

# Personal Education Plan

OFFICIAL-SENSITIVE

Cambridgeshire

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Date of Meeting:

Date of Document:

# 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
Jayden	Atkinson
I like to be known as	Date of birth
Jay	28/08/2007
How do I describe my gender	The pronouns I like to describe myself
Male	He/him
My Ethnicity	My religion / culture
A1 – White British	None

## CARE INFORMATION

Date became a child in care	Legal status
04/05/2023	V2 – Accommodation under S20 single period of accommodation
Educating Authority	Are you an Unaccompanied Asylum Seeking Child (UASC)?
Cambridgeshire	No
Asylum Claim	Current placement type
	K2 – Homes and Hostels
Date of most recent Strength and Difficulties Questionnaire (SDQ)	SDQ Score
02/06/2023	15

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

Jayden does not have any contact with his birth family by choice and does not wish to speak about them or discuss this any further with anyone.

## 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?
What language were you taught in?	Which language (s) can you speak?
Which language (s) can you read?	Which language (s) can you write?
Which subjects have you studied before?	

## KEY CONTACT INFORMATION

### Key Contacts

	Name	Address	Contact Number	Email
Carer	Patty Clements	xx	xx	xx
Social Worker	Damon Frigale	xx	xx	xx
DT/Key Person	Kristin Matyas	xx	xx	xx

Course Tutor	Petra Kolman	xx	xx	xx
VS Caseworker	Anna Rowlands	xx	xx	xx
Wellbeing Support				
YOS Worker				
Senior/Transition Advisor				
ANPA				
Other				
Other				

Year group	School/Setting/Provider name
12	Springwell College
Designated teacher/person	Designated teacher/person email address
Kristin Matyas	k.matyas@springwell.org

#### SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

School/Setting address	Date from	Date to	Type of school/setting	Reason for leaving
Topfield Academy	01/09/2018	19/01/2023	Mainstream Secondary	Permanent Exclusion
Next Steps Tutoring	26/01/2023	31/08/2023	Alternative Provision	Moved from Secondary to Further Education
Springwell College	01/09/2023		Further Education College	

#### Education Needs

Do you have special educational needs?	What is your primary SEND need? (Please leave blank if non-applicable)
Education, Health and Care Plan	Social, Emotional and/or Mental Health Needs (SEMH)
What was the date of your previous EHCP Review meeting (where applicable)?	What reasonable adjustments have been made for you? P16
21/11/2023	<input checked="" type="checkbox"/> Additional Time <input type="checkbox"/> Scribe <input checked="" type="checkbox"/> Smaller Room <input type="checkbox"/> Reader <input type="checkbox"/> Access to IT <input checked="" type="checkbox"/> Rest Breaks <input type="checkbox"/> Other <input 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	Payment for initial course materials and tools
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:

jayatk@hotmail.com

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)
English Language	GCSE	AQA	3	xx	xx	xx
English Literature	GCSE	AQA	3	xx	xx	Xx
Maths	GCSE	Edexcel	3	xx	xx	xx
Combined Science	GCSE	Edexcel	2,2	xx	xx	xx

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

### 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

Level 1 / 2 Education

## LEVEL 1/2 EDUCATION

School/Setting/Provider name

Which campus do you attend (if Applicable)?

Springwell College

Barnsfield Road

Exams Officer Contact Details

h.alexander@springwell.org

## 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 %
Digital Technology (foundation)	Vocational	2	Pass	BEP	70%	BEP	74%		
English Language	GCSE	2	4	BEP	62%	BEP	57%		
Maths	GCSE	2	3	BEP	67%	BEP	63%		

The qualifications you have already achieved in Y12 and Y13:

Type of Qualification	Subject	Grade/Level Achieved	Date Achieved

Is Jayden 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:

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 know that my attendance isn't good. I don't really want to do the Maths and English again. The digital stuff is ok so I go to more of those lessons.	Petra: Jay has missed so much of the beginning of the course he is now finding the work quite challenging. His attendance needs to be better if he is going to pass and progress onto the full T-level next year. He will need to pass the foundation year and his English and Maths.
Punctuality	When I go to College I'm usually on time. Most of my lessons are in the afternoon which is better.	Petra: when he attends he is on time and really lovely to have in the class.
Progress and Achievement	I want to pass my courses so I have more options next year but I don't want to carry on with digital technology T-level next year. I know I'm behind on a lot of my work, I'm not sure I can catch up.	Kristin: I have made arrangements for Jay to meet with the advisor in the college careers hub so that he can explore what could be an option if he were to complete his course this year.
Wellbeing	I'm ok but just don't feel like coming in sometimes. Some days I just want to stay in bed and can't be bothered to do anything. It is all really hard work now that I have to do my own cooking and cleaning. I know I can go to the support centre when I feel like that but I am too embarrassed to go.	Kristin: The support centre is happy to help Jay but he didn't go last time when I made him an appointment. Anna: Damon and I will chat to Jay outside of this meeting to find out what we can do to help him access the support centre. Patty: I will encourage him to come to the evening cookery sessions - it will help him make friends at home too.

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

Yes

Warnings and Suspensions:

Type of Warning/Suspension	Date	Reason
Stage 1 attendance warning	1/11/23	Attendance below 90%
Stage 2 attendance warning	15/2/24	Attendance below 80%

Strategies in place to avoid further exclusions

Regular communication between home and college. Patty will ring every morning before 9.15am if Jay is not coming in and support him in getting up in time to get to college. Careers interview to look at courses for next year. It is too late to switch to a different course this year but completing it will give Jay more options. Kristin to support Jay further to attend appointments at the wellbeing hub and appointments to be made on days when Jay is in college already.



# My Future Plans

Things that are going well in my education	Tell us about any concerns or worries you have
I am not sure. I think I could pass my courses if I attend and do the work	I am doing a course that I don't really like. I want to do something that is more likely to lead to a job
What ideas do you have for your future career?	Are you interested in going to University?
I don't know. Maybe something more practical. I don't really know what I can do	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'm not sure	I need to go to the Careers Hub.

## 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 Jayden complete a work experience placement at secondary school?	If no, is there an opportunity for work experience this year?
Yes	
If Yes, has the work experience taken place?	

## My log of careers information

Date	Description of Event	Outcome	Further Action Required?
01/10/2023	Visit and introduction to the Careers Hub in college	Jay knows that support is available to him	Jay to book a 1:1 careers interview
23/01/2024	College open day. Jay visited other departments in college to look at courses for next year.	Jay knows what else is available to him in college.	Yes. Jay is still not sure what he would like to do

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 don't do anything since I moved.	I used to go to boxing and to the gym, I would like to do that again.

## 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 90% or above	No	I have struggled to get up in the morning and it is harder now I am so far behind.

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 next academic review point (19 <sup>th</sup> April), Jay will be up to date with all assignments and outstanding work.	Petra will meet Jay each week to break down the outstanding work into small manageable chunks. Anna will work with Jay to produce a work schedule for Jay to follow to ensure that his work completed. Patty will support Jay at home in completing the work.	Everyone has encouraged Jay to do this; it is possible for him to catch up the missed work.
By the next PEP, Jay will have a good self-care routine at home and be enjoying one activity a week to help his wellbeing.	Damon will explore a local boxing club and gym with Jay. Kristin will go with Jay to the support centre to introduce him to staff and arrange some appointment times. Patty will encourage Jay to attend the evening cookery sessions.	Jay has felt isolated since his move to his new home, these things will help him to settle and make new friends.
Between now and the next PEP, Jay will attend 90% of his lessons.	Anna to explore funding from virtual school for additional tuition for maths and English to help support him with the lessons he has missed and feel more confident in lessons. Kristin will go to the careers hub with Jay and arrange taster sessions in other subjects so that he can decide what he would like to do next year.	Jay was very close to passing both of these exams last summer.

## 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
Patty Clements	Carer	Attended
Damon Frigale	Social Worker	Attended
Kristin Matyas	DT / Key Person	Attended
Petra Kolman	Course Tutor	Provided Information for PEP
Anna Rowlands	VS Caseworker	Attended

Jayden was invited but chose not to attend

My reasons for not attending

Yes

I met with Kristin and gave my views. I didn't really want to sit in a meeting. I know Patty will tell me how it went.

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:

- [Spring term 2024 - Wednesday 6th March 2024](#)
- [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:

Time of next PEP review meeting:

10-06-2024

10am

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)