**Education Summary KS1, Kinship Care**

**To be completed in conjunction with Young Person’s views and EPKC Initial Meeting Form or EPKC Review Form.**

|  |  |  |  |
| --- | --- | --- | --- |
| My name is: |  | My date of birth is: |  |

**General Information**

|  |  |  |  |
| --- | --- | --- | --- |
| School Year Group: | Key Stage: | I am currently in education:  Yes No | Education Establishment: |

|  |  |
| --- | --- |
| My Designated Teacher is: |  |
| My Key Person at school is: |  |
| I started at this school: |  |

**Health and Emotional Wellbeing.**

An indication of the YP’s emotional and social wellbeing is:

5 points = thriving in their environment: sustaining positive relationships; demonstrating very good resilience.

4 points = enjoying their environment; forming positive relationships; demonstrating good resilience

3 points = sometimes showing good involvement in their environment; able to form some positive relationships; demonstrating some resilience

2 points = sometimes involved in their environment; learning to form positive relationships; demonstrating little resilience

1 point = not yet involved in their environment; forming relationships is a significant challenge; demonstrating very little resilience

0 point = very significant concerns for the young person’s emotional and social wellbeing.

|  |  |  |
| --- | --- | --- |
| End of Term 2 | End of Term 4 | End of Term 6 |
| Notes: | Notes: | Notes: |

**The YP’s behaviour in the setting is:**

5 points = behaviour is positive and does not require specific support.

4 points = behaviour is mostly positive, and the YP responds well to reminders.

3 points = behaviour is managed by the setting with support/intervention.

2 points = behaviour is a barrier to their success; suspension (fixed term exclusion) and/or RTT (Reduced Time table) is being considered or used.

1 point = behaviour is a significant barrier to their success; the YP has had 5 or more days of suspensions and/or at least one RTT has been used this academic year.

0 points = not able to attend their current setting due to risks from behaviour and significant support is required.

|  |  |  |
| --- | --- | --- |
| End of Term 2 | End of Term 4 | End of Term 6 |
| Notes: | Notes: | Notes: |

S**END Needs**

|  |  |
| --- | --- |
| I have an Education and Health Care Plan | Yes No |

If No:

|  |  |  |  |
| --- | --- | --- | --- |
| Do I have any SEN Needs? | Yes No | If Yes, am I on the SEN Register? | Yes No |
| Have I been taken to LIFT?  Dates: | Yes No  Outcomes if yes: | Are STLS (Specialist Teaching and Learning Service) involved? | Yes No  If yes, please give details: |
| Do I have HNF to support me? | Yes No | Will SEN be asked to assess for an EHCP in the next 6 months? | Yes No |
| Updates (if anything has changed during the year – please include dates) | Terms 1&2 | Terms 3&4 | Terms 5&6 |

If Yes:

|  |  |  |
| --- | --- | --- |
| What are my main educational needs? | | Other diagnoses: |
| ASD – Autistic Spectrum Disorder  HI – Hearing Impairment  MLD – Moderate Learning Difficulty  MSI – Multi-sensory Impairment  PD – Physical Disability  PMLD – Profound & Multiple Learning Difficulty | SEMH – Social Emotional & Mental Health  SLCN – Speech, Language & Communication Needs  SLD – Severe Learning Disability  SPLD – specific learning disability  VI – Visual Impairment |  |

**Attendance**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **End of Term 2** | **End of Term 4** | **End of Term 6** |
| **My attendance score is:**  5 points = 98-100% attendance  4 points = 95-97.99% attendance  3 points = 90-94.99% attendance  2 points = 70-89.99% attendance  1 point = 20-69.9% attendance  0 points = 0-19.99% attendance |  |  |  |
| I am in School full time | Yes No | Yes No | Yes No |
| If I am on a Reduced Time Table: | Hours per day/week:  RTT Started:  Reviewed every….. weeks  PIAS are aware Y/N  SEN are aware Y/N | Hours per day/week:  RTT Started:  Reviewed every….. weeks  PIAS are aware Y/N  SEN are aware Y/N | Hours per day/week:  RTT Started:  Reviewed every….. weeks  PIAS are aware Y/N  SEN are aware Y/N |

|  |  |  |  |
| --- | --- | --- | --- |
| **The YP’s current engagement with their education setting is**: | **End of Term 2** | **End of Term 4** | **End of Term 6** |
| My Engagement score is:  5 points = excellent engagement  4 points = Good Engagement  3 points = engagement is satisfactory but could be improved  2 points = engagement needs to be improved  1 point = engagement is of concern  0 points =no engagement |  |  |  |

**Key Stage 1 Attainment and Progress:**

**Guidance notes:**  
 *Attainment and progress information should be described in line with Guidance on National Standards. Attainment descriptors must be given in line with the child/young person’s year group irrespective of which Programme of Study they are learning within; eg., if a child is in year 5 but being taught below the KS2 Programme of Study their attainment will need to be described as emerging.*

**This Section records how well they are progressing through the year:**

**Term One and Two:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Programme of Study** | **Progress** | **Attainment** | **Schools Internal Data** |
| Reading |  |  |  |  |
| Writing |  |  |  |  |
| Maths |  |  |  |  |
| Science |  |  |  |  |
| GPS (Optional) |  |  |  |  |

**Term Three and Four:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Programme of Study** | **Progress** | **Attainment** | **Schools Internal Data** |
| Reading |  |  |  |  |
| Writing |  |  |  |  |
| Maths |  |  |  |  |
| Science |  |  |  |  |
| GPS (Optional) |  |  |  |  |

**Term Five and Six:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject | Programme of Study | Progress | Attainment | Schools Internal Data |
| Reading |  |  |  |  |
| Writing |  |  |  |  |
| Maths |  |  |  |  |
| Science |  |  |  |  |
| GPS (Optional) |  |  |  |  |

Am I on track to **ATTAIN** the ‘Expected Standard’ or above at the end of KS1 in Reading, Writing and Maths?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Term 1 and 2** | **Term 3 and 4** | **Term 5 and 6** |
| **Reading** | Yes No | Yes No | Yes No |
| **Writing** | Yes No | Yes No | Yes No |
| **Maths** | Yes No | Yes No | Yes No |

Am I making ‘Expected’ **PROGRESS** in Reading, writing and Maths?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Term 1 and 2** | **Term 3 and 4** | **Term 5 and 6** |
| **Reading** | Yes/No  If No, to make progress I need: | Yes/No  If No, to make progress I need: | Yes/No  If No, to make progress I need: |
| **Writing** | Yes/No  If No, to make progress I need: | Yes/No  If No, to make progress I need: | Yes/No  If No, to make progress I need: |
| **Maths** | Yes/No  If No, to make progress I need: | Yes/No  If No, to make progress I need: | Yes/No  If No, to make progress I need: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Phonics Screening Check (Year 1)** |  | **Phonics Screening Check**  **(Year 2)** |  |
| Pupil Mark: |  | Pupil Mark: |  |
| Phonics Outcome: |  | Phonics Outcome: |  |
| Reason for not taking the test: |  | Reason for not taking the test: |  |

**End of KS1 Assessment Results:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | SATs Result | Scaled Score | Did I meet/exceed expected Standard | Teacher Assessment (Optional) |
| Reading |  |  |  |  |
| Writing |  |  |  |  |
| Maths |  |  |  |  |
| GPS (optional) |  |  |  |  |
| Science |  |  |  |  |
| Combined |  |  |  |  |

**Previous Academic Attainment**

|  |  |
| --- | --- |
| End of Yr R – YP achieved a Good Level of Development (GLD) | Yes No |