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

Sutton Virtual School

Personal Education Plan

Please note:

The educational setting should make sure all the relevant information is available

A good PEP needs the following things:

* The **right people** in attendance:
	+ Person responsible for children looked after in the education setting
	+ The social worker
	+ The carers
* Where possible, the **Virtual School** will attend at least one PEP a year
* The **voice of the young person** must be accounted for
* 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**

|  |  |  |
| --- | --- | --- |
| **Name of child:**  |  | **Date of birth:**  |

|  |  |
| --- | --- |
| **Name of Educational Setting:** |  |
| **UPN:**  |  | **Client ID no:** |  |
| **Number of hours/ days attending:** |  | **Age of child:**  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Contact Role** | **Name** | **Telephone** | **E-mail** | **Attended PEP?** |
| Designated Lead in setting |  |  |  |  |
| Social Worker |  |  | @sutton.gov.uk |  |
| Foster Carer(s) |  |  |  |  |
| Virtual School Case Manager |  |  |  |  |
| **Other Key Contacts** |
| Independent Reviewing Officer |  |  |  |  |
|  |  |  |  |  |

**Essential information**

|  |  |
| --- | --- |
| Who should be contacted in an emergency | Foster Carer(s), Social Worker |
| Who will give permission for trips etc.? | Foster Carer(s), Social Worker |
| Who will attend parents evening? | Foster Carer(s) |
| Who should receive school information? | Foster Carer(s), Social Worker, Virtual School |
| Is there anyone who should not be given access or communication? | Birth family  |
| Is permission given for the pupil’s image or name to be used? | Yes/No |

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

**EYFS Attainment to date**

**Age in months at the time of the most recent assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| * **EYFS Area of Learning**
 | * **Early Learning Goal**
 | Attainment (e.g. 22-36mths) |
| **Autumn** | **Spring** | **Summer** |
| **Communication & Language** | 1 Listening & Attention |  |  |  |
| 2 Understanding |  |  |  |
| 3 Speaking |  |  |  |
| **Physical Development** | 4 Moving & Handling |  |  |  |
| 5 Health & self-care |  |  |  |
| **Personal, Social & Emotional Development** | 6 Self-Confidence & awareness |  |  |  |
| 7 Managing feelings & behaviour |  |  |  |
| 8 Making relationships |  |  |  |
| **Literacy** | 9 Reading  |  |  |  |
| 10 Writing |  |  |  |
| **Mathematics** | 11 Numbers |  |  |  |
| 12 Shape, space & measure |  |  |  |
| Understanding of the World | 13 People & Communities |  |  |  |
| 14 The World |  |  |  |
| 15 Technology |  |  |  |
| Expressive Arts & Design | 16 Exploring & Using Media & Materials |  |  |  |
| 17 Being Imaginative |  |  |  |

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

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

**Achievements in or out of nursery**

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

**Strengths and Difficulties Questionnaire** (usually completed in the Autumn term)

|  |
| --- |
| Result from latest questionnaire |
|  |
| How has this changed since the last SDQ?  |

|  |
| --- |
| **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 Plus?  What has been the impact of this?Additional Support Given: |
| Checked and updated by:  | Date: |

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

|  |
| --- |
| **What does the young person think?** (see also the ‘All About Me’ pupil voice page)**What extra support will help me in the setting (where age-appropriate)?** |

|  |
| --- |
| **Designated Lead’s report & Summary of discussion with carer/ social worker/ other professionals:****What’s going well?** **What concerns do we have?** **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?  |  |
| **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? |  |

**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 SEND needs identified on the EHCP? |

**Review of Previous SMART Targets**

|  |  |  |
| --- | --- | --- |
| **Target** | **Met?** | **Comments / Reasons Why Not Met** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Review of Previous Actions**

|  |  |  |  |
| --- | --- | --- | --- |
| **Action** | **By?** | **Completed?** | **Outcome** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PEP on a Page** | **Young person** | **Year**Nursery | **Setting** | **Date** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Attainment and Progress** | Attainment from **LAST** PEP | **Current** Attainment | End of **Year** Target | **Progress**AboveExpectedBelow | **Attitude**1 poor, 10 excellent | **Behaviour**1 poor, 10 excellent |
| **Communication & Language** |  |  |  |  |  |  |
| **Literacy** |  |  |  |  |  |  |
| **Maths** |  |  |  |  |  |  |
| **Prediction for EYFS attainment at this point in time- Communication & Language: Literacy: 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?** |
| Communication, Language or Literacy Target:  |  |  |  |
| Maths Target:  |  |  |  |
| Other Target :  |  |  |  |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Other support agreed** | **By?** | **When?** | **Cost £** | **What will success look like?** |
| Dolly Parton Imagination Library book subscription | VS | 6x/yr | Via VS | Enjoyment in reading with their carerLearning to read for pleasure |
|  |  |  |  |  |

**The Pupil Premium Plus** (This is controlled and monitored by the Head Teacher of the Virtual School and is based on need. The VS case manager can authorise up to £300 per year and up to £600 a term if in Reception.)

|  |
| --- |
| Amount of Pupil Premium **agreed to be sent by the VS in this PEP meeting** = £ |
| Amount of Pupil Premium **agreed to be funded centrally in this PEP meeting** = Dolly Parton Imagination Library subscription |

Signed by VS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Head of The Sutton Virtual School for CLA is Kate Leyshon kate.leyshon@cognus.org.uk 07515 137705.

