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 oldsChildren In Reception | On track Not on Track  |
| **Communication and Language**Listening, Attention and UnderstandingSpeaking |  |  |
| **Physical Development** Gross Motor SkillsFine Motor Skills |  |  |
| **Personal, Social and Emotional Development** Self-RegulationManaging selfBuilding relationships |  |  |
| **Literacy**ComprehensionWord ReadingWriting |  |  |
| **Mathematics**NumbersNumerical Patterns |  |  |
| **Understanding the World**Past and presentPeople, Culture and CommunitiesThe Natural World |  |  |
| **Expressive Arts and Design** Creating with MaterialsBeing Imaginative and Expressive |  |  |

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

Arts and Cultural Entitlement for Children in Care – Section 2b

You will see a list of opportunities your children and young people should be entitled to access.

Together, please select one from each section to be your focus for the term/year ahead. These can be chopped and changed as needed and moulded to suit the interests of the child or young person you are working with.

The list should help to make sure that there is a balance of experiences that are easily achievable (many do not require money) but are hopefully inspiring for them, and you, to try new and different things.

Please highlight the Activity you plan to do this term.

|  |
| --- |
| Go, See, Look, Learn OR Getting Out and About |
| Literature | Join and visit a library/bookshop, and borrow/own some books. Listen to stories from a book, audio CD, I-pad, television with key adult. |
| Live performance and exhibitions | Experience a live performance; this could be a theatre performance, a storyteller, a puppet show, a dance show, a music performance. Go and see an exhibition in a gallery, or library or shopping centre. Talk about it with key adult. |
| Film / Cinema | Watch a film at home. Talk about it with key adult |
| Give It A Go and Make It Mine |
| Music | Have a go at playing an instrument. Learn simple tunes, songs and nursery rhymes with key adult |
| Visual arts | Mark making - Use creative materials for mark making and creating pictures with a key adult |
| Dance / movement | Try moving and dancing on your own, in a group or with an adult. Join in dance and movement at nursery and school and at celebrations/birthday parties/festivals |
| Drama  | Pretend to be other people, animals imaginary monsters and characters. Act out known or made up stories with key adult |
| Photography / film making | Take a range of photographs and/ or film using camera, ipad, phone with key adult |

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 |
| EYPP will fund  |  |
| Intervention |  |
| Outcome  |  |
| Who will monitor |  |

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

|  |  |  |
| --- | --- | --- |
| 3 | PEP SMART Target Set on \_\_\_\_\_\_ |  |
| Duration  | Long term / short term |
| EYPP will fund  |  |
| 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: |
|  |