

EPEP Text Examples –Secondary

Section 6-Record of Discussion

What we are looking for:

PEP Section and Content	Meets the required standard	Improvements needed to meet the required standard	Does not meet the required standard
6. Record of Discussion	PEP notes are completed in detail including summary of achievements and concerns sections. Actions from the notes and the rest of the PEP are detailed in the analysis of need section. Involvement in out of school activities is included in detail. If relevant, there is detailed evidence of career planning.	There are gaps in the PEP notes. Some actions from the notes and the rest of the PEP are in the analysis of need section. If relevant, there is limited evidence of career planning.	There are many gaps in the PEP notes. Few actions from the notes and the rest of the PEP are in the analysis of need section. If relevant, there is no evidence of career planning.

Language That Cares:

When a young person is Gillick competent and able to access their file, they will see everything that you have written about them. This could be many years after you wrote it, and there is no opportunity for them to go back and speak to you about it. All too often, the language used in children's files is cold, negative and impersonal.

Do you ever think how a young person will feel when they read what you have written? By taking a moment to think about the words you are using, you can show you care and make what can be a difficult experience, more positive.

Show you care, by using language that cares.

Virtual School Vision:

During EPEP training in Jan 2022, Designated Teachers asked the Virtual School to provide them with high quality text examples to be used as a reference point when completing the EPEP document. We have gathered together some Section 6 text examples from real EPEPs to support you with this task. These examples have been anonymised. Please bear in mind these are suggestions to get you started. We would encourage schools to develop their own Language That Cares and write in a respectful, sensitive manner for all children and young people.

Examples

Section 6, text box 1-What is going well both in and out of school?

Example 1 (Year 11):

John is on target to achieve what we have hoped for him at the end of the year. He is making good progress in English and Maths. He is engaging in one to one tuition sessions which is helping him with revision.

John has identified a member of staff he feels comfortable to discuss things with. He has started to share more at home and discuss things with his carers.

He has expressed his interests in computing as a future career and enjoys taking part in after school computing club. He has been successful in his applications to sixth form and has a detailed transition plan which identifies the support he will need going forward.

He sits close to the board to help his concentration and staff check John's understanding in each lesson.

Example 2 (Year 7):

Poppy is appearing more settled in school this term and goes to her working area to take some time away from others if needed.

She is beginning to show progress in core subjects and is demonstrating that she understands and can often follow the classroom behaviour expectations.

Poppy is well supported in nurture and in this safe space is developing her learning independence and is showing more willingness to complete tasks and less fear of making mistakes.

Example 3 (Year 9):

Ruby has settled well into her new class. She follows classroom routines well and responds to boundaries. The whole school and class reward system encourages her to make positive choices. She is proud of the stickers that she has collected so far. She is building on positive relationships with the staff in her class. The staff are working with her on her peer relationships, and she is starting to make positive progress in this area. Ruby benefits from a varied school curriculum in which she engages with the core subjects of Maths and English, in addition to a range of project focuses and enrichment activities. She is working really hard and making steady progress. Her effort scores are good or outstanding across all subject areas. She has particularly worked well in technology and art. Despite working significantly below nationally expected targets, Ruby is making progress and she is currently meeting the teachers' attainment expectations. During the Autumn term, she enjoyed attending sports club and dance sessions. She also performed well in the Christmas carol concert.

Example 4 (Year 11):

Ben continues to really enjoy school, she has developed strong relationships with key members of staff in school and is learning to manage peer relationships. He is showing good progress in English and enjoys and contributes enthusiastically to his ASDAN and Life Skills lessons. He would like to study childcare (foundation pathway). He has a natural strength and ability with younger children.

Section 6, text box 2-Are there any areas of concern with regards learning, progress or pastoral needs?

Example 1 (Year 11)

Amy finds Maths challenging having missed out on some of the foundation skills required. Due to her previous life experiences, at times Amy can find it difficult to deal with peer relationships.

Example 2 (Year 7):

Joe struggles to overcome frustrations and anxieties. He is very quick to switch from happy to extremely angry. This results in behaviour that is a risk to himself and others. This is also affecting his peer relationships. Joe needs to develop his ability to recognise how he is feeling and begin to communicate these feelings and develop strategies to manage these feelings.

Example 3 (Year 8):

Sam has extremely low self-esteem and will often state he can't do something and will become extremely frustrated with himself, and then others. He finds it very difficult to concentrate on a task for up to 5 minutes and flits between activities and areas of the school regularly. He often says "I'm tired" or "I'm bored" but this is often when he is reluctant to take part in an activity not of his own choosing – this could be due to his level of anxiety and low self-esteem when faced with a 'challenge'.

Example 4 (Year 7):

At the beginning of Year 7, Max did seem a little anxious by the change in surroundings and showed some reluctance in engaging with his tutor. This has since really improved but has highlighted that Max can still struggle with change.

During unstructured times, if - on the rare occasion - he becomes boisterous, Max will reflect on this well and we are supporting him in being able to reflect on his own choices as well as others as it is felt that he is quick to avoid responsibility.