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

The Sutton Virtual School

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 social worker
  + The carers or key worker
* Where possible the **Virtual School** will attend at least two PEPs each year
* 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**

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

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

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| **Name of pupil:**  **Did the pupil attend the meeting? Y/N** |  | **Date of**  **Birth:** |

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

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| **Key Contact Role** | **Name** | **Telephone** | **E-mail** | **Attended PEP?** |
| Designated Teacher |  |  |  |  |
| Social Worker |  |  |  |  |
| Foster Carer |  |  |  |  |
| Virtual School Case Manager | Moira Adams  Sara Martin  Donna Spiller  Carolyn Ankrah  Bianca Powell-Norris | 07534539588  07534 528 680  07534525344  07736338158  07956 932688 | [Moira.adams@cognus.org.uk](mailto:Moira.adams@cognus.org.uk)  [Sara.martin@cognus.org.uk](mailto:Sara.martin@cognus.org.uk)  [Donna.spiller@cognus.org.uk](mailto:Donna.spiller@cognus.org.uk)  [Carolyn.ankrah@cognus.org.uk](mailto:Carolyn.ankrah@cognus.org.uk)  [Bianca.powellnorris@cognus.org.uk](mailto:Bianca.powellnorris@cognus.org.uk) |  |
| Independent Reviewing Officer |  |  |  |  |
| Supervising social worker |  |  |  |  |
| Virtual School Head Teacher | Kate Leyshon | 07515137705 | [Kate.leyshon@cognus.org.uk](mailto:Kate.leyshon@sutton.gov.uk) |  |
| Out of hours duty social worker |  | 02087705000 |  |  |
| LAC Nurse | Melanie Rochester | 02031865515  07810053058 | LookedAfterChildrenNurses@NHS.net |  |

**Essential information**

|  |  |
| --- | --- |
| Who should be contacted in an emergency | Foster Carer  Social Worker |
| Who will give permission for trips etc.? | Foster Carer (Day)  Social Worker (Overnight, abroad and hazardous activities) |
| Who will attend parents evening? | Foster Carer |
| Who should receive school information? | Foster Carer / Social Worker / Virtual School – Termly assessments and end of year reports |
| Is there anyone who should not be given access or communication? |  |
| Is permission given for the pupil’s image or name to be used? |  |

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| **Previous School History** | | | | | |
| **School and Address** | **Local Authority** | **From** | **To** | **Type of School** | **Reason for Leaving** |
|  |  |  |  |  |  |
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| **EYFS Profile: Emerging 1, Expected 2, Exceeding 3** | | | |
| **Area of learning** |  | **Aspect** | **END of EYFS PROFILE** |
| **Communication and language** | **ELG 01** | Listening and attention |  |
| **ELG 02** | Understanding |  |
| **ELG 03** | Speaking |  |
| **Physical development** | **ELG 04** | Moving and handling |  |
| **ELG 05** | Health and self-care |  |
| **Personal, social and emotional development** | **ELG 06** | Self-confidence and self-awareness |  |
| **ELG 07** | Managing feelings and behaviour |  |
| **ELG 08** | Making relationships |  |
| **Literacy** | **ELG 09** | Reading |  |
| **ELG 10** | Writing |  |
| **Mathematics** | **ELG 11** | Numbers |  |
| **ELG 12** | Shapes, space and measures |  |
| **Understanding the world** | **ELG 13** | People and communities |  |
| **ELG 14** | The world |  |
| **ELG 15** | Technology |  |
| **Expressive arts and design** | **ELG 16** | Exploring and using media and materials |  |
| **ELG 17** | Being imaginative |  |

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| **Primary** | | | | | |
| **Key Stage 1** | | | | | |
| **Year 1 Phonics Screen** | | /40 | Above threshold/Below threshold (delete) | | |
| **KS1** | **English** | | | **Maths** | **Attendance %** |
| **Reading** | | **Writing/SPAG** |
| **Year 1 Teacher Assessment** |  | |  |  |  |
| **Year 2 Teacher Assessment** |  | |  |  |  |
| **KS1 SATs scores** |  | |  |  |  |
| **Key Stage 2** | | | | | |
| **KS2** | **English** | | | **Maths** | **Attendance %** |
| **Reading** | | **Writing/SPAG** |
| **Year 3 Teacher Assessment** |  | |  |  |  |
| **Year 4 Teacher Assessment** |  | |  |  |  |
| **Year 5 Teacher Assessment** |  | |  |  |  |
|  | GPS | | Reading | Writing | Maths |
| **KS 2 test scores** |  | |  |  |  |

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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 |

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

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

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| **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?  **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?** |

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

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| **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 SEN needs identified on the EHCP? | | | |

**Review of Previous SMART Targets**

|  |  |  |
| --- | --- | --- |
| **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** |

|  |  |  |  |  |  |  |  |
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| **Attainment and Progress** | **PREVIOUS Key Stage Scores** | Attainment from  **LAST** PEP | **Current** Attainment | End of **Year** Target | **Progress**  Above  Expected  Below | **Attitude**  1 poor,  10 excellent | **Behaviour**  1 poor,  10 excellent |
| **Reading** |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |
| **Maths** |  |  |  |  |  |  |  |
| **Prediction for Year 6 results based on PRIOR attainment: SPG: Reading: Writing: 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?** |
| Literacy 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?** |
| *Booktrust letterbox* parcel subscription | VS | 6x/year | £40/term | Enjoying reading with their carer. |
|  |  |  |  |  |
|  |  |  |  |  |

**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 £600 in this meeting) Requests for additional PPP can be made directly to the VSHT at any time though the expectation is that it is discussed in the PEP meeting.

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| 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 = £ |

Signed by VS:

The Head teacher of the Sutton Virtual School for CLA is Kate Leyshon - kate.leyshon@cognus.org.uk 07515137705