



Post-16 Exemplar PEP

Chelsea Exemplar

Chelsea is a Year 12 student attending college. Chelsea is enrolled onto a Level 2 Hairdressing Course and is making good progress. Chelsea is re-taking her GCSE English and Maths and aims to progress onto the Level 3 Hairdressing Course.

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PEP Details

PEP ID: 10596
Meeting Date: 17/03/2025
Starting Date: 06/09/2024
Fullname: Chelsee Exemplar
UPN Number:



Social Worker Section

↑ PERSONAL INFORMATION

The Personal Education Plan records our commitments to ensuring young person in our care get the very best possible education experience and outcomes.

First name	Chelsee
Family name	Exemplar
Name known at school	Chelsee
Date of birth	01/08/2008
Gender	<input type="radio"/> Male <input checked="" type="radio"/> Female <input type="radio"/> Non Binary <input type="radio"/> Prefer not to say <input type="radio"/> Prefer to Self-describe
Self-describe Gender	Female
Ethnicity	B1 White and Black Caribbean
Religion	None.
1st Language	English
Unique Pupil Number	
Liquid Logic ID	0000002

↑ CARE INFORMATION

Carer Name	Positive Futures. Semi-independent living
Carer's email	poistive_futures@outlook.com
Carer's address	16 Friar's Lane, Orton Goldhay, Peterborough. PE3 4NT
Carer's contact numbers: Mobile	078754256
Date became looked after	06/06/2017
Legal Status	CLA - C2 - Full Care Order
Who has parental responsibility?	Peterborough City Council and mum. Tracy Exemplar (mother)
What is the expected care plan?	Chelsee will remain in semi-independent living placement until leaving care at 18.
Is there anyone that the child/young person should not have contact with?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If Yes, who should not have contact with the child/young person?	
What should the setting do if this person arrives at the provision?	N/A
Contact with family arrangements	Chelsee arranges contact with her mum and siblings independently. She often meets them in to town but has recently said that she would like to try going back home to spend time with them once in a while.
Who will sign permission slips for school (eg. Trips)?	Mum, carers or social worker
Who will attend parents evenings?	Mum, carers or social worker
Space for any additional care information (eg. Sensitive issues, internet safety concerns, curriculum triggers, cultural needs...)	

Health and Emotional Well Being

Essential Medical Information (prescribed medicines, important conditions)

None

Most recent SDQ score

Who is the first point of contact for the school in an emergency?

Carers, mum or social worker (in that order)

Designated Teacher Section

My Review

Comments from previous PEP Quality Assurance:

PLEASE REVIEW THE PREVIOUS DESIRABLE OUTCOMES

Target ID	Created At	What is the intended outcome?	What needs to happen/be put in place to achieve the outcome?	Who is responsible for ensuring the outcome is achieved?	How much will it cost?	Funding status	Intervention Type	Review
24548	06/09/2024							Achieved View
24549	06/09/2024							Not Achieved View
24550	06/09/2024							Achieved View
24551	06/09/2024							Achieved View
24552	06/09/2024							Achieved View

If any PP+ remains unspent, please state how much?

n/a

NB. To review each desirable outcome, click on the “view” button, a pop out box will then appear (see below).

Desirable Outcome

Section:

Area of Need:

What can I do at the moment?
What is my baseline?

By...

What will I be able to do?
What will I have achieved?

How will I achieve this?
What interventions / support will be put in place?

REVIEW OF THE INTENDED OUTCOME

Has the outcome been achieved? Yes No

Further comments:
(Includes progress towards outcome if not achieved; Impact of actions and funding)

My Education

School Information

This information pulls through from the child's core data and shows current setting and school history.

Transition

↑ TRANSITION

My intended post-18 pathway	<input type="text" value="Training"/>
My intended post-18 destination (name of school/college/employer/other reason)	<input type="text" value="Local hairdressers"/>
My intended post-18 course(s)/employment type	<input type="text" value="I would like to work in hairdressing and continue my training while working."/>
Required grades I need for my intended pathway	<input type="text" value="I will need to pass my level 2 hairdressing to progress on to the level 3 course. I would like to also pass my GCSE maths and English."/>
Am I at risk of becoming NEET?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If relevant, has my new Designated Teacher been invited to the transition PEP?	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A

My Interests and Aspirations

↑ MY INTERESTS AND ASPIRATIONS

My carer's views around my interests / hobbies / aspirations	<input type="text" value="It is great to see that Chelsea has joined the netball club. She has been practising her hairdressing skills too, the staff have had some lovely blow dries and updos!"/>
Extra-curricular or enrichment activities I currently participate in (clubs, teams, hobbies).	<input type="text" value="I am going to netball club and hope to get on to the college team soon."/>
My ideas about what job / career I would like to have.	<input type="text" value="I would like to be a hairdresser. I am really enjoying the course."/>
To achieve this I will need to have the following (detail required qualifications, skills, and experiences)	<input type="text" value="I will need to pass my level 2 hairdressing to progress on to the level 3 course. I would like to also pass my GCSE maths and English. Some work experience would also really help."/>
I have already received the following careers guidance.	<input type="checkbox"/> None <input type="checkbox"/> Careers fair <input type="checkbox"/> Work experience <input type="checkbox"/> Online careers questionnaire <input type="checkbox"/> 1:1 structures conversations <input type="checkbox"/> Workplace visits <input type="checkbox"/> Open FE/HE <input type="checkbox"/> Collapsed timetable days <input checked="" type="checkbox"/> Other
I would like to know more about.	<input type="checkbox"/> I would like to know more about. <input type="checkbox"/> Higher Education (University) <input checked="" type="checkbox"/> Apprenticeships <input type="checkbox"/> Post-16 options

My Education Desirable Outcome

↑ DESIRABLE OUTCOMES

DESIRABLE OUTCOME

Add Desirable Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	By	What will I be able to do? What will I have achieved?	How will I achieve this? What interventions / support will be put in place?	
24553	06/09/2024	Enrichment and Aspirations	At the moment I have an up to date CV and I have had some interview practise.	10/04/2025	I will have taken my CV into the hairdresser near me and spoken to them about the possibility of a part time job or work experience	I need to be bravel I will do some role play about how this conversation might go with the staff.	View Delete

NB. To add a desirable outcome and request funding, click “add desirable outcome” - an editable pop out box will appear.

My Attendance

Attendance

↑ MY ATTENDANCE

Attendance

My attendance in current year to date (%)

98

My carer's views around my attendance (please detail my strengths and any areas of concern)

Chelsea always has attended college everyday that she should but it is great that she is now also going to her English and maths lessons. I am proud of her for going to the quiet zone to work instead of coming home when she feels too overwhelmed to go to lessons.

What are the barriers and facilitators affecting my attendance data?

I am still developing her self regulation strategies for when I am feeling overwhelmed. I am really pleased with my maths and English attendance, going to the lessons is really helping with my grades.

If relevant, please set an outcome to support my attendance.

Disciplinarys

↑ DISCIPLINARIES

Attachments Add an Attachment

Suspension / Permanent Exclusion

Add an Entry

Start Date

Reason for Suspension/Permanent Exclusion

Action

Disciplinary / Warning

Add an Entry

Have I received any disciplinarys / warnings this term?

Yes No

Start Date

Reason for Disciplinary / Warning

Action

18/10/2024

Poor attendance at English and Maths lessons.

Edit Delete

If yes, how have you supported me to make sure I don't receive any more?

Please see attendance DO

My Attendance Desirable Outcomes

Area of Need	What can I do at the moment? What is my baseline?	By	What will I be able to do? What will I have achieved?	How will I achieve this? What interventions / support will be put in place?	
Attendance and Engagement	I am now attending my English and Maths lessons and have only missed one since my disciplinary. The support put in place has really made a difference and I would like it to carry on. Overall my attendance at those lessons is 64% because of the times when I wasn't going at all.	11/02/2025	My overall attendance in English and Maths lessons will have increased to over 70% and my attendance over the next term will be more than 95%.	I will continue to go to the support sessions that Mark and Nina are running to help me with the work missed at the start of term. They are really building my confidence.	View Delete

My Individual Needs

Emotional Health and Wellbeing

↑ EMOTIONAL HEALTH AND WELLBEING

How is my emotional health and wellbeing? (Please include as appropriate my relationships with peers and adults, my strengths, things I find more difficult and any support systems which are in place for me).

I am doing much better. I feel happier at college now that I know a few more people in my lessons. I like working in the quiet zone sometimes, Sarah and Nitesh know what to do to calm me down and make me laugh.

My carer's views around my emotional health and wellbeing? (Please include as appropriate my relationships with peers and adults, my strengths, things I find more difficult and any support systems which are in place for me).

Chelsee seems much more settled at home. She has made friends and gets on well with most people. She has come along way in developing her strategies when she is finding things difficult.

My SDQ Score.

15

Have you used another screening tool to understand my emotional health and wellbeing?

Yes No

If yes, please give details.

SEND

↑ SEND

My SEND Status

SEN Support

What is my primary area of need?

Cognition and learning

Have you uploaded my most recent APDR paperwork?

Yes No

Attachments

Add an Attachment

Has an EHCNA been submitted?

Yes No

If yes, please give details.

Access Arrangements

↑ ACCESS ARRANGEMENTS

What reasonable adjustments / access arrangements are in place for me?

- Additional Time
- Scribe
- Reader
- Modified Scripts
- Alternative Locations
- Rest Breaks
- Accessibility Objects
- Access to IT
- Other
- None

If required, has JCQ approval been granted?

- Yes No

Desirable Outcome

No data has been inputted for the below example as there are no concerns.

↑ DESIRABLE OUTCOMES

INTENDED OUTCOME

Add Intended Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	By	What will I be able to do? What will I have achieved?	How will I achieve this? What interventions / support will be put in place?
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NB. To add a desirable outcome and request funding, click “add desirable outcome” - an editable pop out box will appear. Remember to click the blue ‘Submit Funding Request’ button (see below)

My Achievements

My Record of Attainment and Progress

↑ RECORD OF ATTAINMENT AND PROGRESS

Key Stage 4 Data (Table 3)

Core GCSEs

Subject	Final Grade
English Language	2
English Literature	1
Mathematics	2

Additional Qualifications

Subject	Course Level	Results	
		Course Type	Final Grade
Health and Social Care	Level 2		Merit
Photography	Level 2		Pass
Combined Science	Level 2		2
Combined Science	Level 2		2
Higher Project Qualification	Level 2		Pass

Attainment & Progress Score

Attainment 8 Score	26
Progress 8 Score	-0.6

Attainment and Progress (Current)

↑ ATTAINMENT & PROGRESS (CURRENT)

What pathway is the young person studying?

- Level 3 pathway
- Level 2 pathway (including GCSEs)
- Entry / Level 1 pathway (including other accredited qualifications, eg. functional skills or AQA unit awards)
- Non-subject specific study/Engagement model

Year 12 Progress Report

Subject	Course Level	Course Type	End of Course Target	Autumn Term		Spring Term		Summer Term		If Relevant		Actions
				Progress	Attitude to Learning	Progress	Attitude to Learning	Progress	Attitude to Learning	Date Course Completed	Final Grade	
English Language 06/09/2024	Level 2	A Level	3-5	BEP = Below Expected Progress	Emerging	BEP = Below Expected Progress	Engaged					Edit Delete
Hairdressing 06/09/2024	Level 2	A Level	Merit	EP = Expected Progress	Engaged	EP = Expected Progress	Engaged					Edit Delete
Maths 06/09/2024	Level 2	A Level	3-5	BEP = Below Expected Progress	Emerging	EP = Expected Progress	Engaged					Edit Delete

Desirable Outcome

There must be a desirable outcome set in this section every term.

↑ DESIRABLE OUTCOMES

INTENDED OUTCOME

Add Intended Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	By	What will I be able to do? What will I have achieved?	How will I achieve this? What interventions / support will be put in place?	
24555	06/09/2024	Cognition and Learning	I have now caught up on the work that I missed in English. This has helped me with my creative writing and I was pleased when I got a grade 4 in my last assignment.	02/06/2025	I will have a better understanding of the different types of texts and be able to make comparisons between them	Sarah will support me in visiting the library to see where the non-fiction section is. I will look at some of the books and compare them to the newspapers and magazines they have in there.	View Delete
24554	06/09/2024	Cognition and Learning	I can now tackle longer wordy maths questions with more confidence. I am consistently getting a 3+ grade with these now.	02/06/2025	I will be able to add, subtract, multiply and divide fractions without a calculator.	I will continue to do the extra work outside of lessons, this has really helped me with the wordy questions. my maths teacher will tell me which pages of my workbook to work on each week. I will also use Dr Frost maths to practise, this app tells me straight away if I have got something right.	View Delete

My Desirable Outcomes

This section will show a list of all of the desirable outcomes set throughout the PEP. You can also add extra ones here.

↑ MY DESIRABLE OUTCOMES

My Education Outcome

Add Desirable Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	By	What will I be able to do? What will I have achieved?	How will I achieve this? What interventions / support will be put in place?	
24553	06/09/2024	Enrichment and Aspirations	At the moment I have an up to date CV and I have had some interview practise.	10/04/2025	I will have taken my CV into the hairdresser near me and spoken to them about the possibility of a part time job or work experience	I need to be brave I will do some role play about how this conversation might go with the staff.	View Delete

My Meeting

My Current PEP Meeting

↑ MY CURRENT PEP MEETING

Current Meeting Date

17/03/2025

Current Meeting Time

13:00:00

Who attended my meeting?

Name	Role/Relationship
Sarah Lovell	DT
Astrid Barker	Social worker
Maxine Parker	Ky support worker - semi independent living.

Is my social worker in the meeting? Yes No

Is my carer in the meeting? Yes No

Am I in the meeting? Yes No

If not, who will feed back to me?

N/a

Name of person completing this document

Sarah Lovell

Additional information from my meeting not covered elsewhere

We are all really pleased with the progress that Chelsea has made and her positive attitude. Well done Chelsea!

My Next PEP Meeting

↑ MY NEXT PEP MEETING

DATE FOR THE NEXT MEETING

Date 10/06/2025

Time 13:00

LOCATION OF THE NEXT MEETING

Location Teams/college