**Post 16 Personal Education Plan**

**Review of Previous PEP Targets**

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| **Short Term Targets** | | | |
| **Previous PEP Targets** | **Impact of the actions** | **Has the success criteria been achieved Y/N** | **If the success criteria has not been met, what needs to happen next?** |
| Enrol on Health and Social Care at Bradford College. | X would work towards a Level 2 qualification | No | X needs to attend a smaller provision with the opportunity to take regular breaks, and needs a tutor who understands that X is currently experiencing home life issues |
| Apply for bursary at College. | X would have some income to support with travel and expenses | No | X didn’t receive bursary as it was based on attendance. To be re-applied for at next provision. |

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| **Medium Term Targets** | | | |
| **Previous PEP Targets** | **Impact of the actions** | **Has the success criteria been achieved Y/N** | **If the success criteria has not been met, what needs to happen next?** |
| n/a as linked to short-term targets |  |  |  |

**Education profile**

**All subjects that are studied MUST be included in the boxes on the left hand side with levels. Expected progress to be indicated**

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| **Course/Subject** | **Current School Level** | **Target Level** | **On track to meet expected target** |
| English | 3 (GCSE) | 4 | No |
| Maths | 3 (GCSE) | 4 | No |
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**New Targets**

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| **Short Term Targets** | | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** | **Pupil Premium Plus/**  **Bursary (cost linked to target)** |
| X to be referred to the Connexions service for guidance around education and training options. | SW to contact Connexions on 01274 1234567 to make arrangements as a priority. | X will gain an understanding of the range of options available locally and be allocated a NEET Connexions adviser. | n/a |
| X to apply for/be referred to appropriate provisions with the support of Connexions | Connexions adviser will do this alongside or on behalf of X by the second intervention. | X will have offers to participate in education and training that are appropriate to their interests and need | Bursary to be applied for depending on education provider’s process. |
| Connexions adviser to alert other professionals to courses/opportunities applied for, and the subsequent outcomes such as interviews and visits | Connexions adviser on an ongoing basis. | All professionals will be aware of courses and opportunities being applied for and what actions are needed for X to access them. | n/a |
| If provision is remote/online, ensure that X has access to a suitable digital device. | Connexions adviser to clarify with the provider how the course is currently delivered and alert SW if device is required. SW would then alert Virtual School. | X has access to device and is able to attend lessons virtually. | SW to speak to VS. |
| Travel arrangements are clarified prior to starting course. | SW to ensure that X knows how to get to the provision such as which bus to catch and at what time. | Attendance doesn’t suffer due to uncertainty of bus times/route. | SW or provision may need to provide bus pass before X starts, in advance of applying for bursary. |
| Initiate further PEP within next 3 months to reflect on progress made with education and training place. | SW to arrange date and send invites. | PEP date confirmed. | n/a |

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| **Medium Term Targets (To next Review)** | | | |
| **Target (SMART)** | **Action – what will you do? Who will do it? When will they do it?** | **Success criteria - what will you see?** | **Pupil Premium Plus/**  **Bursary (cost linked to target)** |
| X to be settled in and accessing appropriate provision on an ongoing basis. | Provider to ensure that X has a timetable and knows details of where and when to attend.  Provider to inform Connexions if attendance falls. | X will be attending regularly. | Provision to support X in applying for bursary. |
| Named person for Care Leavers in provision to have met with X to discuss progress and any concerns. | Named person to make contact prior to or soon after X starts the course. | X will have a trusted person on site to discuss any concerns or issues. | n/a |
| X to be working towards clear targets in maths and English. | Provider to monitor progress and arrange assessments when appropriate | X will have progressed from when they began the course. | n/a |
| X to strengthen communication skills/confidence/independence | Depending on provision and opportunities, X to be offered enrichment activities in line with interests as part of course. | X will be thriving and displaying improved personal and social skills | Provider to liaise with social worker about costs to cover activities if required |
| X to have successfully completed course with positive attendance | Professionals to support X in attending and engaging. | X will have a strong attendance % and a positive engagement with education. | X will have received bursary for the duration of the course. |
| X to have an education and training plan in place for the next year | Provision to liaise with Connexions to arrange appointment or use in-house careers service to provide guidance on next steps. | X will have a clear plan of education or training in place before the current course ends. | Provider to support X with new bursary application if required |

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| **Targets Agreed at PEP meeting by** | **Name** | **Role/Agency** |
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**Special Educational Needs and Disability**

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| **Does the child have a Special Educational Need and Disability? (Yes or No)** | Yes |
| **If not at a Bradford school, is the child on SEND Support or EHCP?** |  |
| **Which SEND Code of Practice stage is the child at?** | n/a |
| **What is the child’s Primary Special Educational Need and Disability?** | SEMH |

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| **Recent assessments of educational needs e.g. Boxhall** |  |
| **Education Summary**  Education Summary including current attendance, behaviour and achievement points / merits |  |
| **Inclusion Arrangements**  Include any Alternative Provisions, Partial Timetable arrangements or periods of Exclusion | Successful completion of YOT Order. |
| **Extra-curricular activities and transition plans** (where appropriate) | X can become anxious in large groups causing them to disengage. A phased introduction to course, including later starts and shorter days, building up to full days. |
| **Date of next PEP** | TBC once provision is in place |