Personal Education Plan (PEP) KS1-2

This plan is designed to ensure that the key people responsible for my education are aware of, and fulfil, their roles.

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| --- | --- | --- | --- | --- |
| **Name** |  | | **Date of Birth** |  |
| **School (Address & telephone if out of Borough)** |  | | | |
| **UPN:** |  | | **Year Group** |  |
| **Date of**  **this meeting** |  | **Provisional Date**  **agreed for next PEP** |  | |

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| --- | --- | --- | --- |
| **Title** | **Name and e-mail address** | **Invited to meeting?** | **Attending**  **Meeting?** |
| Designated Teacher |  |  |  |
| e-mail |
| Social Worker |  |  |  |
| e-mail |
| Carer/Key Worker |  |  |  |
| e-mail |
| Parents / Relatives |  |  |  |
| e-mail |
| Young person |  |  |  |
| IRO |  |  |  |
| e-mail |
| Other |  |  |  |
| e-mail |
| Virtual School Team: | **VSH: Michelle Salter** [Michelle.salter@telford.gov.uk](mailto:Michelle.salter@telford.gov.uk)  **Inclusion Mentor:** |  |  |

Section 1

How I think I am doing: MYPEP [KS1-2]

What you think about school and education is important and filling in this section with a person you trust will help us to understand your views.

What do you most like at school?

Can you describe some things you do really well at school?

Describe some of the activities you are involved in at school and out of school.

Is there anything about school that worries you? If there is who would you talk to about it?

Describe any help you get at school ... do you think this help is useful to you?

Who are your friends at school? Do they help you?

Tell us about the activities, hobbies or sports you are involved in.

Is there anything else you would like to be involved in?

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| --- | --- | --- | --- | --- |
|  | YES | NO | LEARNING | I WOULD LIKE TO LEARN |
| Can you swim? |  |  |  |  |
| Can you ride a bike? |  |  |  |  |
| Can you use a computer / tablet? |  |  |  |  |
| Can you play a musical instrument? |  |  |  |  |

**My achievements ....**

Is there anything else you would like to say?

Continue on additional sheet if required

**My Achievements (cont.)**

Progress at school

***Section 2***

*It is the responsibility of the designated teacher to ensure that this section of the plan is completed* ***prior*** *to the PEP meeting. Supporting documents can be attached e.g. School Report/IEP/Provision Map*

**Attendance**: Current % attendance:

For attendance below 95% what is the reason for this and how is it being addressed?

*Please attach school attendance report for period since the last PEP meeting*

**SEND status:**

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| --- | --- | --- | --- |
| ***Indicate the YPs attainment at the start of the KS (tick)*** | *Below Age Related Expectations (ARE)*  **Low Attainer** | *At ARE*  **Middle Attainer** | *Above ARE*  **High Attainer** |
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**Progress judgement to be made and entered by education provider (see guidance)**

1. Outstanding
2. Good
3. Satisfactory
4. Requires improvement
5. Poor

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Current Attainment and Targets [core]** | **Keystage** |  | **Year group** |  | |  | |
| **Current Attainment**  **(P scale / ARE)** | | **End of Year Attainment target**  **(P Scale / ARE)** | | **Progress** | |
| Reading (KS1/2) |  | |  | |  | |
| Writing (KS1/2) |  | |  | |  | |
| Speaking & Listening (KS1/2) |  | |  | |  | |
| Phonics (KS1) |  | |  | |  | |
| Maths/Number (KS1/2) |  | |  | |  | |

**Attainment in other curriculum areas**

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| --- | --- | --- |
| **Subject** | **Current Attainment** | **End of year Target** |
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**Exclusions information**

Number/details of any fixed term exclusions in last 6 months

**Attitude to learning:** *provide additional insight into the areas of strength and weakness and flag potential issues that may affect learning. The narrative should build on the YP’s comments in section 1 giving details about* ***A2L*** *in individual subject and comments with regard to preferred learning styles.*

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**Relationships with others:** *How does the YP’s*engagement with others have a positive/negative impact on their school life?

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**Other achievements, including extra curricula involvement**

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**Other issues or difficulties which impact on learning** *ie safeguarding, health and safety*

Arts and Cultural Entitlement for Children in Care –

You will see a list of opportunities your children and young people should be entitled to access.

Together, please select one from each section to be your focus for the term/year ahead. These can be chopped and changed as needed and moulded to suit the interests of the child or young person you are working with.

The list should help to make sure that there is a balance of experiences that are easily achievable (many do not require money) but are hopefully inspiring for them, and you, to try new and different things.

Please highlight the Activity you plan to do this term.

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| --- | --- |
| Go, See, Look, Learn OR Getting Out and About | |
| Literature | |  |  |  | | --- | --- | --- | | Join and visit a library/bookshop, and borrow/own some books. Listen to stories from a book, audio CD, I-pad, television with key adult. |  | Regularly visit a library/bookshop, and borrow/own some books, comics. Chat about favourite stories with other young people and key adult. Read or listen to stories in different styles and know the difference between fiction and non fiction. | |
| Live performance and exhibitions | |  |  |  |  | | --- | --- | --- | --- | | Experience a live performance; this could be a theatre performance, a storyteller, a puppet show, a dance show, a music performance. Go and see an exhibition in a gallery, or library or shopping centre. Talk about it with key adult. |  |  | Go and see a local live performance and share your thoughts about it with another young person or key adult. Visit a local museum, art gallery or theatre and share your thoughts about what you liked or didn't like; this could be written, spoken or through photographs. | |
| Film / Cinema | |  |  |  | | --- | --- | --- | | Watch a film at home. Talk about it with key adult |  | Go to the cinema, watch a film and share what you thought about it with another young person | |
| Give It A Go and Make It Mine | |
| Music | |  |  |  | | --- | --- | --- | | Have a go at playing an instrument. Learn simple tunes, songs and nursery rhymes with key adult |  | Listen to different instruments. Learn an instrument. Have a go at singing, join a school choir. Share your musical likes and dislikes with another young person. | |
| Visual arts | |  |  |  | | --- | --- | --- | | Mark making - Use creative materials for mark making and creating pictures with a key adult |  | Try using different materials to create pictures and sculptures. Share and exhibit your art work through an exhibition or display. Share your likes and dislikes with another young person and key adult | |
| Dance / movement | |  |  |  | | --- | --- | --- | | Try moving and dancing on your own, in a group or with an adult. Join in dance and movement at nursery and school and at celebrations/birthday parties/festivals |  | Create or learn a dance routine on your own or with others. Try out a dance class or club. | |
| Drama | |  |  |  | | --- | --- | --- | | Pretend to be other people, animal’s imaginary monsters and characters. Act out known or made up stories with key adult |  | Act out short stories or plays with other young people - made up or based on known stories/plays. Perform in class, or assembly. | |
| Photography / film making | |  |  |  | | --- | --- | --- | | Take a range of photographs and/ or film using camera, ipad, phone with key adult |  | Take photographs and film things that interest you and share them with another young person and key adult | |

Add Arts & Culture entitlement details into this box:

***Targets and Pupil Premium+ Review***

***Section 2.1***

**Review the interventions / strategies that are currently in place for the YP that enable them to achieve their current targets and improve their overall educational performance**

***NB THE USE OF PPG+ FOR T&W CHILDREN IN CARE WILL BE MONITORED THROUGH THE PEP PROCESS.***

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| 1 | **Previous PEP Target** |  | | *Intervention and costings?* |
| Long Term | Short Term |
| *Outcomes / Progress* |  | | |
| 2 | **Previous PEP Target** |  | | *Intervention and costings* |
| Long Term | Short Term |
| *Outcomes / Progress* |  | | |
| 3 | **Previous PEP Target** |  | | *Intervention and costings?* |
| Long term | Short Term |
| *Outcomes / Progress* |  | | |
| 4 | **Previous PEP Target** |  | | *Intervention and costings?* |
| Long Term | Short Term |
| *Outcomes / Progress* |  | | |
| 55  5 | **Previous PEP Target** |  | | *Intervention and costings?* |
| Long Term | Short Term |
| *Outcomes / Progress* |  | | |

***Future Planning***

***Section 3***

**New targets**

*These should take account of information in section 1 ‘How I think I’m doing’ and section 2 ‘Progress in school’*

*Targets should be specific, measurable, achievable, realistic and time related esp. regarding attainment.*

*Designated Teacher and Social Worker should agree on frequency of their separate review of these targets with the pupil* ***between*** *PEP meetings. Who in school will set* ***interim*** *targets if needed due to PEP targets being achieved early? Class teacher/subject teacher/Designated Teacher?*

|  |  |  |  |
| --- | --- | --- | --- |
| **New PEP Target (Short Term ST, Long Term LT)** | **Intervention / Strategy and approximate costings**  **(use PPG calculator if appropriate)** | **What are the envisaged outcomes on the YP’s school performance? How will it be measured?** | **Who will monitor progress against the target?** |
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**Additional Planning for the future**

*For example transition between key stages, work experience, study support*

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| **What needs to be planned?** | **Action (including resources and PPG spend)** | **Lead** |
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**Other Comments**

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| Brief outline of the care plan:  Any other issues which may impact on learning (e.g. health or family contact):  How will carers support the agreed targets? |

Signed (Social worker):

Date:

Signed (Designated teacher):

Date:

*Please forward completed PEP to* [*virtualschool@telford.gov.uk*](mailto:virtualschool@telford.gov.uk) *for QA*