|  |  |  |
| --- | --- | --- |
| **Name:**  |  | **Date of this PEP:**  |

The Sutton Virtual School

**Children Previously Looked After**

Personal Education Plan

PLEASE NOTE:

The school should make sure all the relevant information is available as well as samples of work

A good PEP needs the following things:

* The **right people** in attendance:
	+ Person responsible for children looked after in the education setting
	+ The parent
	+ The social worker
* The **voice of the young person** must be heard
* Up to date **attainment and progress data**
* A **thorough discussion** of progress this term
* Decisions / plans about the **guidance, support and resources needed** to close the attainment gap
* Targets to be set that are **challenging, SMART and understandable** by the young person and measurable in a meaningful way for the next meeting.

* Samples of work are provided

**Is this PEP a Good PEP? Yes RI**

|  |  |  |
| --- | --- | --- |
| **Date of next PEP meeting:**  | **Time:** | **Location:** |

**PERSONAL EDUCATION PLAN Part A – before the meeting**

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| --- | --- | --- |
| **Name of pupil:** **Did the YP attend the PEP: Y / N** |  | **Date of** **Birth:**  |

|  |  |
| --- | --- |
| **Name of School:** |  |
|  | **Year Group:**  | **UPN:**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Contact Role** | **Name** | **Telephone** | **E-mail** | **Attended PEP?** |
| Designated Teacher |  |  |  |  |
| Parent |  |  |  |  |
| Social worker |  |  |  |  |

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| --- |
| **Previous School History** |
| **School and Address** | **Local Authority** | **From** | **To** | **Type of School** | **Reason for Leaving** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

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| --- |
| **Attainment history** |
|  | GPS | Reading | Writing | Maths | Progress |
| KS 2 scores |  |  |  |  |  |
|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|  | Grade | Progress | Grade | Progress | Grade | Progress | Grade | Progress | Grade | Progress |
| English |  |  |  |  |  |  |  |  |  |  |
| Maths |  |  |  |  |  |  |  |  |  |  |

**Progress = Above | Expected | Below**

**Other Assessment Information (Phonics, Speech and Language, Reading Age etc.)**

|  |  |  |
| --- | --- | --- |
| **Date** | **Assessment Type** | **Outcome** |
|  |  |  |
|  |  |  |

**Please indicate all other subjects being studied (not including English and Maths)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Level of course** | **Current Grade** | **Target Grade** |
|  |  |  |  |
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| --- | --- |
| **Other Information** | **Further Details** |
| Attendance % |  |
| Exclusions (Days) |  |

Note any **other agencies** involved with this pupil here / contact name

|  |
| --- |
| 1  |
| 2 |

**Achievements in or out of school**

|  |
| --- |
| 1 |
| 2 |
| 3 |

|  |
| --- |
| **Learning and Personal Development (please comment on the following points and feel free to include additional information)** Describe the progress the young person is making in relation to their starting point (to include English and Maths). What extra-curricular learning activities, study support or leisure interests does the young person have? Describe the young person’s social, emotional and mental health. What intervention or support has the young person has received, including use of Pupil Premium?  What has been the impact of this?School Support Given:  |
| Checked and updated by:  | Date |

**PERSONAL EDUCATION PLAN Part B – during the meeting**

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| --- |
| **What does the young person think?** (using the pupil voice page)**What extra support will help me in school?** |

|  |
| --- |
| **Summary of discussions from the school / social worker / carer in the meeting****What’s going well?** **What we’re worried about?** **Peer Relationships:****Emotional well-being** |

|  |
| --- |
| **Aspirations and Ambitions:** What are the young person’s future goals and aspirations? How can this be supported and encouraged? Secondary & Post 16: What Careers Education, Information & Guidance has been provided this term?  Are there any CEIAG activities planned for next term, including Work Experience?  |
| **Transition Planning** Is there going to be a change of school or provision within the next 18 months? Are there any planned changes to the care plan? Who is planning for this change? Has a Pathway Plan been drawn up (where relevant)? |  |

**Special Educational Needs**

|  |  |  |  |
| --- | --- | --- | --- |
| This pupil has an EHC Plan? Y/N |  | Category of need |  |
| This pupil is on the school SEND register? |  | A provision map / IEP is available? |  |
| Assessment Request Date: | Annual Review Date: |
| What are the main SEN needs identified on the EHCP? |

**Review of Previous SMART Targets**

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| --- | --- | --- |
| **Target** | **Met?** | **Comments / Reasons Why Not Met** |
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**Review of Previous Actions**

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| --- | --- | --- | --- |
| **Action** | **By?** | **Completed?** | **Outcome** |
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| --- | --- | --- | --- | --- |
| **PEP on a Page** | **Young person** | **Year** | **School** | **Date** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attainment and Progress** | **PREVIOUS Key Stage Scores** | Attainment from **LAST** PEP | **Current** Attainment | End of **Year** Target | **Progress**AboveExpectedBelow | **Attitude**1 poor, 10 excellent | **Behaviour**1 poor, 10 excellent |
| **English** |  |  |  |  |  |  |  |
| **Maths** |  |  |  |  |  |  |  |
| **Prediction for Year 11 results based on PRIOR attainment: English: Maths:**  |

|  |  |  |  |
| --- | --- | --- | --- |
| **What is the SMART target?** *These should be challenging and not just a task. Think what success would look like?* | **What support will be needed?** | **Costs (and from what budget?)** | **What will success look like?** |
| English Target:  |  |  |  |
| Maths Target:  |  |  |  |
| Other Target :  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Actions** | **When?** | **Who?** | **Expected outcome** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Other support agreed** | **By?** | **When?** | **Cost £** | **What will success look like?** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Support and guidance for Children Previously Looked After is available to schools and parents from the Sutton Virtual School Head teacher:

Kate Leyshon (kate.leyshon@cognus.org.uk) Mobile: 07515137705