

## Personal Education Plan

### Basic Information: THIS IS AN EXAMPLE

<b>Date of PEP:</b>	A date		
<b>Name of Child/Young Person:</b>	Tom Example		
<b>Date of Birth:</b>	1/2/2012		
<b>Name of School:</b>	Example Primary School		
<b>Year Group:</b>	5		
<b>Special Educational Needs:</b>	EHCP		
<b>Does this child have a disability?</b>	No		
<b>Please provide details if 'Yes':</b>			
<b>Key Stage:</b>	2		
<b>Date of this meeting</b>	A date		
<b>Date of last meeting</b>	A date (last term)		

### Key Contacts:

Role	Name	Telephone No	Email Address
<b>Designated Teacher</b>	A. Teacher	Provided	Provided
<b>Social Worker</b>	A. Social Worker	Provided	Provided
<b>Foster Carers</b>	A. Carer	Provided	Provided
<b>Parent</b>	A. Parent	Provided	Provided
<b>Virtual School Lead</b>	A. Virtual School	Provided	Provided

### Child/Young Person's Views:

<b>What are the parts of school that you enjoy the most and why?</b>	Art, Music and DT
<b>Which parts do you like the least?</b>	Literacy and Numeracy, lunchtimes
<b>What would make these activities better for you?</b>	I find them hard and a bit boring sometimes. I don't like doing lots of writing. I don't like playing outside at lunchtime because I always get into arguments with my friends and get told off.
<b>If you could change one thing about school, what would it be?</b>	Not have to do Literacy. Something better to do at lunchtime
<b>Which subject do you enjoy the most?</b>	Art
<b>Which subject do you find the hardest?</b>	Literacy and Numeracy
<b>What would help you with this subject?</b>	Not sure.
<b>What do you want to be when you grow up?</b>	Fireman or policeman
<b>If you were unhappy in school, which adults would you talk to?</b>	Miss Jones or Mr Ross (Class TA)
<b>Do you feel safe coming to school?</b>	Yes
<b>If not, what are the reasons?</b>	

**School Information:**

<b>Date admitted to this school:</b>	15/1/ 2019
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**Previous schools attended**

<b>Dates</b>	<b>School Attended</b>
September 2016	Another School

<b>Reason child not attending school (if applicable)</b>	N/A
<b>How many schools in the past two years has this child attended whilst in care? (please only count schools)</b> - <i>If the child was in care at the time</i> - <i>If a move took place outside of the normal school transition time e.g. count a move from primary school to secondary school as one school.</i>	2
<b>Has the child been permanently excluded at any stage in their education, or had a managed move to another school?</b>	No
<b>Are there concerns about the stability of this school place?</b>	No
<b>Please provide details if 'Yes'</b>	
<b>If the child has a SEND need, please complete the questions below.</b>  <b>Main areas of need and support:</b>	<p>Tom's communication skills are delayed, both in understanding and expression. He struggles to identify any emotions either in himself or in others. This can lead to very challenging behaviour and make it very difficult for Tom in the whole class environment. Tom regularly needs to go to his safe space with his trusted adult before he is able to come back into the classroom. It can take Tom a long time to be in a position to begin learning again. Tom has a calm activities bag in his safe space, and this is used when he is dysregulated. It contains his music, his colouring and teddy and a squeeze stress toy.</p> <p>Cognition and learning –Tom is behind ARE in all areas of the curriculum but his progress over the past 4 years has been excellent. He currently accesses interventions for phonics, writing, reading and social skills although there are times when Tom is not in an emotional state to join these groups. Tom's emotional state can challenge his academic progress on a daily basis. He finds it very challenging to engage with adults he does not know and is inclined to destroy his work if he feels it is not 'right'. If a change to the daily routine is anticipated, then Tom needs a lot of support in order to cope with this. Tom has a diagnosis of attachment disorder and this displays itself in many forms in the classroom. He is beginning to trust his dedicated TA but will also attempt to test this relationship at times.</p>
<b>How are these needs being addressed?</b>	<p>Support currently in place:</p> <ul style="list-style-type: none"> <li>• Detailed EHC Plan.</li> <li>• Tom has a dedicated 1:1 teaching assistant</li> <li>• A thrive programme is in place for Tom both in school and with carers</li> <li>• Support at lunchtime is in place with alternative activities</li> </ul>

	<p>that allow Tom to be supported in play or avoid difficult situations that require communication and interaction.</p> <ul style="list-style-type: none"> <li>• Whole school training around attachment and Tom's specific needs for all staff.</li> </ul>
<b>Date of next SEND review</b>	June 2022
<b>If the child has EAL then please complete the questions below:</b>	N/A

#### School Attendance:

<b>Attendance this year to date:</b>	97.5
<b>Unauthorised absence:</b>	0
<b>Are there concerns about attendance?</b>	No
<b>Reasons and support to improve attendance if "Yes" to the above.</b> Please also include the targets and action plan section where appropriate.	
<b>Number of exclusions this year to date:</b>	0

#### Aspirational Targets, attainment and progress based on prior achievement

<b>GLD</b>	No
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#### Prior Attainment Key Stage 1

	<b>Attainment in terms of age related expectations</b>
<b>Reading</b>	Working Below
<b>Writing</b>	Working Below
<b>Maths</b>	Working Below

Please complete the following information for the current key stage:

<b>Subject</b>	<b>Aspirational target grade for the end of key stage, using individual extra funding</b>	<b>Meeting age related expectations</b>	<b>Making at least expected progress based on prior attainment and extra funding?</b>
<b>Reading</b>	Working towards	Below	Yes
<b>Writing</b>	Working towards	Below	Yes
<b>Maths</b>	Working towards	Below	Yes
<b>Science</b>	Working towards	Below	Yes

<b>Comments on progress in English</b>	Tom continues to make good progress in his Literacy interventions. His spelling has improved in his independent writing and although he says he finds it hard to think of ideas he has produced several pieces of work he has been proud of this term. His writing could be improved by widening his vocabulary choices and extending his sentences using clauses. Reading more widely would support this but Tom does not find reading especially enjoyable.
<b>Comments on progress in Maths</b>	Tom's progress in Maths has been steady this term. His recall of basic facts is improving and securing his times tables would really boost his confidence with some of the topics we have coming up this term.
<b>Comments on additional Key Stage 4 options</b>	N/A

#### Wellbeing and Mental Health Support:

<b>Key discussion points at the meeting:</b>	Overall, Tom is a happy boy. He has lots of questions around his family and the reasons he came into care and can become 'down' around key dates such as birthdays. He finds contact quite difficult.
<b>How are confidence and resilience being developed and how is this being measured?</b>	Tom has little self-confidence, but this is developing as he learns to trust those around him. He has very low resilience and will often 'give up' when situations become too tricky or too hard. We use Growth Mindset tools in class and being prepared to have a go even when things are tricky is a focus of his work with his TA.
<b>How is behaviour management being supported to ensure that there are no exclusions?</b>	Tom has his own flexible positive behaviour plan which all staff are aware of. It is designed to allow him space to be in the correct place to learn and to not punish him for emotional outbursts that are beyond his control. We are aware that the social times of day such as lunchtime can be a real challenge for Tom and have put some alternative activities in place as well as thinking about how he can access a calm space if he needs to.
<b>How is wider participation being encouraged and measured?</b>	Tom enjoys going to cubs and will soon move up to scouts. He has expressed an interest in joining our multi-sports club after school and this will be supported by his TA.

### Targets and Action Plan:

Please remove any targets/actions that are out of date:

<b>Previous Targets What did the child need to achieve by this PEP meeting?</b>	<b>Rating</b>	<b>Evaluation of impact of previous targets on attainment Please comment on progress</b>
To continue to develop strategies to support emotional needs at play times, especially through transitional times that are unstructured. Brighter Futures to support.	Green – Good progress	Tom has had far fewer incidents on the playground and comes in from play and lunch ready to learn on most occasions.
To read at home with carers at least three times a week. A reward programme will be in place to support this.	Green – Good progress	Tom is now reading at home, where previously he had refused. He has a good routine and is proud to show Mr. Teacher his reward chart at the end of each week.
To spell 5 words from his spelling check correctly each week	Green – Good progress	Reducing the number of spellings that Tom has to learn each week has made a big difference and he is achieving success more often.
To be able to recall 3x and 4x table facts	Amber – Some progress	Tom continues to find this difficult – keep this target in next PEP

### Transition needs

<b>What actions are needed for smooth transition to the next year, key stage, school?</b>	<b>Who is responsible for these?</b>	<b>When will these be completed?</b>
None		

### New Targets

<b>PEP Targets</b>	<b>Action (s)</b>	<b>Lead</b>	<b>Date</b>
<b>What does the child need to achieve by the next meeting?</b>	<b>What will we do to help the child achieve this?</b>	<b>Who is responsible for making sure this happens?</b>	<b>When will this be achieved by?</b>
To continue to develop strategies to support emotional needs at play times, especially through transitional times that are unstructured	Continue with Thrive sessions Brighter Futures training to continue	Thrive Lead Class Teacher	A Date
Tom will up level his sentences using a wider range of vocabulary and making longer sentences using clauses.	1:1 Support from TA. Use of spellodrome at school and at home to support spelling.	Class Teacher	A Date
Tom will continue to read regularly at home with foster carers. School to choose some appropriate books that Tom will enjoy reading.	1:1 Support from TA. Source and buy appropriate books that Tom will enjoy.	Class Teacher	A Date
Continue with 3x tables and 4x tables so they are quick to recall. Start on 6x tables	1:1 Support from TA. Use of mathletics at home and at school.	Class Teacher	A Date

**Other Actions needed to raise attainment and future success:**

<b>Other actions to meet the child's needs</b>	<b>Lead</b>	<b>Date</b>	<b>Expected specific impact</b>
<b>What other actions are required following the child's views</b>	<b>Who is responsible for making sure this happens??</b>	<b>When will this be achieved by?</b>	
Support Tom in a PE after school activity of his choice.	Class Teacher Sport Coaching Lead	A date	To help support friendships and wider participation. Tom to build self-confidence through taking part, whilst supported by an adult in a safe environment.

School's contribution to pastoral and academic support

What support is accessed within the core offer from the school?

<b>Graduated Approach</b>	<b>Support being accessed by the child</b>
Whole class work	All staff at school use a graduated approach and have regular training to support Tom's needs.
Small group work	Interventions in writing, literacy and reading. These are group interventions which Tom can sometimes access depending on his emotional well-being.
Individual work	1:1 TA provided through EHCP funding.

**Pupil Premium plus application up to the next PEP (must only be related to the targets above.**

**Please note – in this example, academic interventions and 1:1 support funding is provided through the school core offer and EHCP funding. Academic support must always be considered first and this will be a focus at the PEP meeting. For more information please refer to Pupil Premium plus policy on our website.**

<b>What do you want to use pupil premium plus for?</b>	<b>How much</b>	<b>How did you arrive at this figure?</b>
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	<b>will this cost?</b>	
Thrive support to help develop emotional strategies to deal with situations particularly during unstructured times. To include whole school training.	£500	Provided by Brighter Futures
Cost of mathletics and spellodrome so it can be accessed in school and at home.	£79	Cost provided on website
Cost of suitable reading books / scheme that Tom will enjoy.	£200	Researched books available

<b>Total Pupil Premium Plus requested:</b>	<b>£779</b>
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**Meeting Information:**

**Who attended today's PEP meeting?**

Name	Role
A Teacher	Designated Teacher
A Virtual School	Virtual School Lead
A Carer	Foster Carer
A Social Worker	Social Worker

<b>Did the child attend this meeting</b>	<b>No</b>
<b>If not, who will feed back to them?</b>	<b>A Teacher (Class Teacher)</b>
<b>Who completed this PEP form?</b>	<b>A Teacher (Designated Teacher)</b>

**Date of next PEP meeting:**

Date	Time	Location
<b>A date (next term)</b>	<b>9.30am</b>	<b>School</b>