**\*PERSONAL EDUCATION PLAN – PRIMARY**

Instructions and Guidance – PLEASE READ

The PEP (nursery to post 16) is an evolving record of what needs to happen for children in our care to enable them to make expected progress and fulfil their potential. The PEP should reflect the importance of a *personalised* approach to learning that meets the identified educational needs of the child, raises aspirations and builds life chances.

**It is the statutory responsibility of schools and social workers to ensure these PEPs are reviewed once a term and are of high quality.**

**Please ensure you have completed the following pages BEFORE the meeting:**

1. **Page 2: Basic information about the young person. Start date at the school is important.**

2. **Page 4: Personal Profile:** This information should be provided by the social worker. Please complete this section before sending the form to schools.

3. **Page 5:** PEP must reflect the child’s voice so please ensure the Young Person’s Form has been completed by the young person with familiar adult to assist if needed.

4. **Page 6 and 7: Progress, SDQ and SEND:** Please ensure all target and current levels / grades are completed and a decision is made whether they are making expected progress overall.

Please transfer the SDQ scores and complete the SEND information.

5. **Page 8: Teacher feedback:** Please provide feedback from teachers as well as any support currently in place and the impact it has had.

6. **Page 9 and 10: Targets:** The child should have at least two **SMART** targets that will be reviewed at the next PEP. The targets should aim to raise attainment and close the gap.

7. **Page 11: Pupil Premium Plus:** Please outline how the Pupil Premium will be spent on the individual child. Please note - the Virtual School ***cannot*** release funding without this section being sufficiently completed.

**We will discuss all other sections during the meeting. After the meeting, the designated teacher should ensure the completed form is sent to the social worker and to the Virtual School. The social worker should check that they have completed their sections. The form, any appendices (e.g. attendance certificate, SDQ) and the Young Person’s Views form should then be added to the young person’s file. A copy should be sent to all other professionals present at the meeting.**

Annual Review of EHCP – Personal Education Plan (PEP)Form

To be used in conjunction with Annual Review paperwork

Please return to [**looked-after-children-education@royalgreenwich.gov.uk**](mailto:looked-after-children-education@royalgreenwich.gov.uk)

**Name:**

**Date of birth:**

**School:**

**Start date of school:**

**Date of this annual review and PEP meeting:**

**Year group:**

**What authority administers the EHCP?**

**Primary need?**

**Secondary need?**

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| **PLEASE INDICATE WHO IS CHAIRING THE MEETING:**  (School or Social Worker) | | |
| **Name** | **Designation** | **Contact details – Email and phone contact** |
|  | **Social worker** |  |
|  | **Carer** |  |
|  | **Designated Teacher** |  |
|  | **Virtual School** | [looked-after-children-education@royalgreenwich.gov.uk](mailto:looked-after-children-education@royalgreenwich.gov.uk) |
|  | **Young Person** |  |
|  | **SEN** |  |
|  | **Class Teacher** |  |
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| **Care Plan** (placement, family issues, contact arrangement, court dates, social worker etc.) |
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| **Health Plan** (physical and mental health and wellbeing that may impact on learning, including any assessments, diagnoses, treatments, therapies or referrals. Please include dental, optician, LAC medical dates, Medications taken and allergies etc. |
| * **CAMHS involvement – Please expand** * **LAC medical –** * **Dentist –** * **Optician –** * **Any other relevant information** |

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| **Internal and External Suspensions**  **Please provide all dates, reasons and outcomes for each occasion:** |
| **Suspensions (External)**  **Date(s):**  **Reason(s):**  **Outcome(s):**  **Internal Exclusions**  **Date(s):**  **Reason(s):**  **Outcome(s):** |

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| **SECTION 2 Educational Profile:**  **ALL** subjects that are studied **MUST** be included in the boxes on the left hand side with all levels. Expected progress to be indicated. | | | | | | | |
|  | **KS1 Levels** | **KS2 Levels**  *Please ensure these are recorded – DfE can provide* | **Current Levels**  *If using school system please attach explanation* | | **Target Levels**  *End of Key stage* | **At expected attainment for age?**  *(please underline)* | |
| ENGLISH |  |  |  | |  | Well Above  Above  At Expected  Below  Well Below | |
| MATHS |  |  |  | |  | Well Above  Above  At Expected  Below  Well Below | |
| SCIENCE |  |  |  | |  | Well Above  Above  At Expected  Below  Well Below | |
| subject 1 |  |  |  | |  | Well Above  Above  At Expected  Below  Well Below | |
| subject 2 |  |  |  | |  | Well Above  Above  At Expected  Below  Well Below | |
| **Is the expected progress being made since the previous PEP** | | | | **YES** | | | **NO** |
| **Is the expected progress being made since previous Key Stage** | | | | **YES** | | | **NO** |
| **Access Arrangements: Please provide details** | | | | | | | |
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| **SDQ**(Strengths and Difficulties Questionnaire) | | |
| **This needs to be completed before the PEP meeting – Autumn term compulsory.**  **Date of SDQ completion:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Scores Description** | |
| **Score for overall stress** |  |  |
| **Score for emotional distress** |  |  |
| **Score for behavioural difficulties** |  |  |
| **Score for hyperactivity and concentration difficulties** |  |  |
| **Score for difficulties in getting along with other young people** |  |  |
| **Kind and helpful score** |  |  |
| **Score for the impact of difficulties on young person's life** |  |  |
| **Score for the impact of difficulties on young person's Academic life** |  |  |

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| **Reviewing previous PEP targets (SMART)** | | |
| **Previous PEP**  **targets** | **How did they do?**  **Achieved**  **YES/NO** | **Will this continue to be one of their targets?**  **YES/NO** |
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| **Setting New Targets (SMART) – Specific, Measurable, Achievement, Realistic, Timebound**  **To be broken down into SMART from the EHCP outcomes** | | | | |
| **Targets** | **What will the young person do?** | **Who will help the young person and how?** | **When will this be achieved?** | **How will the young person know when they have achieved this target?** |
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| **Pupil Premium Plus:**  (mainstream Schools) Additional resources above and beyond resources funded by EHCP | | | | | |
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| **PEA** (Personal Education Allowance) allocated through the social worker completing the PEA request and Virtual School authorising | | | | | |
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| **How will this plan be shared?**  A copy will be put in my file by the designated teacher. Key information will be shared with staff, who need to know. They will send a copy to the social worker who will ensure that it is recorded and a further copy sent to the foster carer and IRO. Following the PEP meeting, please scan and email relevant PEP documentation to the young person’s social worker and to [looked-after-children-education@royalgreenwich.gov.uk](mailto:looked-after-children-education@royalgreenwich.gov.uk) , stating the social worker’s name. Please send a copy of the annual review paperwork to;  [special-needs@royalgreenwich.gov.uk](mailto:special-needs@royalgreenwich.gov.uk) |
| **Next PEP** |
| **Time, date & place:**  **Next Annual Review date:** |