**Exemplar PEP**

**Example of a yr11 student at a mainstream secondary, on a complete off site package- all characters are fictional.**

OFFICIAL-SENSITIVE

Hayley Young
Date of birth: 18-Dec-1999

A mainstream secondary school

Personal Education Plan
Date of meeting: 20-Jan-2016

General and Personal

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|

|  |
| --- |
| **ESSENTIAL PUPIL INFORMATION** |
| (1)**First name**:

|  |
| --- |
| Hayley |

 | (2)**Surname**:

|  |
| --- |
| Young |

 |
| (3)**Likes to be known as**:

|  |
| --- |
|  |

 | (4)**Gender**:

|  |
| --- |
| Female |

 |
| (5)**Date of birth**:

|  |
| --- |
| 18-12-1999 |

 | (6)**UPN**:

|  |
| --- |
| XXXXXXXXXXXXX |

 |
| (7)**First language**:

|  |
| --- |
| English |

 | (8)**Framework i ID**:

|  |
| --- |
| XXXXXXXX |

 |
| (9)**Is there any reason why the student cannot participate fully in the meeting?**:

|  |
| --- |
| No |

 |

|  |
| --- |
|  |

 |
| (10)**If yes, please explain why and what support was provided to increase their participation?**:

|  |
| --- |
|  |

 |
| **CARE INFORMATION** |
| (11)**Carer name**:

|  |
| --- |
| Mrs Carer |

 |
| (12)**Carer details**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| Address | Telephone number(s) | Email address |
| XXXXXX | XXXXXXXXXXX | XXXXXXX@XXXXXXX.COM |

 |

 |
| (13)**Social worker name**:

|  |
| --- |
| Mr Social Worker |

 |
| (14)**Social worker details**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| Address | Telephone number(s) | Email address |
| XXXXXXXXXXX | XXXXXXXXXXX | XXXXXXX@XXXXXXX.COM |

 |

 |
| (15)**Number of Social Workers since coming in to care**:

|  |
| --- |
| 01 |

 | (16)**Date entered care**:

|  |
| --- |
| 29-11-2007 |

 |
| (17)**Number of care episodes**:

|  |
| --- |
|  |

 | (18)**Number of placements**:

|  |
| --- |
| 05 |

 |
| (19)**Current placement type**:

|  |
| --- |
| Foster carer provided by LA inside LA |

 | (20)**Past or current health concerns**:

|  |
| --- |
| Asthma- has inhalers |

 |
| (21)**What was the score from the young persons most recent Strengths and Difficulties Questionnaire?**:

|  |
| --- |
| 31 |

 | (22)**Date of most recent Strengths and Difficulties Questionnaire**:

|  |
| --- |
| 11-12-2015 |

 |
| (23)**What was the score from the young persons previous Strengths and Difficulties Questionnaire?**:

|  |
| --- |
| 28 |

 | (24)**Date of previous Strengths and Difficulties Questionnaire**:

|  |
| --- |
| 10-11-2014 |

 |
| (25)**Details of this PEP**:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
|  | This meeting | Next CLA review | Next SEN(D) review (if appropriate) |
| Date of | 20-Jan-2016 | 16-03-2016 |  |

 |

 |
| **CONTACT INFORMATION** |
| (26) **Who should be contacted in an emergency?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father[x] Carer[ ] Social worker[ ] Other |

 |

 | (27) **Who will receive school information?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father[x] Carer[ ] Social worker[ ] Other |

 |

 |
| (28) **Who will attend parents evenings?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father[x] Carer[ ] Social worker[ ] Other |

 |

 | (29) **Who will give permission for school day trips?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father[x] Carer[ ] Social worker[ ] Other |

 |

 |
| (30) **Who will give permission for residential trips?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Mother[ ] Father[x] Carer[x] Social worker[ ] Other |

 |

 |

|  |
| --- |
|  |

 |
| **ATTENDEES** |
| (31)**People involved in the PEP**:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Name | Phone number | Attended | Required copy of PEP | Email address |
| Designated Teacher | Miss Assistant Head | XXXXX | Yes | Yes | XXXXXXX@XXXXXXX.COM |
| Social Worker | Mr Social Worker | XXXXX | Yes | Yes | XXXXXXX@XXXXXXX.COM |
| Carer | Mrs Carer | XXXXX | Yes | Yes | XXXXXXX@XXXXXXX.COM |
| Mother |  |  |  |  |  |
| Father |  |  |  |  |  |
| Mentor | A Person, One-Eighty | XXXXX | Yes | Yes | XXXXXXX@XXXXXXX.COM |
| SENCO/ INCO |  |  |  |  |  |
| Virtual School | Isabel Crowther | XXXXX |  |  | XXXXXXX@XXXXXXX.COM |
| Child/ Young Person | Hayley Young |  | Yes | No | XXXXXXX@XXXXXXX.COM |
| Other |  English Tutor | XXXXX | Yes | No | XXXXXXX@XXXXXXX.COM |
| Other |  Hill End Programme Manager  | XXXXX  | Yes | Yes | XXXXXXX@XXXXXXX.COM |

 |

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|  |

 |

Education

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|

|  |  |  |  |
| --- | --- | --- | --- |
| (1)**School name**:

|  |
| --- |
| (name of) A Mainstream Secondary |

**OFSTED ratings found:**WFC: 13-03-2013 / Good | (2)**School address/ contact details**:

|  |
| --- |
| XXXXXXXXXXXXXXX |

[Show On Map](http://maps.google.co.uk/maps?q=OX331QH+school) |
| (3)**If the Ofsted Inspection rating is not shown above or the education provision is inspected under a different body please state the grade/rating here**:

|  |
| --- |
|  |

 | (4)**Date grade/rating was given**:

|  |
| --- |
|  |

 |
| (5)**Year group**:

|  |
| --- |
| 11 |

 | (6)**Key stage**:

|  |
| --- |
| Key stage 4 |

 |
| (7)**Designated teacher**:

|  |
| --- |
| Miss Assistant Head |

 | (8)**Designated teacher email address**:

|  |
| --- |
| XXXXXX@XXXXX.com |

 |
| (9)**Date started at present school**:

|  |
| --- |
| 26-06-2015 |

 |

|  |
| --- |
|  |

 |
| **PREVIOUS SCHOOL HISTORY** |
| (10)**Previous school history**:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School address | Date from | Date to | Type of school | Reason for leaving |
| (name of) Mainstream Secondary Academy | 05-09-2011 | 25-06-2015 | Mainstream Secondary | Care Placement Move |
| (name of) Mainstream Primary | 23-02-2009 | 04-09-2011 | Mainstream Primary | Moved From Primary To Secondary |

 |

 |
| **ADDITIONAL INFORMATION** |
| (11)**Is the young person being offered 25 hours teaching/training?**:

|  |
| --- |
| No |

 | (12)**Outline how the 25 hours are constituted eg school placement etc**:

|  |
| --- |
| Hayley has an offsite package with one to one tuition, support from One-Eighty and a placement at Hill End, adding up to 22 hours a week currently. See attached timetable. |

 |
| **EXAM RESULTS PERMISSIONS** |
| (13)**Pupil has agreed to school sharing information about exam results with The Virtual School**:

|  |
| --- |
| YES |

 |

 |

SEN

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
| (1)**Does the pupil have special education needs?**:

|  |
| --- |
| No SEN |

 | (2)**What is the Primary need?**:

|  |
| --- |
|  |

 |
| (3)**What is the secondary need**:

|  |
| --- |
|  |

 | (4)**What support is specified on the statement/ EHC plan?**:

|  |
| --- |
| Hayley arrived at this school with no SEN recorded. However, her English tutor noticed some dyslexic traits and since the PEP meeting, Hayley has been tested for Access Arrangements. This test found that Hayley is entitled to a scribe and extra time in her exams. Further testing would be needed for a diagnosis, this will be explored. |

 |
| (5)**Which local authority is responsible for maintaining the statement or EHC plan?**:

|  |
| --- |
| --Unallocated-- |

 |

 |

Attainment

**Year 11**

 Please provide current, End of Key Stage targets and predicted grades for all subjects that the young person is being entered for, indicate whether they are making progress and please enter any other subjects not shown (It is important to us that ALL subjects are listed).

|  |  |  |  |
| --- | --- | --- | --- |
| Course Type | Term 1 Autumn | Term 2 Spring | Term 3 Summer |
|  | Current | Target | Predicted | Current | Target | Predicted | Current | Target | Predicted |
| English[GCSE] | 4 (D) | 5 (C) | 5 (C) | 4 (D) | 5 (C) | 5 (C) |  |  |  |
| Mathematics[GCSE] | 1 (G) | 3 (E) | 3 (E) | 2 (F) | 3 (E) | 2 (F) |  |  |  |
| Science |  |  |  |  |  |  |  |  |  |
| Religious |  |  |  |  |  |  |  |  |  |
| History |  |  |  |  |  |  |  |  |  |
| Geography |  |  |  |  |  |  |  |  |  |
| MFL |  |  |  |  |  |  |  |  |  |
| Design technology |  |  |  |  |  |  |  |  |  |
| Physical education |  |  |  |  |  |  |  |  |  |
| Music |  |  |  |  |  |  |  |  |  |
| Art |  |  |  |  |  |  |  |  |  |
| Performing arts |  |  |  |  |  |  |  |  |  |
| ICT |  |  |  |  |  |  |  |  |  |
| English Literature[GCSE] | 4 (D) | 4 (D) | 4 (D) | 4 (D) | 5 (C) | 4 (D) |  |  |  |
| OCN Employability Level 2 certificate |  |  |  | Pass | Merit |  |  |  |  |

 Based on your professional judgement identify the rate of progress being made by this young person towards the end of key stage in the following areas?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Term 1 Autumn | Term 2 Spring | Term 3 Summer |
|  | Progress | Progress | Progress |
| English | Less than expected progress | Expected progress |  |
| Mathematics | Less than expected progress | Expected progress |  |
| English and Maths Combined | Less than expected progress | Expected progress |  |
| EBACC subjects |  |  |  |

 Additional notes for Year 11
Due to Hayley’s difficulties in attending school, it was decided to focus on English, Maths and English Literature GCSEs, alongside the Employability qualification she is working towards at Hill End. Hayley also has a Level 1 Media Studies Pass from her previous school. It is difficult to give an accurate picture of Hayley’s attainment at the moment because she has not yet completed her mocks - these will take place in term 4 at Hill End. She is also making good progress with her English controlled assessments.

Attendance Records

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **ATTENDANCE** |
| (1)**Previous year attendance**:

|  |
| --- |
| 60.1% |

 | (2)**Current years attendance summary**:

|  |  |
| --- | --- |
|  | % of possible |
| Present | 54.5% |
| Total absences | 45.5% |
| Authorised absence | 11% |
| Unauthorised absence | 34.5% |
| Late before register closed |  |
| Late after register closed |  |
|  |  |

 |
| (3)**Actions to support attendance**:

|  |
| --- |
| Hayley’s attendance has been the primary concern since she started at <name of school> in June. This led to an offsite package being set up for Hayley, due to her speaking of her anxiety about coming onto the school site and her refusal to do so. Since she started the offsite package, her attendance has increased significantly: 72% since she started attending Hill End and since the one to one tuition was also moved offsite, her attendance has been 82% with no unauthorised absences. Hayley is enjoying the package and is much happier about her future prospects. |

 |
| **EXCLUSIONS** |
| (4)**Exclusions**:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
| Type of exclusion | Date from | Date to | Reason for exclusion |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 |

 |
| (5)**Preventative actions by the school to reduce further exclusions**:

|  |
| --- |
|  |

 |

 |

Secondary Age Pupil's Voice

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **PUPIL'S VOICE** |
| (1)**Date of completion**:

|  |
| --- |
| 20-01-2016 |

 | (2)**This section was completed by the pupil**:

|  |
| --- |
| By an adult through talking to the pupil (this may include using other forms of communication e.g. photographs, symbols etc.) |

 |
| **IN SCHOOL** |
| (3)**What do you like about school?**:

|  |
| --- |
| Hayley took an active part in the PEP meeting, showing us her Hill End portfolio/photo diary and how well she has been doing there. The Pupil Voice sheet was not completed but Hayley reports that things are 'good' with her new offsite timetable and was clear throughout the meeting about feeling happier being based offsite. |

 | (4)**What do you dislike about school?**:

|  |
| --- |
| 'I just don't like school'. Hayley does not like being in the classroom environment and feels very anxious about being in school. She does not feel she has been given the right support over the years. |

 |
| (5)**What do you find easy?**:

|  |
| --- |
| Working one to one. English, sometimes. Smiling and saying the right thing, but sometimes I am just going along with what I have been asked to do because it is easier (Hayley admits that she sometimes agrees to things/says she understands at the time because it is easier than admitting that she doesn't understand or doesn't want to do what is asked of her). |

 | (6)**What do you find difficult?**:

|  |
| --- |
| Exams. Maths. Being taught in big classes in school. |

 |
| (7)**What helps you to learn best?**:

|  |
| --- |
| One to one support. Being able to discuss the task and dictate answers to the teacher. |

 | (8)**Is there anything else you think would help?**:

|  |
| --- |
| Hayley is concerned about her possible dyslexia and thinks extra time and a scribe in exams will help. |

 |
| **OUT OF SCHOOL** |
| (9)**What do you like doing out of school?**:

|  |
| --- |
| Song writing, reading (although sometimes the words jump around the page which is frustrating) |

 | (10)**What are you good at?**:

|  |
| --- |
|  |

 |
| (11)**Do you go to any clubs or groups? If so, which ones?**:

|  |
| --- |
| Not at the moment. |

 |

|  |
| --- |
|  |

 |
| **RELATIONSHIPS** |
| (12)**Who are your friends?**:

|  |
| --- |
| Hayley could not give an answer to this question |

 | (13)**Which adults do you get on best with: In school? Out of school?**:

|  |
| --- |
| My carer. |

 |
| (14)**Are you happy? Can you say why or why not?**:

|  |
| --- |
| Hayley did not feel able to answer this question, but says she is happier now than she was. |

 |

|  |
| --- |
|  |

 |
| **FUTURE PLANNING - USE YOUR ANSWERS ABOVE TO HELP YOU WITH THIS** |
| (15)**What do you think you might want to do for a job or career in the future and why?**:

|  |
| --- |
| Unsure - Hayley feels quite anxious when thinking about the future but would like to do something that will help her become independent, earning her own money and moving towards owning her own business. |

 | (16)**If you don’t know what you want to do yet, are there any jobs that you might like to find out more about?**:

|  |
| --- |
| Beauty/make up careers (including embalming), careers in small businesses. |

 |
| (17)**What do you think you need to do to help you work towards these future ideas? Who can help you?**:

|  |
| --- |
| Hayley isn’t sure. School and VS will continue to help her think about her future. |

 | (18)**For young people who are asylum seekers: How does your immigration status affect your thoughts about your future job or career? How can we help you to explore your options for the future?**:

|  |
| --- |
| N/A |

 |
| (19)**Any other comments**:

|  |
| --- |
|  |

 |

 |

Careers Information

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|

|  |  |  |  |
| --- | --- | --- | --- |
| (1)**Year group**:

|  |
| --- |
| Year 11 |

 | (2)**Has the young person had access to independent and impartial careers advice?**:

|  |
| --- |
| No |

 |
| (3)**If not, is there a planned date to do so?**:

|  |
| --- |
| YES |

 | (4)**Please specify the date if planned**:

|  |
| --- |
| 04-02-2016 |

 |
| **Future Planning: Careers and Aspirations** |
| (5)**What subjects and activities in school and out of school do you enjoy most and find easy?**:

|  |
| --- |
| Hayley took an active part in the PEP meeting, showing us her Hill End portfolio/photo diary and how well she has been doing there. She enjoys reading, song writing, photography and history. Hayley naturally works well with other adults and all staff at Hill End have noted her mature, professional manner. Hayley is also good working with younger children, although she does not see this as something she would want to pursue as a career. |

 | (6)**Do you think you would enjoy doing any of these full-time as a job or career in the future?**:

|  |
| --- |
| Hayley is very uncertain about her career/future plans so her mentor is going to complete the CICO profile with her. Hayley does not want to see the independent Adviza worker and would be happier just getting advice and support with those working with her e.g. mentor, Hill End staff, tutors, carer and social worker. These staff will work together to support Hayley to make a suitable plan for post 16 and help her to complete applications. |

 |
| (7)**What would you like to be doing in 10 years' time and what do you need to do to get there?**:

|  |
| --- |
| Unsure. |

 | (8)**If you might not be able to stay in the UK what can you do to help prepare for this?**:

|  |
| --- |
| N/A |

 |
| **Future Planning** |
| (9)**Actions table**:

|  |  |  |
| --- | --- | --- |
| Actions to be taken | By whom | By date |
| Hayley to complete careers coaching/CICO cards session with mentor. | Mentor and Hayley | 12-02-2016 |
| Hayley to apply for college or an apprenticeship and have a back up plan in place | Mentor and Hayley | 17-03-2016 |
|  |  |  |

 |

 |

Year 11 transition

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| **PLANNING FOR POST 16** |
| (1)**Have you applied for post 16 provision?**:

|  |
| --- |
| Applied |

 | (2) **What type of destinations are you applying for?**:

|  |  |
| --- | --- |
|

|  |
| --- |
| [ ] Apprenticeship[x] College[ ] Employment with training[ ] Other[ ] School 6th Form[ ] Training[ ] UTC |

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| (3)**Name of destinations**:

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| Oxford City College |

 | (4)**What courses or position are you applying for?**:

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| Beauty Level 2 |

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| (5)**What grades or other qualifications do you need for the course or position you are applying for?**:

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| D-G grades at GCSE |

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| (6)**Additional information**:

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| Since starting her offsite package, Hayley has become more engaged with Future Planning and much more positive about going to college. She is awaiting an interview date. |

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Educational progress

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| **EDUCATIONAL PROGRESS** |
| (1)**What is going well? (include areas of celebration and strength, special talents or abilities, extra curricular activities, cultural needs and important events)**:

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| Hayley has really flourished since starting the offsite package. All of the staff working with Hayley at Hill End, One-Eighty and for one to one tuition are very positive about her progress and attitude. Hayley’s social worker is thrilled and noted how valuable the experience at Hill End is. Mrs Carer spoke of the lovely quality time she has with Hayley at home and that she appreciates all the work put in by the team around Hayley emphasising to Hayley that she deserves it. The number of people who wanted to attend Hayley’s PEP meeting is testament to the progress she has made and the positive impact she has had on all of the staff. We are grateful for all of the support provided by Hayley’s tutors, Hill End staff and One-Eighty. Hayley says things are 'good' and she seems much happier about her education and future. Hayley’s English tuition is going well, Hayley has completed 2 out of 3 controlled assessments for English and then will move onto the English literature pieces. She works very hard with her tutor and is starting to do more independent work too. Hayley’s maths tutor reports that Hayley is very keen and is a fast learner but does have big gaps in her learning. An additional weekly session is being set up. Holly has also said she is keen to do homework - this will make a huge difference to how much she can catch up on so hopefully her enthusiasm will continue. The staff at Hill End are supporting Hayley to complete 24 credits towards her Level 2 Employability certificate. <name> oversees the education at Hill End and <name> is Hayley’s tutor there. Hayley brought her portfolio to the meeting and showed us the work she has been doing which was very impressive - she is building up photographic and written evidence to match up to the course criteria. Hayley is introduced to people at Hill End as a Business Associate. |

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| (2)**What needs further work? (Include areas of support, pastoral concerns and upcoming challenges)**:

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| The controlled assessments are a priority and the tutor and Hayley are working hard to get this finished as soon as possible and before the Easter deadline. Isabel will also support with this on Fridays at Hill End. Maths is Hayley’s weaker subject but she has been making good progress with her Maths tutor, Georgia. Georgia is trying to arrange an additional time to see Hayley. Hayley needs to take her mock exams as these were postponed in December, to give her more time to catch up. Isabel will liaise with Hill End staff to put these in place. There are also additional pre-public exams in March. Hayley is anxious about exams - One-Eighty may be able to provide support around this. Sue (English tutor) has picked up on some dyslexic tendencies which are causing Hayley some difficulties. Hayley has been worried about this for some time – Mr Social Worker explained that a test was done at the previous school but nothing came of it. Isabel will arrange for Hayley to have some SEN assessments at school as soon as possible so that any access arrangements can be put in place. \*Update since PEP meeting – Hayley’s tests suggested she is entitled to extra time and a scribe in her exams so an application has been put in for this. Please see attached Literacy test report. Hayley’s exams need to be arranged to take place at Hill End, as soon as possible. Isabel and Miss Assistant Head will discuss with the exams officer and make arrangements, letting Hill End know the dates of the exams. |

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| (3)**What support is offered?**:

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| Hayley has one to one tuition in English and Maths. We are trying to increase the number of sessions for these to give Hayley enough time to cover the syllabus and complete assessments. Her mentor is going to visit Hayley once a week on a Friday to support, initially with future planning (CICO career coaching) and controlled assessments, then with maths. Weekly reports are sent, monitoring Hayley’s progress and Hayley’s school teachers are in contact with the tutors. A Mathsbuster programme has been given to Hayley to use at Hill End. She does not have access to a computer at home so this could be looked into. Mr Social Worker mentioned that Mark Walker at the Virtual School knows of a charity that is able to provide laptops - Isabel to follow up. Hill End staff <named> will find out the equivalency of the Employability qualification. One-Eighty are working with Hayley on exploring anxiety and coping strategies and healthy relationships. So far she has been very open and cooperative in the first 3 sessions. Hayley will be working with them for 9 weeks, with 2 sessions a week. Reports are sent weekly detailing the intervention. |

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Outcomes and Interventions

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| **Only complete boxes 1 and 2, if this is the first ePEP for this student** |
| (1)**What were the education outcomes from the last PEP?**:

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| Education outcome from last PEP | Outcome achieved? | Comment on actual outcomes achieved | Review of impact of the use of Pupil Premium Plus funding |
| To attend school, register in Study Zone and spend the day in Study Zone to start with before going back into lessons | Partially | Hayley’s offsite package was put in place once it became clear that Hayley would not be able to attend school. She did, however, try on several occasions to spend the day in Study Zone but a longer term solution was needed. | None used for this target |
| To work towards going back into lessons, increase attendance to 95% and no late marks for arrival in school. | Partially | Hayley managed to meet part of this target on and off to start with but a longer term solution was needed. Since the offsite package was put in place, Hayley’s attendance has improved dramatically from 12.5% to 54% (82% since being based offsite) | Red - £40 was requested as a reward if the target was met (in Hayley’s July PEP), however, Hayley did not meet the target and says that rewards don't work for her. The £40 will be put towards her tuition instead. |
| Hayley to engage in 1 to 1 tuition in English and Maths | Ongoing | Hayley has been engaging very well with both her English and maths tutors, especially since the provision was moved offsite. | Green - £600 funding for tuition was requested on the previous PEP (July 2015) for English and Maths tuition and this has had a very positive impact on Hayley’s learning and engagement. |
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| (2)**What were the other decisions and actions from the last PEP?**:

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| Decision/Action | Outcome achieved? | Comments on outcome |
| Work experience placement to be confirmed | Yes | Hayley had a positive work experience placement at a florist. She says she would not want to do this for a career but the staff were full of praise. |
| Careers appointment to be arranged | Partially | Hayley refused to see the school careers advisor; however, she did meet with Isabel Crowther (VS) for careers coaching which went very well and resulted in Hayley applying to college. |

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| **Outcome setting linked to Pupil Premium Plus Funding completed by DT** |
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|  (4)**New education outcomes and actions**:

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| Current Pupil Premium cost: | GBP 300.00 |
| Financial Year 2015/2016 | GBP 300.00 |

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| **Outcome(s)** |
| Hayley’s controlled assessments for English and English Literature will be successfully completed before 24th March, contributing to raising her grade to a C. |
| **Actions/ interventions to achieve the Outcome(s)** |
| Sue (tutor) to continue working with Hayley on a Wednesday 10-12. Mentor to work with Hayley for 1 hour on a Friday. Email support from Sue and mentor so that Hayley can do some of her research and preparation independently. |
| **How will outcomes be evaluated?** |
| Sue will submit completed controlled assessments to <name>, Hayley’s English teacher, for marking as they are completed. Sue and mentor will monitor Hayley’s progress to ensure that all pieces are completed before the Easter deadline. Sue and mentor to explore whether additional English one to one can be put in place. |
| **By whom?** |  | **Interventions** |
| Names of mentor, English teacher and Sue (tutor) |  | One to one tuition |
|  |  | **Pupil Premium Plus spend / Funding Financial Year**£300.00 / 2015/2016 |

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| **Outcome(s)** |
| Hayley’s maths grade will improve from an F to an E. |
| **Actions/ interventions to achieve the Outcome(s)** |
| Georgia to continue working with Hayley, increasing the time to at least 2 sessions a week. Isabel will work with Hayley on maths once her English controlled assessments are complete. Hayley will complete a mock Maths exam paper by the third week of Term 4. Hayley to work on Mathsbuster at Hill End and do work set by Georgia independently. |
| **How will outcomes be evaluated?** |
| Georgia's weekly reports will monitor Hayley’s progress. The mock exam will be marked and graded by Hayley’s teacher. |
| **By whom?** |  | **Interventions** |
| Names of adults (e.g. Maths tutor, teacher) |  |  |
|  |  | **Pupil Premium Plus spend / Funding Financial Year**£0.00 / 2015/2016 |

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| **Outcome(s)** |
| Hayley will have a clear transition plan in place for next year. |
| **Actions/ interventions to achieve the Outcome(s)** |
| Isabel Crowther will support Hayley with Careers Coaching, helping her to create a CICO profile to give her more of an idea what she wants to do. Hayley will use this support to help her choose a post 16 path that she feels happy about. David, the Adviza worker, will be contacted to support with Hayley’s future planning, although Hayley does not want to work directly with him. |
| **How will outcomes be evaluated?** |
| Hayley will have applied to college or an apprenticeship or have an alternative positive plan in place by February half term. |
| **By whom?** |  | **Interventions** |
| Isabel Crowther, David  |  | Learning mentor |
|  |  | **Pupil Premium Plus spend / Funding Financial Year**£0.00 / 2015/2016 |
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| Comments/ Notes \*Update since PEP meeting - Hayley really enjoyed the CICO cards and this coaching session led to her feeling far more positive and less confused about what she wants to do in the future. Hayley has applied to college and has some brilliant ideas about what she might want to go onto do after this. |

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Next PEP Meeting

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| **ATTACHMENTS** |
| (1) **Please tick which of the following have been uploaded into the system**:

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| [x] Any individualised plans e.g. SEN Pupil Profile[x] Evidence of success and achievement[ ] Pupil Voice Sheet |

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| **NEXT PEP MEETING** |
| (2)**Date of next PEP review meeting**:

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| 17-03-2016 |

NOTE: If this date is not set, the system will schedule the next pep for 20-May-2016 |
| (3)**Next PEP meeting**:

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| Time | Venue | Person responsible for co-ordinating meeting |
| 09:55 | <name> mainstream School | Miss Assistant Head |

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School Change Planning

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| (1)**Why is a school move required?**:

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| N/A |

 | (2)**If other, please specify**:

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| (3)**Full name of school or college being applied for**:

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 | (4)**What is the Ofsted rating of the school or college being applied for?**:

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| (5)**Has the Virtual School been consulted about this school move? (If not please contact the Virtual School)**:

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 | (6)**Has the young person been involved in selecting the school or college?**:

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| (7)**Has the planned school transfer request form been completed? Has permission been given by the Corporate Parenting Manager and the Virtual School Head?**:

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 | (8)**Has the young person been to visit the school or college?**:

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| (9)**Has an application been made to the new school/college?**:

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 | (10)**Has the school or college place been allocated?**:

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| (11)**Additional information (including any support work or issues that have arisen)**:

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