



# KS1 Special School Exemplar PEP

## Rosie Exemplar

Rosie is in year 2 and attends a special school because of her complex medical needs. This is an all-through school and the plan is for Rosie to remain here until 18. She loves coming to school and has a very strong bond with the staff who work with her and support her, she is settled here. She is following a non-subject specific curriculum, she loves listening to stories and gets really excited by her music sessions.

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# PEP Details

PEP ID: 10588

Meeting Date: 18/07/2024

Starting Date: 30/08/2024



## Social Worker Section

### My Information

#### ↑ 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="Rosie"/>
Family name	<input type="text" value="Exemplar"/>
Name known at school	<input type="text" value="Rosie"/>
Date of birth	<input type="text" value="01/08/2017"/>
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	<input type="text"/>
Ethnicity	<input type="text" value="A1 - White British"/>
Religion	<input type="text" value="None"/>
1st Language	<input type="text" value="English"/>
Unique Pupil Number	<input type="text"/>
Liquid Logic ID	<input type="text" value="0000003"/>

#### ↑ CARE INFORMATION

Carer Name	<input type="text" value="Denise Riley"/>
Carer's email	<input type="text" value="driley1978@gmail.com"/>
Carer's address	<input type="text" value="3 High Street, Peterborough, PE1 1EP"/>
Carer's contact numbers: Mobile	<input type="text" value="07123 456789"/>
Date became looked after	<input type="text" value="11/06/2024"/>
Legal Status	<input type="text" value="Interim Care Order"/>
Who has parental responsibility?	<input type="text" value="Parents and Peterborough LA"/>
What is the expected care plan?	<input type="text" value="Application in process for Full Care Order"/>
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?	<input type="text"/>
What should the school do if this person arrives at the provision?	<input type="text" value="NA"/>
Contact with family arrangements	<input type="text" value="Rosie sees her mum and dad every week on a Tuesday evening. They enjoy cuddles and reading stories. Rosie loves being tickled by her dad. the contact is supervised each week."/>
Who will sign permission slips for school (eg. Trips)?	<input type="text" value="Denise"/>
Who will attend parents evenings?	<input type="text" value="Denise"/>
Space for any additional care information (eg. Sensitive issues, internet safety concerns, curriculum triggers, cultural needs...)	<input type="text" value="Rosie does not enjoy getting wet and can become distressed around water. This includes when she is encouraged to wash her hands after going to the toilet. School have been supported to develop a routine and script to familiarise Rosie with the routine and reduce distress. Denise follows the same routine at home and has a similar one for bathing. Exposure will be built up gradually to more situations in which Rosie will tolerate water."/>

↑ HEALTH INFORMATION

Health and Emotional Well Being

Essential Medical Information (prescribed medicines, important conditions)

Rosie has a limited diet and can become distressed when trying new foods. She is currently under the care of a dietician and guidance and support from this will be shared with school.

Most recent SDQ score

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

Denise (carer)

## Designated Teacher Section

### My Review

↑ 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
24518	28/08/2024							<a href="#">View</a>
24519	28/08/2024				£ 60.00	Funding Approved by VS		Achieved <a href="#">View</a>
24520	28/08/2024				£ 129.00	Funding Approved by VS		Achieved <a href="#">View</a>

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

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

#### Desirable Outcome

Section

My Achievements Outcome

Area of Need

Communication and Interaction

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

I can join in with actions and sounds in familiar songs and books. My favourite book to join in with is "Going on a bear hunt"

By...

30/11/2024

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

I will fill in the missing words or phrases in known songs and books.

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

My teacher will read and sing with me and pause so that I can "read" or "sing" the next word  
My carer will read every night at home with me and also pause so I can "read" the next word  
Pointing will be used to show whose turn it is  
I will be encouraged to act out and use stories in my play using props and

## 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)

Rosie enjoys contributing to reading both at home and at school. Her favourite books at the moment are "Cat in The Hat" and "Brown Bear, Brown Bear".

## FUNDING

Funding

Yes

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

Books for home reading

Amount of funding required:

£ 60.00

## 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 INTERESTS AND ASPIRATIONS

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

Rosie enjoys singing and reading at home. During the summer holidays we went to the clap and sign singalong sessions at the library. At home Rosie is beginning to dress up more. She still loves being in the garden and will watch me weed and plant flowers but doesn't like getting muddy yet!

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

Rosie is not yet attending any extra-curricular clubs.

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

When she is big Rosie would like to still live with Denise and help Denise wash her hands.

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

NA

## My Education Journey Desirable Outcome

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

No Desirable outcome has been set in this section as no significant need or gap has been identified.

## 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)

Rosie enjoys coming to school. I do not have any concerns about her attendance.

What are the barriers and facilitators affecting my attendance data?

None

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

#### 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

**Internal Exclusions** Add an Entry

Have I received any internal exclusions this term?  Yes  No

Start Date	Reason for Internal Exclusion	Action
<p>If yes, how have you supported me to make sure I don't receive any more?</p> <div style="border: 1px solid #ccc; height: 20px;"></div>		

**Suspension / Permanent Exclusion** Add an Entry

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

Start Date	Reason for Suspension/Permanent Exclusion	Action
<p>If yes, how have you supported me to make sure I don't receive any more?</p> <div style="border: 1px solid #ccc; height: 20px;"></div>		
How likely am I to have an internal exclusion next term?	Very unlikely <span style="float: right;">▼</span>	
How likely am I to have a suspension next term?	Very unlikely <span style="float: right;">▼</span>	
How likely am I to have a permanent exclusion next term?	Very unlikely <span style="float: right;">▼</span>	

## Desirable Outcome

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

No Desirable outcome has been set in this section as no significant need or gap has been identified.

## 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).

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).

My SDQ Score.

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

If yes, please give details.

Rosie has good relationships with the adults in school who she knows well. It can take Rosie time to develop confidence and trust in somebody and therefore we are building this up gradually for her. Rosie plays alongside her peers outdoors although can become distressed if she feels that they are competing with her space. Rosie will share some equipment (including the two seated ride alongs) although needs to have control over who she is sharing with.

Rosie can still struggle with washing her hands and other self-care. She becomes excited if the water tray is out and will observe but she won't yet put her hands in it. She can tolerate sand if it is dry but not wet. Rosie communicates with words and simple phrases and symbols. She is also confident at pointing things out with known adults.

Rosie is mostly happy at home. The only times when she can become distressed is around bath time and also sometimes at meals, although this is less common than it used to be. I think she is beginning to trust me more that I won't force her to eat something new if she doesn't want to. Rosie doesn't talk about friends from school at home. She is comfortable being around our neighbour's children but she doesn't interact much with them - she is not nervous of them anymore though.

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Yes  No

# SEND

↑ SEND

My SEND Status:

What is my primary area of need?:

Have you uploaded my most recent EHCP?:  Yes  No

What is the date of my most recent annual review?:

[Attachments](#) [Add an Attachment](#)

If relevant, please set an outcome to support my individual needs.

## Desirable Outcome

↑ 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?	Amount of funding required	Funding status
24526	28/08/2024	Physical and Sensory	I am confident with dry sensory activities including rice, lentils and dry sand. I like to play with these with plastic construction vehicles. I do not like the feel of things which feel 'wet' or 'damp' to me and can become quite anxious if I feel adults expect me to touch it.	07/03/2025	I will improve my tolerance so that I am able to handle a small selection of damp sensory objects.	Rosie will be provided with 'slightly damp' objects such as sponges to wash her favourite ride along toys outside. Rosie will be encourage to hunt for objects in a bin or damp rice. Rosie will 'make' new playdough for the classroom 1:1 with an adult. This will be scaffolded with Rosie so that she does a bit more each week. 2 hour online consultation with occupational therapist to plan for long-term tailored strategies and activities to build up tolerance and confidence	£ 280.00	Funding Approved by VS <a href="#">View</a> <a href="#">Delete</a>

## My Attainment and Progress

### My Record of Attainment and Progress

↑ RECORD OF ATTAINMENT AND PROGRESS

Early Years: Good level of development		Year 1 Phonics	Year 2 Phonics (If required)
Score	Achieved	Score	Score (if not achieved previously)
<input type="text" value="17"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text" value="Disappled"/>	<input type="text"/>

# Attainment and Progress (Current)

What pathway am I studying?

- National Curriculum  
 Non-subject specific study/Engagement model

Non-subject specific study / engagement model

Subject	Autumn Term		Spring Term		Summer Term	
	Progress	Comment	Progress	Comment	Progress	Comment
Exploration	EP = Expected progress	Rosie has shown some interest in	Select Type		Select Type	
Realisation	BEP = Below expected progres	Rosie does not yet demonstrate a	Select Type		Select Type	
Anticipation	AEP = Above expected progres	Rosie can anticipate the outcomes of	Select Type		Select Type	
Persistence	EP = Expected progress	Rosie exhibits persistence in tasks	Select Type		Select Type	
Initiation	EP = Expected progress	Rosie is starting to initiate interactions	Select Type		Select Type	

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

Rosie loves reading, singing and is more confidence with the musical instruments. Rosie learns from watching her peers and the older children - she often appears spellbound in singing assemblies.

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

Rosie does not yet understand cause and effect securely and is making less progress in this area. She is beginning to match shapes and colours but is often limited by her language.

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

I think that Rosie is really enjoying reading and singing now and will choose a book for me to share with her. She has definitely made a lot of progress in the past few months - but there's a long way to go in terms of her language.

Please set at least one outcome to support my attainment and progress.

## Desirable Outcome

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

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?	Amount of funding required	Funding status	
24525	28/08/2024	Cognition and Learning	I enjoy using percussion instruments, actions and rhymes to join in the words of familiar songs and rhymes.	07/03/2025	I will be able to identify sounds I hear in the environment (eg birds singing, traffic, wind in trees) and recreate these sounds using upcycled resources.	I will have access to my own set of simple musical and percussion instruments. I will make 'new' instruments of my own using upcycled materials. I will use my instruments to make musical accompaniments to some of my favourite books.	£ 119.99	Funding Approved by VS	View Delete
24524	28/08/2024	Cognition and Learning	I know and understand some spatial and positional language (in, on, under, through) but typically communicate through pointing for position and direction.	07/02/2025	I will know and understand further language of position and direction in context (beside, between, next to).	Provide opportunities for Rosie to explore position themselves between, behind, on top and next to... Read picture books to stimulate discussion about position and direction. Create trails and treasure hunts with the children. Organise the indoor and outdoor environment for Rosie with outlines for objects or specific places for children to tidy up items by fitting them into the designated space.			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 by clicking the blue button “add desirable outcome”. When added here it will also pull through to the correct section eg a DO set around attendance here will pull through to the My Attendance section.

## My Meeting

### My Current PEP Meeting

#### ↑ MY CURRENT PEP MEETING

Current Meeting Date

Current Meeting Time

#### Who attended my meeting?

Name	Role/Relationship
<input type="text" value="Richard Angove"/>	<input type="text" value="Designated Teacher"/>
<input type="text" value="Sarah Charlton"/>	<input type="text" value="Social Worker"/>
<input type="text" value="Denise Riley"/>	<input type="text" value="Carer"/>
<input type="text" value="Josie Gregory"/>	<input type="text" value="Special Needs Assistant"/>
<input type="text" value="Cat Exemplar"/>	<input type="text" value="Mum"/>
<input type="text" value="Adam Exemplar"/>	<input type="text" value="Dad"/>

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

Additional information from my meeting not covered elsewhere

Click [HERE](#) to reschedule the CURRENT PEP Meeting

## My Next PEP Meeting

#### ↑ MY NEXT PEP MEETING

#### DATE FOR THE NEXT MEETING

Date

Time

#### LOCATION OF THE NEXT MEETING

Location