

Early Years Foundation Stage 0-5 years (including Year R)



My Personal Education Plan

EYFS Full initial PEP

Name:	
D.O.B:	
NCY: (National Curriculum Year)	
Nursery or School:	

PEP Dates - Highlight Current

Autumn Term:		Lead Prof:		Time:	
Spring Term:		Lead Prof:		Time:	
Summer Term:		Lead Prof:		Time:	

- Initial PEP can be chaired by The Virtual School/EYAT team
- Subsequent Reviews to be co-ordinated and chaired by school and social worker, as agreed
- A PEP/Review must take place at least once a term

Page 3 to be completed prior to the meeting by Social Worker	Pages 4-8 to be completed prior to the meeting by setting or school	Page 10 to be completed with carer and child prior to the meeting
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TO BE COMPLETED AT THE MEETING

People involved in this plan

Title	Name and Contact Details	Attended	Send copy of PEP
Young Person:			
Social Worker:			
Parent/Guardian			
Foster Carer			
Looked after Children Designated Teacher (in schools)			
Key person or class teacher			
Virtual School Rep/Early Years Advisory Teacher:			
Head of Virtual School			
Other School Representative e.g. SENCO:			
Other(s): Please Specify			

Contacts and Responsibilities

Who Will	Parent/ Guardian	Foster Carer	Residential Home	Social Worker	Other Please specify
Be the first point of contact for school/nursery in an emergency?					
Give permission for school/nursery trips?					
Receive and respond to school/nursery communication?					
Attend Parents' Evenings?					
Receive School/Nursery Reports?					
Bring and collect from setting?					
Take responsibility for significant medical issues?					
Are there issues surrounding contact? Specify nature & frequency					

SOCIAL WORKER TO COMPLETE PRIOR TO THE MEETING

Personal Information

Social Workers name:

Number of changes of Social Worker in the last 12 months:

Number of care placement changes in the last 12 months:

Education History

Current Nursery/School setting (include dates):

Previous Nursery/School setting (include dates):

Legal status

Date came into care:			
Status: Delete as appropriate	Accommodated S 20	Interim care Order ICO	Full Care Order CO
Other: Please specify			
Who has Parental responsibility?	PCC and Parents		
Is this personal subject to a Child Protection Plan?			

Nationality:

Is this child an Unaccompanied Asylum Seeking minor?

First Language:

Medical/Health Matters:

E.g. any concerns re: over/under eating or weight, anxiety, disturbed sleep patterns

NURSERY/SCHOOL TO COMPLETE PRIOR TO THE MEETING
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Key Information - Education

Nursery/School Address:			
Post Code:		Tel:	
Email:		Fax:	

Details:

Current Attendance:		Full/Part Time:	
Exclusions:		Free School Meals:	

Educational Needs:

Please 'X' where appropriate

None	SEN Support	EHCP/Statement

Supporting evidence attached

Please select with an 'X'

Individual Education Plan:		Attendance Print Out:	
Behaviour Support Plan:		Behaviour Log:	
Pastoral Support Plan:		Timetable:	
Other: Please specify		Other: Please specify	

SCHOOL / NURSERY TO COMPLETE PRIOR TO MEETING

If completing this summative assessment more than 2 months after the child became 'looked after', please also attach the most relevant summative assessment that you completed when the child went into care so that progress can be tracked

Summative assessment record

The Nursery/Pre-school/School setting should record **the most appropriate 'best fit' description** of the child's progress within the EYFS with reference to "Development Matters". Please circle the developmental stage that the child is currently working within.

Child aged 0-26 months – all Prime Areas should be considered to reflect the developmental level for the child and a comment for the Specific Areas where appropriate.

Child aged 22-40+months – All Prime and Specific Areas should be considered and recorded

PRIME AREAS

Personal Social and Emotional Development

Making Relationships	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Self Confidence and Self Awareness	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Managing Feelings and Behaviour	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Comments (please comment on strengths, examples of what the child can do and record whether the child is not meeting or is exceeding developmental expectations. If the child is in Year R, please comment on any achievements of the Early Learning Goals)							
Identify NEXT STEPS to support learning (If the child is not meeting developmental expectations, actions must be agreed that will be taken at home and in the setting to support the child)							

Communication and Language

Listening and Attention	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Understanding	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Speaking	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
<p>Comments (please comment on strengths, examples of what the child can do and record whether the child is not meeting or exceeding developmental expectations If the child is in Year R, please comment on any achievements of the Early Learning Goals)</p>							
<p>Identify NEXT STEPS to support learning (If the child is not meeting developmental expectations, actions must be agreed that will be taken at home and in the setting to support the child)</p>							

Physical Development

Moving and Handling	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Health and Self Care	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
<p>Comments (please comment on strengths, examples of what the child can do and record whether the child is not meeting or exceeding developmental expectations If the child is in Year R, please comment on any achievements of the Early Learning Goals)</p>							
<p>Identify NEXT STEPS to support learning (If the child is not meeting developmental expectations, actions must be agreed that will be taken at home and in the setting to support the child)</p>							

SPECIFIC AREAS

Literacy

Reading	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Writing	*	*	*	22-36 months	30-50 months	40-60+ months	Early Learning Goal
<p>Comments (please comment on strengths, examples of what the child can do and record whether the child is not meeting or exceeding developmental expectations If the child is in Year R, please comment on any achievements of the Early Learning Goals)</p>							
<p>Identify NEXT STEPS to support learning (If the child is not meeting developmental expectations, actions must be agreed that will be taken at home and in the setting to support the child)</p>							

Mathematics

Numbers	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Shape, space and measure	*	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
<p>Comments (please comment on strengths, examples of what the child can do and record whether the child is not meeting or exceeding developmental expectations If the child is in Year R, please comment on any achievements of the Early Learning Goals)</p>							
<p>Identify NEXT STEPS to support learning (If the child is not meeting developmental expectations, actions must be agreed that will be taken at home and in the setting to support the child)</p>							

Understanding the World

People and Communities	*	*	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
The World	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Technology	*	*	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
<p>Comments (please comment on strengths, examples of what the child can do and record whether the child is not meeting or exceeding developmental expectations If the child is in Year R, please comment on any achievements of the Early Learning Goals)</p>							
<p>Identify NEXT STEPS to support learning (If the child is not meeting developmental expectations, actions must be agreed that will be taken at home and in the setting to support the child)</p>							

Expressive Arts and Design

Exploring and Using Media and Materials	*	8-20 months	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
Being Imaginative	*	*	16-26 months	22-36 months	30-50 months	40-60+ months	Early Learning Goal
<p>Comments (please comment in strengths, examples of what the child can do and record whether the child is not meeting or exceeding developmental expectations If the child is in Year R, please comment on any achievements of the Early Learning Goals)</p>							
<p>Identify actions to support learning (If the child is not meeting developmental expectations, actions must be agreed that will be taken at home and in the setting to support the child)</p>							

Key Person to comment on Characteristics of Learning – “How children learn”

Playing and Exploring – engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’

Active Learning – motivation: being involved and concentrating, keeping trying and enjoying achieving what they set out to do

Creating and thinking critically – thinking: having their own ideas, making links, choosing ways to do things

TO BE COMPLETED AT THE MEETING

Use the questions below to help form targets:

Is the child receiving Full Time Education or their funded entitlement (2,3,4 year old funding)	Yes		No	
Is the child transferring to school in September?	Yes		No	
Has a school place application been submitted?	Yes		No	
What After School Clubs/Activities does the child take part in? Please give details				
Is the child Gifted and Talented?	Yes		No	
What is being done to accelerate learning and differentiate the curriculum?				
Is the child a member of a Library? If 'No' please set action below	Yes		No	
Action required		By Whom		

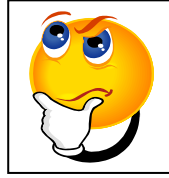
Child's comments: e.g. what child says / draws / contributes.

Examples of questions: What do you enjoy doing and playing with? Who are your friends?

What is your favourite part of the day? Do you like the place of learning (nursery or school?) What do you find difficult? When do you feel happy / sad / excited / angry?



I like/enjoy school or Nursery or Nursery



I don't know/ don't mind school or Nursery



I don't like school at all

Carers views about Nursery or School and child's interests at home

What does the child like most about Nursery/School?

Is there anything that worries the child, either at home, Nursery or School?

Can you describe some activities or toys that interest the child at home?

TO BE COMPLETED AT THE MEETING

Target 1	Action Required Identify any Pupil Premium requests	People Responsible	By When Select Date	Success Measure
Target 2				
Target 3				

Additional space for targets if required:

Completed By:

Date:

For all Pupil Premium requests please complete form attached and ensure they have been identified in the targets.

Pupil Premium Request Form - For YEAR R ONLY
EYPP - Early Years Advisory Teacher support

Pupil Premium Plus Request Form

Name of Young Person:		DOB:	
Current Attendance:		Year group:	
Academic Year	2016-17	SEN Support	EHCP No SEN
School Name			
Education type: (please indicate)	OCC M Primary PCC M Primary Residential School	OCC M Secondary PCC M Secondary	OCC Special PCC Special
Previous Pupil Premium	Yes	No	
Previous PP request for:	1) 2) 3)		
Impact from previous Pupil Premium	1) 2) 3)		
Most Recent PEP date:			
Was the YP present/views sought?	Yes	No	
What is being requested and why?			
Request Code*	Academic Resources Achievement	Attendance SEBs	Extra Curricular Transition
Total Cost of Request			
Expected impact from request			
Any other comments/ Information			

Academic Achievement: Closing the gap with their peers with priority given to literacy/numeracy.

Attendance: If attendance is below 90% there should be consideration of strategies to improve attendance which may involve the use of Pupil Premium.

Strategies/interventions to promote social and emotional well-being: e.g. where the effects of attachment and development trauma are a barrier to learning or when there are other factors causing instability such as placement move which impacts on learning.

Extra-Curricular: e.g. in an area where the child shows an ability/interest/talent they want to follow.

Transition: where additional support may be needed.

Resources: e.g. a KS4 student may require a laptop and software to support their studies, a younger child may benefit from a tablet with educational apps, and children may need resources to promote physical development.

Approved by:

Print Name:

Date: