



# KS3 Exemplar PEP

## Riley Exemplar

Riley is a Year 8 child attending a mainstream school. He does not enjoy school; has low attendance and a high number of suspensions to date. Riley has been in care for almost four years, having had several foster care placements. He recently moved to a residential children's home.

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# PEP Details

PEP ID: 10588

Meeting Date: 18/07/2024

Starting Date: 30/08/2024



## 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	<input type="text" value="Riley"/>
Family name	<input type="text" value="Exemplar"/>
Name known at school	<input type="text"/>
Date of birth	<input type="text" value="10/01/2012"/>
Gender	<input checked="" type="radio"/> Male <input 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	<input type="text"/>
Ethnicity	<input type="text" value="B4 - Any other mixed background"/>
Religion	<input type="text" value="None"/>
1st Language	<input type="text" value="English"/>
Unique Pupil Number	<input type="text" value="H353474647"/>
Liquid Logic ID	<input type="text" value="0000001"/>

### ↑ CARE INFORMATION

Carer Name	<input type="text" value="Branches House Katie Smith Home Manager"/>
Carer's email	<input type="text" value="k.smith@branches.org.uk"/>
Carer's address	<input type="text" value="4 The Street, Peterborough, PE1 1AA"/>
Carer's contact numbers: Mobile	<input type="text" value="07484 900000"/>
Date became looked after	<input type="text" value="17/03/2021"/>
Legal Status	<input type="text" value="CLA - C2 - Full Care Order"/>
Who has parental responsibility?	<input type="text" value="LA"/>
What is the expected care plan?	<input type="text" value="Remain in residential"/>
Is there anyone that the child/young person should not have contact with?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If Yes, who should not have contact with the child/young person?	<input type="text" value="Birth parents"/>

What should the school do if this person arrives at the provision?

Ask them to leave, call police if necessary, notify social worker and LA

Contact with family arrangements

Sees maternal Aunt and younger brother 1 x a month at contact centre

Who will sign permission slips for school (eg. Trips)?

Katie Smith or other staff from Branches House

Who will attend parents evenings?

Katie Smith or other staff from Branches House

Space for any additional care information (eg. Sensitive issues, internet safety concerns, curriculum triggers, cultural needs...)

Riley does find special occasion such as Christmas very difficult and has asked to be withdrawn from school activities around these special times in the past. Charlie should discretely be given a choice as to whether he would like to participate and subject teachers should be alert to these sensitivities when planning "fun lessons" e.g.. Christmas quiz.

## Health Information

Essential Medical Information (prescribed medicines, important conditions)

Sabutomol inhaler for asthma  
Allergic to animal hair and dander

Most recent SDQ score

15

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

Katie Smith & Branches House staff

## 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
24532	30/08/2024							Achieved <a href="#">View</a>
24535	30/08/2024							Achieved <a href="#">View</a>
24533	30/08/2024				£ 450.00	Funding Approved by VS		Achieved <a href="#">View</a>
24534	30/08/2024				£ 52.98	Funding Approved by VS		Not Achieved <a href="#">View</a>
24536	30/08/2024				£ 0.00			Not Achieved <a href="#">View</a>

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

£0

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

## Desirable Outcome

Section

My Education Outcome

Area of Need

Enrichment and Aspirations

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

At the moment I don't take part in any clubs. After school, I play games online;

By...

23/09/2024

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

I will know all of the clubs that are available during and after school & choose one to try.

I will have attended at least one club for at least two full sessions.

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

Year 8 & go through all of the clubs with me. When I have chosen a club, Mr Jones will arrange for me to go to the first session with another student in my year who also attends. Mr Jones will meet with me weekly to see how I am getting on and if I want to attend any other clubs.

## 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)

I tried basketball club but didn't really like it. I have been to Warhammer club 3 times with someone from my form group. I will keep going.

## My Education Journey

### School Information

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

### Transition

Is there a plan for me to change my school/setting?

No

If yes, what is the name of my destination school/education provider?

If relevant, has my new Designated Teacher been invited to the transition PEP?

Yes  No  N/A

# My Interests and Aspirations

My carer's views around my interests / hobbies / aspirations

Riley told us that when he was younger he used to do gymnastics and was quite good at it but he's said that he doesn't want to do it anymore. He tried tennis as well when he first started secondary school and we've been told that he was very able but he has said that he doesn't want to do it now.  
 Riley prefers to stay in his room and do gaming although he will sometimes come along when we walk the dog.  
 He hasn't talked about what he would like to do when he is older.

Extra-curricular or enrichment activities I currently participate in (clubs, teams, hobbies).

Riley does not currently attend any extra-curricular clubs.

My ideas about what job / career I would like to have.

I don't know.

To achieve this I will need to have the following (detail required qualifications, skills, and experiences)

I don't know. Sometimes in PSHE lessons and at form time, we have talked about some different jobs and the qualifications that you will need to do them.

I have already received the following careers guidance.

- None
- Careers fair
- Work experience
- Online careers questionnaire
- 1:1 structures conversations
- Workplace visits
- Open FE/HE
- Collapsed timetable days
- Other

I would like to know more about.

- I would like to know more about.
- Higher Education (University)
- Apprenticeships
- Post-16 options

## My Education Journey Desirable Outcome

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?	Amount of funding required	Funding status
Enrichment and Aspirations	At the moment I don't take part in any clubs. After school, I play games online; sometimes with people from school.	23/09/2024	I will know all of the clubs that are available during and after school & choose one to try. I will have attended at least one club for at least two full sessions.	Mr Jones, the Student Support Officer will meet with me during the first week of Year 8 & go through all of the clubs with me. When I have chosen a club, Mr Jones will arrange for me to go to the first session with another student in my year who also attends. Mr Jones will meet with me weekly to see how I am getting on and if I want to attend any other clubs.		<a href="#">View</a> <a href="#">Delete</a>

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 in current year to date (%)

70

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

Since being with us, it's always been a struggle to get Riley to go to school. We've been told that his attendance was much better when he first started Year 7 but that it has deteriorated. Getting Riley up and ready to go to school is particularly bad on Mondays after the weekend. We've noticed that he really doesn't like attending on Tuesdays when he has double Maths. Riley always wants to attend school on Fridays when he has double Games and also gets to see Mr Jones.

What are the barriers and facilitators affecting my attendance data?

I don't regularly go into school every day.  
I avoid going in when I have lessons that I hate like Maths.  
I'll go in when I know I can see Mr Jones and I go in on Fridays because I like doing tennis and cricket.

## Attendance collection

Live attendance data will appear here

## Alternative Provision

Have I attended any alternative provision as part of my timetable this term?

Yes  No

Please provide a summary of why I attended this provision and what I achieved there.

Name(s) of provider(s):

Start date.

End date or planned end date.

## Reduced Timetable

Have I had a reduced timetable at any point this term?

Yes  No

Please provide a summary of why I had this and what my timetable looked like.

Start date.

End date or planned end date.

## Suspensions and Permanent Exclusions

Have I received any internal exclusions this term?

Yes  No

Start Date

Reason for Internal Exclusion

Action

09/07/2024

Persistent disruptive behaviour in class, stopping others from learning (Maths).

[Edit](#) [Delete](#)

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

Meeting with Maths teacher, differentiated work, change of seating plan so now sat next to a peer who can provide support/guidance if needed; use of red & green card on desk (when turned over to red, teacher to know that I am not okay & need support). Teacher is looking into "catch-up" support sessions to go over work I still don't get.

Have I received any exclusions (suspensions or permanent exclusions) this term?  Yes  No

Start Date	Reason for Suspension/Permanent Exclusion	Action
18/06/2024	Physically assaulting a peer in Maths and trying to hit the teacher.	<a href="#">Edit</a> <a href="#">Delete</a>
04/06/2024	Physically assaulting a peer in a double Maths lesson and trying to hit the teacher too.	<a href="#">Edit</a> <a href="#">Delete</a>
21/05/2024	Throwing a chair in Maths lesson and damaging property.	<a href="#">Edit</a> <a href="#">Delete</a>

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

After fixed time external exclusions, we have held a return to school meeting on the afternoon before your return to school to talk through reasons/triggers leading to your actions and agreeing together what the behaviour expectations are. We have also agreed strategies for you to try eg some catch up Maths learning in the learning Hub and use of red/green card along with some self-regulation techniques for you to try. These are all detailed on your IEP (Individual Education Plan) and form part of the APDR (assess, plan, do, review cycle) which we have join up together to support you.

How likely am I to have an internal exclusion next term?

Neither likely nor unlikely

How likely am I to have a suspension next term?

Unlikely

How likely am I to have a permanent exclusion next term?

Very unlikely

## Desirable Outcome (with PP+ funding request)

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?	Amount of funding required	Funding status	
Attendance and Engagement	At the moment I still sometimes get angry when I attend Maths lessons. Sometimes I muck about to avoid doing the work and I stop others from learning. In the past I have thrown chairs and hit boys who are laughing at me. I used to want to punch the teacher as well.	26/10/2024	I will use my self regulation strategies eg counting silently to 10, deep breathing, using my red/green card to help me to remain calm in Maths lessons. I will be able to complete differentiated Maths work and use my own practical apparatus to help me understand the questions better. I will have catch up Maths sessions to support my knowledge and understanding. I will improve what I know and what I can do (calculate/solve) in Maths lessons from my own personal starting point.	I will continue to practise using my self-regulation strategies and red/green card. I will have access to Mr Jones or another SSO every lunchtime so that I can talk through how things are going. I will be able to complete differentiated Maths work based on my stage not age. I will have access to my own Maths apparatus to support me. I will be able to complete some catch up Maths learning sessions in the Learning Hub to help bridge any gaps in my Maths knowledge and to boost self-esteem.	£ 52.98	Funding Approved by VS	<a href="#">View</a> <a href="#">Delete</a>

Attendance and Engagement

At the moment I don't attend school every session. I usually don't attend when I have Maths especially double Maths. Sometimes I don't go in on Mondays or I go in late.

25/10/2024

I will have improved my attendance from 70% to 90%. I will achieve this as I will attend school on more Mondays than not and go in even if I arrive late. I will also go to school on Tuesdays (which I've always hated because of double Maths).

School have stated that from September 2024 (start of Year 8), there will not be double Maths lessons anymore. There will be single periods spread throughout the week. Home will support me in getting up on time on Mondays and we will buy an alarm clock to help plus I will go to bed earlier on Sundays. I will still be offered the use of the red/green card in Maths, able to sit next to a supportive peer, near the front so teacher can provide help when needed. I will continue with my self-regulation strategies. I will be able to have catch up Maths sessions on specific topics as and when needed. I will have a second Student Support Officer as well as Mr Jones. From the start of Year 8 I will be able to meet with Mr Jones (if I want to) in the Learning Hub at lunchtimes on Weds, Thurs & Fridays and with my additional SSO (name tbc) on Mons & Tues

£ 450.00

Funding Approved by VS

[View](#)  
[Delete](#)

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



## Desirable Outcome

Section

My Attendance Outcome

Area of Need

Attendance and Engagement

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

At the moment I don't attend school every session. I usually don't attend when I have Maths especially double Maths. Sometimes I don't go in on Mondays or I go

By...

25/10/2024

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

I will have improved my attendance from 70% to 90%.  
I will achieve this as I will attend school on more Mondays than not and go in even if I arrive late. I will also go to school on Tuesdays (which I've always hated because of double Maths).

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

School have stated that from September 2024 (start of Year 8), there will not be double Maths lessons anymore. There will be single periods spread throughout the week.  
Home will support me in getting up on time on Mondays and we will buy an alarm clock to help plus I will go to bed earlier on Sundays.  
I will still be offered the use of the red/green card in Maths, able to sit next to a supportive peer, near the front so teacher can provide help when needed. I will continue with my self-regulation strategies. I will be able to have catch up Maths sessions on specific topics as and when needed. I will have a second Student Support Officer as well as Mr Jones. From the start of Year 8 I will be able to meet

## FUNDING

Funding

Yes

Please provide breakdown of cost (including if relevant – cost per session, number and frequency of sessions, itemised resources)

Cost of training and resources for a TA for Catch Up Numeracy Y7-9 so that he can run a minimum of 2 x pw (30 minutes) with Riley each week.

Amount of funding required:

£ 450.00

## FUNDING TO AWAIT APPROVAL BY VIRTUAL SCHOOL

BY CLICKING THE SUBMIT TARGET BUTTON ABOVE YOU ARE HEREBY CONFIRMING THIS FUNDING REQUEST IS TO AWAIT THE APPROVAL BY THE VIRTUAL SCHOOL.

Reset Funding Request

Save Intended Outcome

## TOTAL EXPENDITURE

Total expenditure: £

# My Individual Needs

## 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).

Riley has struggled to remain calm (especially in lessons which he finds challenging) and has, on occasion, become agitated and aggressive towards his peers and some teaching staff. Riley's words and actions have presented as him having low self esteem & feelings of self-loathing at what he perceives to be his own "stupidity" especially around Maths.  
Riley has one or two friends - boys that he hangs out with at break and lunchtimes. He would benefit from support sessions around how to make and maintain friendships and also how to develop his own emotional resilience and perseverance when faced with challenges.

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).

Riley doesn't seem unhappy at home and although he spends a lot of time in his room, gaming, he still comes out with us on dog walks and often jokes and has a laugh with us. He has not yet brought any friends home although a few weekends ago, he did meet up with a friend at the cinema for the first time. Riley has told us bits about wanting to smash other boys' faces in when they have laughed at him in Maths but mostly says that he is alright at school and doesn't want to talk about it. Riley has mentioned that he likes Mr Jones (the SSO) because he listens to him and doesn't try to tell him what he has to do.

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

My SEND Status

SEN Support

What is my primary area of need?

Social Emotional & Mental Health

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

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

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?	Amount of funding required	Funding status
Social, Emotional and Mental Health	At the moment, I sometimes quickly become angry with peers and adults, usually based on what I hear them say.	25/10/2024	I will be able to use my self-regulation strategies to remain calm when I hear or see something which makes me feel agitated, refraining from becoming verbally or physically abusive.	I will have daily access (if required) to an SSO and I will have at least one session (15-20 minutes) each week with Mr Jones to further develop my emotional resilience, ability to make and retain friends and overall perseverance.		<a href="#">View</a> <a href="#">Delete</a>

## My Attainment and Progress

### My Record of Attainment and Progress

Early Years: Good level of development	Year 6 (End of KS2)				
	GPS	Reading	Writing	Maths	Science
<b>Achieved</b>					
<input type="radio"/> Yes <input checked="" type="radio"/> No	WTS: Working towards the exp...	EXS: Working at the expected sta...	WTS: Working towards the expe...	WTS: Working towards the expe...	EXS: Working...

### Attainment and Progress (Current)

What pathway is the young person studying?

- 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

Subject	End of KS4 Target	Autumn Term		Spring Term		Summer Term		Actions
		Progress	Attitude to Learning	Progress	Attitude to Learning	Progress	Attitude to Learning	
English 30/08/2024						EP = Expected Progress	Engaged	<a href="#">Edit</a> <a href="#">Delete</a>
Maths 30/08/2024						BEP = Below Expected Progress	Emerging	<a href="#">Edit</a> <a href="#">Delete</a>
Science 30/08/2024						EP = Expected Progress	Engaged	<a href="#">Edit</a> <a href="#">Delete</a>

Which areas of the curriculum are a strength or an interest?

PE/Games  
Riley also enjoys the keyboard lessons in Music.

Which areas of the curriculum have been more difficult or challenging?

Maths

My carer's views around my attainment and progress (please detail my strengths and any areas where I may need further support)

Riley seems to enjoy Games and does well but he can't be persuaded to join any clubs either in or out of school. He has learnt some Spanish words and phrases: even teaching us how to say certain things. Riley seems to really struggle with his Maths and this causes him to not want to come to school. Any help which he can be given in this area would be really helpful.

## Desirable Outcome

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

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?	Amount of funding required	Funding status	
Cognition and Learning	At the moment I don't know how to answer questions about percentages, fractions and decimals. I don't know what is equal to what (equivalences).	25/10/2024	I will understand the equivalence between the most common percentages/decimals & fractions eg half, 50% 0.5, quarter, third, tenth and so on. I will be able to more confidently answer questions/word problems relating to this topic in Maths.	Catch up Maths sessions (at least 2 x 30 minutes pw); differentiated work, use of my manipulatives (practical apparatus).	£ 0.00		<a href="#">View</a> <a href="#">Delete</a>

## 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

Current Meeting Date

18/07/2024

Current Meeting Time

09:00

### Who attended my meeting?

Name	Role/Relationship
K Smith	Manager of The Branches Residential Home
A Person	Riley's social worker
Riley Exemplar	Student
A N Other	DT at Riley's School
Mr Jones	Riley's SSO (Student Support Officer)

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?

Name of person completing this document

A N Other (School's DT)

Additional information from my meeting not covered elsewhere

## My Next PEP Meeting

### DATE FOR THE NEXT MEETING

Date

22/10/2024

Time

10:00

### LOCATION OF THE NEXT MEETING

Location

School