

PERSONAL EDUCATION PLAN

Name of child	Sarah Jones	Age	7
School	Summer Meadows Primary	Year group	3
Date of PEP meeting	7/1/20		

Documents/information you'll need:

- Previous PEP form
- Attendance print out (attach to this PEP)
- Attainment data including full and interim reports (attach to this PEP)
- SIMS (or equivalent) data – positive and negative since last meeting (attach to this PEP)
- EAL action plan, if applicable
- IEP/PSP where appropriate (attach to this PEP)
- Reports/comments from additional support/TA feedback (attach to this PEP)
- Exclusion information – internal and external (attach to this PEP)
- Any positive examples of work or achievements (attach to this PEP)

Monitoring the PEP

These people will be expected to monitor the PEP via the processes outlined to ensure that actions and activities recorded in the PEP are implemented without delay.

Headteacher – Pupil progress meetings

IRO – CiC Review

SIO – Core Visit

The HOPE Virtual School will monitor the quality of the PEP using Ofsted terms. The monitoring form will be returned to the designated teacher.

Reviewing the PEP

A full PEP meeting needs to be held within 28 calendar days of a child coming into care, then at three months and then every six months.

The current PEP needs to be reviewed each term (3 times a year). The review process should be timed so that an up to date version of the PEP is available in time for the statutory review of the child's care plan. Designated teachers can use The HOPE's PEP review form to complete their review.

There should be a review of the PEP involving the SW, YP, carers and others, such as the VSH ([The designated teacher for looked-after and previously looked-after children](#), DfE February 2018; para 34 page 19).

*A copy of the PEP including all attachments/print outs and the PEP Essential Information Record **must** be sent securely to everyone at the meeting and the Independent Reviewing Officer. If you are completing the PEP form via the Establishment Portal, it will be received by the child's social worker and The HOPE, along with the attachments.*

Section 1: People at this PEP meeting

Name	Role	Contact details (CHECK: DO ANY NEED TO BE KEPT CONFIDENTIAL?)
Susan Sheppard	Head Teacher	Head@Summermeadows.org.uk
Daniel Green	Social Worker	Daniel.Green@bristol.gov.uk
Simon Longford	Pathway care supervising SW	SLongford@Pathwaycare.co.uk
Carol Smith	Foster carer	Confidential
Leanne Bishop	Virtual School Education Advocate	Leanne.bishop@bristol.gov.uk
Maggie French	Class teacher	N/A

Section 2: Discussion of Last PEP's Actions

Actions not completed from last PEP (write N/A below if this is the first PEP or 'All completed' if there are no actions to carry forward. Add actions to be carried forward to the S.M.A.R.T action plan)

Action	Revised timescale	Lead person
ELSA sessions to continue for the rest of year 3 to support settling into the junior class and support friendship forming from the class change up to be reviewed at the next PEP	June 2020	Susan Sheppard
Plan do review was completed to support Sarah's writing and fine motor skills however, further assessment needs to be carried forward with the support of the Occupational Therapist	February 2020	Sarah Sheppard/SENCO
Life story work to be completed	April 2020	Daniel Green

What are the significant actions from the last meeting that have had the greatest impact?

<p>-ELSA sessions supported the transition really well and Sarah has built a strong relationship with her class teacher. She has managed the change of peers in the class well but still needs some support to maintain these relationships.</p> <p>- Sarah enjoyed her 1:1 sessions with her tutor in year 2 and this support has enabled her to just meet age related expectations in Reading and Maths through building on the foundations that she missed in her earlier education and increasing her confidence in her abilities.</p> <p>- Sarah was not reading at home at the beginning of the last academic year but she built up her confidence by reading to a reading volunteer on a daily basis. Carol, her carer, came into school last January to a supporting</p>
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reading workshop and she is now reading 5 x a week at home.

-Mrs French has met regularly with Carol this academic year and she has a home/school communication book in order for Carol to let the school know any concerns and so that the school can ensure that the Carol can communicate with her about her day. This was particularly useful for sharing information about contact.

- School prioritised a place at an after school club of her choice. She chose to attend gymnastics and she attended weekly. She built a good friendship with another child whilst in the club, who has she spent time with at lunchtime, making up gymnastic routines and she has had her over for a play date in the home.

Section 3: The Child's Voice

In school **I like:** Some maths, doing indoor PE, doing Art, Friday afternoon golden time and gymnastics club. I like playing with Zara at lunchtime and playtime. I like fish finger Friday.

In school **I do not like:** When I do big write because my hand gets tired. I don't like learning tricky words. I don't like playing outside in the rain. I don't like it when Zara isn't in school.

I am **good** at: my reading; I have moved up two book bands. I am good at cartwheels. (we all moved our chairs back in the meeting so she could demonstrate this) I can nearly do my 3 times table and I have learnt the song. I am good at cooking at home, we made yummy blueberry muffins for Noah (Sarah's younger brother)

I want **help** with: My spellings are tricky. Doing up my buttons after PE.

When I **grow up**, I want to be: a foster carer like Carol and a mummy and a mermaid.

Is there anything stopping me doing even better at school? Yes ☐ No ☒

If yes, what is it and what can be done about it?

Bullying can be a problem for children.

Have I been bullied? Yes ☒ No ☐ When I went on the school trip no one wanted to sit by me

If yes, what did I or an adult do about it? I told Miss French and I sat next to her.

Has the bullying stopped? Yes ☒ No ☐

I find it easy to attend school every day Yes ☒ No ☐ but we have to leave early and it is dark in the morning.

If no, why not?

What have I achieved and how has it been celebrated? (*e.g. celebration assembly, stickers*)

I got a sticker for my times table test

I was given star of the day last week

I got my first badge in gymnastics

Sarah brought her writing book to the PEP and we were able to see the progress she had made and the team points that she had been given for the work.

(School have also given her a green card certificate in assembly for trying really hard with her writing and it was put up on the wall in the hall. This last term we have done Gymnastics in PE lessons, as this is her strength we have asked her to demonstrate on numerous occasions and enjoyed her chance to shine)

Resilience (the ability to get back on track and be yourself even when things don't go to plan)

What helps me and what do I want to do more of to:

- get along with others?
- understand my feelings and let people know how I am feeling?
- be more independent?
- take part in activities at school and outside of school?

I want to have Zara to come over and play more. I need to tell someone when I am sad. I want to keep doing gymnastics and try dance club.

Did the child attend the meeting? Yes ☒ No ☐ For the child's voice section and demonstrated her cartwheels and she was given a head teacher's sticker.

If not, please give reasons.

Who will let the child know what was discussed?

Evidence of listening to the child's voice

Action/s to carry forward to the S.M.A.R.T. action plan including building resilience

- Sarah has built a strong relationship with Zara, we need to support her to develop other friendships further, this could be done by introducing her to other friends during her ELSA time and by facilitating opportunities in the classroom to work with other peers.

- Carol to invite Zara over to play regularly.
- Put Sarah forward for Dance club next term.
- Buttons on shirt- support when necessary but raise this with the OT.
- Use *Precision Teaching* strategy to help Sarah learn spellings – Maggie to show Carol how this strategy could be used at home.

Section 4: School's Contribution - Achievement and Attainment

Please fill in all the tables below as appropriate, including any prior key stage assessment.

Early Years Foundation Stage - Please complete the table below.

EYFS Prior attainment 1 = Emerging 2 = Expected 3 = Exceeding	Communication & Language			Physical development			Personal, social and emotional development		
	ELG01	ELG02	ELG03	ELG04	ELG05		ELG06	ELG07	ELG08
	1	1	2	2	2		2	1	1
	Literacy		Mathematics		Understanding the world			Expressive arts & design	
	ELG09	ELG10	ELG11	ELG12	ELG13	ELG14	ELG15	ELG 16	ELG17
	1	1	2	2	2	1	1	2	2
Did the child achieve a good level of development overall? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>									

KS1 - Please add in any missing data to the table below. *Actual ARE Attainment to be added when available towards the end of Year 2*

	Current Attainment WWA - Working well above (expected levels of attainment) WAB – Working above WAT – Working at WB – Working below WWB – Working well below Pre key stage	EoYT As current attainment options (see column to left)	Progress • More than expected progress • Expected progress • Less than expected progress	END OF KEY STAGE DATA	
				Actual ARE Attainment Scaled Score	Actual ARE Attainment Teacher Assessment Please see page 4 of the KS1: reporting TA data document
Primary Key Stage 1					
Reading				103	EXS
Writing				N/A	WTS
Maths				105	EXS
Grammar, Punctuation & Spelling (optional)				N/A	N/A

Phonics check	Score	Above threshold?
yes	33	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Current reading age KS1

N/A

KS2 - Please add in any missing data to the table below. *Actual ARE Attainment to be added when available towards the end of Year 6*

				END OF KEY STAGE DATA	
Primary Key Stage 2	Current Attainment WWA - Working well above (expected levels of attainment) WAB – Working above WAT – Working at WB – Working below WWB – Working well below Pre key stage	EoYT As current attainment options (see column to left)	Progress • More than expected progress • Expected progress • Less than expected progress	Actual ARE Attainment Scaled Score	Actual ARE Attainment Teacher Assessment Please see pages 5 and 6 of the KS2: submitting assessment data document
Reading	WAT	WAT	Expected Progress		
Writing	WB	WAT	Less than Expected Progress		
Maths	WAT	WAB	More than Expected Progress		
Grammar, Punctuation & Spelling	WB	WAT	Expected Progress		

Current reading age KS2

7y 2m

If the above tables are not relevant to the child's progress and attainment at KS1 or KS2, please complete the table below instead.

SEND (Specialist provision)			
	Current Attainment	EoYT	Progress • More than expected progress (MEP) • Expected progress (EP) • Less than expected progress (LEP)
Communication (Literacy)	N/A	N/A	N/A
Cognition (Number/Maths)	N/A	N/A	N/A

Other assessment information e.g. standardised scores		
Date	Assessment type	Outcome
21/11/19	NFER	Maths- 106 Reading- 103

English as an additional language

Learner who has English as an additional language (EAL)? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> First language: N/A	Is the child able to read in his/her first language? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, to what standard? (Basic, More advanced, Fluent) Is the child able to write in his/her first language? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, to what standard? (Basic, More advanced, Fluent)
Please specify EAL assessment being used <i>e.g. Solihull, NASSEA etc.</i>	
Additional languages spoken (list which and to what standard in reading and writing)	

Section 5: School's Contribution - Report from class teacher

	School assessment data e.g. Strides, PIVATS etc.	Narrative
Reading	Year 3 S	Sarah really benefits from reading regularly in and out of school. She is developing a love of reading independently and has enjoyed books in class from a variety of genres. She can decode well and can use her phonic knowledge to work out new words. She can struggle with her comprehension at times because of her confidence but when given encouragement and support she can usually complete this independently. She has an improving vocabulary and this has helped her to access texts. In guided reading she is reluctant to read in front of others so we think carefully about whom to place her with in groups. She can struggle to make inference and understand how characters are feeling but she can pick out the key facts from a text.
Writing	Year 3 D	Sarah has really good ideas but she struggles to get these down on paper. She has a creative imagination and is able to share these orally but needs scaffolding to help her formulate these ideas into a cohesive structure. She struggles with her handwriting and says her hand aches when asked to write for extended periods so we have to break down the tasks into chunks and give her breaks to give her hand a rest. We have been trying out different pencil grips to see if this helps but we have not found the one that she prefers. Her letter formation can be inconsistent, depending on how she feels and if she is interested in the task. She needs to be encouraged to look back over her writing and check for capital letters, full stops and finger spaces as once she has finished the piece she often feels like she is done and wants to move on. When she has been particularly focussed and has completed a good piece of work she often shares this with the head teacher and with her teacher and her previous class teacher and she thrives on this praise and celebration. This has led to her being given a green card in assembly.
Maths	Year 3 S	Maths has always been a strong point for Sarah and she is far more willing to attempt a new concept independently than in other subjects. She is able give it a try and if she has made a mistake she is confident to revisit it and correct it. She is willing to share her

		<p>maths-thinking in a group and is often paired with a strong mathematician to develop her thinking further. She enjoys supporting other children who are struggling with their maths too. Sarah does sometimes struggle to record her mathematical thinking due to her difficulties with her handwriting; however larger squared paper can help this. Her times table knowledge is now more secure, especially her 3x and 4x and she enjoys using songs to help her retain those multiplication facts. She should continue to practise her tables and secure her formal methods of all four operations so that she can tackle arithmetic questions as well as reasoning with greater accuracy and move towards working at greater depth.</p>
Other		<p>Sarah shown a great aptitude for gymnastics this year and has enjoyed sharing her skills with her class. She has a competitive spirit and enjoys being part of a team.</p> <p>She also enjoys singing in music lessons and dancing at any opportunity</p> <p>She loves the therapeutic effect of art and enjoys opportunities to draw and paint.</p> <p>During our RE and PSHE discussions she will often offer up some very pertinent thoughts.</p> <p>At lunchtime we are aware that Sarah often spends her time with one friend and likes to do the same activity. Our lunchbreak supervisors are aware of this and are encouraging her to try new things and connect with other peers but she is reluctant to do this.</p>

Discussion/Explanation/Narrative on Progress

Overall Sarah has made good progress in her Reading and Maths. She is starting to make progress in her Writing with lots of support. To develop her reading further, her inference skills in comprehension need to be developed to enable her to meet the higher expectations in the key stage 2 tests. We suggest that it would be beneficial for a small group to be developed with some peers who are in the same situation to work on this. Also the ELSA work around understanding her own feelings will help her to recognise this from the characters. Her handwriting continues to be a barrier to her making further progress. Building up her stamina for writing will help her to improve the quality and content of her work. Sarah will be given a visual checklist laminated and stuck to her desk to prompt her to check throughout her writing for punctuation and grammar. She will be encouraged by the class TA to check her work and be supported in editing it if necessary. However, we want to be able to build up her confidence to be able to complete this independently. ELSA will build some of her confidence and she will be given lots of praise and encouragement for her perseverance and efforts as well as finished pieces of work. Friendship concerns have a direct impact on how Sarah is feeling in the classroom and the effort she puts in. We will ensure that she has a check in with a member of staff after lunch to ensure that any concerns are discussed and resolved before returning to the classroom to work. Staff in the classroom will also encourage her to build other links with peers through both challenge groups and supporting other children.

Section 6: School's Contribution – Transitions

What changes or transitions are coming up that we need to plan for? (e.g. new teacher, change of key stage/school/care placement)

Sarah has had a very successful transition to year 3.
Before the summer holidays, Sarah visited the classroom to complete jobs so she could start to build a relationship with Mrs French in term 5. During term 6 she met with Maggie French on three occasions at lunchtime and they sat together to eat and get to know each other. Over the summer holidays, Maggie sent a postcard to Sarah to say that she was looking forward to having her in her class. Carol said that Sarah was really pleased to receive this through the post.
Contact with Dad will be starting in term 3. Daniel will keep school informed of the timetable for this and how this is progressing. School will ensure that there are extra check ins before and after these sessions. Daniel will keep the school informed of the progress of the life story work.

Section 7: School's Contribution – Behaviour and Attendance

Available Sessions	Sessions Attended	Authorised Absence (Sessions)	Unauthorised absence (Sessions)	Sessions excluded	No. of exclusions	Attendance Percentage
140	137	3	0	0	0	98%

Is there a Pastoral Support Plan in place? Yes ☐ No ☒

Behaviour and Attendance – contextual information and any interventions made

Sarah had one session where she attended a CiC medical appointment and she had one day where she woke up with a temperature so did not come into school. Carol has always called in to let us know if she was not attending.
Sarah seems to be happy and responds well to the schools relationship policy.

Section 8: School's Contribution – Core Offer and Support

Graduated approach		Please write what is in place
Whole class work	<input checked="" type="checkbox"/>	Sarah is in a class of 29 children and there is one full time teacher and a TA in the morning. There is another TA in the class working with a child and she is sometimes able to support Sarah. She has access to quality first teaching at all times.
Small group work	<input checked="" type="checkbox"/>	Sarah is in the daily guided reading group with her peers. This is led by the class teacher. She also has access to a handwriting group run by the TA in the class.

Individual work	<input checked="" type="checkbox"/>	Sarah has access to work independently on times tables rock stars and spelling shed. Daily reading with a trained reading volunteer.
Any other support e.g. counselling	<input checked="" type="checkbox"/>	A named SMSA is available to support Sarah at lunchtime and encourage her to play with a range of different pupils.

Section 9: School's Contribution - Special educational needs and disabilities and/or mental health needs

No SEND ☒

If the child has anything in the list below, please check the box and make sure a copy is with this plan (*including a provision map if applicable*):

School Support ☐ Bristol SEND Support Plan ☐ Other LA SEND Support Plan ☐

Transition Plan ☐ Individual Education Plan ☐ Pupil Passport ☐ EHCP ☐

(if yes, please indicate the primary need below) Top up band (number)

CI ☐ CL ☐ SEMH ☐ SPN ☐ Top up band (amount)

CI – Communication and interaction CL – Cognition and learning SEMH – Social, emotional and mental health SPN – Sensory and/or physical needs

We have shared the above document/s and discussed the child's provision at this meeting ☐

Date of last Annual Review (if applicable):

School Strength and difficulties questionnaire (SDQ)

School SDQ Total Difficulties Score	10
Date SDQ completed	21/11/19
Name of person/s who completed the SDQ	Susan Sheppard

If the child or an adult who knows them has identified any mental health needs, please provide information below. Include the score/s from the child's and/or carer's Strengths and Difficulties questionnaire (SDQ), if used, and any support that is required or ongoing from mental health specialist support services.

A referral was previously made to Thinking Allowed when Sarah became looked after, however, no ongoing support needs were identified. Everyone at the meeting agreed that currently the ELSA support is sufficient to support her needs.

Action/s relating to attainment, progress, transitions, attendance and/or support to carry forward to the S.M.A.R.T. action plan

Small group work on inference

Handwriting group to continue

Support materials on table to support with basic SPAG. TA to check in regularly and encourage her to use the resources.

Teachers to encourage Sarah to work with different pupils in the classroom

ELSA work to focus on recognising her own feeling and identifying these in others

SMSA identified to provide lunchtime overview and check ins.

Continue to and find more opportunities for praise and encouragement.

SW to inform school around contact with dad.

School to provide extra ELSA sessions if and when necessary.

Review Sarah's SEN support status, depending on the outcome from the Occupational Therapy assessment.

Section 10: CiC Pupil Premium (80% of spend should be on improving outcomes in English & maths) ***Please be specific about what is CiC Pupil Premium funding and state the funding source if other than CiC Pupil Premium.***

Review of previous spend since last PEP

Area of curriculum identified for support	Agreed intervention	Cost	Impact of intervention
Maths	1:1 tuition with her year 2 class teacher to address any gaps in her learning	45 minute sessions, after school on a Tuesday evening. £25 per session x 13 weeks = £325	Sarah achieved her Key Stage 1 SATs and her confidence has increased to the point that she is independent in her maths work in year 3.
Reading	1:1 tuition with a member of SLT to address gaps in knowledge/learning	45 minute sessions, after school on a Thursday evening. £25 per session x 13 weeks = £325	Sarah achieved her Key Stage 1 SATs and has been reading more frequently as a result of her new found confidence.
Writing	Talk for writing intervention in a small group	2 x weekly sessions for 30 minutes. £15 per sessions / 5 children = £3 per week x 13 weeks = £39	Sarah made 4 steps progress in her writing this year rather than 6 and she did not meet the expectation.
Emotional Literacy	Weekly ELSA sessions with the ELSA leading	13 weeks x 1 hour sessions with ELSA trained TA. £15x 13 weeks = £195	Sarah had a successful transition to year 3.
		Total £884.00	

Forecast of spend before next PEP

Area of curriculum identified for support	Agreed intervention	Cost	Expected impact of intervention
Writing	1:1 tuition to focus on sentence structure and grammar. To develop cohesive pieces of writing from her current class teacher	45 minute sessions, after school on a Thursday evening. £25 per session x 20 weeks = £500	To make accelerated progress (more than 6 steps) over the next 6 months and meet ARE in Writing by the end of year 3
Reading	Comprehension group focusing on inference run by the DT	1 hour a week in a group of 4 children for 20 weeks . £25 per session x 20 weeks / 4 = £125	In her next NFER test, Sarah will get 80% of her inference questions correct. She will be able to identify how a character is feeling in her guided reading sessions.
Maths	1:1 Maths tuition to work towards greater depth	45 minute sessions, after school on a Tuesday evening. £25 per session x 20 weeks = £500	Sarah's standardised score for her NFER tests will increase to 110.
Emotional Literacy	Weekly ELSA sessions with the ELSA leading	20 weeks x 1 hour sessions with ELSA trained TA. £15x 20 weeks = £300	To identify her feelings and recognise the feelings in others 80% of the time. When Sarah is struggling to do this she will be able to ask for help and support.
		Total £1425	

Action/s from CiC Pupil Premium to carry forward to the S.M.A.R.T. action plan

ELSA to continue

Writing tuition to start ASAP

DT to identify children for the reading intervention and set up the group.

Maths tuition to be restarted.

Section 11: Additional Contributions

Social worker's views on the child's attainment, progress and resilience	<p>It is very pleasing to hear that Sarah continues to achieve well in school and that there are appropriate actions in place to support her learning further. Having a settled placement and school has enabled her to focus on her learning and I am pleased that she is starting to develop some friendships. Contact with her Dad could be a tricky time for her though and it is important that the school keep a close eye on her during this time. It is pleasing to see that she will get extra ELSA time to support her with this.</p> <p>Carol continues to support Sarah brilliantly at home and the fact that Sarah is now reading beautifully with her just shows what progress has been made.</p> <p>I would like to thank Carol and the school for all the hard work.</p>
Carer's/parent's views on the child's attainment, progress and resilience	<p>Sarah really enjoys coming to school and loves being in Miss French's class. She was so excited when she received a postcard from her during the summer holidays and it is now stuck on the fridge. It was lovely to have Zara come and have tea with us as I am so pleased that she has developed a good friendship with her. I am a little concerned for Zara though, as I know that Sarah can be a little over bearing. Hopefully Sarah will continue to make other friends.</p> <p>I think the school have been really supportive and I am pleased she is doing so well with her reading and maths. I was a little surprised that she is behind with her writing as I thought she was doing OK. I know she has problems with spelling, but she often writes at home.</p>
Other adults* at the meeting views on the child's attainment, progress and resilience *To include HOPE staff, if present	<p>Simon Longford – I agree with what has already been said. Sarah is doing really well in school and at home and I think Carol is doing an amazing job with Sarah. She really appreciated the support the school gave with reading.</p> <p>Leanne – Sarah has settled into year 3 really well and this is due to very effective transition that was put in place. As a result Sarah is continuing to make good progress. The 1:1 sessions have had a positive impact on her reading and maths and I am pleased that the maths sessions will now focus on getting her to Greater Depth. Sarah has not made as much progress in writing, but the school are determined to support her to meet the expected standard by the end of the year and the 1:1 tutoring will hopefully ensure this happens. Her attendance is very good and she clearly enjoys school. I am pleased to hear that her friendships are developing and that she will have an SMSA keeping a close eye on her during lunchtimes so that she returns to class in a calm manner in the afternoon.</p> <p>It is lovely that Sarah wants to be a foster carer in the future – and a mermaid and mummy. However, it would be good if the school could help her develop her aspirations further.</p> <p>It is clear that the school and Carol are working well together. Thank you for all the hard work, both at home and at school.</p>

Action/s from additional contributions to carry forward to the S.M.A.R.T. action plan (e.g. how school will support the carer to help the child's learning at home and how the child is supported to build resilience)

School to provide Carol with Yr3 writing expectations to help her understand what the expectations are for year 3 writing. Carol to meet with Maggie to go through expectations and highlight what Sarah needs to work on.

Identified SMSA asked to observe the relationship between Sarah and Zara as part of her monitoring to ensure Sarah is playing appropriately.

The school are holding an aspirations week in term 5 – Sarah will be part of the group that will help plan the week and will meet with Susan during the week to discuss her aspiration passport.

Section 12: S.M.A.R.T. Action Plan

Specific actions to improve progress and attainment (and attendance, if necessary)

Bring together all the actions discussed today, including any carried forward from discussion of the last PEP's actions, and record them below.

Action to be taken	Lead person	By when?	Impact	Completed? (Yes/No)
ELSA sessions to continue for the rest of year 3 to support settling into the junior class and support friendship forming from the class change up to be reviewed at the next PEP.	Susan Sheppard	ongoing	Sarah will continue to have good relationships with her peers and increase her friendship circle. Sarah to feel settled and have the opportunity to share how she feels about school.	
Further assessment of her fine motor skills needs to be carried forward with the support of the Occupational Therapist.	SENCO and Susan Sheppard	February half term 2020	We will be able to identify any additional support needs around her handwriting and to have a set of strategies to improve her fine motor skills. Sarah will be able to complete a sustained period of writing by the end of year 3.	
Life story work to be completed.	Daniel Green	April 2020	Sarah will have a better understanding of her history before coming into care and family tree. This will also help support her new contact sessions with her dad and build a relationship with him.	
Widen her friendship group by providing opportunities to connect with other peers through ELSA time and in the classroom.	Maggie/Susan	ASAP	Sarah will choose to play/spend time with a wider friendship group and be less isolated at playtimes.	
Zara to be invited over to play at Sarah's house regularly.	Carol	ongoing	Sarah will maintain this relationship and Carol can observe the dynamic in a smaller environment than school.	
Put Sarah forward for Dance club next term.	Susan	Jan 2020	Sarah to join a different group of children and develop her interest in this.	

Difficulty with buttons on shirt after PE- LSA to support when necessary but raise this with the OT.	Maggie	ASAP	Linking any difficulties so that the OT has a full picture when making an assessment. LSA to support to avoid frustration and any dysregulation that could come from this.	
Precision Teaching strategy used 3X per week to help with spellings. Class teacher to share strategy with Carole so that strategy can be used at home.	Maggie	ASAP	Sarah will feel more confident with her spellings and get at least 7 out of 10 in her spelling tests.	
Inference small group work- DT to identify other peers who could join this group and start it.	Susan	January 2020	In her next NFER test, Sarah will get 80% of her inference questions correct. She will be able to identify how a character is feeling in her guided reading sessions.	
Handwriting group to continue.	Maggie	ongoing	Sarah to continue to improve the consistency of her handwriting and to develop her stamina for writing.	
Support materials on table to support with basic SPAG. TA to check in regularly and encourage her to use the resources.	Maggie	13 th Jan	To develop her independence in her English tasks and to improve the quality of the work she is producing in line with ARE.	
Teachers to encourage Sarah to work with different pupils in the classroom.	Maggie	Ongoing	Sarah will be able to confidently with work any other pupil in the class in any subject, not just Maths.	
ELSA work to focus on recognising her own feeling and identifying these in others and give additional support after contact.	Susan Sheppard	ongoing	Sarah will be able to maintain her friendships by reading social cues and she will be able to recognise and respond to her own feelings appropriately. To identify her feelings and recognise the feelings in others 80% of the time. When Sarah is struggling to do this she will be able to ask for help and support. This will also help her inference skills in comprehension.	

SMSA identified to provide lunchtime overview and check ins.	Susan Sheppard	Feb 2020	Sarah will have support and guidance around appropriate and fun games to play at lunchtime and will socialise with more of her peers. Sarah can talk through her lunchtime before returning to class so she is ready to learn.	
Continue to praise and find more opportunities for praise and encouragement.	All staff and carer	ongoing	Sarah can have a sense of pride in her work and build her confidence and resilience.	
School to provide Carole with Yr3 writing expectations to help her understand what the expectations are for year 3 writing.	Maggie	Feb 2020	Carol can feel confident to support Sarah in her writing at home. Sarah can see that everyone is working towards the same goal.	
Carole to meet with Maggie to go through expectations and highlight what Sarah needs to work on.	Maggie/Carol	Feb 2020 and ongoing	Carol can support at home with further games and challenges to develop her learning and progress.	
Identified SMSA asked to observe the relationship between Sarah and Zara as part of her monitoring to ensure Sarah is playing appropriately.	Susan	Feb 2020	Sarah and Zara continue their friendship and this is appropriate and balanced between the two of them.	
The school are holding an aspirations week in term 5 – Sarah will be part of the group that will help plan the week and will meet with Susan during the week to discuss her aspiration passport.	Susan	May 2020	Sarah to develop her career aspirations further.	
1:1 writing tuition to be put in place.	Maggie	Mid Jan 2020	To make accelerated progress (more than 6 steps) over the next 6 months and meet ARE in Writing by the end of year 3.	
1:1 Maths tuition to be re-started.	Susan	Mid Jan 2020	Sarah's standardised score for her NFER tests will increase to 110.	

Section 13: PEP Essential Information Record

School History *(School to complete before the meeting. Speak to social worker if information not known)*

Name and address of school	Date started	Date left	Reason for leaving	Attendance %	No. of FTEs
Summer Meadow Primary	2/9/2016	present	n/a		

Corporate parents who support this child's education

(Social worker to complete before the meeting. If any of the details are confidential do not include, but make sure the designated teacher has the information.)

Who?	Name	Address	Phone number & email
Carer the child lives with	Carol and Nigel Smith	Confidential	Confidential
Parent/s	Beth Jones	Contact via SW only	Contact via SW only
Designated teacher	Susan Sheppard	Summer Meadows Primary, Longhill, Bristol, BS92 5TH	01275 876 5432 Head@Summermeadows.org.uk
Class teacher	Maggie French	Summer Meadows Primary, Longhill, Bristol, BS92 5TH	01275 876 5432 Email via Headteacher please
Social worker	Daniel Green	Through Care Team 10 Children's Services (B-Bond) PO Box 3399 Bristol City Council BS1 9NE	Office: 0117 987 6543 Mobile: 07123456767 Email: Daniel.green@bristol.gov.uk
Supervising social worker	Simon Longford	Pathways Care, PO Box 5467 Bristol BS56 7YU	Mobile: 0787 959595 SLongford@pathwaycare.co.uk
Independent Reviewing Officer	Mohammed Ahmed	Independent Reviewing Officers Children & Families Services (CH) PO Box 3399 Bristol BS1 9NE	0117 352 5059

Who?	Name	Address	Phone number & email
The HOPE Virtual School	Leanne Bishop	The HOPE Virtual School (CH) PO Box 3399 Bristol BS1 9NE	0117 903 6282
Others			

Information for corporate parents

(Social worker to complete before the meeting)

Please fill in the information below for the child before coming into care <i>(for first PEP only)</i> N/A		
Number of school changes:	Attendance record: (choose one of following options) 95%+ /92-95% /Below 92%	Exclusions record: Permanent/more than 3 fixed term/1-2 fixed term/none

Information for corporate parents - continued*(Social worker to complete before the meeting)*

Care status (choose 1)	<input checked="" type="checkbox"/> Care Order <input type="checkbox"/> Interim Care Order <input type="checkbox"/> Section 20 <input type="checkbox"/> Placement Order	Ethnic background	WBRI
Level of delegated authority held by carer	Carer can consent for all trips/visits with the exception of overnight stays. Carer can consent to first aid in school but SW needs to consent to non-urgent medical procedures.	The person who will come to parents'/carers' evenings	Carol/Nigel
The person school needs to call in an emergency	Carol/Nigel first, then phone Daniel	The person responsible for health issues (vaccination/permission/medical emergencies)	Carol/Nigel
The person who will sign to say the child can go on school trips	Carol/Nigel (Daniel to give permission if overnight stay)	What information must be kept confidential?	Carer's address and mobile number
School should send letters and reports to	Carol and Daniel	Who else should receive copies of the child's school report?	Extra copy to be sent to Daniel to be shared with Mum
Is it permitted to take photos of the child?	Yes, but only for internal school use	The person who will sign to say if the child can be in photos	Carol- form has been signed and held on school records
Who is not allowed to contact the child?	Mum, without prior agreement from SW. Maternal grandparents.	Who is allowed to pick the child up from school?	Carol/ Nigel/ Daniel and FSW from Through Care Team
Family members who can have contact with the child	None unless with prior permission from SW	How does the child get to school?	Car

Date of next PEP meeting	June 10 th 2020	Venue	Summer Meadows Primary
Meeting time	9.15am	Date of next CiC Review meeting	January 31 st 2020
Date for PEP review meeting	April 2nd 2020 11am at school		