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| **Personal Education Plan (PEP)**  **Post-16** | | | | | | | | | | | | | | | | | | | | | | |
| **EDUCATION SETTING TO COMPLETE ALL SECTIONS**  Please ensure all information is completed in full. Failure to do so will result in delays in finalising the document and any Pupil Premium Plus applications. For boxes which say ‘choose an item’ please click in the box and a drop-down menu should appear. | | | | | | | | | | | | | | | | | | | | | | |
| **This is my term**  Summer | | | | | | | | | | | | | | | | | | | | | | |
| **Details of Child:** | | | | | | | | | | | | | | | | | | | | | | |
| Family Name | | | | | | **Jones** | | | | | | | | | Given Names | | | | **Jennifer** | | | |
| Actual DOB | | | | | | **02/11/2008** | | | | | | | | | Likes to be known as | | | | **Jenny** | | | |
| Ethnicity | | | | | | **White-British** | | | | | | | | | Gender I identify as | | | | **Female** | | | |
| Age | | | | | | **17** | | | | | | | | | Primary Language | | | | **English** | | | |
| UPN | | | | | | **D839560123** | | | | | | | | | ULN | | | | **H284756593** | | | |
| School Year | | | | | | **Post 16 – Further Education, Year 12** | | | | | | | | | | | | | | | | |
| This PEP Meeting Date | | | | | | **12/05/2025** | | | | | | | | | | | | | | | | |
| Date set for next PEP Meeting | | | | | | **13/10/2025** | | | | | | | | | | | | | | | | |
| Is this my initial PEP OR the first PEP since the move to a new education setting or school OR are there any changes in my carer details since my last PEP? | | | | | | **No** | | | | | | | | | | | | | | | | |
| Are there any planned transitions this academic year? | | | | | | **No** | | | | | | | | | | | | | | | | |
| If yes, please provide name of school or college | | | | | | **Not applicable as you will be staying at the same college in September for another year to continue your studies.** | | | | | | | | | | | | | | | | |
| Is this PEP meeting a joint EHCP review? | | | | | | **No** | | | | | | | | | | | | | | | | |
| **My Personal Education Plan:** | | | | | | | | | | | | | | | | | | | | | | |
| My School/Education Setting is: | | | | | | **Sandwood College** | | | | | | | | | | | | | | | | |
| My Designated Teacher/Person is: | | | | | | **Mrs Jane Smith** | | | | | | | | | | | | | | | | |
| Their Telephone no. and Email is: | | | | | | [**JSmith@sandwoodemail.com**](mailto:JSmith@sandwoodemail.com) **07114 373522** | | | | | | | | | | | | | | | | |
| My Headteacher/Principle is: | | | | | | **Ms Emily White** | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | | **EWhite@sandwoodemail.com** | | | | | | | | | | | | | | | | |
| My Key Person is: (‘Which adult do I spend time with at school/college?’ e.g. My class teacher, a learning mentor etc.) | | | | | | **John Jacobs** | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | | [**JJacobs@sandoodemail.com**](mailto:JJacobs@sandoodemail.com) | | | | | | | | | | | | | | | | |
| My Social Worker is: | | | | | | **Philip Thomas** | | | | | | | | | | | | | | | | |
| Their Telephone Number is: | | | | | | **07384 372536** | | | | | | | | | | | | | | | | |
| **PEP Meeting** | | | | | | | | | | | | | | | | | | | | | | |
| People who were involved with completing this form: *(please add more rows below if needed)* | | | | | | | | | | | | | | | | | | | | | | |
| Name | | | | | Their Role | | | | | | | | | | How to contact them | | | | | | | |
| **Jenny Jones** | | | | | **You, the young person** | | | | | | | | | | **Through your social worker, Philip** | | | | | | | |
| **Jane Smith** | | | | | **Your Designated Teacher for CLA at your college** | | | | | | | | | | [**JSmith@sandwoodemail.com**](mailto:JSmith@sandwoodemail.com) **07114 373522** | | | | | | | |
| **Philip Thomas** | | | | | **Your Social Worker** | | | | | | | | | | **Philip.thomas@cheshirewestandchester.gov.uk** | | | | | | | |
| **Irene Jones** | | | | | **Your Grandmother and Carer** | | | | | | | | | | **Through your social worker, Philip** | | | | | | | |
| **Jacinta Jones** | | | | | **Your Mother** | | | | | | | | | | **Through your social worker, Philip** | | | | | | | |
| **Robin Right** | | | | | **School Health Professional** | | | | | | | | | | **Robin.right@nhs.net** | | | | | | | |
| **Sally Taylor** | | | | | **Supervising Social Worker for your Grandmother** | | | | | | | | | | **Sally.taylor@cheshirewestanmdchester.gov.uk** | | | | | | | |
| **About Me - How am I doing now?**  E.g. How am I feeling? What do I enjoy and dislike? How do I let you know I am happy? How do I let you know if I am worried or if I need help with something? What am I interested in right now and next? What would help me? What might be preventing me? What am I proud of? What would I like to do or try? | | | | | | | | | | | | | | | | | | | | | | |
| **Child or Young person’s view:**  *(for young people who need help to communicate or those who do not wish to contribute, an adult can help with this)*  Jenny, your Designated Person in college, Jane, spoke with you and has shared the following about what you said:  When you were talking about lockdown you said…  "I really struggled finding motivation to do work at home, but I enjoy going to college because I can work more productively there".  When you were talking about what skills you would like to improve on in the next part of your course you said…  "I feel like I’m okay with all camera settings but could get more tips on slow and fast shutter speed".  When you were talking about what you would like to explore in the next part of your course you said…  "I would really like to do more things with physical photography since we couldn’t do it at home". | | | | | | | | | | | | | | | | | | | | | | |
| **My Future Aspirations** | | | | | | | | | | | | | | | | | | | | | | |
| *What are your current career aspirations? What careers advice, support and opportunities have you accessed and are planned? Have any other agencies been involved?*  Jenny, you have said that you are still a little unsure about what you want to do after Year 13, so to support we have our college based careers service who you can book an appointment with. There will be an ongoing conversation about plans after college with your Personal Development Tutor throughout the rest of Year 12. Tutorial sessions in Autumn term of Year 13 will cover the UCAS application process and all students will be offered support via the UCAS hub. We will also be able to offer support from Young Peoples Services and you can be referred for support needed regarding apprenticeships and employment. | | | | | | | | | | | | | | | | | | | | | | |
| **Special Educational Needs** | | | | | | | | | | | | | | | | | | | | | | |
| **Do I have any identified SEND/ALN?** No | | | | | | | | | | | | | | | | | | | | | | |
| Special Educational Needs/Disability Status  None | | | | | | | | | | | | | | Primary Area of Need  Choose an item.  Secondary Area of Need, if applicable  Choose an item. | | | | | | | | |
| **Do I have a formal diagnosis?** | | | | | | | | | | | | | | **Please state my diagnosis/diagnoses:** | | | | | | | | |
| *(eg ADHD, Dyselxia, Dyscalulia, Foetal Alcohol Syndrome, Irlens, and/or other)*  No | | | | | | | | | | | | | |  | | | | | | | | |
| **SEND Strategies and Support** | | | | | | | | | | | | | | | | | | | | | | |
| **Please supply a summary of the strategies and support in place for me, excluding those funded by Pupil Premium Plus:**  This is not applicable as you have no identified SEND needs.  **If I have an EHCP/Statement/IDP please comment on my progress made:** N/A  **Date of EHCP/Top-Up review where applicable:** Click here to enter a date. N/A | | | | | | | | | | | | | | | | | | | | | | |
| **Attendance and Progress** | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | | | | | | | | | | | | | | | | | | | | | | |
| Overall Percentage | | Percentage of absences authorised: | | | | | | Percentage of absences unauthorised: | | | Are there concerns over my attendance? | | | | | | Details of Concerns | | | | | |
| 100 | | 0 | | | | | | 0 | | | No | | | | | | None | | | | | |
| **Is the young person on a full or part time course?** | | | | | | | | | | | | | | **Are they engaging fully with this?** | | | | | | | | |
| Full Time | | | | | | | | | | | | | | Yes | | | | | | | | |
| **If they are not engaging fully, please complete the following:** | | | | | | | | | | | | | | | | | | | | | | |
| Details: | | |  | | | | | | | | | | | | | | | | | | | |
| **Attainment – Post 16** | | | | | | | | | | | | | | | | | | | | | | |
| Subject/  Name of course  *(eg English, Construction, IT)* | | | | Qualification and level  *(e.g. GCSE, A’ Level, BTEC, HND, Functional Skills, Apprenticeship)* | | | | | | Previous assessment grade  *(If not previously studied, put N/A)* | | | Current assessment grade | | | | | End of course target | | | | Am I on track to achieve my end of course target? |
| Art and Design Practice | | | | Photography  BTEC National Diploma Level 3 EDEXCEL | | | | | | N/A | | | MERIT | | | | | DISTINCTION\* | | | | Yes |
|  | | | |  | | | | | |  | | |  | | | | |  | | | | Choose an item. |
|  | | | |  | | | | | |  | | |  | | | | |  | | | | Choose an item. |
| NB: The questions below must be filled in for those young people who are in Reception and above. | | | | | | | | | | | | | | | | | | | | | | |
| **Overall am I making Expected Progress from my starting point:** Yes | | | | | | | | | | | | | | | | | | | | | | |
| **Are there concerns over my educational establishment place**? No | | | | | | | | | | | | | | | | | | | | | | |
| **How do YOU think I am doing now?** | | | | | | | | | | | | | | | | | | | | | | |
| **School/College view:**  *(Please provide a short summary of strengths and any areas requiring support, this may include dyslexia, dyscalculia, hearing, visual, Wellbeing Assessment Tool information, etc.)*  Jenny, your photograpy lecturer has shared the following:  Jenny, you continue to enjoy positive friendships with A, G and M and you all generally support each other to work well. You can all sometimes become a little enthusiastic and distracted so it would be good for you to ensure that you stay focussed and on track during the college day to maximise your time and energy for your studies.  Jenny, you are currently working at Merit Level and this can be seen in your padlet using the following link -  <https://en.padlet.com/XXX/lspoow3o34v0s75x>.  Some of your work is absolutely stunning, Jenny, and is at a higher level already (Distinction). So moving forward it would be good to focus on getting that consistency across all your work and ensuring you produce the following:  - more than the minimum amount  - expand on what is being asked (your own independent investigation)  - high quality work  These will help you advance your work and take it to the next level and help you achieve Distinction or even Distinction\*.  Jenny, you have said that you want to continue studying photography next year. You will work with the team to set longer term goals to help support your motivation and working towards a target.  Your next assignment is a real opportunity for you to apply your knowledge and understanding to showcase your creativity and work in your creative project. | | | | | | | | | | | | | | | | | | | | | | |
| **Meeting summary and actions:**  **To include: any additional information provided, what needs to be done next and any actions required.**  e.g: Updates from parents and carers, any identified interventions required or referrals needed to support the child/young person. | | | | | | | | | | | | | | | | | | | | | | |
| Jenny, Philip, your Social Worker, thanked everybody for attending your meeting today and explained that this is the first meeting your Mum, Jacinta, has been able to attend and that it will be positive to be able to gain her views today on how you are getting on.  Irene, your Nan, informed everyone that you are becoming more confident; you are chattier and are enjoying getting your clothing allowance now. Philip agreed with Irene’s view that you are definitely becoming more confident.  Your Nan shared that you will now go shopping with her and out in public, which is something that you previously found tricky to do because of what has happened in your life in the past.  Your Nan shared that she feels you are doing very well in college.  Your Mum, Jacinta, informed everyone that she feels that everything has been “going great” for you. She said that she is spending time with you mainly during family time, because your brother goes out with his friends when you arrive; but she feels it is nice when you are all together.  Robin, the School Nurse, shared, that your Review Health Assessment was completed on the 14th March at your Nan’s house and that the health assessments were fine; no concerns were raised about you. You still need to catch up on your immunisations and your Nan said that she has not yet spoken to the GP regarding this.  Robin also stated that she is going to visit you, Jenny, in your college setting. Because of your age, you need to make the transition into the 16-19 Service so you may have a different health professional involved. If you are not allocated somebody soon, Robin will complete the visit or arrange a visit in the children’s centre to ensure you are seen and spoken to again.  Feedback from your Photography lecturer was shared with everyone at the meeting, as recorded above on the PEP form.  You have support in college and Jane feels that you are aware of how to access any additional support you require. We would like for you to always feel comfortable to come forward and ask.  The support you currently have in college includes:   * Working with the team to set goals beyond your course, for example should you wish to go to University or seek employment * Continuing to develop your camera skills through practice * VESPA Effort / Practice - putting in additional hours to raise the level of your work from Merit standard to Distinction standard (most distinction level students put in around an additional 10-15 hours a week) * Support for meeting each mini-deadline so that you do not feel overwhelmed or snowed under; this will enable you extend tasks as you won't feel behind and you will feel a greater sense of control   Jenny, your Designated Person in college, informed everyone at the meeting that your attendance is at 100% which is excellent.  You are coming to the end of your first year of Level 3 Art & Design (Photography) and have successfully passed year 1.  You are progressing to the second year of your course in September. | | | | | | | | | | | | | | | | | | | | | | |
| **Evaluation of Previous Targets:** | | | | | | | | | | | | | | | | | | | | | | |
| Previous ‘SMART’ target  (If first PEP put N/A) | | | | | | | Has this been met?  (If first PEP put N/A) | | | | | **If Yes**, please explain the impact this has had on progress.  **If no**, please explain why. | | | | | | | | Was Pupil Premium Plus (PP+) accessed? (Only applicable if student was in year 11 last PEP)**?** | | |
| **Wellbeing –**  To seek support for your wellbeing in college when needed, in order to maintain your confidence and self-esteem, as well as talk through any concerns you may have. | | | | | | | Yes | | | | | Jenny, you have sought out Jane as your Designated Person when you have needed to and have been open to discussing anything that is on your mind.  This access to Jane is there for you on an ongoing basis for whenever you need it. | | | | | | | | N/A | | |
| **BTEC Photography –**  To practice specific angles and subjects in order to develop accuracy and creativity skills. | | | | | | | Yes | | | | | Jenny, you have practised your photographic skills increasingly well, and they are developing in line with expectation.  With more practise, you could gain a Distinction at the end of the course. | | | | | | | | N/A | | |
| **Next Steps**  Please link targets set to EHCP if applicable. | | | | | | | | | | | | | | | | | | | | | | |
| **This term’s SMART targets** – please add **at least 2** targets, **plus** a target for wellbeing  (Specific, Measurable, Achievable, Realistic, Time limited.) | | | | | | | | | | | | | | | | | | | | | | |
| Subject/  Name of course | | Qualification and level  *(e.g. GCSE, A’ Level, BTEC, HND, Functional Skills, Apprenticeship)* | | | | | | | | Current SMART target details:  *(These must relate to subjects in first column)* | | | | | | | Details, how will this be achieved?  *(intervention, support, who will do this, etc.)* | | | | | Expected outcome  for this intervention | |
| Wellbeing | | Wellbeing | | | | | | | | We would like you to develop your confidence and self-esteem in your personal and college life. | | | | | | | With support you should maintain control over all work tasks to avoid feeling under pressure. You should continue to establish friendships in order to have social experiences and good friends to spend time with. | | | | | Jenny, you will be calm and on top of your workload. You will be developing your friendships and feeling confident and happy. | |
| Art and Design Practice | | BTEC level 3 | | | | | | | | To work with the team in term 3 to set your goals beyond the course – for example, to apply for University or seek employment. | | | | | | | With collaboration and support from the team there will be discussion regarding your ideas for your next steps – research.  With us you will set 3 goals. | | | | | Jenny you will identify your next step beyond the end of the course and know how to achieve it. | |
| Art and Design Practice | | BTEC level 3 | | | | | | | | To continue to develop your camera skills through practice – to gain distinction you should put in around an extra 10-15 hours a week. | | | | | | | You should practice as much as possible with your camera, working up to as much as 10-15 hours a week if possible.  Ask for feedback and support. | | | | | Jenny, you will achieve a Merit and potentially a Distinction. | |
| Art and Design Practice | | BTEC level 3 | | | | | | | | To meet all mini-deadlines so as to not feel overwhelmed or snowed under – this will enable you to extend tasks as you won’t feel behind and have a greater sense of control | | | | | | | With our support you should manage your time and workload in order to meet all mini-deadlines. You should try hard to stay on top of your tasks and don’t get behind. You should ask for support when needed. | | | | | Jenny, you will feel in control and not overwhelmed. You will meet all mini deadlines.  You will achieve and fulfil your potential. | |
| English  (if applicable) | | N/A | | | | | | | | N/A | | | | | | | N/A | | | | | N/A | |
| Maths  (if applicable) | | N/A | | | | | | | | N/A | | | | | | | N/A | | | | | N/A | |
| **16-19 Funding (If applicable)** | | | | | | | | | | | | | | | | | | | | | | |
| **Am I getting additional funding?** (EMA, Bursary, Other?) Yes | | | | | | | | | | | | | | | | | | | | | | |
| **How is this being used to support me?**  Jenny, you spend your Bursary on equipment for college, as well as refreshments as needed during the college day. | | | | | | | | | | | | | | | | | | | | | | |