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| **Personal Education Plan Start Date:** | **Personal Education Plan Next Review Date:** |
| **School/Setting Designated Lead for CLA/Link Person:** | **Social Worker:** |

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| **Name:** |  | **School/Setting:** |
| **DoB:** |  | **Other Placement:** |
| **Age in Years & Months:** |  | **Year Group:** |
| **Date of PEP Review:** |  | **Expected Transition Date to :** |

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| **SEND status** | | |
| SEND Register – Support: **Y/N** | Request for a Statutory Assessment (EHCAR): **Y/N** | |
| Education, Health & Care Plan: **Y/N** | Date EHCP Granted: | Date EHCP review: |
| EHCP Primary Need: | | EHCP Secondary Need: |

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| **Section A: Pupil Voice SCHOOL TO OBTAIN** |
| |  |  | | --- | --- | | **Who my friends are** | **Who helps me in school** | |  |  | | **What I do well in school** | **What I find difficult in school** | |  |  | | **What I like about school** | **What I would change about school** | |  |  | | **My interests at school and out of school** (clubs, music lesson etc.) | **Things I would like to do at and out of school** (clubs, music lesson etc.) | |  |  | | **What I would like to do in the future** | **How I will achieve this** | |  |  | | **How I travel to school** | **Achievements and work I’d like to share in my PEP meeting** | |  |  | |

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| **Section B: Updates and Overview SOCIAL WORKER TO COMPLETE** |

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| |  |  | | --- | --- | |  | **Significant Changes:**  e.g. Placement moves, school transfers, key transitions, transport etc. | | **Since the previous PEP** |  | | **Planned before the next PEP** |  | |

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| **Background**  Reasons for coming into care / legal status information |  |
| **Other important details**  Anything you need to know about siblings / family members, family time, who gets copies of school reports, invites to meeting, appropriate methods of communication etc. |  |

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| |  | | --- | | **Section B: SCHOOL TO COMPLETE** |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | **What’s going well** |  | | **What are we worried about** |  | | **Strategies and interventions to support pupil** |  |   **Pastoral Update**   |  | | --- | | **How does the child/young person present in school on a day-to-day basis?** | |  | | | |  | | --- | |  |  |  |  | | --- | --- | | **Snapshot of behaviour** | **What support is in place, or will be put in place to help the child/young person manage their behaviour?** | |  |  | | **Snapshot of emotional health and well – being** | **What support is in place or will be put in place to help with the child/young person’s emotional health and wellbeing?** | |  |  | |  |  | | --- | |  | | |  |  | | --- | --- | | making progress all subject areas 4/10/22 ncdjencvoewnvne | Unrestricted | |

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| **Attendance information** | **Current academic year** | | | **Previous year** | |
| **Present %** (to date) |  | | |  | |
| **Authorised Absence %** |  | | |  | |
| **Unauthorised Absence %** |  | | |  | |
| **NOTES –** Reasons What actions are being/have been taken to improve attendance? | | | | | |
| **Number of occasions late (before register closed)** |  | **Number of occasions late (after register closed)** |  | |  |

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| **Fixed Term Suspension (to date this academic year)** | | | |
| Date from | Date to | Number of days | Reason |
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| **Permanent Exclusion** | | | |
| Date from | | Reason | |
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**Section C: Review of Current Targets (as agreed in previous PEP) SCHOOL TO COMPLETE**

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| **Date** | **Subject** | **SMART target/outcome** | **How will this be achieved?** | **Frequency** | **Who will be responsible** | **Timescale by…** | **RAG progress target** | **Comments** | **Next steps** |
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**Section D: Attainment and Progress**

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| |  |  |  | | --- | --- | --- | | **Standardised Assessment Clarification** | | | | **Point** | **Classification** | **Explanation (**\*ARE Age Related Expectations) | | **3** | Working well above age related expectations | Working towards mastery/ Very able | | **2** | Working above age related expectations | Greater Depth of knowledge | | **1** | Working slightly above age related expectations | Accessing some higher-level learning | | **0** | **Working at age related expectations** | **On track to meet end of year/key stage expectations** | | **-1** | Working towards age related expectations | Working within year group expectations. Accessing some aspects of ARE but slightly off track to meet end of year/key stage expectations.  Approx 1 term behind. | | **-2** | Working below age related expectations | Working slightly below year group expectations.  May be accessing some aspects of ARE but not on track to meet end of year /key stage expectations  Approx 2 terms behind. | | **-3** | Working significantly below age related expectations | Working more than a year or more behind ARE  **Please indicate which year group expectations they are working within in the comments box** |  |  |  | | --- | --- | | **ATTAINMENT** | Use the above points to record the current attainment of the pupil | | **PROGRESS** | RAG – RED, AMBER, GREEN Highlight to clearly show whether the pupil has made progress since the previous PEP review  RED – regressed AMBER – no progress GREEN – expected/good progress BLUE – accelerated progress |  |  |  | | --- | --- | | **EYFS Good Level of Development** | **Y/N** | | **Comments** |  |  |  | | --- | |  | |

**Ks1 Attainment and Progress SCHOOL TO COMPLETE**

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|  | **Rec Summer** | | **Y1 Autumn** | | **Y1 Spring** | | **Y1 Summer** | | **Y2 Autumn** | | **Y2 Spring** | | **Y2 Summer** | |
|  | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** |
| **Reading** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Maths** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **KS1 Attainment & Progress Comments:** |
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| **End of Key Stage 1** | **Attainment** |
| **Reading** |  |
| **Writing** |  |
| **Maths** |  |
| **Phonics Screening** |  |
| Comments |  |

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| **KS2 Attainment & Progress SCHOOL TO COMPLETE** |

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|  | **Y3 Autumn** | | **Y3 Spring** | | **Y3 Summer** | | **Y4 Autumn** | | **Y4 Spring** | | **Y4 Summer** | |
|  | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** |
| **Reading** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Maths** |  |  |  |  |  |  |  |  |  |  |  |  |
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|  | **Y5 Autumn** | | **Y5 Spring** | | **Y5 Summer** | | **Y6 Autumn** | | **Y6 Spring** | | **Y6 Summer** | |
|  | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** | **Attain** | **Progress** |
| **Reading** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Writing** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Maths** |  |  |  |  |  |  |  |  |  |  |  |  |
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| **KS2 Attainment & Progress Comments:** |
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| **CLA Pupil Premium SCHOOL TO COMPLETE** | | | |
| **Details of intervention, activity or resource** | **Estimated Costs** | **Expected Outcome** | **Impact of intervention, activity or resource**  How has the LAC pupil premium impacted upon the child’s/young person’s academic progress/emotional well-being? |
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**Section F: New Targets and Actions SCHOOL TO COMPLETE**

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| **Date** | **Subject** | **SMART target/outcome** | **How will this be achieved?** | **Frequency** | **Who will be responsible** | **Timescale by…** | **RAG progress target** | **Comments** | **Next steps** |
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