 

**Personal Education Plan (PEP) for Early Years children in**

**Foundation 3 and Foundation 2**

**Child’s Name:**

**LCS ID:**

**Date of Birth:**

**Foundation Year:**

**Date of PEP meeting:**

**Oxfordshire Virtual School Headteacher: Clare Pike**

**Website:** [**Oxfordshire Virtual School**](https://www.oxfordshire.gov.uk/residents/schools/our-work-schools/virtual-school-looked-after-children-and-care-leavers-0-25)

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| **Next PEP meeting** |

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| Date of next PEP meeting |  |
| Time |  |
| Venue |  |
| To be organised / chaired by |  |

**Note: For children in Pre-F3 use the Oxfordshire Virtual School one-page Early Years PEP form**

**Reception Year use the ePEP**

**OFFICIAL SENSITIVE**

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| **Introduction to the Early Years Personal Education Plan (PEP)** |

The Personal Education Plan (PEP) is the statutory tool to ensure that everyone is actively prioritising the education of the child or young person, carefully tracking their progress and supporting them to achieve well and be aspirational. All Children We Care For have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them.

The Personal Education Plan (PEP) is a legal part of the care plan, which is a statutory requirement for Children We Care For, from being in a preschool provision up to the age of eighteen years. Please refer to [PEP Toolkit](https://www2.oxfordshire.gov.uk/cms/content/personal-education-plan-pep-toolkit) for further guidance.

**Preparation**

**The following information has been prepared / gathered:**

* Current attendance data has been entered
* Current progress and attainment data has been entered
* Pupil perspective has been sought by completing a pupil voice sheet which can be discussed at the meeting
* The previous PEP is at hand to discuss progress
* 2 year old progress check (if appropriate)

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| **Education Information** |

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| Address including postcode of setting / school |  |
| Contact telephone number |  |
| Ofsted inspection date and judgement |  |
| Name of Designated Person |  |
| Email address of Designated Person |  |
| Name of Finance Person |  |
| Email address of Finance Person |  |

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| **Attendees at the PEP Meeting** |

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| **Role** | **Name** | **Email** | **Invited** | **Present** |
| Child |  |  |  |  |
| Social Worker |  |  |  |  |
| Parent/s |  |  |  |  |
| Carer/s |  |  |  |  |
| Designated Person |  |  |  |  |
| Keyperson |  |  |  |  |
| Virtual School |  |  |  |  |
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| **General and Personal Information** |

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| Gender |  |
| My ethnicity |  |
| My first language |  |
| Are there any past or current health concerns/medication |  |
| Agency involvement eg Speech and Language Therapy |  |

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| **Name of Siblings** | **DOB** | **School/Setting** |
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| **Care Information and Home School Communication** |

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| Carer name: | Who should be contacted in an emergency? |
| Date entered Care (most recent care episode): | Who will liaise with the setting on a day to day basis? |
| Legal status - current placement type: | Who will receive setting information? |
| Number of placements: | Who will attend setting information sessions? |
| Name of Social Worker: | Who will give permission for trips? |

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| **Attendance** |

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| **Factors affecting progress** | **Detail (including dates etc)** |
| Number of registered hours per week |  |
| Number of sessions (day and times) |  |
| Attendance percentage / punctuality | % */*      lates |
| Unauthorised absence days in academic year |  |
| Reason for absences and detail of any action taken at home or in setting |  |
| Access to full Early Years Education entitlement being offered, if not please give details |  |
| **Attendance Comments** |  |

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| **Name of Early Years Settings** | **Date from** | **Date to** | **Type** | **Reason for leaving** |
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| **Special Educational Needs** |

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| Not on EY SEN register |  |
| SEN Support | Primary need:  Secondary Need: |
| EHCNa | Primary need:  Secondary Need: |
| EHCP | Primary need:  Secondary Need: |
| SEN Annual Review date |  |
| LA responsible for maintaining the EHC plan |  |
| LA responsible funding the EHC plan |  |
| Contact details for OCC SEN Officer |  |

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| **My Views in my Setting / School** |

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| **To be completed by an adult through talking to the child** | |
| T**he things I can do are:** |  |
| **Things that make me happy:** |  |
| **My friends are:** |  |
| **The things I can do are:** |  |
| **The things that make me sad:** |  |
| **The people who help me are:** |  |

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| **What is going well both in setting/school and at home?** |
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| **What support is already offered (include any interventions, therapy or CAMHS etc)** |
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| **Analysis of need** |
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| **Strength and Difficulties Questionnaire (SDQ) completed by early years provider. Follow this** **[link](https://www.oxfordshire.gov.uk/cms/content/personal-education-plan-pep-toolkit) to access the SDQ Assessments.** |
| What was the score of the young persons most recent Strengths and Difficulties Questionnaire?    Total Difficulties score:Prosocial score:Date:  Previous Difficulties score:Previous Prosocial score:Date: |

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| **Attainment / Development** |

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| Please record developmental information, this could be available from the child’s Learning Journal |
| Date of 2yr old Progress Check:  **Date of Attainment/Development Assessment**:  Dates of Previous attainment/developmental assessments: |

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| **Area of Learning and Development** | **Previous Development Phase** | **Assessment** | **Current Development Phase** | **Assessment** |
| **Prime Areas** |  |  |  |  |
| Communication and Language |  |  |  |  |
| Personal, Social and Emotional Development |  |  |  |  |
| Physical Development |  |  |  |  |
| **Specific Areas** |  |  |  |  |
| Literacy |  |  |  |  |
| Mathematics |  |  |  |  |
| Understanding the World |  |  |  |  |
| Expressive Arts and Design |  |  |  |  |
| **Development Phase:** Birth to three, 3yr old - 4yr old  **Assessment:** GD (Greater Depth)EL (Expected Level), WT (Working Towards), WSB (Working Significantly Below)  **Assessment comments:** | | | | |

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| **Characteristics of Effective Learning** | **How child learns** |
| Playing and exploring   * Realise that their actions have an effect on the world, so they want to keep repeating them * Reach for and accept objects. Make choices and explore different resources and materials * Plan and think ahead about how they will explore or play with objects * Guide their own thinking and actions by talking to themselves while playing * Make independent choices * Do things independently that they have been previously taught * Bring their own interests fascinations into the setting * Respond to new experiences that you bring to their attention |  |
| Active learning   * Participate in routines * Begin to predict sequences because they know the routine * Show goal directed behaviour * Use a range of strategies to reach a goal they have set themselves * Begin to correct their mistakes themselves * Keep on trying when things are difficult |  |
| Creating and thinking critically   * Take part in simple pretend play * Sort materials * Review their progress as they try to achieve a goal * Solve real problems * Use pretend play to think beyond the ‘here and now’ and understand another perspective * Know more, so feel confident about coming up with their own ideas. * Make more links between those ideas * Concentrate on achieving something that’s important to them |  |

**Early Years Pupil Premium Funding**

**Children We Care For who attend an EYFS setting are eligible for Early Years Pupil Premium (EYPP) funding after their 2nd birthday.**

* The PEP meeting must decide how the Pupil Premium can be used.
* Funding requests will be agreed in-line with Oxfordshire Virtual School Pupil Premium policy.
* [Early years entitlements: local authority funding operational guide 2024 to 2025 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/early-years-funding-2024-to-2025/early-years-entitlements-local-authority-funding-operational-guide-2024-to-2025) is **paid by the LA in which the Early Years provision is based**.
* An evaluation should be completed on the impact of any previous spending on measurable progress, engagement and attendance. This should be reported to governors/management.

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| **Review of Outcomes from Previous PEP Not applicable this PEP is the first PEP** |

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| **Outcomes from last PEP** | **Actions & Interventions** | **Comments on outcomes & the actions achieved** | **Costs** | **Achieved /Partial** |
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| **New Outcomes** |

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| **Outcome 1** | **Details of Actions and Interventions and by whom** |
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| How will the outcome be evaluated? |  |
| Amount of funding requested |  |
| **Outcome 2** | **Details of Actions and Interventions and by whom** |
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| How will the outcome be evaluated? |  |
| Amount of funding requested |  |
| **Outcome 3** | **Details of Actions and Interventions and by whom** |
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| How will the outcome be evaluated? |  |
| Amount of funding requested |  |
| **Outcome 4** | **Details of Actions and Interventions and by whom** |
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| How will the outcome be evaluated? |  |
| Amount of funding requested |  |

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| **Transition to a new setting/school (if applicable)** |
| Please give details of any transition plans |
| Describe any particular support this child may need to make a successful transition |
| Full name and address of setting/school being applied for |
| Ofsted inspection date and judgement |

**Please email directly to your Virtual School contact or** [virtualschool@oxfordshire.gov.uk](mailto:virtualschool@oxfordshire.gov.uk)

**Note: Your Virtual School contact will quality assure the PEP and then consider Early Years PP requests. Once approved the Virtual School will circulate the PEP to attendees. The Virtual School will upload the completed PEP onto Liquid Logic.**

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| **For Virtual School use only** |

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| Date PEP received by Virtual School |  |
| **PEP signed off by** |  |
| Record of further discussion between Virtual School and Designated Person |  |
| Amount of Early Years Pupil Premium funding agreed (if applicable) |  |
| Total amount of Pupil Premium funding agreed in current financial year (if applicable) |  |