

PERSONAL EDUCATION PLAN

Name of young person	Jason Hampshire	Age	12
School/Post 16 provider	The Rosen Special School	Year group	8
Date of PEP meeting	22.09.16		

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
- IEP/PSP where appropriate (attach to this PEP)
- One page profile or pupil passport (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 – LAC 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.

*A copy of the PEP including all attachments/print outs and the PEP Essential Information Record **must** be sent to everyone at the meeting and the Independent Reviewing Officer and uploaded to the CLA Tracker*

Section 1: People at this PEP meeting

Name	Role	Contact details
Jane Smith	Designated Teacher	smithj@Rosenspecialschool.uk
Harry Jones	SENCO	jonesj@Rosenspecialschool.uk
Mellisa Wright	Class Teacher	wrightm@Rosenspecialschool.uk
Rebecca Harrison	SENCO THE HOPE	rebecca.harrison@bristol.gov.uk
Mike Mann	Social Worker	mike.mann@bristol.gov.uk
Sally Hann	Carer	Hann.s.google.com

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)

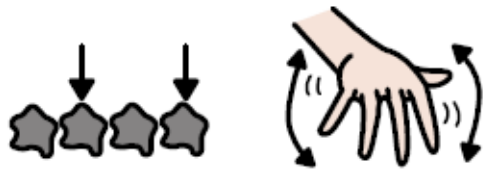
Action	Revised timescale	Lead person
ALL COMPLETE		

Key points from discussion of last PEP relating to completed actions




Transition support from YR7 to Yr8 and new class teacher as new teacher appointed to teach YR8 class. This has gone well and Jason has built a good relationship with Melissa. We have tried to reduce Jason's staffing ratio for on-site activities from 2:1 to 1:1 but this has proved difficult at the present time due to transitions. We will review this again over the next term.

We have provided Jason with his own workspace and this is reducing incidences of aggressive behaviour towards his peers and staff. We will continue this approach and review at next PEP.

Section 3: The Young Person's Voice



some things about me

In School
/
college
I

like

Using the computer and seeing the animals we have at school. I like swimming and my new work space









In school
/
college
I







do not like

I don't like some people in my class and I worry when I have new teachers

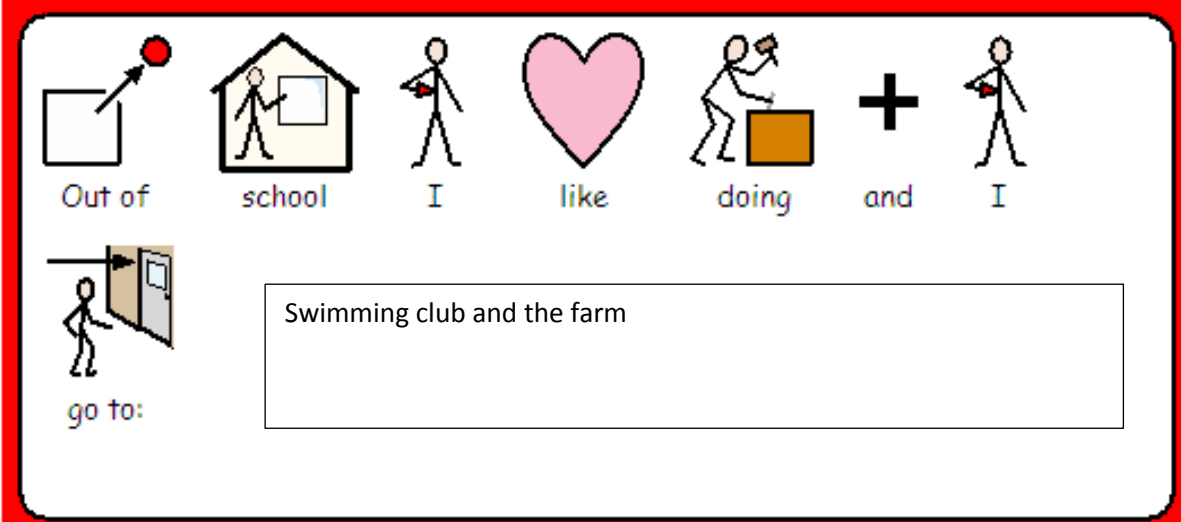
I
am
good
at

Swimming, using the computer and feeding the animals

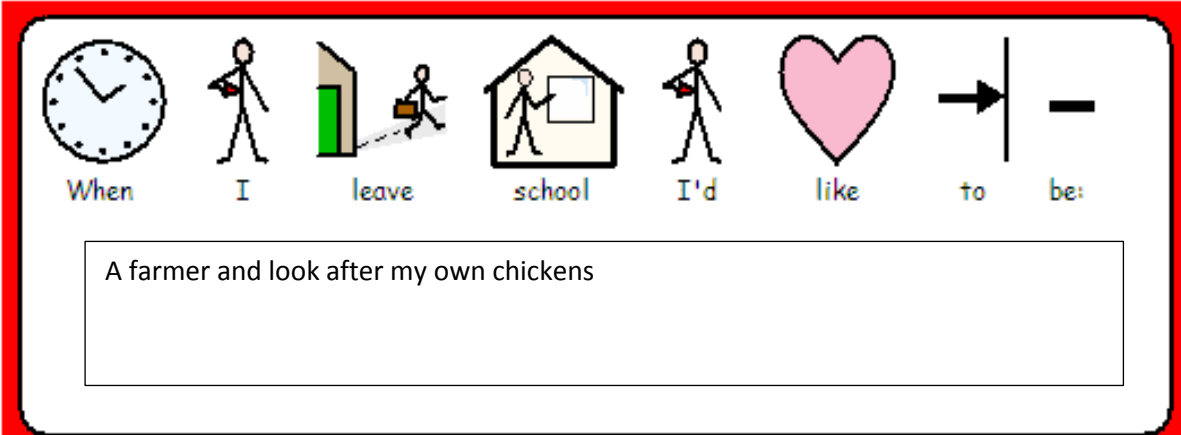





I
want to
learn
to

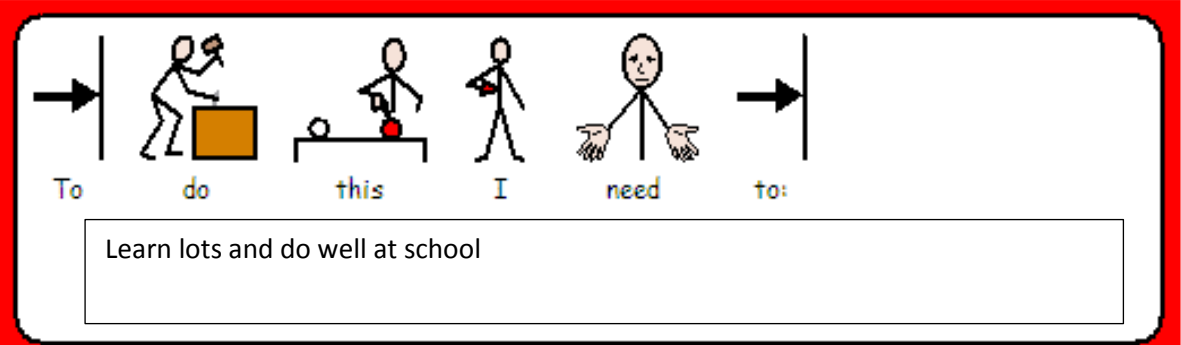
Learn how to ride a bike and make a carrot cake with the chickens eggs that I collect.



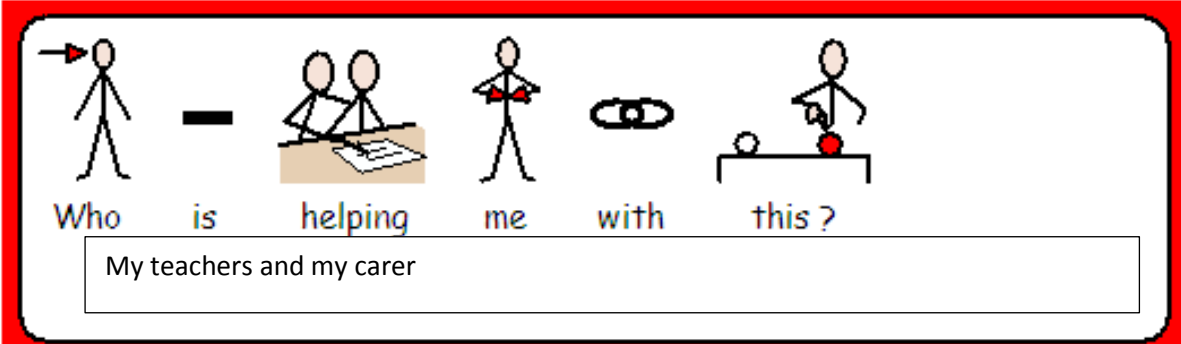
Out of school I like doing and I go to: Swimming club and the farm



When I leave school I'd like to be: A farmer and look after my own chickens



To do this I need to: Learn lots and do well at school



Who is helping me with this? My teachers and my carer

What type of work experience would you like to try?

To work at the local farm and look after the chickens



Music:

Get a Keyboard



Instrument

I like music and listen to songs



swim:

I'm good at swimming and have a badge



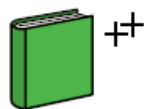
computer:

I love Minecraft and am very good at it



library:

I look at books in the school library



books

/



reading:

Books about animals



cooking:

I cook at home and can make a cake



art:

I painted a picture for my carer and my Mum



animals:

All animals. We have a dog and a cat at home



What



help



or



support



do you



need



to



achieve



in the future?

I want help to learn how to look after the school animals so I can get a job on a farm



Is



there



anything



you



want



help



with



to

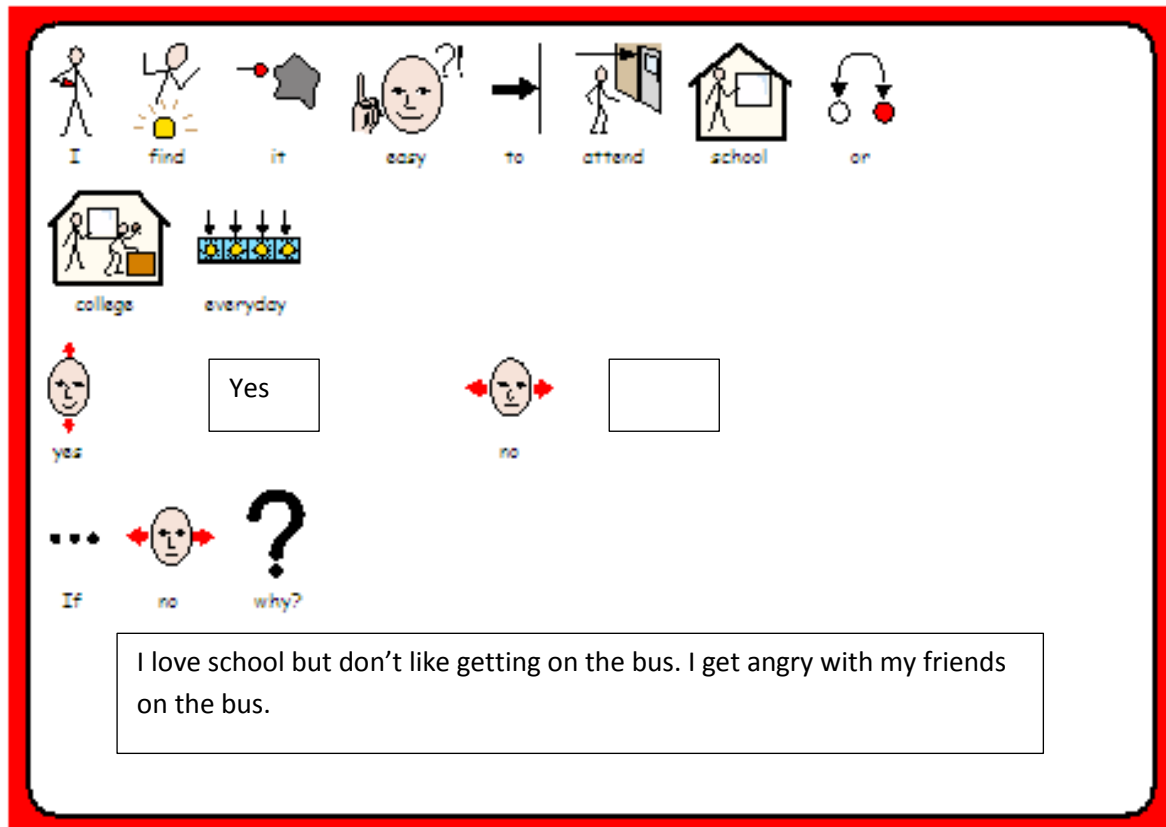


do



better?

Stop getting angry and shouting at staff and my friends



Evidence of listening to the young person's voice

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

Jason's views were gained by the school based advocate who used symbols and ask him to place them into an "I Like or I don't like box" Some questions were reworded to ensure that Jason understood what was being asked.

Where he was unable to answer the school advocate via observations and in conjunction with the class teacher answered on his behalf.

Jason wants to build positive relationships with all staff and peers in school. We need to develop a consistent approach which prioritises Jason's ability to engage with learning which offers the right level of challenge and the opportunity to interact positively with peers and staff members. Jason needs to follow a timetabled routine to support him and any changes need to be discussed in advance with him. Jason needs continued access to SALT to ensure his communication skills develop and he will be using PECS across all areas to continue to support and develop communication this year.

We have also worked hard this term to ensure that transition to YR8 has been successful. Jason had a new class teacher and has had to forge a new relationship with her. This has gone well but we are still supporting this with extra support and time with her on a 1:1 basis.

He has his own individual learning space adjacent to the main classroom; this has helped him to concentrate and lessened his tendency to become anxious.

When he is in a positive mood Jason can access group activities such as the learning in the main classroom, assemblies and other group activities.

Jason loves working with the animals in school and going to look around the local farm. We are using this as a reward for Jason to help him build relationships with staff and also to build his self-esteem. It also helps to calm him down. Jason wants to work with animals and so we are investigating suitable accreditation to support him with this when he leaves school. We will also discuss options for work experience at our local farm if possible.

We need to help Jason manage his behaviour on the mini bus as there have been several incidents where he gets angry with friends on the way home from school. We will look at the seating plan on the mini bus and move Jason nearer to the driver's aid so they can keep a closer eye on him and diffuse situations quickly.

We will also ensure that Jason can learn how to ride a bike safely and investigate using some of his PP money to allow him to take part in a Bike ability course.

Section 4: School's Contribution - Support

Statement Yes <input type="checkbox"/>	EHCP Yes <input checked="" type="checkbox"/>	Banding level: 5
If yes, please indicate the primary need below:		
CI <input checked="" type="checkbox"/> CL <input type="checkbox"/> SEMH <input type="checkbox"/> SPN <input type="checkbox"/>		

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

Details of support in school**What support is accessed within the core offer from school?**

Graduated approach Please write what is in place
<p>Whole class work, Small group work, Individual work, Any other support e.g. counselling</p> <p>Modification of classroom/timetable arrangements and visual timetable with checklists</p> <p>Differentiated work and curriculum which involves 2:1 teaching and support. Access to staff who have specialist knowledge of ASD</p> <p>Individual targets for all lessons and Pupil Passport</p> <p>High staff ratio</p> <p>The use of visual aids and Makaton plus a programme to develop social, communication and language skills</p> <p>Individual teaching space and 1:1 intervention for literacy and numeracy</p> <p>A planned programme of personal and social development and behaviour management requiring supported interaction with other children and adults in groups of reduced size</p> <p>Teaching of social scripts to rehearse appropriate learning behaviours,</p> <p>A visually based communication system to complement verbal input and facilitate language development and understanding of school routines, PECS and Visual time-tables.</p> <p>Consistency of expectation from all the adults involved in his education and access to a pupil advocate to ensure pupil voice is heard and listened to.</p> <p>A programme of communication development with input from a specialist.</p> <p>Regular speech and language activities as recommended by therapist</p>

Support from other services (please upload relevant reports with the PEP)

Organisation and role	Name	Nature of the support	Start date
SALT	Rosie Payne	To facilitate and advise on speech and language activities	On-going
Massage Therapy	Helen Smith	To help Jason relax and cope with anxiety levels and sensory issues	On-going

Art Therapy	Tim James	To provide a calming experience and enable expression of ideas through play and creativity	On-going

Section 5: School's Contribution - Achievement and Attainment

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:	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)
Proficiency in English – choose one option (see Glossary for PEP guidance for information on each code)	A - New to English <input type="checkbox"/> B – Early acquisition <input type="checkbox"/> C – Developing competence <input type="checkbox"/> D – Competent <input type="checkbox"/> E – Fluent <input type="checkbox"/>
Please specify EAL assessment being used e.g. Solihull, NASSEA etc.	

Please attach school data sheets for the student.

END OF KS4 PREDICTIONS

How many GCSEs/equivalent at A* to C likely to achieve at end of Y11: None
How many other qualifications (e.g. entry level) likely to achieve at end of Y11: Jason is working at P Levels at present and is still in KS3. He will be accessing a specialised programme of accreditation in YR11 which will be designed to support him with his career choices and aspirations for his future in our Post 16 provision. Please see attached school data sheet for Jason's most up-to-date progress.

Other assessment information e.g. CATs, reading age, standardised scores		
Date	Assessment type	Outcome
Not Applicable		

End of Key Stage 4/5 Post 16 Accreditations/ Training

Results / Assessment Information Please list all subjects	Accreditation/ Qualification	Grade/Level achieved	Date

Key Stage 5 / Post 16 / Training

Results / Assessment Information / Training Please list all details	Accreditation/ Qualification	Grade/Level achieved	Date

Current Education, Employment and Training*Please complete the relevant section below*

Further Education – College	
Name of course	
Level of Course	Qualification
Start Date	End Date

Further Education – Sixth Form	
Name of Course	
Level of Course	Qualification
Start Date	End Date

Training/Work based learning	
Name of Course	
Level of Course	Qualification
Start Date	End Date

Other employment or training	
Name of Course	
Level of Course	Qualification
Start Date	End Date

Section 6: School's Contribution - Report from English and Maths teachers

Discussion/Explanation/Narrative on Progress

English	<p>Writing (NC P:8.5) Jason is able to suggest a simple caption to a cartoon of his choice. Staff discuss ideas and model the sentence which Jason can then practise writing. He will then type it onto his laptop. Jason can also independently type an appropriate caption for a photograph with some written support. During Literacy this term, Jason has shown that he can independently read and select words from a list to label pictures correctly Jason regularly practises handwriting; however, his sizing, formation and spacing have only shown improvement over the past year. When he is given verbal prompts his focus is heightened and he then demonstrates improved skills</p> <p>Reading (NC P:8.6) Has shown good improvement in spelling and phonics</p>
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	<p>Jason successfully reads with support and follows new instructions during his individual cooking sessions each week.</p> <p>He needs some verbal prompting to stay engaged if he is following a long list of instructions, especially if the instruction he has read leads to a longer practical cooking activity (eg stirring chocolate as it melts over heat) .</p> <p>Jason joins the whole class for a Literacy sessions. He has participated better with shared reading with the other pupils and is developing in confidence when answering questions from the teacher.</p>
Maths	<p>(NC P:8.6)</p> <p>He has demonstrated an ability in counting in 2s, 10s, 20s and finding some doubles (50p+50p=£1)</p> <p>Jason is developing mental maths skills when practising addition for totals up to £5 in real-life situations. He has been regularly using coins to buy ingredients from the local supermarket.</p> <p>Jason accurately 'buys' food for the chickens from the teacher at school using real money and hands over coins that he has selected to the correct amount</p> <p>Jason has sold eggs that he has collected from the chickens in school to staff and is growing in confidence when explaining what he is doing. He is able to say what he is selling. He knows that the money he 'earns' is his money to spend on items of his choice</p>

Section 7: 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, moving on to FE, employment or training.

What information, advice and guidance [careers advice] has been given for FE, employment or training? If applicable, has planning for independence been discussed e.g. living arrangements?)

Jason has had a transition recently from Yr7 to Yr8 and had a new class teacher. We have paid particular attention to ensuring that Jason had opportunities to build a relationship with his new teacher and gave him extra 1:1 sessions with her based around caring for the schools chickens and other animals. We have been very pleased so far and Jason seems to really like his new teacher. It also helps that we have provided an independent classroom area for Jason to work in which allows his day to be broken up and gives him some quite time. The behaviour support team and advocate lead are continuing to put strategies in place to support transition. There has been close liaison between his current teacher and new teacher to ensure that all information is passed on and Jason has numerous opportunities to spend time with his new teacher, this will be supported by staff from his current class, designated teacher will work with staff and monitor the transition process closely.

We don't have any other transitions coming up at the moment but will prepare him fully for his move into YR9.

Section 8: School's Contribution - Attendance

Number of sessions attended since start of academic year	44
Percentage	100%
If applicable, number of sessions lost through fixed term exclusion since last PEP	None
Is there a Pastoral Support Plan in place?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Attendance – contextual information

Jason has excellent attendance and is always happy to come to school. Last year he had 3 days off sick due to illnesses but even then he wants to come to school.

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

Jason has found the change in the class dynamics difficult to manage at first and this has had a slight impact on the progress at the start of this year. It is hard for Jason to ignore what was happening around him and focus. He attained his predicted targets in English, reading and writing, maths, number and using and applying last year but he failed to reach the predicted targets in speaking and listening and space shape and number. Now that he is managing the class better and has an independent area to use he has become more settled and willing to use PECS again which is also being used at home. These factors are already having a positive effect on Jason.

Although Jason is progressing slowly at the moment we are hoping that with extra support in his numeracy and literacy this year we will see him moving up to NC early years attainment standards. The use of pupil premium will give us extra time with our specialist literacy and numeracy support teachers and we will combine practical learning approaches with structured teaching methods to embed new topics.

Section 9: Additional Contributions

Social worker's views on the young person's attainment and progress	<p>I am so please to hear that Jason is doing well and school and he has excellent attendance. I was worried about how he would cope with his new class teacher but this has been handled really well by the school and Jason is being supported to build this new relationship.</p> <p>It's lovely to know that school supports Jason with his love for animals and he takes such pride in feeding the chickens and collecting the eggs and he is making some money by selling them. I can see he is developing his confidence and its really helping him to communicate with others which is something that we need to build upon.</p> <p>I'm happy that pupil premium is being used to support Jason to progress in literacy and numeracy. He does well if it's linked to practical subjects.</p>
Carer's/parent's views on the young person's attainment and progress	<p>I agree with Mike and would like to thank school for working so hard to make sure Jason has been able to cope with his new teacher. It's lovely to see them interacting so well together. I am happy that school are going to support Jason with the issues he is having on the bus. I know he can become distressed on the way home. I wonder if he need to have some ear defenders or maybe a system that he can listen to music to distract him from others. I agree that sitting next to the driver's aid will really help too.</p> <p>I am also pleased that school have been able to provide Jason with his own learning space since the last PEP. I have noted from reports home that his aggressive behaviour incidents have reduced this year and I think It's partly down to this new space.</p> <p>I know Jason has asked if he can learn how to ride a bike and would like to ask if that can happen this year. I would also like to help Jason more at home to support his communication as I know this is an area that he struggles in.</p>
Other adults at the meeting views on the young person's attainment and progress	<p>Rebecca Harrison from THE HOPE VIRTUAL SCHOOL is also very happy that Jason has settled in so well in YR8. I can see that lots of work has gone into transition and this has helped Jason to settle so quickly.</p> <p>Attendance is brilliant and this shows how happy Jason is at school. I can see how much he loves looking after the chickens and the pictures of him caring for them were lovely to see today. I would like school to consider developing further links with the local farm and this would enable Jason to have wider access to other animals and new experiences.</p> <p>I can also see that the new classroom systems are working well and incidents of aggressive behaviour have reduced which is excellent. I hope he can continue to access this individual space this year as he needs it.</p>

	I think the extra 1:1 interventions for literacy and numeracy will have a positive impact on Jason's attainment in these subjects and it's a very good use of pupil premium.
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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 young person's learning at home)

- Continue with individual learning space
- Consider buying ear defenders or iPod type system for Jason to listen to music on the mini bus
- Investigate further links with the local farm and continue work with school chickens
- Investigate bike course
- Start 1:1 intervention for literacy and numeracy based with Rural/Animals skills team
- Home to school communication targets and suitable resources to support and build Jason's communication skills

Section 10: Pupil Premium/Bursary (80% of Pupil Premium spend should be on improving outcomes in communication and learning. Pupil Premium can only be allocated to students up to and including Year 11 if there are specific needs which have not been met via the young person's statement/EHCP. These needs must be clearly identified and costs provided.)

Review of previous spend since last PEP

Area of curriculum identified for support	Agreed intervention	Cost	Impact of intervention
English Communication, speaking and listening. Target: To initiate communication using PECS.	Jason to receive a weekly 1:1 session from the speech and language therapy team, class will be supported to ensure they carry the PECS sentences into everyday activities. Jason to exchange a symbol to request an item he wants without adult prompting at least 10 times a week.	£500 per year	Jason's communication is developing and PECS is being used across all settings including home.
English Communication, speaking and listening and	1:1 support from the rural skills team, who will follow the speech and language programme, will enable Jason to develop and	£800 Per year	Accessing rural skills has been motivating for Jason as he loves animals. It provides a safe and secure space for

Numeracy Target: Jason to have a 1:1 weekly session with the rural skills and animal lead.	transfer his communication skills in a motivating and exciting environment. This will also support and develop mathematics and problem solving skills using real life situations		him to process and make sense of what is going on, this has been especially important as he has struggled with the changed dynamics in the class group. It has also enabled him to demonstrate and transfer skills.
Weekly cooking sessions with PE TA	1:1 teaching of food preparation and hygiene skills to develop confidence and enhance literacy and numeracy skills. Will also build confidence and independence	£500 per year	Jason will be able to confidently and safely prepare a dish and follow instructions from a recipe.
		Total £1800	

Forecast of spend before next PEP

Area of curriculum identified for support	Agreed intervention	Cost	Expected impact of intervention
English Communication, speaking and listening. Target: To initiate communication using PECS.	Jason to receive a weekly 1:1 session from the speech and language therapy team, class will be supported to ensure they carry the PECS sentences into everyday activities. Jason to exchange a symbol to request an item he wants without adult prompting at least 10 times a week.	£500 per year	Jason's communication is developing and PECS is being used across all settings including home.
English Communication, speaking and listening and Numeracy Target: Jason to have a 1:1 weekly session with the rural skills and animal lead.	1:1 support from the rural skills team, who will follow the speech and language programme, will enable Jason to develop and transfer his communication skills in a motivating and exciting environment. This will also support and develop mathematics and problem solving skills using real life situations	£800 Per year	Accessing rural skills has been motivating for Jason as he loves animals. It provides a safe and secure space for him to process and make sense of what is going on, this has been especially important as he has struggled with the changed dynamics in the class group. It has also enabled him to demonstrate and transfer skills.
Weekly bike riding sessions with PE TA	1:1 teaching of bike skills and road safety skills to develop confidence and strength. Will also aid confidence	£300 per year	Jason will be able to confidently ride a bike for fun and will understand that safety is important especially when riding on a road

Purchase Ear defenders and IPod	To assist Jason on his journey to and from school and when on the Minibus	£200	To reduce the number of aggressive incidents on the minibus
		Total £1800	

16-19 Bursary

Has the 16-19 Bursary been applied for? Yes ☐ No ☐

Please give details of how the Bursary will be allocated to the pupil:

N/A

If there is any additional support that the student needs in reference to the Bursary, what is needed?

N/A

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

N/A

Section 11: 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	By who?	By when?	Impact
What supports the pupil's learning? This is an essential target as evidenced by the LAC Pupil Premium information. It should have clear indications of expected attainment and planned intervention to ensure appropriate use and access to Pupil Premium funding.	Jason to receive a weekly 1:1 session from the speech and language therapy team. He will be supported to ensure he carries the PECS sentences into everyday activities. Jason to exchange a symbol to request an item he wants without adult prompting at least 10 times a week. 1:1 support from the rural skills team, who will follow the speech and language programme, will enable Jason to develop and transfer his communication skills in a motivating and exciting environment. This will also support and develop mathematics and problem solving skills using real life situations	SALT, DT, Class teacher, home, all staff working with Jason	By next PEP in March 2017	Jason's communication is developing and PECS is being used across all settings including home. Accessing rural skills has been motivating for Jason as he loves animals. It provides a safe and secure space for him to process and make sense of what is going on, this has been especially important as he has struggled with the changed dynamics in the class group. It has also enabled him to demonstrate and transfer skills especially in literacy and numeracy.
What supports social opportunities/leisure interests? (e.g. after school clubs, hobbies, clubs, teams)	1:1 teaching of bike skills and road safety skills to develop confidence and strength. Will also aid confidence and communication skills.	Mr Evans PE TA	By July 2017	Jason will be able to confidently ride a bike for fun and will understand that safety is important especially when riding on a road. He will also be able to follow instructions from an adult and develop communication skills.
What supports emotional wellbeing and resilience? (e.g. assertiveness)	Attendance of after school clubs will support Jason to establish new relationships, and	Class teacher and carers	July 2017	Jason will be able to continue to practise and extend the communication

training/life story work, nurture groups etc.)	development of social and communication. Also has regular massage sessions to support emotional wellbeing and relaxation skills reducing anxiety.			skills learnt as part of his speech and language programme in the wider environment enjoying motivating and engaging opportunities. Social skills will be enhanced as already identified by carers. Anxiety levels reduced through massage.
What supports positive behaviour? (e.g. school rewards, time-out cards, key worker sessions, rewards)	Jason works with a school based rewards system to encourage positive behaviour which is linked to extra sessions with our chickens and the Rural/Animal team in school. He has an individual learning space to reduce anxiety and aggression in the classroom	Class teacher	July 2017	Jason will receive more positive rewards for improved attitude and behaviour in the classroom. This will be achieved through a supported environment with trained staff working with Jason to enable him to express himself better using school based communication systems
What supports good health? (e.g. glasses, hearing, speech, language. Attach medical plan as appropriate)	Jason has a programme developed by the SALT which is used daily to improve and develop communication skills. Increased communication skills will lessen Jason's frustration and the times that he communicates in a negative and aggressive manner. Jason also has 1:1 teaching of bike skills and road safety skills to develop confidence and strength. Will also aid confidence	SALT, SENCO, DT, Class teacher, PE TA	July 2017	Continued progress with communication skills enabling Jason to have less outburst when trying to tell adults and peers what he wants. Jason will be able to confidently ride a bike for fun and will understand that safety is important especially when riding on a road
How are the longer term plans for educational targets and aspirations being supported? Jason has an EHCP which is reviewed regularly alongside the PEP. There is a Multi-Agency team working to support Jason and ensure he is making continued progress both in school and outside. We are working to ensure Jason will be able to develop the skills and knowledge that will support him through to adulthood and independence.				

Section 13: PEP Essential Information Record

Date of next PEP meeting	15.03.17	Venue	School
Meeting time	3.15	Date of next LAC Review meeting	22.03.17

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
Springs Nursery and Primary school Kent Road Bristol BS12 5KR 01179 22449913	2008	2010	Moved to specialist provision	59%	10
White Horse Special School Park Drive Bristol BS12 4LG 01179 2233798	Sept 2010	July 2015	Moved into care	79%	5
The Rosen Special School Wells Hope Road Wells WS15 4BN 02234 667821	Sept 2015		N/A	98%	None

Corporate parents who support this young person's education*(Social worker to complete before the meeting)*

Who?	Name	Address	Phone number & email
Carer the young person lives with	Sally Hann	Carer	Hann.s.google.com
Parent/s	Ms Jo Wing	Not available	N/A
Designated teacher	Jane Smith	Designated Teacher	smithj@Rosenspecialschool.uk
Class teacher	Mellisa Wright	Class Teacher	wrightm@Rosenspecialschool.uk
Social worker	Mike Mann	Social Worker	mike.mann@bristol.gov.uk
Independent Reviewing Officer	John Pint	IRO	John.pint@bristol.gov.uk
The HOPE Virtual School	Rebecca Harrison	SENCO THE HOPE	rebecca.harrison@bristol.gov.uk
Others	Harry Jones	SENCO	jonesj@Rosenspecialschool.uk

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

Please fill in the information below for the young person before coming into care (for first PEP only)		
Number of school changes	Attendance record (choose one of options below) 95%+ /92-95% /Below 92%	Exclusions record Permanent/more than 3 fixed term/1-2 fixed term/none
3	Below 92% before present school and care	More

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	The person who will come to parents'/carers' evenings	Carer
Ethnic background	Black British	The person responsible for health issues (vaccination/permission/medical emergencies)	Carer and social worker
The person school needs to call in an emergency	Carer and social worker	The person who will sign to say the young person can go on school trips	Carer and social worker
School should send letters and reports to	Carer and social worker	The person who will sign to say if the young person can be in photos	Carer and social worker
How does the young person get to school?	School minibus	Who is allowed to pick the young person up from school?	Carer and social worker
Who is not allowed to contact the young person?	Mum and her family	What information must be kept confidential?	All
Is it permitted to take photos of the young person?	No	Who should receive copies of the young person's school report?	Carer and social worker