Personal Education Plan (PEP) EY

This plan is designed to ensure that the key people responsible for my education are aware of, and fulfil their roles.

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | DOB |  |
| School |  |
| SEND Status |  |
| First Language  |  |
| Date of this meeting |  | Provisional date and time for next meeting  |  |

Meeting Attendees

|  |  |
| --- | --- |
| Title | Name and email address |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Placement details – sessions attending

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday am | Tuesday am | Wednesday am | Thursday am | Friday am |
| Monday pm | Tuesday pm | Wednesday pm | Thursday pm | Friday pm |

All about me – Section 1

What the child thinks is important and filling in this section with a person they trust will help us to understand their views

|  |
| --- |
| My friends  |
|  |
| My favourite things to do |
|  |
| People I like to be with |
|  |
| Things that make me happy |
|   |
| Things that make me sad |
|  |
| People who help me |
|  |

I’m Incredible because

|  |  |
| --- | --- |
|  | My key worker thinks |
|  |  |
|  | My carer thinks |
|  |  |
|  | This is what I think  |
|  |  |
|  | Not yet  | Beginning | Developing | Confident |
| I can write my name |  |  |  |  |
| Play with a friend |  |  |  |  |
| Dress independently |  |  |  |  |
| Use the toilet independently |  |  |  |  |

Things I am proud of

|  |  |  |
| --- | --- | --- |
|  |  |  |

Attainment - Section 2

|  |
| --- |
| This section must be completed by the setting before the PEP Meeting.  |
|  | Birth to ThreeThree and Four Year olds | On track Not on Track  |
| Communication and Language |  |  |
| Physical Development  |  |  |
| Personal, Social and Emotional Development  |  |  |
| Literacy |  |  |
| Mathematics |  |  |
| Understanding the World |  |  |
| Expressive Arts and Design  |  |  |

|  |  |
| --- | --- |
| **Characteristics of effective learning****How does the child like to learn?** | **Please consider****Playing and exploring – Active learning – Creative and thinking critically**  |
|  |

Future Planning – Section 3

**New targets**

These should take account of information in section 1 ‘All about me’ and section 2 'Attainment. Targets should be specific, measurable, achievable, realistic and time related esp. regarding attainment Designated Teacher and Social Worker should agree on frequency of their separate review of these targets with the pupil between PEP meetings. Who in school will set interim targets if needed due to PEP targets being achieved early? Class teacher/subject teacher/Designated Teacher?

|  |  |  |
| --- | --- | --- |
| 1 | PEP SMART Target Set on \_\_\_\_\_\_ |  |
| Duration  | Long term / short term |
| Intervention |  |
| Outcome  |  |
| Who will monitor |  |

|  |  |  |
| --- | --- | --- |
| 2 | PEP SMART Target Set on \_\_\_\_\_\_ |  |
| Duration  | Long term / short term |
| Intervention |  |
| Outcome  |  |
| Who will monitor |  |

|  |  |  |
| --- | --- | --- |
| 3 | PEP SMART Target Set on \_\_\_\_\_\_ |  |
| Duration  | Long term / short term |
| Intervention |  |
| Outcome  |  |
| Who will monitor |  |

Additional Notes and Other Comments – Section 4

|  |  |  |
| --- | --- | --- |
| What needs to be planned? | Action | Lead |
|  |  |  |
|  |  |  |
|  |  |  |

|  |
| --- |
| Brief Outline of the Care Plan: |
|  |
| Any other issues which may impact learning (e.g. health or family contact): |
|  |
| How will carers support the agreed SMART targets: |
|  |