

# Personal Education Plan

OFFICIAL-SENSITIVE

Cambridgeshire

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Date of Meeting: 20/11/23

Date of Document: 12/12/23

# My Details

## ESSENTIAL PUPIL INFORMATION

|  |   |
|--|---|
| First name   | Surname   |
| Elisha   | Achebe  |
| Likes to be known as   | Date of birth   |
| Elisha   | 10-05-2007  |
| How do I describe my gender  | The pronouns I like to describe myself  |
| Female   | She / her   |
| My Ethnicity   | Religion / culture  |
| D2 - African   | Muslim  |
| First language   | Liquid Logic ID   |
| English  | 1234320   |
| Is Elisha (Elisha Jane) receiving the 16-19 Government Vulnerable bursary? | If yes, please give a brief description of the payment criteria/mechanism (e.g. termly, purchase of laptop, course books, course equipment etc.)  |
| Yes  | College receives the bursary on Elisha's behalf. We met with Elisha at the start of this term to discuss how best to spend this term's funding. We have bought Elisha a laptop and resources for her courses (text books and Maths equipment) |

## CARE INFORMATION

|   |  |
|---|--|
| Date became a child in care   | Legal status   |
| 02/11/2016  | C2 – Full Care Order   |
| Name of person(s) with parental responsibility                        | Placing Authority  |
| Cambridgeshire County Council shared with parents, Mr and Mrs Achebe. | Cambridgeshire   |
| Educating Authority   | Number of care placements in last 12 months  |
| Bedfordshire  | 1  |
| Total number of care placements                                       | Is Elisha a separated migrant child?   |
| 3   | No   |
| Current placement type  | What is the expected pathway plan?   |
| U4 – Placement with other foster carers – long term fostering         | Elisha and her younger brother, Damon, are in a matched long term foster placement. Elisha will remain a Child in Care until she reaches independence at 18 years. |

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

Elisha's parents both suffer from poor mental health which resulted in them being unable to provide good enough care for Elisha and her younger brother Damon. Mr and Mrs Achebe would like to be as involved in Elisha's daily life as far as their mental health allows. College should, however, only send reports and information to foster carers who will liaise with social care as to what can be passed to parents.

Elisha fasts for Ramadam and celebrates Eid. She follows a halal diet and does not eat pork.

## Things that are important to Elisha

Elisha says:

My parents. I worry about them. But sometimes I know it's not always good when we see each other. My brother Damon – although he's really annoying and always comes into my room when I just want to be on my own. Acting! Being in plays. Singing. I just love all that.

The adults around Elisha say:

Elisha is learning to manage the amount of time she spends with her parents. She would like to see them every week but knows that this is not always possible owing to their mental health. Elisha has expressed that she is loving being able to focus on the things she likes most, now that she is at College. She loves to keep busy and active.

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

Elisha has shared that underneath her very friendly and outgoing exterior, she feels unsure of herself and does not really have any close friends.

## CONTACT INFORMATION

### Key adults

|                                  | Name                  | Address | Contact Number | Email |
|----------------------------------|-----------------------|---------|----------------|-------|
| Foster carer/ Residential worker | Zara and Sameer Bakir | xxx     | xxx            | xxx   |
| Children's social worker         | Mary Stevens          | xxx     | xxx            | xxx   |
| Designated Teacher               | Olivia Brownlee       | xxx     | xxx            | xxx   |
| Parent (if S20 in place)         |                       |         |                |       |

First contact in an emergency or if Elisha is unwell

What are the contact arrangements?

- ☐ Mother  
☐ Father  
☐ x Carer  
☐ Social worker  
☐ Other

Elisha is able to see her parents after College, at weekends and during the holidays. This is arranged informally between them now that Elisha is 16. Currently no overnights are permitted.

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

If parents directly request information please remind them that all information goes to foster carers in the first instance. If parents request to see Elisha during the school day, please speak with Elisha first to determine her wishes.

## HEALTH CONCERNS

|                       |   |
|-----------------------|---|
| Prescribed medication | Date of most recent Strength and Difficulties Questionnaire (SDQ) (only to be completed for young people aged between 4 and 17) |
| n/a                   | 15/02/23  |
| SDQ Score             | Where the SDQ is 17 or above - has school been requested to complete an SDQ   |
| 12                    | n/a   |

Current PEP RAG rating for 'My Details'

# My Education

| Year group                | School/Setting/Provider name            |
|---------------------------|---|
| 12                        | Merton College                          |
| Designated teacher/person | Designated teacher/person email address |
|                           |   |

## SCHOOL/SETTING HISTORY (CHRONOLOGICAL ORDER)

| School/Setting address             | Date from | Date to  | Type of school/setting | Reason for leaving                        |
|------------------------------------|-----------|----------|------------------------|---|
| Harfield Infants, Cambs            | 05.09.11  | 23.07.13 | Mainstream Infants     | Move from Infant to Primary               |
| Harfield Juniors, Cambs            | 02.09.13  | 16-06-17 | Mainstream Junior      | Came into care                            |
| Longstowe Primary, Cambs           | 19.06.17  | 20.07.18 | Mainstream Primary     | Moved from Primary to Secondary           |
| Stowe Academy, Cambs               | 04.09.18  | 15.03.20 | Mainstream Secondary   | Placement move                            |
| Manor School, Bedfordshire         | 05.04.20  | 30.06.23 | Mainstream Secondary   | Moved from Secondary to Further Education |
| Greenwood FE College, Bedfordshire | 12.09.23  |          | FE College             |   |

## 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 Elisha 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)?  |
|  |  |
| Where Elisha has an EHCP, what plan is in place for the end of the academic year?                                      | What reasonable adjustments / access arrangements are required for Elisha?   |
| <input type="checkbox"/> Cease EHCP<br><input type="checkbox"/> Maintain EHCP<br><input type="checkbox"/> Make dormant | <input type="checkbox"/> Additional time<br><input type="checkbox"/> Scribe<br><input type="checkbox"/> Reader<br><input type="checkbox"/> X Smaller room<br><input type="checkbox"/> Access to IT<br><input type="checkbox"/> Rest breaks<br><input type="checkbox"/> X Other |

## TRANSITION PLANNING

| Is a mid-year transition planned?                                    | If a mid-year transition is planned, please give details |
|--|--|
| No   | n/a  |
| End of Year 12 Planned Destination (tick more than one if undecided) | If relevant, name of new post 16 destination             |
|  |  |

|  |  |
|--|--|
| <input checked="" type="checkbox"/> X Continue at current provider<br><input type="checkbox"/> Change of provider (specify below)<br><input type="checkbox"/> Apprenticeship<br><input type="checkbox"/> Employment<br><input type="checkbox"/> Training<br><input type="checkbox"/> Risk of NEET<br><input type="checkbox"/> Other (give details below) | n/a  |
| If relevant, preferred courses and level   | Please detail transition planning arrangements   |
| Transfer to L3 Diploma in Performing Arts  | n/a  |
| Does the planned pathway feel well-matched to Elisha's academic potential?   | If no please give further information  |
| Yes absolutely. Elisha will hopefully achieve a 4 in her Maths re-take this year which will enable her to progress to the L3 Diploma in Performing Arts next year.   | n/a  |
| If relevant, has the new setting/designated teacher been invited to the next PEP?  | Elisha's voice: What are you looking forward to this term / next term / next academic year?  |
| n/a  | I've only been here at Greenwood for about a term, but I already feel like Performing Arts is definitely for me. I love it. It's different to Drama at my last school – you learn such a lot more about all aspects of acting and singing and production. I'm not looking forward to my Maths re-take that's for sure. |

## 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? |
|---|--|---|---|
| 25.01.2020 (Stowe Academy Y8)   | Elisha is interested in all aspects of the creative / expressive arts.   | General discussion around the different types of profession within the Arts field and advice on which subjects to choose for GCSEs to support Elisha's interests / aspiration                           | Yes   |
| 20.02.2021 (Manor School Y9)  | Elisha has said that she would like to learn more about musical theatre as she loves singing, dancing and acting | Audition for the summer term production of West Side Story. Elisha and her carers to look into local Dance schools for Elisha to attend at weekends / holidays. Singing lessons to take place at school | Yes   |

|                               |  |  |     |
|-------------------------------|--|--|-----|
| 25.01.2022 (Manor School Y10) | Elisha has chosen her GCSE options and is enjoying Drama and Music GCSEs   | Provide Elisha with information regarding post 16 courses in her area of interest.<br>Elisha has joined a local Dance school and has been selected for the summer production of 'Annie'. | Yes |
| 15.03.2023 (Manor School Y11) | Elisha would like to do a Performing Arts course at the local FE College. Her ambition is to be a professional actor | Arrange for Elisha to experience a day at Greenwood College with a member of staff from the Performing Arts course.  | Yes |

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

- ☐ None
- ☒ X Careers fair
- ☐ Work experience
- ☒ X Careers talks
- ☐ PSHE curriculum
- ☐ Online careers questionnaire
- ☒ X 1:1 structured conversations
- ☒ X Workplace visits
- ☒ X Open days to FE / HE
- ☐ Collapsed timetable days
- ☐ Other

Does Elisha aspire to go on to higher education?

Yes, although she is not sure what this might look like. We will ensure she has further careers advice and guidance at the beginning of the Spring term

Has Elisha attended HE/FE open days?

Not yet

Does Elisha have a part-time job or volunteering role?

Yes

If Yes give details

Elisha has just started to volunteer at her local dance school – helping to supervise the younger children's classes.

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

Well I'd like to be an actor - I know it's really competitive but it's what I've wanted for ages. I love rehearsing and learning my lines and I get a real buzz from performing.

Current PEP RAG rating for 'My Education'

# Emotional and Social Overview

| Elisha's relationships in school / college  |   |
|---|---|
| <p><b>Elisha Says:</b></p> <p>I'd made loads of friends at Manor and some of them have come to College but none of them are doing Performing Arts – although I do see Fliss and Kye in Maths. There are loads of people here and I say hi to everyone. I know lots of people but no one in particular. I like Mr Jones (Head of Performing Arts) - he's so energetic! I don't like my Maths teacher – but that might be because I don't like Maths and hate that I have to do it again.</p> | <p><b>The adults around Elisha say:</b></p> <p><b>Mary (Designated Person):</b> Elisha is naturally very friendly and outgoing but I do worry that she doesn't seem to have any particular friends. In the transition meeting with Manor school the DT there said the same. We will look at how we can support her with this.</p> <p><b>Olivia (Social worker):</b> Elisha is a lovely, outgoing and friendly girl – she's such fun to be with and is very easy with adults. I think perhaps underneath it all she lacks confidence in herself and finds it hard to get close to her peers.</p> <p><b>Zara (carer):</b> Elisha is very much part of our family – and her brother Damon – our children are always clamouring to be with her! We have noticed that she doesn't see friends outside of school / college but then she is really busy with all her clubs and activities.</p> |
| Elisha's strengths in school / college  |   |
| <p><b>Elisha says:</b></p> <p>I'm pretty organised and am always on time to everything. I go to lots of things at break and lunchtimes like events that get put on – even if I'm not that interested in the subject. It keeps me busy though. I hate being bored.</p>   | <p><b>The adults around Elisha say:</b></p> <p><b>Sameer (carer):</b> We don't have any trouble with making sure Elisha has done homework (unless it's Maths..)or getting to College on time. She's very motivated and that's a real strength.</p> <p><b>Mary:</b> we do need to make sure that Elisha keeps up with her Maths because she needs to get that 4 next year. But feedback from her PA teachers is so positive, and staff around College in general remark on what a friendly cheerful young person she is. It's lovely to have her here at Greenwood.</p>  |
| Elisha's support systems in school / college  |   |
| <p><b>Elisha says:</b></p> <p>If there's anything I need to talk about around my course I go straight to Mr Jones. I find it a bit more difficult to talk to my Maths teacher though. With friends we mainly talk about work stuff.</p>   | <p><b>The adults around Elisha say</b></p> <p><b>Mary:</b> I'm confident that Elisha knows where to go for academic help - which is great, but I'd like her to feel more comfortable chatting about any other concerns she might have. She did have a strong relationship with the DT at Manor Academy and I hope to strengthen our relationship in the same way. It would also be good to see her confiding in friends a little more.</p>  |
| Comments from Virtual School around access and inclusion support (VS to complete)   |   |
| n/a   |   |
| <p>How often does Elisha's presenting behaviour require reasonable adjustments?</p> <div> <input type="checkbox"/> Frequently<br/> <input type="checkbox"/> Occasionally<br/> <input checked="" type="checkbox"/> Rarely         </div>   | <p>SDQ completed by social care</p> <p>12</p>   |
| <p>Where the SW has requested an education SDQ, please input score</p>  | <p>Has a screening tool been used to assess Elisha's social and emotional needs?</p>  |

|  |    |
|--|----|
| n/a  | No |
| 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 12 results

Please provide details of Achievement in all Subjects currently being studied in the boxes below.

| Subject Course Type             |       |                 |                                  | Autumn                              | Spring                              | Summer                              |
|---------------------------------|-------|-----------------|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
|                                 | Level | Predicted Grade | Actual Grade<br>(where relevant) | Progress Towards<br>Predicted Grade | Progress Towards<br>Predicted Grade | Progress Towards<br>Predicted Grade |
| Mathematics GCSE                | 2     | 4               |                                  | BEP                                 |                                     |                                     |
| BTEC Diploma in Performing Arts | 3     | Merit           |                                  | EP                                  |                                     |                                     |
|                                 |       |                 |                                  |                                     |                                     |                                     |
|                                 |       |                 |                                  |                                     |                                     |                                     |
|                                 |       |                 |                                  |                                     |                                     |                                     |
|                                 |       |                 |                                  |                                     |                                     |                                     |
|                                 |       |                 |                                  |                                     |                                     |                                     |
|                                 |       |                 |                                  |                                     |                                     |                                     |
|                                 |       |                 |                                  |                                     |                                     |                                     |

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<br>EHCP Outcome | Progress Towards<br>termly Target | Progress Towards<br>EHCP Outcome | Progress Towards<br>termly Target | Progress Towards<br>EHCP Outcome | Progress Towards<br>termly Target |
|         |              |                                  |                                   |                                  |                                   |                                  |                                   |
|         |              |                                  |                                   |                                  |                                   |                                  |                                   |
|         |              |                                  |                                   |                                  |                                   |                                  |                                   |
|         |              |                                  |                                   |                                  |                                   |                                  |                                   |
|         |              |                                  |                                   |                                  |                                   |                                  |                                   |
|         |              |                                  |                                   |                                  |                                   |                                  |                                   |
|         |              |                                  |                                   |                                  |                                   |                                  |                                   |

|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|

Please enter the end of KS4 target information and termly assessment of effort and progress

| Subject Course Type |                    |                | Autumn Teacher Assessment      |        | Spring Teacher Assessment      |        | Summer Teacher Assessment      |        |
|---------------------|--------------------|----------------|--------------------------------|--------|--------------------------------|--------|--------------------------------|--------|
|                     | End of KS4 Target* | Revised target | Progress To End Of KS4 Target* | Effort | Progress To End Of KS4 Target* | Effort | Progress To End Of KS4 Target* | Effort |
| English language    | 5                  |                | EP                             | G      | EP                             | G      | EP                             | G      |
| English literature  | 4                  | 5              | EP                             | G      | AEP                            | G      | EP                             | G      |
| Mathematics         | 4                  | 3              | EP                             | G      | BEP                            | RI     | BEP                            | RI     |
| Science (double)    | 5,5                |                | BEP                            | RI     | BEP                            | RI     | EP                             | G      |
| Drama               | 7                  | 8              | EP                             | E      | AEP                            | E      | AEP                            | E      |
| Music               | 6                  |                | EP                             | G      | EP                             | G      | EP                             | G      |
| Geography           | 4                  |                | BEP                            | RI     | EP                             | G      | 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, BTECs

Please provide the actual achieved grades.

| Subject Course Type |      |                |          |  |
|---------------------|------|----------------|----------|--|
| End of KS4 Target*  |      | Revised target | Achieved |  |
| English language    | 5    |                | 5        |  |
| English literature  | 4    | 5              | 4        |  |
| Mathematics         | 4    | 3              | 3        |  |
| Science (double)    | 5, 5 |                | 5, 5     |  |
| Drama               | 7    | 8              | 7        |  |
| Music               | 6    |                | 6        |  |
| Geography           | 4    |                | 4        |  |
|                     |      |                |          |  |
|                     |      |                |          |  |
|                     |      |                |          |  |
|                     |      |                |          |  |
|                     |      |                |          |  |
|                     |      |                |          |  |

# My Views on My Progress and Attainment

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

Elisha says:

I'm not happy about Maths. I do try but I find it hard and I'm just not that interested. I know I've got to get it though so that I can move on to the level 3 course and just concentrate on that.  
I'm happy that I'm on target for a Merit though. Maybe a Distinction?

The adults around Elisha say:

**Mary:** We need to put some support in around Maths – Elisha is capable, and she will get there. Feedback from staff in the Performing Arts department is excellent.  
**Olivia:** Elisha mustn't lose heart – I know she can knuckle down with her Maths. It's only 2 more terms.  
**Zara:** if we could have some recommendations for resources / websites we could use at home that would be helpful.

Which areas of the curriculum are difficult or challenging for Elisha?

Elisha says :

Maths!

The adults around Elisha say :

All agreed that this is the only area which Elisha is finding difficult.

Elisha's achievements

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

**Mary:** I've been given some photographs of Elisha in action in the drama studio by Mr Jones and have uploaded them.

Elisha's aspirations

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

Being an actor – I'd like to be in those big West End musical productions that run and run. I'm going to see the Lion King in the holidays.

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

I go to Dance school outside of College and have joined some clubs here – some random ones really like the debating club. Oh yes and I go to the College gym at lunchtimes.

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

I don't think so – I don't think I have any more spare time.

# My Attendance

## ATTENDANCE

### Attendance - Per course

| Course Details  | Autumn Term (%) | Spring Term (%) | Summer Term (%) |
|-----------------|-----------------|-----------------|-----------------|
| Performing Arts | 100%            |                 |                 |
| Maths GCSE      | 94%             |                 |                 |
|                 |                 |                 |                 |

### Attendance this year (by term)

|        | Present | Authorised absence | Unauthorised absence |
|--------|---------|--------------------|----------------------|
| Autumn | 100%    | 0                  | 0                    |
| Spring |         |                    |                      |
| Summer |         |                    |                      |

### Comments on Elisha's attendance

| Elisha says:  | The adults around Elisha say:   |
|---|---|
| I've been at College every day since term started. Maybe I didn't get to a couple of Maths classes – I can't really remember. | <p><b>Mary:</b> Elisha has missed some Maths classes recently. We will look at the causes of this together.</p> <p><b>Sameer:</b> Elisha loves College and is always up and ready in time. I didn't know she'd skipped Maths a couple of times.</p> |

| Barriers to attendance and factors affecting the attendance record        | Is Elisha at risk of becoming NEET?  |
|---|--|
| There is obviously an issue with Maths which we will look in to.          | No   |
| Have you set a Desirable Outcome around attendance if there are concerns? | Please summarise any Alternative Provision accessed by Elisha this term - including provider details, hours, subjects, dates and times |
| Yes   | n/a  |

### Suspensions and Permanent Exclusions

| Has the young person received any formal verbal or written warnings? |  |
|--|--|
| No   |  |

### 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)

n/a

## New Desirable Outcomes and Actions

| Area of Need                      | SMART Outcome<br><i>What will the outcome of the intervention be for the student?</i>                       | Baseline<br><i>What is the young person's starting point?</i>   | Actions and interventions and by whom  |
|-----------------------------------|---|---|--|
| Academic Achievement and Progress | By the time of the next PEP Elisha will be at Expected Progress in Maths against her target of a 4          | Elisha is currently BEP   | Ms Stevens to arrange for Elisha to have additional time with her Maths teacher, Mr Hartree, twice a week at the end of the College day to address areas she is finding difficult and to build up a positive relationship.<br><br>Mr Hartree to provide carers with a list of interactive websites for Elisha to log in to at home |
| Emotional Health and Well Being   | By the time of the next PEP Elisha will be able to identify at least one student who she can call a friend. | Currently Elisha knows lots of people but has indicated that she does not have any close friends  | Elisha and Ms Stevens to arrange regular 1:1s to work through recommended programmes around making and sustaining friendships, and building inner self confidence.<br><br>Ms Stevens to use the SEMH assessment tool – Boxall Profiling – to gain a baseline   |
| Transition                        | By the time of the next PEP Elisha will have had a 1:1 careers advice and guidance session                  | Elisha has not had a careers interview this term. She has aspirations to become a professional actor and needs to find out potential routes to realise this | Ms Stevens to arrange a careers interview for early in the Spring term 2024.   |

Current PEP RAG rating for 'Desirable Outcomes'



# Employment, Apprenticeship and Training

|  |                                      |  |
|--|--------------------------------------|--|
| Is Elisha currently in full time employment, Apprenticeship OR other training placement?   |                                      | If "Other training placement" is selected, is this through a college, 6th form or Private Training company?                              |
|  |                                      |  |
| If "Apprenticeship" is selected, what is the current training course details?  |                                      | Date started Employment/Apprenticeship/Other training placement  |
| Qualification Name   | Qualification Type e.g. NVQ, Diploma |  |
|  |                                      |  |
| Name, Telephone number and Address of Employer/Apprenticeship/Training placement (Please also include name of Main contact Person) |                                      | If Elisha is in employment non apprenticeship, what training is currently being undertaken? e.g. first aid, customer service etc         |
|  |                                      |  |
| Does Elisha have/need a risk management plan?  |                                      | If yes please give details (Please also upload a copy of the risk assessment to the "Documents" Section located at the top of this page) |
|  |                                      |  |
| Is Elisha doing GCSE/ Functional Skills in Maths and English alongside the Training/Employment/Apprenticeship?                     |                                      | If Yes: Please state what College/ Training Centre (DT to complete the other tabs within this PEPs)                                      |
|  |                                      |  |
| What is Elisha's attendance and punctuality?   |                                      |  |
|  |                                      |  |
| Does Elisha engage?  |                                      |  |
|  |                                      |  |
| Expected Course completion Date  |                                      |  |
|  |                                      |  |
| Additional Information   |                                      |  |
|  |                                      |  |
| Current PEP RAG rating for 'Employment, Apprenticeship and Training'   |                                      |  |
|  |                                      |  |

# NEET - This is to be completed by Social Care

|   |  |
|---|--|
| Date which Elisha became NEET   | Why is Elisha NEET?  |
|   |  |
| Current barriers to accessing EET. (Please give details on any barriers e.g. Placement moves, pregnancy, SEMH or reasons why they are not ready)  | What is Elisha seeking?  |
|   |  |
| If 'other' please state below:  | Elisha's views   |
|   |  |
| Carers' views   | Social Worker's Views  |
|   |  |
| If Elisha is LIVING OUTSIDE of Cambridgeshire, please give details of their local NEET prevention service (Name: Tel : Email) (Prevention service such as - Jobs clubs, Youth Support Service etc). | Please provide details of the support Elisha is engaging in with their NEET prevention service and actions for the next step e.g. CV building, Interview Skills, Workshops, Jobs clubs etc |
|   |  |
| What date did you have the meeting with Elisha?   | What targets is Elisha working on for the next 3 months?   |
|   |  |
| Current PEP RAG rating for 'NEET'   |  |
|   |  |

# Attendance Log and Next PEP Meeting

## ATTENDANCE AT PEP MEETING

### People involved in the PEP

|                       | Name                  | Attended |
|-----------------------|-----------------------|----------|
| Parent                |                       |          |
| Carer                 | Zara and Sameer Bakir | Yes      |
| Child's Social Worker | Olivia Brownlee       | Yes      |
| Carers' Social Worker |                       |          |
| Designated Teacher    | Mary Stevens          | Yes      |
| Pupil                 | Elisha Achebe         |          |
| Other                 |                       |          |
| Other                 |                       |          |
| Other                 |                       |          |

Is Elisha present for their PEP meeting?

If no, who will feedback to Elisha?

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

Yes

n/a

## VIEWS OF ATTENDEES

### Elisha's views about their PEP meeting

I quite liked it. I got a chance to have my say and Ms Stevens made it so that I didn't have to miss any lessons. I heard mostly good things – apart from Maths. I think the outcomes that have been set for me next term make sense. I'm not sure about having to go to Maths twice a week. I promised I'd give it a go though.

### What are the views of the carer?

We are proud of how Elisha is getting on here. She does seem to have flourished in her Performing Arts course and I love those photos of her in the studio! She looks so happy. I know that underneath it all Elisha is well aware that she needs to achieve her Maths GCSE in the summer.

### What are the views of the social worker?

I echo what Zara and Sameer are saying. Overall this has been really positive and I think the outcomes set make a lot of sense. I'm pleased that Elisha will have dedicated time with Ms Stevens.

### What are the views of the Designated Teacher/Person?

I have every confidence that Elisha will achieve her potential here at Greenwood. She's an absolute star and we will support her all the way.

### 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)
- ☒ X Attainment and progress tracking
- ☒ X Examples of work
- ☐ Age 2/3 check
- ☐ Child voice
- ☐ Other

Additional information from the meeting not covered elsewhere

Since the meeting was held, Elisha and I have met and begun some work on friendships, initially discussing what Elisha finds most difficult. She really engaged in this first session.

Please tick all relevant boxes once supporting evidence has been uploaded to the Documents section

- ☐ Adapted timetable agreement
- ☐ Additional Transition Information
- ☐ Alternative Provision Information
- ☐ Commendation Letters and Certificates
- ☐ Education Careers and Pathway Plan
- ☐ EHCP Annual Review
- ☐ Governor Report
- ☐ One Page Profile
- ☐ One Plan/Individual Learning Plan
- ☐ Other
- ☐ PEP Meeting Notes
- ☐ Post-16 Information
- ☐ Progress Reports from External Providers
- ☒ x Progress/Attainment test scores
- ☐ Provision Map/Personalised Timetable
- ☐ Pupil Voice Sheet
- ☐ Risk assessment
- ☒ x School Report
- ☐ SDQ Report
- ☐ SEND Assessments
- ☐ Support Plan
- ☒ x Work Samples

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

20.02.24

Next PEP meeting

| Time | Venue             | Person responsible for co-ordinating meeting |
|------|-------------------|--|
| 11am | Greenwood College | Mary Stevens                                 |

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 'Employment, Apprenticeship and Training' | Current PEP RAG rating for 'Employment, Apprenticeship and Training' |
|   |  |
| Previous PEP RAG rating for 'NEET'                                    | Current PEP RAG rating for 'NEET'                                    |
|   |  |
| 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                       |  |
|   |  |

## 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

Full Pep for  
Name: \_\_\_\_\_

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