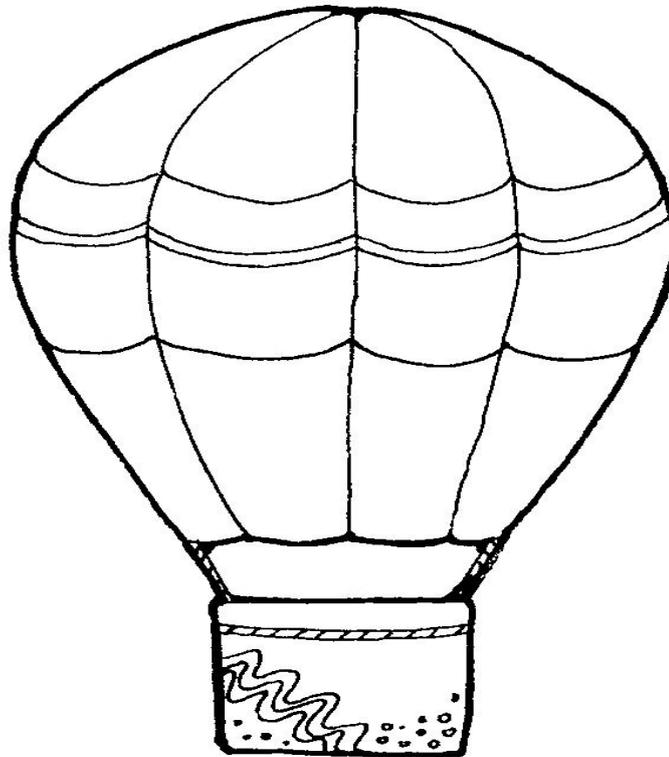


Early Years Foundation Stage PEP form No:

NB this is a statutory document *complete all fields

My Personal Education Plan

My name	<i>Template with guidance</i>
My birthday	<i>DD/MM/YYYY</i>
My age	<i>[eg] 40 months</i>
My year group	<i>[eg] Reception</i>



My school/setting	*
Date of my PEP meeting	*

Before the PEP meeting

Make sure that everyone has been invited and that there is a quiet uninterrupted space. Complete the form in advance where possible – eg child’s voice; attainment information. Social Worker to complete pages the final 2 pages before the meeting – if not it is essential this is done at the meeting.

Helpful Documents/information:

Previous PEP form

Learning Diary/Journal

Please mark if included in paperwork

- Attendance information
- Attainment/assessment information – AcE; 2 year check; other assessments
- EAL action plan - where appropriate
- ISP/PSP/IEP - where appropriate /comments from additional support/TA feedback
- Any examples of work or achievements

Use the form to frame the meeting.

Include amendments from discussion at the meeting and set a new date with everyone before they leave.

Circulate using secure email- please read notes on last page where children are placed for adoption.

Monitoring the PEP

The PEP will be monitored to ensure that actions and activities recorded in the PEP are implemented without delay by:

- The IRO [Independent Reviewing Officer] – CiC review
- In a school: Headteacher –Pupil progress meetings

The HOPE Virtual School will monitor the quality of the PEP using Ofsted terms. The monitoring form will be returned to the designated teacher/person. *This feedback will help you plan and record support and actions for the child. It is anticipated that these actions are put in place immediately and are monitored and reviewed. EYPP or pupil premium payments are often retrospective.*

Reviewing the PEP

A full PEP meeting needs to be held within 28 calendar days of a child coming into care, then at three months and then every six months. The current PEP needs to be reviewed each term (3 times a year). The review process should be timed so that an up to date version of the PEP is available in time for the statutory review of the child’s care plan. Designated teachers can use The HOPE’s PEP review form to complete their review. There should be a review of the PEP involving the SW, YP, carers and others, such as the VSH ([The designated teacher for looked-after and previously looked-after children](#), DfE February 2018; para 34 page 19). *A copy of the PEP including all attachments/print outs and the PEP Essential Information Record **must** be sent securely to everyone at the meeting and the Independent Reviewing Officer. If you are completing the PEP form via the Establishment Portal, it will be received by the child’s social worker and The HOPE, along with any attachments.*

If you do not have access to the Establishment Portal, please email the completed form by secure email to anne.mortimore@bristol.gov.uk

My voice: About me

I like playing with

Please ask the child and use their suggestions if age appropriate [it's important to record the actual words used] – you should also use your observations to inform and give a fuller picture.

At the PEP meeting carers may have more insights to add – this will be helpful information for you.

The child's voice/ preferences/ fascinations can then be reflected in actions at the planning stage.

Remember to provide familiar/favourite experiences or resources to support at points of difficulty

I am good at/enjoy

As above *child's words (supported by observation).

You may need to prompt thinking by offering what you have noticed

My friends are

*child's words (supported by observation).

Notice peer relationships and reflect on support needed – does the child lead/follow are they interested peers/adults? Do they need support with making relationships, interacting?

I am happy when

*child's words (supported by observation).

I am sad when

*child's words (supported by observation).

I like to be called Child's words*

I am a boy/girl *

My important/special people are **Listen to the child don't make assumptions*

This is me..... (a record of my mark making)

Please scan as a record of mark making; you may find it easier to insert a jpeg/photo of the image– you may also wish to include a variety of photos showing child mark making. This will really help to bring the document to life and be a record for the child when they are older.

What the adults say -1

What makes me unique and special? (a simple, positive statement about me)

My parent/carer says

At or before the meeting invite the carer/parent to comment on what makes the child special to them... *what are the child's personality traits , what makes them unique?*

*Remember that if the care status of the child is **Section 20** the parent **and** carer may attend this meeting – it will be important to sensitively record all voices.*

My social worker says

At or before the meeting the S/W can add their insights – *this will add to your knowledge of the child*

My key person says

Can be completed at or before meeting – *a real celebration of the child*

Has anyone celebrated what makes me special?

*Everyone is unique –how does this young person know they are unique and special to you?
What individual characteristics have you noticed?
How do you share this information with the team?
How will you build on these strengths to promote self-esteem and self-assurance for this child?*

How?

*What systems are in place to celebrate/recognise achievement?
Will this child need additional moments to help them feel '**held in mind**'?
How will you support & manage this?
Remember to be specific in what you notice and to 'name praise'*

What the adults say -2

What do I enjoy doing with my carer?

At home and out & about	<p>Can be completed in advance of or during the PEP</p> <p><i>Gives you a fuller picture and may support onward planning</i></p> <p><i>Does this child participate in any leisure activities/clubs?</i></p> <p><i>Are there any particular fascinations/skills that could be developed via activities?</i></p>
Who do I share books with? <i>gives insight into pre/reading at home</i>	
What is my favourite story? *	

Carer's view of setting and how the child has settled:

Are they keen to come to the early years setting?

Do they feel they have a good relationship with staff and their peers?

Do you know if they are confident to ask questions or talk to their key person?

Are they keen to take part in a variety of activities?

Do they have any particular anxieties, worries or concerns?

How do I learn?

By playing and exploring-engagement <ul style="list-style-type: none"> • Finding out and exploring • Using what I know in my play • Being willing to have a go <p><i>1= not yet 2=rarely 3=sometimes 4=often</i></p>	<p><i>Comment on the child's curiosity and delight in discovering new things. Do they happily try new activities or stay with the known?</i></p> <p><i>Can they judge risk for themselves?</i></p> <p><i>Faced with a challenge do they persist/show enjoyment? To what extent?</i></p>
Through active learning-motivation <ul style="list-style-type: none"> • Being involved and concentrating • Keeping trying • Enjoying achieving what I set out to do <p><i>1= not yet 2=rarely 3=sometimes 4=often</i></p>	<p><i>Does the child have their own goals/make their own plans?</i></p> <p><i>Do they try different ways of solving a problem?</i></p> <p><i>Can the child learn from others, bounce back after a difficulty?</i></p>
By creating and thinking critically-thinking <ul style="list-style-type: none"> • Having my own ideas • Using what I already know to learn new things • Choosing ways to do things and finding new ways <p><i>1= not yet 2=rarely 3=sometimes 4=often</i></p>	<p><i>To what extent can the child make connections between previous ideas and new interests?</i></p> <p><i>Can they test out ideas and change strategy as needed?</i></p> <p><i>Can they communicate what they are doing/how they are doing it?</i></p>

What the adults say – 3

My progress – summary of learning and development

Summary statements **Children develop at their own rates, and in their own ways.**

Prime Areas: Personal, Social and Emotional Development, Physical Development and Communication and Language *A brief summary of learning – examples may be helpful*

Information for carers/social workers: The prime areas provide solid foundations for learning. Children 'do' and learn most effectively through activity that is deeply personal, physical and supported by communication. The prime areas reflect how children use all their senses, experiences and interactions to develop and learn. Each prime area is equally important and they operate together.

Personal, Emotional and Social Development (PSED) supports children to learn positive dispositions such as empathy at an early age, enabling them to understand their identity and form relationships. It is in the early years that children start to develop a sense of self and of others.

Showing emotional literacy: *Is the child able to express emotions and read emotions in others?*

Being connected: *Does the child show a sense of belonging and attachment to other children, adults and their own community?*

Demonstrating positive self-esteem and self-worth: *Does the child show positive self-esteem and a sense of their identity?*

The focus on promoting **communication and language** skills supports not only speech but also emerging/developing reading & writing skills; concentration & listening abilities, and behaviour.

Physical development has direct connection with active learning and contributes to children grasping abstract ideas. It promotes children's self-confidence as well as leading to the development of many essential skills, such as balancing, climbing and, eventually, page-turning or holding a pencil. Through exercise and eating well in early life children learn to take care of themselves and learn habits for a healthy lifestyle.

Specific areas: Literacy, Mathematics, Understanding the World, Expressive Arts and Design

A brief summary of learning – examples may be helpful

Information for carers/social workers: The specific areas of learning are to do with the culturally relevant skills and knowledge that children acquire. They relate to **what** children learn rather than **how** they learn. Specific areas of learning are fostered within the prime areas and similarly develop best within warm, responsive relationships and relevant experiences.

The specific areas are **literacy; mathematics; understanding the world and expressive arts and design.**

Children learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. Success at school stems from a set of essential life skills.

English as an additional language [EAL]

Yes No

First language: (eg) *Mandarin & Cantonese*

Is the child able to **read** in his/her first language? Yes No

If yes, to what standard? (Basic, More advanced, Fluent)

Is the child able to **write** in his/her first language? Yes No

If yes, to what standard? (Basic, More advanced, Fluent)

Additional languages spoken (list which and to what standard in reading and writing) (eg) *Knows some symbols for writing & recognises name*

What the adults say – 4

Development assessment information

For children transferring from Reception to Y1, please fill in the final ELGs column.

Please attach other assessments to the PEP form. *[eg] wellbeing & involvement scale.*

Development bands (months) Enter Secure or Developing for the relevant band/s Children develop at their own rates, and in their own ways.		0-11	8-20	16-26	22-36	30-50	40-60+	Progress Leave blank if 1 st PEP More than expected progress; Expected progress; Less than expected progress	ELGs EYFSP rating scale: 3 Exceeding 2 Expected 1 Emerging
Communication & Language	1 Listening & attention					S		more than	
	2 Understanding					S		less than	
	3 Speaking					D		expected	
Physical development	4 Moving & handling				S			less	
	5 Health & self-care				D			expected	
Personal, social and emotional development	6 Self-confidence & self-awareness								
	7 Managing feelings & behaviour								
	8 Making relationships								
Literacy	9 Reading								
	10 Writing								
Mathematics	11 Numbers								
	12 Shape, space and measures								
Understanding the world	13 People & communities								
	14 The world								
	15 Technology								
Expressive arts and design	16 Exploring & using media & materials								
	17 Being imaginative								

If the above table is not relevant to the child's progress and attainment, please complete the table below instead.

SEND (Specialist provision)			
	Current Attainment	EoYT	Progress <ul style="list-style-type: none"> • More than expected progress • Expected progress • Less than expected progress
Communication (Literacy)			
Cognition (Number/Maths)			

Is the child making expected progress overall?	Y/N
Is the child at age-related expectations overall?	Y/N
If the child is not making expected progress, what support is in place to narrow the gap? See next page	

What the adults say - 5

My additional needs

If I have anything in the list below, please tick the box and **make sure a copy is with this plan** (including a provision map if applicable):

No SEND

School/Early Years Support <input type="checkbox"/>	Inclusion Support Plan <input type="checkbox"/>
Bristol SEND Support Plan <input type="checkbox"/>	Other LA SEND Support Plan <input type="checkbox"/>
Pastoral Support Plan <input type="checkbox"/>	Integrated Review/2yr check <input type="checkbox"/>
EHCP <input type="checkbox"/>	Date
Date of Annual Review	EYs Inclusion fund or Top Up? <input type="checkbox"/>
(if yes, please tick my primary need below)	Comment:
CI <input type="checkbox"/> CL <input type="checkbox"/> SEMH <input type="checkbox"/> SPN <input type="checkbox"/>	
CI – Communication and interaction CL – Cognition and learning SEMH – Social, emotional and mental health SPN – Sensory and/or physical needs	
We have shared the above document/s and discussed the young person's provision at this meeting <input type="checkbox"/>	
Date of last Annual Review (if applicable):	

Education Setting's 2-4 years Strengths and difficulties questionnaire (SDQ)

SDQ Score	Date SDQ completed
Comment: <i>You may not have been asked to complete this screening in which case please ignore the fields below.</i>	

If the child or an adult who knows them has identified any mental health needs, please provide information below. Include the score/s from the child's and/or carer's Strengths and Difficulties questionnaire (SDQ), if used, and any support that is required or ongoing from mental health specialist support services.

This can be discussed with the carer at the PEP meeting.

How am I being helped?

For children in RECEPTION CLASS: *What support is accessed within the core offer from school? *be specific, include details of approaches.*

Graduated approach	What is in place?
Whole class work	
Small group work	
Individual work: (e.g. 1-1 support, Speech & Language intervention programme, etc.)	
Any other support [eg: at unstructured times]	

At home?

** What helps the child to build on their strengths?*

Other adults are involved with me? (e.g. Health Visitor, Speech and Language, CAMHS, Occupational Therapist, Educational Psychologist etc.)

Check this at the PEP meeting

If PVI setting – are you using local Children's Centre for support? – how?

What changes or transitions do I have coming up that we need to plan for?

Identify ways in which you will make this seamless, consider what has worked before

Discussion of Last PEP's Actions

Actions from last PEP (write N/A below if this is the first PEP.

Add the actions to be carried forward to the new action plan with the revised timescale)

Action	Completed? yes/no	Comment

What are the significant actions from the last meeting that have had the greatest impact?

*

My next steps in learning

Add in the 'next steps' from your current assessments. Include additional identified support.

How will you reflect the child's voice, interests/fascinations

What will I do? Identified next step	Who will help me?	How will they help me? Specific action

Pupil Premium expenditure - Am I entitled to Pupil Premium?

Yes Reception: CiC Pupil Premium [4-5 year old] please include provision map if available.

Yes EYPP: Early Years Pupil Premium [3-4 year old]

Not yet Free Early Education Entitlement [2-3 year old]

Date used?	What on? Identified need & targeted objective	Cost?	Impact? How will you know it is achieved? Actual Outcomes:

If I am entitled to the Pupil Premium and it has not yet been used, please add this to my action plan below.

My action plan (including any remaining actions from my last PEP meeting, my needs as discussed at this meeting, any transitions and what school/setting will do to support my carer to help me with my school work) *remember: behaviour is NOT an area of need, simply a way of communicating an underlying unmet need or an area of difficulty. It will be important to identify primary areas of need/difficulty and note the strategies and interventions that will support the looked after child. These will need to be recorded precisely and personalised to meet their individual needs.*

What? Specific actions/interventions planned	Who? Who will support?	When? Frequency of sessions Start/Finish date:

We have all agreed this plan.

School/setting representative's name:

Signature:

Essential PEP Information Record

This must be discussed with everyone in the meeting and updated at subsequent meetings. It is crucial that everyone understands the related confidentiality issues.

Name of school/setting			
Date of admission			
Sessions attended	Monday	a.m. <input type="checkbox"/>	p.m. <input type="checkbox"/>
	Tuesday	a.m. <input type="checkbox"/>	p.m. <input type="checkbox"/>
	Wednesday	a.m. <input type="checkbox"/>	p.m. <input type="checkbox"/>
	Thursday	a.m. <input type="checkbox"/>	p.m. <input type="checkbox"/>
	Friday	a.m. <input type="checkbox"/>	p.m. <input type="checkbox"/>
Attendance % so far this academic year:			

People at this PEP meeting: *If any of the details are confidential do not include, but make sure the designated person has the information.)*

Name	Title	Contact details (if not on next page)	X if need copy of PEP	Invite to next PEP?
			<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			<input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

Date of next PEP meeting		Date of PEP review Who will be involved?	
Meeting time & Venue		Date of next CiC Review meeting	

School/Setting History *(School/setting to complete before the meeting).*

Name and address of school/setting	Date started	Date left	Reason for leaving	Attendance %	No. of FTEs

Adults involved with the child *(Social worker to complete before the meeting)***CHECK: is this information confidential?***This must be discussed with everyone in the meeting and updated at subsequent meetings.**It is crucial that everyone understands the related confidentiality issues.*

Who?	Name	Address Write confidential here if appropriate	Phone & email Write confidential here if appropriate
Carer the young person lives with			
Parent/s			
Designated teacher			
Class teacher			
Social worker			
Independent Reviewing Officer		Independent Reviewing Officers Children & Families Services (CH) PO Box 3399 Bristol BS1 9NE	0117 352 5059
The HOPE	Anne Mortimore	The HOPE Virtual School for Children in Care (CH) PO Box 3399 Bristol BS1 9NE	Tel: 0117 903 6282 anne.mortimore@bristol.gov.uk
Others			

Things those adults need to know (*Social worker to complete before the meeting*)
This must be discussed with everyone in the meeting and updated at subsequent meetings.
It is crucial that everyone understands the related confidentiality issues.

Please fill in the information below for the child before coming into care		
Number of school changes	Attendance record Excellent/Good/Average/Very low	Exclusions record Permanent/more than 3 fixed term/1-2 fixed term/none

Care status (choose 1) <input type="checkbox"/> Care Order <input type="checkbox"/> Interim Care Order <input type="checkbox"/> Section 20 <input type="checkbox"/> Placement Order	Ethnic background
The contact arrangements (who, days, times)	
Level of delegated authority held by carer	The person who will come to parents'/carers' evenings
The person school needs to call in an emergency	The person responsible for health issues (vaccination/permission/medical emergencies)
The person who will sign to say the child can go on school trips	What information must be kept confidential?
School should send letters and reports to	Who else should receive copies of the child's school report?
Is it permitted to take photos of the child?	The person who will sign to say if the child can be in photos
Who is not allowed to contact the child?	Who is allowed to pick the child up from school?
Family members who can have contact with the child	How does the child get to school?