**Logo

Description automatically generated**

**Bolton’s Virtual School**

**Personal Education Plan (PEP)**

**Year 1-Year 11**

2021/2022 - Confidential

|  |  |
| --- | --- |
| **Name** |  |
| **Year Group** |  |
| **School** |  |
| **Designated Teacher for Children in Care** |  |
| **Social Worker** |  |
| **Carer** |  |
| **Date of PEP Meeting** |  |
| **Date of next LAC Review** |  |
| **Date and time of next PEP meeting (to be agreed at current PEP Meeting)** |  |
| **Date of Annual Review of EHCP if applicable (to be combined with a termly PEP)** |  |

If you have any concerns about the education of a looked after child, please contact Lindsay Nelson, Virtual School Head. ([Lindsay.nelson2@bolton.gov.uk](mailto:Lindsay.nelson2@bolton.gov.uk))

**Information and Guidance**

* The PEP is a statutory document and is the joint responsibility of the Social Worker and Designated Teacher. The Designated Teacher should take a lead with chairing the PEP meeting and completing the termly PEP document. The Virtual School may chair the PEP meeting if agreed in advance.
* The PEP should be completed within **10 working days** of a child being taken into care and should be reviewed on a **termly** basis. A review should also be initiated when a school or care placement changes.
* Statutory guidance describes the PEP as a ‘living document’ and the key part of the document is the targets section which should be reviewed by everyone including the child or young person on a regular basis to ensure they are on track.
* Apart from where a child/young person is new into care the previous PEP should be a starting point for each meeting with any updates made to Part 1 in advance. The meeting itself should focus on Part 2 – reviewing targets set, recording progress made towards identified outcomes and setting new targets if appropriate. It should feel like a worthwhile and focussed discussion of what needs to happen to support the child’s educational progress, not a form filling exercise!

**Child/Young Person becomes looked after**

# PART 1

**PEP convened by child/young person’s Social Worker with support from Virtual School within 10 school days. PEP document emailed to school in advance by Virtual School.**

**Social Worker sends PEP with updated Personal Information section to school at least a week in advance of the review meeting.**

**Designated Teacher updates all other sections of Part 1 in advance of the meeting and ensures all relevant people are able to attend.**

**PEP meeting chaired by Designated Teacher (or Virtual School if agreed in advance) and PEP review date agreed at meeting. Paperwork updated by Designated Teacher and circulated to all relevant people (including Carer) within two weeks of the meeting.**

**These sections should be completed in advance of a meeting**

## Personal Information

This section should be completed by the **Social Worker** in advance of the meeting

|  |  |
| --- | --- |
| **UPN** |  |
| **DOB** |  |
| **Gender** |  |
| **Ethnicity** |  |
| **Does the child/young person have another language within their family?** |  |
| **Religion** |  |
| **Date of admission into Care** |  |
| **Legal Status** | **Section 20 Accommodated (Voluntary Care)**  **Section 23 Remanded to LA**  **Section 31 Full Care Order**  **Section 38 Interim Care Order**  **Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Type of current placement** | **Foster Care**  **Residential Home**  **Other (please specify) \_** |
| **Date in current Placement** |  |
| **Number of placements since admission into care** |  |

**Permission for school activities can only be authorised by a person with parental responsibility – please include details below but consider issues of confidentiality before completing**

|  |  |
| --- | --- |
| **Name** | **Telephone number** |
|  |  |

## Educational Information

The following sections should be completed by the **Designated Teacher** in advance of the meeting

|  |  |
| --- | --- |
| **Date of admission** |  |
| **Local Authority of school** |  |
| **Head Teacher** |  |
| **Type of provision** | **Mainstream**  **Special**  **Pupil Referral Unit**  **Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |  |
| --- | --- |
| **How many previous schools has the child/young person attended? (Please give details below)** |  |
| **Name of previous School** |  |
| **Date attended** |  |
| **Reason for leaving school** |  |
| **Type of provision** | **Mainstream**  **Special**  **Pupil Referral Unit**  **Other (Please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

|  |  |
| --- | --- |
| **Date of Parents’ Evening/Information Evening** |  |
| **Who will attend to support the child/young person?** |  |

## Attendance and Punctuality

Attendance below 90% is considered to be persistent absence and strategies should be in place to address this, however, expectations of attendance should be much higher than this. Any barriers to achieving excellent attendance and punctuality and strategies to improve attendance should be addressed in the Target Setting section.

|  |  |
| --- | --- |
| **Attendance**  **(% to date this academic year)** |  |
| **Unauthorised absence**  **(% to date this academic year)** |  |
| **Number of occasions recorded late before register closed**  **(Coded L)** |  |
| **Number of occasions recorded late after register closed**  **(Coded U)** |  |
| **Number of days lost to Fixed Term Exclusion**  **(To date this academic year)** |  |
| **Details of any Permanent Exclusion** |  |
| **Has the pupil accessed Alternative Provision this academic year? (Please give details)** |  |
| **How is Alternative Provision monitored and Quality Assured by the school on roll at?** |  |

## Attainment

It is expected that as much of the following information is completed as possible in order to track progress from Early Years to Post-16 provision.

**Current Attainment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Is the child/young person making expected levels of individual progress? | | | Yes/No/somewhat | |
| Is the child/young person attaining in line with national expectations? | | | Yes/No/somewhat | |
| **Please explain your attainment tracking system in order for this to be clearly understood by Social Workers, Parents, Carers, etc. This is to ensure progress can be tracked across schools.** | | | | | |
|  | **English**  **(This may include tracking SPaG in Primary School or English Language and Literature in Secondary School)** | **Maths** | | **Science** |
| **Previous Academic Year – Term 1** |  |  | |  |
| **Previous Academic Year – Term 2** |  |  | |  |
| **Previous Academic Year – Term 3** |  |  | |  |
| **Current Academic Year – Term 1** |  |  | |  |
| **Current Academic Year – Term 2** |  |  | |  |
| **Current Academic Year – Term 3** |  |  | |  |
| **END OF YEAR TARGET** |  |  | |  |

**Early Years – Foundation Stage Profile**

|  |  |
| --- | --- |
| Did the child attain a Good Level of Development (GLD) | Yes/No |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Child’s age in month at point of assessment | PSED:  Making Relationships | PSED:  Self-confidence and Self-awareness: | PSED:  Managing feelings and behaviour | PD:  Moving & Handling | PD:  Health & Self Care | C&L: Listening and Attention | C&L:  Understanding | C&L: Speaking |
| Emerging |  |  |  |  |  |  |  |  |
| Working within |  |  |  |  |  |  |  |  |
| Secure |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Literacy:  Reading | Literacy: Writing | Mathematic:  Numbers | Mathematics:  Space, shape and measure | UW:  People and Communities | UW:  The World | UW:  Technology | EA & D:  Exploring and using media and materials | EA & D: Being imaginative |
| Emerging |  |  |  |  |  |  |  |  |  |
| Working within |  |  |  |  |  |  |  |  |  |
| Secure |  |  |  |  |  |  |  |  |  |

**Phonics Test**

|  |  |
| --- | --- |
| Year 1 Phonics test score |  |
| Year 2 Phonics test score (if applicable) |  |

**Key Stage 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Reading | Writing | Speaking and Listening | Maths | Science |
| National Expectation | Expected/100 | Expected/100 | Expected/100 | Expected/100 | Expected/100 |
| Predicted attainment |  |  |  |  |  |
| Actual Attainment |  |  |  |  |  |

**Key Stage 2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | English Reading | Spelling, Punctuation and Grammar (SPAG) | Maths (including mental arithmetic) |
| National Expectation | Expected/100 | Expected/100 | Expected/100 |
| Predicted Attainment |  |  |  |
| Actual Attainment |  |  |  |

**Key Stage 4**

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Current attainment | Predicted Qualification/Grade | Actual Qualification/Grade |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Special Educational Needs and Disability (SEND)

|  |  |
| --- | --- |
| Does the child/young person have additional SEND needs?  **If yes, please complete the information below** |  |

|  |  |
| --- | --- |
| Summary of SEND identified/concerns | Cognition and learning  Communication and interaction  Social, Emotional and Mental Health  Physical and/or sensory |
| Impact on education (e.g. progress, engagement) |  |
| Does the child have a SEND Support plan or Individual Education Plan? |  |
| Is top-up funding provided to support the child/young person’s needs? (Please describe) |  |
| Is the child/young person undergoing assessment for/do they have an Education, Health and Care Plan? |  |
| Date of most recent Annual Review |  |
| Date of next Annual Review – to be combined with PEP |  |
| Other agency involvement (e.g. SALT, TEDS, SENAS, CAMHS, EPS, OT) |  |

## Communications Skills

Speech and Language screening tools should be completed by School in advance of each PEP meeting. If areas of need are identified these should be reflected in PEP targets with a consideration of referral to Speech and Language Therapy.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Has a communication screening tool been completed? E.g.  Wellcomm ☐  Speech/Language Link ☐  Universally Speaking Checklist Age 5-11 ☐ <https://www.thecommunicationtrust.org.uk/media/363853/us_checklist_new.pdf>  Hackney Tool – School age. Available on VS website ☐  Other ☐ | | | Yes/No | Date: | |
|  | Areas of strength | Areas where additional support may be required including understanding of language, use of language, social communication, speech sounds, (please include information about progress from previous term) | | |
| Autumn Term |  |  | | |
| Spring Term |  |  | | |
| Summer Term |  |  | | |

## Mental Health

**Teacher SDQ**  
The Strengths and Difficulties Questionnaire should be completed by School in advance of each PEP meeting. A score of 17 or above suggests that the pupil may have emotional wellbeing needs which should be addressed within the Target Setting section.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Overall score (/40)  *(0-17 = ‘close to average’)* | Pro-social score (/10)  *(6-10 = ‘close to average’)* | Areas of strength / Areas where additional support may be required  *Emotional problems: 0-3 = ‘close to average’ Conduct problems: 0-2 = ‘close to average’ Hyperactivity score: 0-5 = ‘close to average’ Peer problems score: 0-2 = ‘close to average’* | |
| Strength  *(low risk score /10)* | Requires additional support  *(high risk score /10)* |
| Autumn Term |  |  |  |  |
| Spring Term |  |  |  |  |
| Summer Term |  |  |  |  |

**Carer and young person SDQ**  
A Strengths and Difficulties Questionnaire is also completed each year by the Carer as part of the Annual Health Assessment and it may be useful to triangulate these scores with those completed by school

|  |  |  |
| --- | --- | --- |
|  | Overall Score | Date and Comments |
| Child/Young Person SDQ |  |  |

|  |  |
| --- | --- |
| Further information | |
| Does the child/young person have any difficulties in relation to self-care? |  |

## Risk Assessment

|  |  |
| --- | --- |
| Is there a current risk assessment in place at school? |  |
| Reason |  |

**Preparing for the future**

In January 2018 new Statutory Guidance was published outlining the duties of governing bodies, school leaders and schools staff to provide students with careers guidance and access for education and training providers. The school careers programme should raise the aspirations of all pupils but also be tailored to individual need. This section should be updated termly with all children and young people and Schools should consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that young people from all backgrounds, gender and diversity groups, including those with special educational needs and disabilities, consider the widest possible range of careers. It is always useful to start thinking about future goals from an early age and to ensure varied opportunities are made available.

|  |  |
| --- | --- |
| **Skills and Aspirations** |  |
| What am I good at? What do I want to get better at?  What subjects do i like?  What makes me proud?  What makes me happy inside of school?  What makes me happy outside of school?  What do I want my future to look like? |
| **The Work Place and the Wider World** |  |
| What places do I like to visit?  What places would I like to visit?  What work places have I visited?  What jobs have I thought about doing in the future? What has made me interested in this job?  Have I done any work experience? |
| **Further and Higher Education** |  |
| What do I know about college or university?  Do I know anyone who has been to university?  Have I visited any colleges or universities?  Has anyone spoken to me about financial support in college and university? |
| **Guidance and Support** |  |
| Who are the important people in my life?  Who do I speak to about my future?  What have I learned about careers in school?  How would I find out more about careers?  Who is my school careers advisor, and when will I meet them? |
| **Transitions** |  |
| What preparation do I need for:  -moving up a year -moving up a key stage -moving to secondary school -picking my options -moving to post-16 -moving school or college  Do I need support with visits, open days, or meeting key people? |

## Our Views

|  |  |
| --- | --- |
| **My Views on School**  Use the section below to tell us what you think about school. There are some examples below of things you may want to talk about, but this is your chance to tell us what YOU want us to hear.  *Do you have a favourite subject?  What have been your favourite things you have done?  Is there anything you are really proud of or that you need extra support with?  Are there things you want to tell us that you do inside or outside school?  Have you picked optional subjects?* | **My Family’s Views on School**  (As agreed with the allocated Social Worker, the Designated Teacher should support Parents and Carers to complete this section in advance of the PEP meeting. Please tell us if you have any concerns about school or if there has been anything this term that has made you proud) |
| **Autumn Term** | **Autumn Term** |
| **Spring Term** | **Spring Term** |
| **Summer Term** | **Summer Term** |

# PART 2

**These sections should be completed at the PEP meeting.**

## PEP Meeting

There is an expectation that the following people will attend the PEP Meeting but feel free to add additional attendees. Consideration should be made as to whether the young person is happy to attend the meeting, or whether they prefer to give feedback before or afterwards. Please consider issues of confidentiality before completing contact details below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Role** | **Name** | **Invited** | **Attended** | **Email address** |
| Child/Young person |  |  |  |  |
| Parent |  |  |  |  |
| Carer |  |  |  |  |
| Social Worker |  |  |  |  |
| Designated Teacher |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Target Setting

All targets should be driven by the outcome we want to achieve. Targets should be SMART (Specific, measurable, achievable, relevant, and time-bound) and there should be a balance of academic and personal development targets for both inside and outside of school. Targets should not just address areas of difficulty and should also aim to develop areas of strength. A minimum of 3 outcome focussed targets should be set.

The purpose of Pupil Premium is to offer ‘over and above’ what any other child would receive at home and school to narrow the attainment gap between looked after children and their peers. The impact of this resource should be discussed and clearly documented in the final column at the next PEP meeting. Use of Pupil Premium should be a joint decision between School, Social Care, Carer and pupil.

This sheet should be updated to show how outcomes have been achieved and new targets should be added as appropriate.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SMART Outcome** *(Benefit or difference to an individual as a result of an intervention)* | **What we will do (Actions/Strategies Required)** | **Who will do it and when** | **Specific cost implications of this resource** | **Progress to date (Review)**  Has this outcome been achieved?  What is the evidence for this? (Please provide quantifiable evidence where possible)  What impact has this had on the pupil’s learning/progress? | **Has this outcome been met?**  **If so please remove following review** | **Evidence that outcome is met** |
| *Example: Violet has continued to remain engaged and focused within Maths improving from a GCSE 4 to a GCSE 5 by the end of year 11* | *Maths tuition – 1 hour per week* | *School tutor* | *£35 per hour, 1 hour a week = 10 weeks £50* | *Violet achieved a GCSE 4 in her mock exams, however we believe she can achieve higher. Since January she has been having weekly tuition to work on the gaps in her learning and to help boost her confidence.*  *Our tutor will continue to offer weekly tuition throughout the Summer Term using google handouts and video conferencing.* |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |