

EPEP Text Examples –Primary

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 6):

James is asking good progress across the curriculum, and behaviour has improved since Christmas. James can sometimes find it hard to process incidents but accesses support from staff for this and is more able to regulate quickly. James does feel that he is finding Maths more challenging at the moment. He has requested additional intervention around this, which is being put in place. He is very intelligent and everyone wants to make sure that his academic progress is not hindered.

James has also shown huge improvements in his confidence and ability to accept the views of others. There has also been notable improvements in James' self-control.

Example 2 (Year 5):

Sasha continues to be a delight to teach with a warm sense of humour who is eager to please. On quite a few occasions, she has asked to share work on Seesaw to show her carers, which is a sign that she is developing her self-esteem with regards to her school work. Additionally, Sasha has begun to volunteer to show or read work that she is proud of to her classmates.

Sasha continues to show a positive learning attitude towards all tasks and is showing more resilience and independence. She continues to make good progress and has achieved all of her learning targets as a result of her positive learning attitude.

Sasha continues to work well with others and is developing her understanding of expected play at unstructured times.

Example 3 (Reception):

He is making progress in all areas of the curriculum. He is particularly talented when it comes to music, he has a real enthusiasm and has taken to music sessions instantly.

He now knows his phase 2 phonic sounds and is starting to decode. His number work is really good.

He is happy and making excellent progress from a very low starting point. He has started to engage with emotions and is able to talk clearly in response to a question. He has made friends and is now able to play with others.

Example 4 (Year 1):

Jack has made huge progress and is now working towards plus in reading/writing/maths. He has huge potential and works very well in class with little distractions. Jack achieved 23/40 in his phonics screening test in Autumn and he has achieved a great 35/40 before half term, great progress. He has made lots of progress with his speech and new targets have been given. He is now working on sounds such as 'ch' and 'sh' at the ends of his words and practising linking his ideas together using 'and' and

'because' to extend his sentences. He appears to be enjoying Maths and in particular is keen to learn his times tables.

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

Example 1 (Year 6)

Behaviours before Christmas were more challenging and this was seen at home and school. We are aware that this is a difficult time of year for Charlotte in general. She has settled since then and is making use of her regulation strategies.

Example 2 (Reception):

At times Leo has difficulty with his gross motor skills and although there have been huge improvements he still needs to work on this area as he often falls over or bangs into other children. Leo still needs help with talking about real events and incidents that have happened as he often confuses the order in which things happen. Leo needs to do work on understanding and showing emotions, his emotional maturity is developing in small-steps and work will need to be done to help him understand these areas.

Example 3 (Year 1):

Sarah can feel sad at times and has 1:1 with key staff, as well as nurture room time to give her the time and nurture she needs. She generally gets on well with her work with no problems, but when is tired or sad and 'misses Mummy Daddy' she has quiet time in the book corner with a teddy of her choice which she loves and ipad time is sometimes used to support her phonics practice when needed.

Example 4 (Year 2):

Although Josh is making good progress at school he is still not at the Expected Standard for his age and extra intervention provision is needed to accelerate progress for him to reach expected standard by the end of year 2

He continues to have worries around his home life, it is essential he continues to talk through these worries with a trusted adult at school.