grammar, Punctuation and Spelling	95	NS		WTS
Mathematics	96	NS		WTS
Reading	94	NS		WTS
Writing	93	NS		WTS
Science				EXS

My Views on My Progress and Attainment

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

Alfie says:

I want to get Good for effort in English and Maths next time – I'm a bit annoyed I only got RI. Ms Miller says though that she thinks having a card will help me. I also want the teachers to let me walk about a bit cos that really helps me – I think that's why I got Good for Science.

The adults around Alfie say:

Ms Miller – we have raised Alfie's targets for GCSEs up to 4s for English and Maths and a 5 for Science. Alfie can achieve these – we just need to make sure all teachers know what helps Alfie to focus. Alfie and I are going to do a Pen Portrait together.
Sally (carer) – we're really pleased with the way you are now getting more organised with your homework.

Which areas of the curriculum are difficult or challenging for Alfie

Alfie says :

I think Maths and History – there's so much information in History lessons! And the teacher speaks too quickly for me so I sort of zone out.

The adults around Alfie say :

Ms Miller – I've spoken with Alfie's History teacher and he's going to provide Alfie with a written summary before the lesson which he can refer to.

Alfie's achievements

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

Alfie didn't want me to play you the rap he made in Music! I've uploaded the photos of the printing he did recently in Art.

Alfie's aspirations

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

I don't really know yet – I only know what I like doing and that's playing football and doing Music. Ms Miller says I'm going to have a chat with someone about jobs or something next term.

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

I'm going to join the school football team and maybe learn the drums at school.

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

I'd like to get some friends together to make a band! That would be my dream.

My Attendance

ATTENDANCE

Attendance this year (by term)

	Present	Authorised absence	Unauthorised absence
Autumn	99%	1%	n/a
Spring			
Summer			

Comments on Alfie's attendance

Alfie says:

Yeah – I like coming to this school. It's better than the old one. I'm usually on time – sometimes I get a bit muddled with my school bag though and that can make me a bit late. And stressed.

The adults around Alfie say:

Sally – we do try and help Alfie to get his school bag ready the night before but sometimes things are still left to the last minute. We'll make sure we're a bit more consistent with this!
Ms Miller – Alfie's form tutor knows being late makes Alfie stressed so he lets him have some calm time before going to lessons.

Barriers to attendance and factors affecting the attendance record

Just punctuality occasionally.

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

Yes.

Has Alfie experienced the following this academic year?

Please summarise any Alternative Provision accessed by Alfie 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:

- 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:

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

- Very unlikely
- Unlikely
- Neither likely nor unlikely
- Likely
- 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 Alfie will have made Expected Progress towards his KS4 target in Maths	Currently Alfie is just below EP in Maths with a target of a 4.	Alfie to receive 1:1 Maths tuition from his current Maths teacher after school once a week. Alfie's Maths teacher to receive a Pen Portrait which will describe positive ways of supporting Alfie with his concentration	Ms Miller Ms Miller and Alfie to work together on the Pen Portrait	By the time of the next PEP meeting (23 rd March)	12 weeks of 1:1 (Spring term 2024) @£25 per hour = £300
By the time of the next PEP Alfie will have achieved 'Good' effort in English and / or Maths	Currently Alfie is at Requires Improvement for Effort in English and Maths	Alfie will be provided with an exit card and a safe place to go to when he feels overwhelmed Alfie's teachers will receive a Pen Portrait to help with strategies to develop Alfie's concentration skills	Ms Miller	By the time of the next PEP meeting (23 rd March)	£0
Alfie will have further information about possible careers options relating to his current interests	To ensure we build on Alfie's current aspirations	1:1 independent careers meeting	Ms Miller	The meeting is arranged for 12/03/2024	£50 for 1:1 independent careers advice
Alfie's punctuality in the mornings will have improved to arriving on time 4/5 days per week	Alfie sometimes finds it hard to get to school on time every day. He is currently late on average 2 mornings per week	Carers will make sure they support Alfie to get his bag ready in the evenings for the next day	Foster carers	By the time of the next PEP meeting	£0

		If Alfie is late, his form tutor will allow him a few minutes to regulate before going to his first lesson	Form tutor		
Alfie will be able to play the drums	Alfie has real potential in Music (he already plays the guitar) and further experience in another instrument is important in terms of his aspirations	1:1 drum lessons in school	Ms Miller to arrange this for next term	By the time of the next PEP meeting	12 weeks of 1:1 music lessons @£20 per 30 min session = £240

Alfie's comment on previous outcomes	Alfie's comment on new Outcomes
I had an outcome about being on time to school last time but I didn't achieve it. I think having Peter and Sally helping me will be good.	I think they're ok. I'm looking forward to talking about jobs next term. I get on quite well with my Maths teacher so after school tuition should be ok, although I hope I'm not home too late. I can't wait to learn the drums!

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	Peter and Sally Cornish	Yes
Child's Social Worker	Simon Smith	Yes
Carers' Social Worker		
Designated Teacher	Claire Miller	Yes
Pupil	Alfie Blacker	Yes
Other		
Other		
Other		

Is Alfie present for their PEP meeting?

If no, who will feedback to Alfie?

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

Yes

Alfie attended his meeting

VIEWS OF ATTENDEES

Alfie's views about their PEP meeting

I thought it was a bit long so I was a bit bored in some parts. But everyone did listen to me and when I got bored I was allowed to go outside for a while. I don't like it when everyone talks about me behind my back so it was good to be there.

What are the views of the carer?

We are so proud of the way Alfie has settled in at Sunrise. He's really made an effort to make new friends and seems much happier coming to school now. I think all the plans for next term will be helpful. Well done Alfie!

What are the views of the social worker?

It's good to see Alfie enjoying school much more than at Longthorpe. I think the tuition will be good in helping Alfie to catch up in Maths.

What are the views of the Designated Teacher/Person?

We have been really impressed with Alfie's progress this term – lots of his teachers tell me about the good work he's producing in lessons and how he is managing his homework much better this term. I'm sure that things will settle down in Maths and History and am really glad that Alfie felt able to join the meeting this time.

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)
- SEMH Screening Tools
- AP Reduced Timetables (Risk reduction plan)

- Attainment and progress tracking
- Examples of work
- Age 2/3 check
- Child voice
- Other

Additional information from the meeting not covered elsewhere

Next PEP Meeting

PEP submission dates 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

28/02/24

Next PEP meeting

Time	Venue	Person responsible for co-ordinating meeting
10am	Sunrise Academy	Claire Miller

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)