

**Personal Education Plan for the Early Years**

**(for Reception Year use the ePEP)**

**Name:** A Child **DOB:** *01/01/2013* **Foundation year:** F2

**PEP Date:** 10/06/2017 **Date of Last PEP:** 01/03/2017 **Setting / School:** ABC Nursery

**Name of Designated Person:**D Person

**Email address of Designated Person:** …..@abcnursery.com

**Next PEP meeting to be organised / chaired by:** D Person

**Date of next PEP meeting:** 10/09/2017 at 10am

*The Personal Education Plan (PEP) is an evolving record of what needs to happen for Looked After children and young people to enable them to make expected progress and fulfil their potential. The PEP should reflect the importance of a personalised approach to learning that meets the identified educational needs of the child, raises aspirations and builds life chances. The PEP is the joint responsibility of the relevant local authority and the education provider. Social workers, carers, Virtual School, designated personand other relevant professionals will need to work together. All those involved in the PEP process at all stages should involve the child (according to understanding and ability) and, where appropriate, relevant family members.*

**Ofsted:** *Outstanding*

Last section 5 (section 126a) Ofsted inspection judgement for overall effectiveness:

**Date:** *2015*

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| **Attendees** | | | | |
| **Role** | **Name** | **Email** | **Invited** | **Present** |
| *Child* | A Child |  | *N/A* | *N/A* |
| *Social worker* | S Worker | *….@oxfordshire.gov.uk* | *Yes* | *Yes* |
| *Parent* | A Parent |  | *No* | *No* |
| *Carer* | F Carer | *……@hotmail.com* | *Yes* | *Yes* |
| *Designated Person* | D Person | *….@abcnursery.com* | *Yes* | *Yes* |
| *Virtual School* | V School | *….@oxfordshire.gov.uk* | *Yes* | *Yes* |
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**Preparation**

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

* Current attendance data has been entered X
* Current progress and attainment data has been entered X
* Pupil perspective has been sought by either inviting the child to part of the meeting or completing a pupil voice sheet which then can be discussed at the meeting X
* The previous PEP is at hand to discuss progress X
* 2 year old progress check X

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| **Voice of the Child form also available on** [**here**](https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/virtualschool/processesandforms/EYFSVoiceoftheChild.docx) |

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| **Care Information and Home School Communication** | |
| Carer name / placement and address:  *A. Carer Address confidential* | Who should be contacted in an emergency?  *Carer* |
| Date into Care (most recent care episode):  *01/09/2015* | Who will liase with the setting on a day to day basis?  *Carer* |
| Current placement type:  *Foster care* | Who will receive setting information?  *Carer* |
| Number of placements:  *2* | Who will attend parents evening?  *Carer* |
| Name of Social Worker:  *S. Worker* | Who will give permission for trips?  *Day trips:Carer Longer: In consulation with SW* |
| Number of Social Workers since coming in to care:  *4* | Past or current health concerns:  *No concerns at present* |
| What was the score from the young persons **most recent** Strengths and Difficulties Questionnaire? *11 Date: 01/03/2017*  *Previous Score? Date:* |

**Attendance**

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| **Factors affecting progress** | **Detail (including dates etc)** |
| Number of registered hours per week | *6 sessions - 15hrs* |
| Attendance percentage / punctuality | % */* *No concerns* lates |
| Unauthorised absence days in academic year | *None* |
| Reason for absences and detail of any action taken at home or in setting | *N/A* |
| **Attendance Comments:** *No concerns.* | |

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| **Early Years**  **Settings** | **Date**  **from** | **Date**  **to** | **Type of Early Years Settings** | **Reason for leaving** |
| *ABC Nursery* | *Sept'16* | *present* | *Full day care* |  |
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| **Special Educational Needs** | | |
| Not on EY SEN register |  |  |
| SEN Suppport |  | Primary need:  Secondary Need: |
| Statement SEN / EHC plan |  | Primary need:  Secondary Need: |

**Current Circumstances**

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| **Factors enhancing or adversely affecting progress, e.g. change of key carer at home or in setting, attendance at a setting, contact with birth family/siblings, development and health issues.** |
| No changes since last PEP. |

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| **Please include any important dates for special events, parent meetings, etc** |
| Nursery outing - July |

**Attainment / Development (if appropriate)**

**Please attach or record developmental information. This could be available from the child’s Learning Journal or information from the EYFS Development Matters.**

**Add 2 year old progress check/ or Foundation Stage assessment if relevant.**

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| **Date of assessment:** | | | |
| **Area of Learning and Development** | **Aspects** | **Developmental phase** | |
|  |  | **Band** | **ABC** |
| **Prime Areas** |  |  |  |
| Personal, Social and Emotional Development | Making relationships | 30-50 | C |
| Self-confidence  and self-awareness | 30-50 | C |
| Managing feelings and behaviour | 30-50 | C |
| Communication and Language | Listening and attention | 30-50 | C |
| Understanding | 30-50 | C |
| Speaking | 30-50 | C |
| Physical  Development | Moving and handling | 30-50 | B |
| Health & self-care | 30-50 | B |
| **Specific Areas** |  |  |  |
| Literacy | Reading | 30-50 | B |
| Writing | 30-50 | B |
| Mathematics | Numbers | 30-50 | C |
| Shape, space and measure | 30-50 | C |
| Understanding the World | People and communities | 30-50 | C |
| The world | 30-50 | C |
| Technology | 30-50 | C |
| Expressive Arts and Design | Exploring and using media and materials | 40-60 | B |
| Being imaginative | 40-60 | B |
| **A – Very confident**  **B – Secure**  **C – Just working within** | | | |

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| **Characteristics of Effective Learning** | **How A learns** |
| By playing and exploring   * finding out and exploring * using what they know in their play * being willing to have a go | A enjoys exploring new activities, playing independantly: enjoys water and sand activities. A finds it challenging to share resources and can become posessive of play items. |
| Through active learning   * being involved and concentrating * keeping on trying * enjoying achieving what they set out to do | When an activity interests him A will spend significant lengths of time and be very focused. Uses creative resources including paint and pens to draw. He is often pleased with the work he produces. When working in a small focused group A sometimes finds it hard to complete his work but with encouragement he is able to share his ideas. |
| By creating and thinking critically   * having their own ideas * using what they already know to learn new things * choosing ways to do things and finding new ways | A enjoys being creative, will explore and lead his discovers often on his own. When he chooses he can work alongside adults during directed play. He finds it a challenge to share adult time. |

**Early Years Pupil Premium Plus for looked after children**

**(from the term after their third birthday until September of their Reception Year)**

* The PEP meeting must decide how the pupil premium can be used to help this child succeed in meeting and exceeding their PEP outcomes.
* Funding will be transferred following quality assurance of the PEP by the Virtual School. Further discussion will take place if necessary.
* An evaluation should be done on the impact of any previous Pupil Premium spending on measureable progress, engagement and attendance. This should be reported to governors / managers group.

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| **Review of outcomes from last PEP meeting - drawn from Prime and/or Specific Areas of Learning and Development.The Actions should show an awareness of the Characteristics of Effective Learning** | | | | |
| **Please include all spending this academic year of Pupil Premium**  **green** = better than expected (closing the gap), **amber** = expected, **red** = progress requiring additional support  *See example in PEP Toolbox Guidance*  Not applicable - this PEP is the first to consider the use of the pupil premium | | | | |
| **Outcome** | **Actions to support achievement of outcome** | **What difference did this make and how was it measured?** | **Costs £** | **RAG**  **rating** |
| *A is supported in his speech and language skills so that he can express himself* | *Nursery - to deliver Spirals intervention programme.*  *Keyworker - 1:1 support 3 x 20 minute sessions a week* | *This support needs to continue* | *£0* | *Red* |
| *A is able to recognise letters in his name* | *Keyworker - 3 extra 1:1 focused sessions.*  *Nursery staff - A to be encouraged to write his name during mark making sessions - have a name card available to support..*  *Carer to support at home.* | *A can now recognise his name and the letters in his name* | *£0* | *Green* |
| *A is able to count to 20* | *Nursery - Extra maths support. Keyworker and staff to ensure activities offered support A's maths development.*  *Keyworker - 1:1 support 3 x 10 minute sessions a week.*  *Carer to support at home* | *A can count independently to 10. With support A can count from 11 to 20 but not consistantly.* | *£0* | *Amber* |
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**New Outcomes**

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| **Outcome 1** | | **Action and by whom** | **How will impact be measured?** | **Timescale**  **(max 4 months)** |
| A is confident and happy moving to his new school. | | Nursery - to support with transition, including keyworker to accompany carer to any extra visits to new school.  Keyworker - to have weekly check ins with A to ensure he is feeling happy.  Social worker to support with transition.  Keyworker from new school to visit A at nursery. | Through observations made by nursery staff and carers of instances when A is talking about schoolmove at home and in the nursery.  It should be evident that A is confident and looking forward to going to his new school. | By next PEP |
|  | Cost incurred per week (if any): £10 | | | |
| **Outcome 2** | | **Action and by whom** |  | **Timescale**  **(max 4 months)** |
| A is able to express how he is feeling. | | Nursery - A to have an emotion card communication system arranged - all staff working with A.  Nursery - Set up a communication book for nursery and carer.  Record of behaviours to be kept by nursery. | Through observations recorded by nursery and carers - observed more instances/situations of A talking and conversations or the explanation he makes during his play.  His confidence and self-esteem will grow and there will be more episodes of conversations initiated and lead by A observed. | By next PEP |
|  | Cost incurred per week (if any): £0 | | | |
| **Outcome 3** | | **Action and by whom** |  | **Timescale**  **(max 4 months)** |
| A to improve his speech and language/verbal communication . | | Keyworker - to work daily with A on social communication skills.  Nursery - Spirals: speech and language programme estabilshed to continue.  Nursery - SALT referral to be made a.s.a.p.  Carer to support at home. | As nursery staff, carers encourage, and praise A helping to facilitate conversations.  A's vocabulary will build to reflect the breadth of his experiences.  There will be more episodes of conversations initiated and lead by A observed. | By next PEP |
|  | Cost incurred per week (if any): £10 | | | |
| **Outcome 4** | | **Action and by whom** |  | **Timescale**  **(max 4 months)** |
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|  | Cost incurred per week (if any): £ | | | |

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| **Total Amount Requested for this PEP** | **£***100* |

**Please email to:** [VirtualSchool.LAC@oxfordshire.gov.uk](mailto:VirtualSchool.LAC@oxfordshire.gov.uk)

or alternatively post to Virtual School for Looked After Children and Care Leavers, 0-25, Oxfordshire County Council, Abbey House, Abbey Close, Abingdon, Oxfordshire OX14 3JD.

Copies also to be sent to the **social worker** and **foster carer**.

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| **For Virtual School use only** | | | |
| PEP received date | 11/01/2017 | | |
| PEP logged date | 15/01/2017 | | |
| Quality assured by | V. School | Job Title | Early Years Lead - Virtual School |
| RAG rating | **Red** | **Amber** | **Green** |
| Record of further discussion between Virtual School and Designated Person (if applicable) |  | | |
| Amount of Pupil Premium funding agreed | £100 | | |
| Funding to be used for | Support a smooth transition to new school £10 per week x 5 weeks = £50  1:1 support to develop language and communication skills £10 per week x 5 weeks = £50  Total £100 | | |