

Personal Education Plan

OFFICIAL-SENSITIVE

Cambridgeshire

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Date of Meeting: 08/04/2024

Date of Document: 10/04/2024

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 Personal Details

ESSENTIAL PUPIL INFORMATION	
First name	Surname
Abdul Rafi	Ahmadzai
I like to be known as	Date of birth
Rafi	10-06-2006
How do I describe my gender	The pronouns I like to describe myself
Male	He /Him
My Ethnicity	My religion / culture
C4 – Any other Asian background	Muslim
CARE INFORMATION	
Date became a child in care	Legal status
12-03-2023	V2 – Accommodation under S20 single period of accommodation
Educating Authority	Are you an Unaccompanied Asylum Seeking Child (UASC)?
Cambridgeshire	Yes
Asylum Claim	Current placement type
Pending	K2 – Homes and Hostels
Date of most recent Strength and Difficulties Questionnaire (SDQ)	SDQ Score
13-04-2023	21
Sensitive Issues (Other information e.g. internet safety concerns, school photos, sex education, mothers' day, cultural needs etc)	
<p>As an unaccompanied asylum-seeking child, Rafi's arrival in the UK would have been a disorienting experience for him. He has experienced traumatic events. Rafi states he is fearful of returning to Afghanistan.</p> <p>Rafi is worried about his family – his parents, sisters and brothers. Rafi states that his father previously used to work for the government prior to the Taliban taking over. He is worried as his father is missing.</p> <p>Rafi informs that he is now feeling safe in the UK.</p> <p>Rafi cannot speak or understand much English. This might be impacting on his feelings of belonging and trusting individuals. A Pashtun interpreter is required to help Rafi understand that professionals are there to support him and not to challenge or make a judgement on his asylum-seeking process.</p>	
UASC Education Information - This information only needs completing in the initial discussion	
Have you been to school?	If Yes, up to what age did you attend?
Yes	12
What language were you taught in?	Which language (s) can you speak?
Pashto	Pashto, Dari
Which language (s) can you read?	Which language (s) can you write?
Pashto	Pashto
Which subjects have you studied before?	
Maths, Reading, Culture	
KEY CONTACT INFORMATION	
Key Contacts	

	Name	Address	Contact Number	Email
Carer	Sylvia Amin	xx	xx	xx
Social Worker	Eniola Tesfaye	xx	xx	xx
DT/Key Person	James Bryson	xx	xx	xx
Course Tutor	Millie Turing	xx	xx	xx
VS Caseworker	Tom Brown	xx	xx	xx
Wellbeing Support	Gaynor Nightingale	xx	xx	xx
YOS Worker				
Senior/Transition Advisor				
ANPA				
Other				
Other				

Year group	School/Setting/Provider name
12	Langley College
Designated teacher/person	Designated teacher/person email address
James Bryson	brysonj@langleyfe.co.uk

SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

School/Setting address	Date from	Date to	Type of school/setting	Reason for leaving
Langley College	24/03/2023		Further Education College	

Education Needs

Do you have special educational needs?	What is your primary SEND need? (Please leave blank if non-applicable)
No SEN	
What was the date of your previous EHCP Review meeting (where applicable)?	What reasonable adjustments have been made for you? P16
	<input type="checkbox"/> Additional Time <input type="checkbox"/> Scribe <input type="checkbox"/> Smaller Room <input type="checkbox"/> Reader <input type="checkbox"/> Access to IT <input type="checkbox"/> Rest Breaks <input type="checkbox"/> Other <input checked="" type="checkbox"/> None Needed
Are you receiving the 16-19 Government Vulnerable Bursary?	If yes, please give a brief description of the payment criteria/mechanism??(e.g. termly, course books, course equipment etc.)

Yes	Rafi has been provided with course books and resources. He receives a weekly allowance for his lunch in college and bus fare.
Are you happy for the Virtual School to contact you directly to share additional opportunities?	
Yes	
If yes, please share your e-mail address / contact number:	
Rafi would like to be contacted via his carer, Sylvia.	
Current PEP RAG rating for 'My Personal Details'	

My Achievements

Key Stage 4 Results:

KS4 Results

Subject	Qualification Type	Awarding Body	Grade Achieved	Raw Mark (Paper 1)	Raw Mark (Paper 2)	Raw Mark (Paper 3)

PLEASE NOTE: Further rows will be added to the table automatically, once all the rows have been completed and the page has been saved.

Notes about my KS4 Results

Rafi arrived in the UK in March 2023 as a Y11 young person. He was able to enrol early at Langley College but did not take any KS4 exams.

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

My Current Pathway

My Current pathway – chose from drop down

Ensure that the chosen pathway reflects the highest level qualification that is currently being studied

ESOL

ESOL

School/Setting/Provider name

Exams Officer Contact Details

Langley College

skeatj@langleyfe.co.uk

YOUR EDUCATION INFORMATION

Your Current Programme of Study

(The courses you are following now, your attainment and progress)

Current Pathway:

Subject	Type of Qualification	Level	Predicted Grade	Autumn Term Progress Towards Predicted Grade	Attendance %	Spring Term Progress Towards Predicted Grade	Attendance %	Summer Term Progress Towards Predicted Grade	Attendance %
Writing	ESOL	Entry Level 1	Pass	Below Expected Progress	72%	Below Expected Progress	75%		
Maths		Entry Level 1	Pass	Expected Progress	80%	Expected Progress	85%		
Reading	ESOL	Entry Level 1	Pass	Expected Progress	80%	Expected Progress	85%		

The qualifications you have already achieved in Y12 and Y13:

Type of Qualification	Subject	Grade/Level Achieved	Date Achieved
ESOL Entry Level 1	Reading	Pass	10/02/2024

Is Rafi continuing with their current pathway into the next academic year?

If no, please complete the table below:

Yes

Destination Information:

Name of destination / employer / training provider (please list in order of preference)	Course Type	Course Level	Subject Titles	Application Submitted?	Place Offered?

If OTHER is selected for Course Type above, please give details below:

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Please comment on the following areas: - Use the information in the table above to inform discussion within the PEP meeting. Please state any specific reasons or barriers to achievement and share strategies deployed to support progress. Ensure concerns raised are addressed through the setting of specific SMART Targets

	My Views	The Views of my Key Workers
Attendance	I go home to have my lunch but then I am tired so I do not go back to College. I stay at home.	James: Rafi's attendance is 82% overall but has improved a little this term. He comes to college in the morning but sometimes doesn't come back for his lessons in the afternoon. Sylvia: Sometimes Rafi does not sign in when he comes home for lunch so we do not know he is there. I will start to check his room if he is due back in college in the afternoon.
Punctuality	I am sometimes late for my lessons because I wait for my friends. I do not like to go to lessons on my own.	James: I will speak to Rafi and his friends together about the importance of being on time. I will go in to the Breakout room at the end of break times when I can to make sure that they are on their way. Gaynor: I have spoken to Rafi about his struggles with his writing teacher. I think that he says he doesn't like her because she makes him do work that he doesn't enjoy. I will speak to her again. She helps at the Wednesday afternoon cricket club that Rafi goes to so I am hopeful that relationships will improve now that Millie is aware how he's feeling.
Progress and Achievement	I am happy that I have passed my reading exam. I find writing harder. I do not like the teacher.	James: It's really impressive that you have already passed your Reading exam, Rafi! And we will try and sort things out with your writing teacher so that you can pass that exam too.
Wellbeing	I am sometimes happy but I miss my family. Sometimes at night there is a lot of noise when I am trying to sleep.	Sylvia: I will speak to the staff and ask them to ensure that all of our residents adhere to the 11pm curfew and that they monitor this carefully. Sometimes Rafi is up late too. Gaynor: Rafi can come to the Wellbeing hub whenever he needs some time in a calm place. He has done that before when he was feeling low. We have helped Rafi make connections with some people in the nearby Mosque which I am hoping will help him. We will keep an eye on him. Mary: I will speak to our clinician team to see if there is any further support we can offer.

Has the young person received any formal verbal or written warnings?

yes

Warnings and Suspensions:

Type of Warning/Suspension	Date	Reason
Level 1 Attendance warning	10/10/2023	Attendance below 90%
Level 2 Attendance warning	15/01/2024	Attendance below 85%

Strategies in place to avoid further exclusions

Rafi attended a meeting with college staff and Lisa from the Virtual School. We changed his ESOL group so that he was in lessons with people he knew. This did improve his attendance a little.

Current PEP RAG rating for 'My Current Pathway'

My Future Plans

Things that are going well in my education	Tell us about any concerns or worries you have
I have friends at college. I have passed my reading exam. I like to go to the cricket sessions on a Wednesday afternoon.	I worry about my asylum claim, about what will happen
What ideas do you have for your future career?	Are you interested in going to University?
I don't know. In Afghanistan I helped on my neighbour's farm sometimes. I liked that but I always wanted to be an engineer or a mechanic.	No
What is your next step from here? Do you have a particular course, job or career in mind?	What support do you need to achieve these goals?
I have to finish my ESOL course. It is very long.	I need to work more when I am at home so that I can do the exams quicker. A laptop or an ipad would help so that I can use online learning at home sometimes.

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.

Did Rafi complete a work experience at secondary school?	If no, is there an opportunity for work experience this year?
No	Yes we can ensure we discuss options with Rafi next term – possibly something around engineering or mechanics.
If yes, has the work experience taken place?	
No.	

My log of careers information

Date	Description of Event	Outcome	Further Action Required?
23/11/23	Open event at the college. Rafi visited the engineering and agricultural studies departments.	Rafi is aware of the vocation courses that are available to him after ESOL.	No

Tell us about your interests or anything else that you do in your free time.	Would you like support in accessing any other activities?
I like cricket and I look to cook food from my home country. I go to the Mosque on a Friday.	I would like to join a football club

Current PEP RAG rating for 'My Future Plans'

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My Targets

SMART targets and actions from the last term

My Previous SMART target(s)	Actions or support needed to help me achieve my SMART Target(s)	Comments/Notes

Review SMART targets and actions from the last term.

My SMART target from my last PEP	Target achieved?	Please give More details about the outcome I achieved or the difficulties I experienced
By the next PEP, my attendance will be about 90%.	No	Level 1 attendance disciplinary meeting. Rafi was moved to a different group so that he could be with his friends. This did improve his attendance slightly, further measures needed.
By the end of January, I will have passed my ESOL level 1 reading exam.	Yes	Rafi did very well in his reading assessment and is now working on level 2

Please ensure that at least one target is directly related to academic progress and attainment.

New SMART targets and actions for the next term.

If you would like to request funding, please see the Post-16 PP+ policy in the documents and contact your Virtual School Education Advisor to discuss further.

My New SMART target(s)	Actions or support needed to help me achieve my SMART Target(s)	Comments/Notes
By the end of the summer term I will be ready to sit my level 1 writing exam.	Eniola to contact the Virtual School to get a laptop request form so that Rafi can do more work at home. Millie to continue to work with Rafi in lessons and at the cricket sessions to build their relationship further. Rafi will work for an extra 45 minutes every day during the week to improve his writing.	
By the next PEP, my attendance will be more than 90%	Rafi could eat at college or if he goes home, he must make sure that he signs in . Sylvia will check in on him to make sure that he returns to college. James will find out what clubs and activities there are at lunchtime that Rafi might be interested in – there may be a football club.	

Current PEP RAG rating for 'My Targets'

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My PEP Meeting

ATTENDANCE AT PEP MEETING

People Involved in the PEP

Name	Role	Involvement
Abdul Rafi Ahmadzai	Young person	Did not attend
Sylvia Amin	Carer	Attended
Eniola Tesfaye	Social Worker	Attended
James Bryson	DT	Attended
Millie Turing	Tutor	Provided information for the PEP
Tom Brown	Virtual School	Attended
Gaynor Nightingale	Wellbeing support	Attended

Rafi was invited but chose not to attend

☐ Yes

My reasons for not attending

The interpreter was booked for a different time. I met with James and Eniola and the interpreter last week.

All relevant documents MUST be uploaded

- ☐ EHCP (Final plan , proposed plan, Annual review paperwork, Professionals report)
☐ SEN Support (APDR, Provision mapping, Individualised and personalised plans)
☐ SEMH Screen Tools
☐ AP Reduced Timetables (Risk reduction plan)
☒ Attainment and Progress Tracking
☐ Examples of Work
☒ Careers Action Plan

Additional information from the meeting not covered elsewhere including any reasons why the EHCP has not been uploaded.

n/a

Next PEP Meeting

PEP submission dates:

- Summer term 2024 (Year 11 and 13 only) - Wednesday 13th May 2024
- Summer term 2024 - Wednesday 24th June 2024

Date of next PEP review meeting:

20/06/2024

Time of next PEP review meeting:

11am

Current PEP RAG rating for 'My PEP Meeting'

VS Feedback.

RAG ratings pulled through from individual pages

Previous PEP RAG rating for 'My Personal Details'

Current PEP RAG rating for 'My Personal Details'

Previous PEP RAG rating for 'My Current Pathway'

Current PEP RAG rating for 'My Current Pathway'

Previous PEP RAG rating for 'My Future Plans'

Current PEP RAG rating for 'My Future Plans'

Previous PEP RAG rating for 'My Targets'

Current PEP RAG rating for 'My Targets'

Previous PEP RAG rating for 'My PEP Meeting'

Current PEP RAG rating for 'My PEP Meeting'

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)