

Post-16 Exemplar PEP

Chelsee Exemplar

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

Contents

Social Worker Section	2
Designated Teacher Section	3
My Review	3
My Education	4
School Information	4
Transition	4
My Interests and Aspirations	4
My Education Desirable Outcome	5
My Attendance	5
Attendance	5
Disciplinaries	5
My Attendance Desirable Outcomes	6
My Individual Needs	6
Emotional Health and Wellbeing	6
SEND	6
Access Arrangements	7
Desirable Outcome	7
My Achievements	8
My Record of Attainment and Progress	8
Attainment and Progress (Current)	8
Desirable Outcome	9
My Desirable Outcomes	9
My Meeting	10
My Current PEP Meeting	10
My Next PEP Meeting	10

PEP Details

PEP ID: 10596

Meeting Date: 17/03/2025 Starting Date: 06/09/2024 Fullname: Chelsee Exemplar

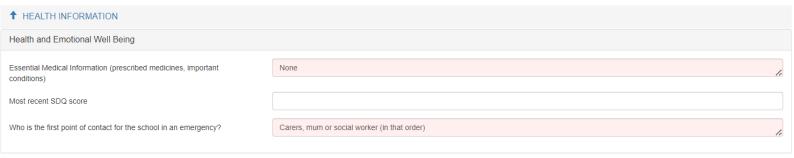
UPN Number:



Social Worker Section

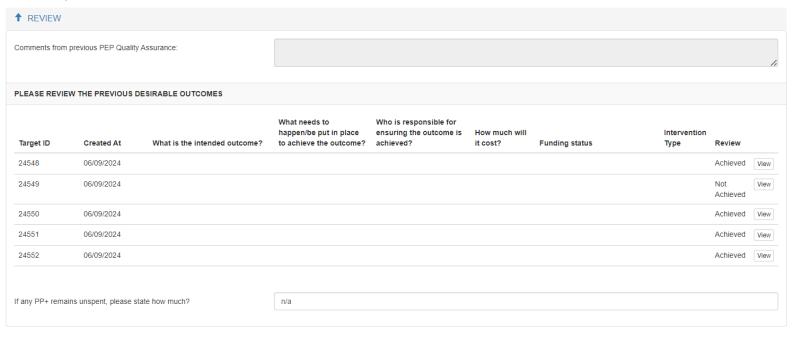
↑ PERSONAL INFORMATION		
The Personal Education Plan records our commitments to ensuring young person in our care	get the very best possible education experience and outcomes.	
First name	Chelsee	10
Family name	Exemplar	le
Name known at school	Chelsee	h
Date of birth	01/08/2008	
Gender	○ Male ● Female ○ Non Binary ○ Prefer not to say ○ Prefer to Self-describe	
Self-describe Gender	Female	
Ethnicity	B1 White and Black Caribbean	~
Religion	None.	
1st Language	English	~
Unique Pupil Number		
		10
Liquid Logic ID	0000002	10

		10
Liquid Logic ID	0000002	10
↑ 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?	○ Yes No	
If Yes, who should not have contact with the child/young person?		1
		~
What should the setting do if this person arrives at the provision?	N/A	10
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.	
		10
Who will sign permission slips for school (eg. Trips)?	Mum, carers or social worker	1.
Who will attend parents evenings?	Mum, carers or social worker	1.
Space for any additional care information (eg. Sensitive issues, internet saftey concerns, curriculum triggers, cultural needs)		

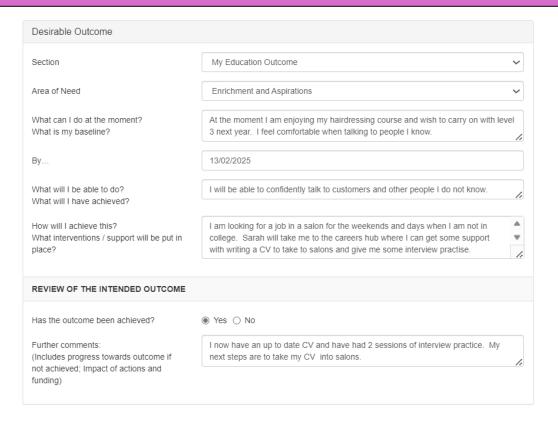


Designated Teacher Section

My Review



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

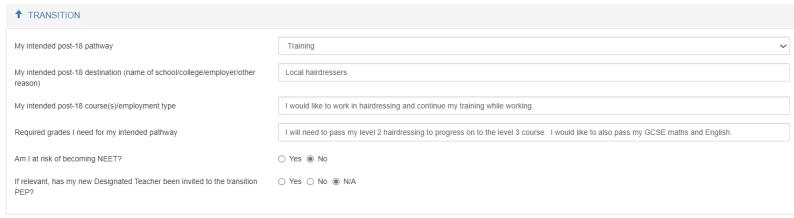


My Education

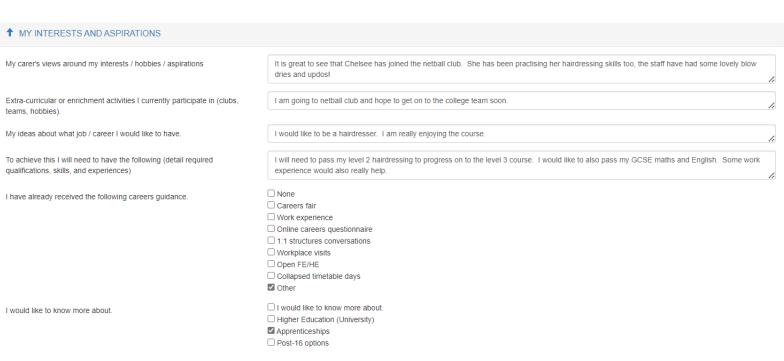
School Information

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

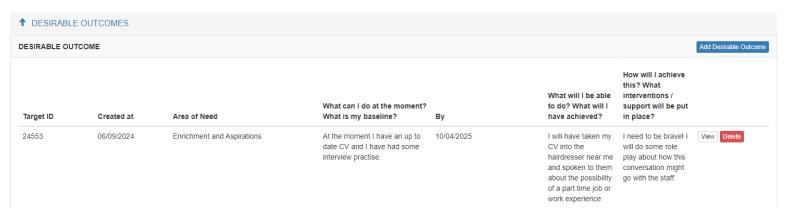
Transition



My Interests and Aspirations



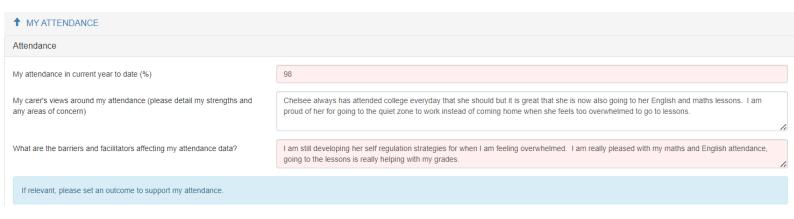
My Education Desirable Outcome



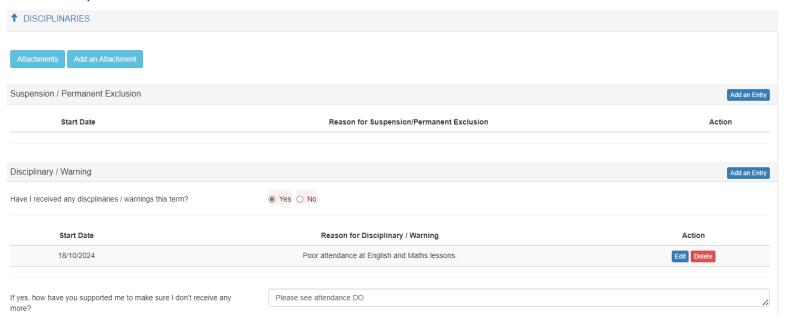
NB. To add a desirable outcome and request funding, click "add desirable outcome" - an editable pop out box will appear.

My Attendance

Attendance



Disciplinaries



My Attendance Desirable Outcomes

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

How will I achieve

My Individual Needs

Emotional Health and Wellbeing

↑ EMOTIONAL HEALTH AND WELLBEING How is my emotional health and wellbeing? (Please include as 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 appropriate my relationships with peers and adults, my strengths, things I and Nitesh know what to do to calm me down and make me laugh. find more difficult and any support systems which are in place for me). My carer's views around my emotional health and wellbeing? (Please 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 include as appropriate my relationships with peers and adults, my strategies when she is finding things difficult. strengths, things I find more difficult and any support systems which are in place for me). My SDQ Score. 15 Have you used another screening tool to understand my emotional health ○ Yes ● No If yes, please give details.

SEND



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?	

Desirable Outcome

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



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)

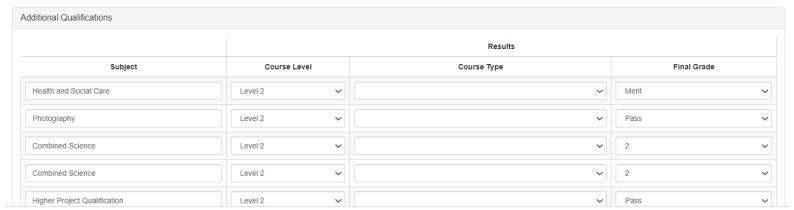
My Achievements

Mathematics

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 Final Grade

2





Attainment and Progress (Current)

↑ ATTAINMENT & PROGRESS (CURRENT)

What pathway is the young person studying?

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

ear 12 Progress Report												
				Autumn Term		Spring Term		Summer Term		If Relevant		
Subject	Course Level	Course Type	End of Course Target	Progress	Attitude to Learning	Progress	Attitude to Learning	Progress	Attitude to Learning	Date Course Completed	Final Grade	Actions
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

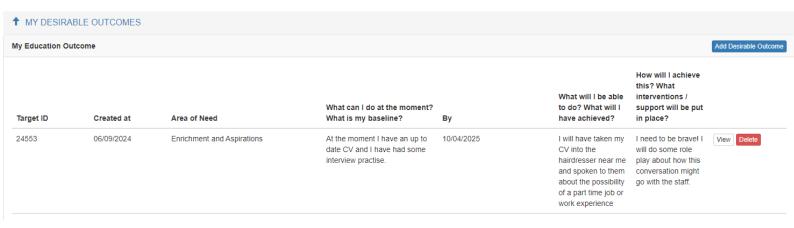
Desirable Outcome

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

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

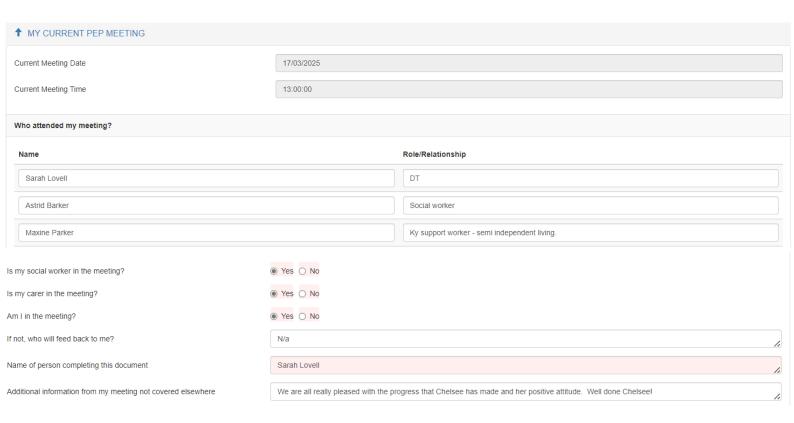
My Desirable Outcomes

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



My Meeting

My Current PEP Meeting



My Next PEP Meeting

