**\*PERSONAL EDUCATION PLAN – SECONDARY**

Instructions and Guidance – PLEASE READ

The PEP (nursery to post 16) is an evolving record of what needs to happen for children in our care to enable them to make expected progress and fulfil their potential. The PEP should reflect the importance of a *personalised* approach to learning that meets the identified educational needs of the young person, raises aspirations and builds life chances.

**It is the statutory responsibility of schools and social workers to ensure these PEPs are reviewed once a term and are of high quality.**

**Please ensure you have completed the following pages BEFORE the meeting:**

1. **Page 2: Basic information about the young person. Start date at the school is important.**

2. **Page 4: Personal Profile:** This information should be provided by the social worker. Please complete this section before sending the form to schools.

3. **Page 5:** PEP must reflect the child’s voice so please ensure the Young Person’s Form has been completed by the young person with familiar adult to assist if needed.

4. **Page 6 and 7: Progress, SDQ and SEND:** Please ensure all target and current levels / grades are completed and a decision is made whether they are making expected progress overall.

 Please transfer the SDQ scores and complete the SEND information.

5. **Page 8: Teacher feedback:** Please provide feedback from teachers as well as any support currently in place and the impact it has had.

6. **Page 10 and 11: Targets:** The child should have at least two **SMART** targets that will be reviewed at the next PEP. The targets should aim to raise attainment and close the gap.

7. **Page 12: Pupil Premium Plus:** Please outline how the Pupil Premium will be spent on the individual child. Please note - the Virtual School ***cannot*** release funding without this section being sufficiently completed.

**We will discuss all other sections during the meeting. After the meeting, the designated teacher should ensure the completed form is sent to the social worker and to the Virtual School. The social worker should check that they have completed their sections. The form, any appendices (e.g. attendance certificate, SDQ) and the Young Person’s Views form should then be added to the young person’s file. A copy should be sent to all other professionals present at the meeting.**

**PERSONAL EDUCATION PLAN – SECONDARY**

Name:

Date of birth: Age:

School:

Start date of school:

Date of **this** meeting:

Year group (Tick): Y7 [ ]  Y8 [ ]  Y9 [ ]  Y10 [ ]  Y11 [ ]

Chair’s notes: Please ensure **ALL** sections are completed. Levels **MUST** be on the **PEP**. Expected progress must be indicated. **P**upil **P**remium **P**lus **MUST** specify how the money is spent supporting the individual young person to meet their targets, goals and aspirations.

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| **PLEASE INDICATE WHO IS CHAIRING THE MEETING:**(School or social worker) |
| **Name** | **Designation** | **Contact details – Email and phone contact** |
|  | **Social worker** |  |
|  | **Carer**  |  |
|  | **Designated Teacher** |  |
|  | **Virtual School** | looked-after-children-education@royalgreenwich.gov.uk  |
|  | **Young Person** |  |
|  | **SEN** |  |
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| **Further Discussion and Notes:** This must **NOT** be left blank.Please use this space to record **ALL** relevant information that arises throughout the meeting. |
| **Autumn Term – date and notes –** **Spring Term – date and notes****Summer Term – date and notes** |

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| **SECTION 1: Personal Profile**This information should be sent to school before the meeting by the social worker |
| **Current carer name** |  |
| **Has child / young person been in care before?** | YES [ ]  NO [ ]  |
| **Date into care (most recent care episode)** |  |
| **Number of placements** |  |
| **Number of schools attended** | Primary – Secondary –  |
| **Who has PR?** |  |
| **Who should be contacted in case of an emergency?** |  |
| **Permission required for photographs?** | Is permission required for whole class photos? YES [ ]  NO [ ]  Use in public domain (including school website)YES [ ]  NO [ ]   |
| **Who will receive school information?** |  |
| **Who will attend consultation/progress evenings at school?** |  |
| **Who will liaise with school on a day-to-day basis?** |  |
| **Who will give permission for school trips?** |  |
| **Is there anyone who should not have unsupervised contact and communication?** |  |
| **What action should the school take if contacted by the above (e.g. contact social worker)?** |  |

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| **Care Plan** (placement, family issues, contact arrangement, court dates, social worker etc.) |
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| **Health Plan** (physical and mental health and wellbeing that may impact on learning, including any assessments, diagnoses, treatments, therapies or referrals. Please include dental, optician, LAC medical dates, medication taken and allergies etc. |
| * **CAMHS involvement – Please expand**
* **LAC medical –**
* **Dentist –**
* **Optician –**
* **Any other relevant information**
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| **SECTION 2: Young Person’s Views on Education**Use this section to discuss with the young person and record their views on education. Also attach the Young Person’s Views form. |
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| **Attendance and Punctuality:** Is Young person’s attendance above 92%? Are there any worrying patterns about their attendance? What strategies should be put in place to support? Please attach the attendance certificate as an appendix |
| **Attendance:****Punctuality:****Cause for concern/patterns?**  |
| **Internal and External Suspensions** **Please provide all dates and reasons for each occasion:** |
| **Suspensions (External)****Date(s):****Reason(s):****Outcome(s):****Internal Exclusions****Date(s):****Reason(s):****Outcome(s):** |

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| **If in KS4: Option subject choices:**  |
| **Confirmed option subject choices –****Qualifications (GCSE/BTEC etc) –****Exam boards –** |

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|  | **SECTION 2 Educational Profile:** **ALL** subjects that are studied **MUST** be included in the boxes on the left hand side with all levels. Expected progress to be indicated. |
|  | **KS1 Levels** | **KS2 Levels***Please ensure these are recorded – DfE can provide* | **Current Levels***If using school system please attach explanation* | **Teacher predicted levels/GCSE grades** | **Target Levels***End of Key stage* | **At expected attainment for age?***(please underline)* |
| ENGLISH |  |  |  |  |  | Well AboveAboveAt ExpectedBelowWell Below |
| MATHS |  |  |  |  |  | Well AboveAboveAt ExpectedBelowWell Below |
| SCIENCE |  |  |  |  |  | Well AboveAboveAt ExpectedBelowWell Below |
| Name of option subject 1  |  |  |  |  |  | Well AboveAboveAt ExpectedBelowWell Below |
| Name of option subject 2 |  |  |  |  |  | Well AboveAboveAt ExpectedBelowWell Below |
| Name of option subject 3 |  |  |  |  |  | Well AboveAboveAt ExpectedBelowWell Below |
| Name of option subject 4 |  |  |  |  |  | Well AboveAboveAt ExpectedBelowWell Below |
| Name of option subject 5  |  |  |  |  |  | Well AboveAboveAt ExpectedBelowWell Below |
| **Is the expected progress being made since the previous PEP** | **YES** [ ]  | **NO** [ ]  |
| **Is the expected progress being made since previous Key Stage** | **YES** [ ]  | **NO** [ ]  |

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| **SDQ**(Strengths and Difficulties questionnaire) |

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| **This needs to be completed before the PEP meeting – Autumn term compulsory.****Date of SDQ completion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Scores Description** |
| **Score for overall stress** |  |  |
| **Score for emotional distress** |  |  |
| **Score for behavioural difficulties** |  |  |
| **Score for hyperactivity and concentration difficulties** |  |  |
| **Score for difficulties in getting along with other young people** |  |  |
| **Kind and helpful score**  |  |  |
| **Score for the impact of difficulties on young person's life** |  |  |
| **Score for the impact of difficulties on young person's Academic life** |   |   |

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| **Send Information:** Please ensure this section is completed fully and indicated if there is any SEND/K |
| **Accessing SEN Support? YES** [ ]  **NO** [ ] Please state what their **PRIMARY** need is and indicate if there are any further needs or diagnosis?[ ]  SEMH[ ]  Cognition/Learning[ ]  Communication/Interaction[ ]  Sensory/Physical**Access Arrangements for exams. Please provide details:****Has the Young Person been assessed?****Outcome -** **Has an EHCP plan?** **YES** [ ]  **NO** [ ] **Date of Annual Review:** **Who administers the EHCP?** |

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| **Teacher Feedback:** Information from form tutor, subject teachers about attitude, behaviour and progress, include round robin, achievement and behaviour log etc. Please request one of the core teachers to set a target for that subject. |
| Provide any significant information about progress, barriers to learning, highlights, behaviour, attitude to learning and peer relationship etc. Continue on discussion page if necessary. |
| **What intervention/support has been in place since last PEP?****This must include tutor feedback/reports** |
| **Please attach intervention report (if available) to this document for discussion at the PEP meeting.****Tuition:****Counselling:****Mentoring:****Social Skills/Emotional regulation interventions:****Support Strategies (Seating plan, exit card, fiddle toy etc):****Identified safe space:****Any other interventions/support:****Impact - will this continue?** |

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| **Transition Planning:**If a transition is imminent, how will this child be supported moving to the next year group, key stage, new school or secondary school? |
| **If there are any key transition changes record the discussion around:*** What ideas the young person has for the next stage of education
* What hopes or worries the young person has, include hopes and dreams
* What support they might need
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| **Has the young person had access to IAG (Independent Advice and Guidance)?** Describe this support and what else might be needed. |

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| **Reviewing previous PEP targets (SMART)** |
| **Previous PEP****targets** | **Support given to achieve target** | **How did the young person do?****Achieved****YES/NO/PARTIALLY** | **Will this continue to be one of their targets?****YES/NO** |
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| **Setting New Targets (SMART) - Specific, Measurable, Achievement, Realistic, Timebound****Include at least one academic specific target – refer back to teacher feedback** |
| **Smart Targets** | **Who will help the young person and how?** | **When will this be achieved?** | **How will the young person know when they have achieved this target?** | **Is the PPP used to fund this?** |
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| **Pupil Premium Plus:** How will it support the young person directly to meet their targets and personal goals? **PLEASE NOTE**: If this section is **NOT** completed comprehensively, then the PPP cannot be allocated to the school. Also there must be an up to date PEP three times annually for the PPP to be released. |
| The PPP is allocated to schools to fund support over and above the interventions being provided in school.This is to support the young person’s cognitive/emotional support in the first instance to ensure their progress. |
| **Intervention/equipment/ other that PPP will be used for and cost if known** | **Who will be sourcing this intervention or purchasing equipment?** | **How many sessions are to be funded? Any further clarification of spend** | **Funding for stated intervention:*** PPP **withheld** by V/School
* PPP **released**
* Must provide costings
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| **Are there any other resources that need to be accessed to deliver this plan?** Please be specific about what is required, how this will be purchased initially and, if so, how this will be reimbursed. |
| * PEA £500 per financial year - Personal Education Allowance – Only allocated directly through Social Workers applying to Virtual School for authorisation – Receipts, PEA request form and PEP paperwork MUST be in before the second week in the February spring term of that academic year for reimbursement
* Health and Wellbeing Bursary or other funding streams? £150 this can be applied for once in the academic year – this can be applied for by SW or FC
 |
| **Funding source to be used** | **Intervention or equipment or other resource that the PEA will be used for and cost if known** | **Who will be purchasing or paying for the resource initially?** |
| **PEA - £500** |  |  |
| **Health and Wellbeing Bursary - £150** |  |  |

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| * **School to complete paperwork within 15 days of this meeting and email to social worker and** **looked-after-children-education@royalgreenwich.gov.uk**
* **Social worker to review the PEP paperwork and send to relevant parties**
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| **Agreements and Actions by**: This section **MUST** show the actions that need to be carried out as a result of this **PEP.**Young person, foster carer, parent, school staff, social worker, Virtual School staff, other people who support the young person. |
| **Who?** | **Designation** | **Action** | **Deadline** |
|  | **Young person** |  |  |
|  | **Designated teacher** | **Complete and return PEP and Pupil Views to Social Worker and** **looked-after-children-education@royalgreenwich.gov.uk** | **15 working days** |
|  | **Designated teacher** |  |  |
|  | **Parent** |  |  |
|  | **Foster carer** |  |  |
|  | **Virtual School officer** |  |  |
|  | **Social worker** | Circulate the completed PEP paperwork to relevant parties |  |
|  | **Other adult** |  |  |

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| **How will this plan be shared?** A copy will be put in my file by the designated teacher. Key information will be shared with staff, who need to know. They will send a copy to the social worker who will ensure that it is recorded and a further copy sent to the foster carer and IRO. Following the PEP meeting, please scan and email relevant PEP documentation to the young person’s social worker and to looked-after-children-education@royalgreenwich.gov.uk , stating the social worker’s name. |
| **Next PEP** |
| **Time, date & place:** |