**\*PERSONAL EDUCATION PLAN – PRIMARY**

Early Years Personal Education Plan

Instructions and Guidance

Instructions and Guidance – PLEASE READ

The PEP (nursery to post 16) is an evolving record of what needs to happen for children in our care 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.

**It is the statutory responsibility of schools/nurseries and social workers to ensure these PEPs are reviewed once a term and are of high quality.**

**Please ensure you have completed the following pages BEFORE the meeting:**

1. **Page 3: EYFS Profile: state the age and stage in the first column (e.g. “40-60”) and then state whether they are emerging, developing or secure in that area. If the PEP happens after end of reception assessments, please state whether they are Emerging, Expected or Exceeding. Please do not use any other tracking system.**

2. **Page 4: Personal Profile:** This information should be provided by the social worker. Please complete this section before sending the form to schools.

3. **Page 5:** PEP must reflect the child’s voice so please ensure the Young Person’s Form has been completed by the young person with familiar adult to assist if needed.

4. **Page 6 and 7: Progress, SDQ and SEND:** Please ensure all target and current levels / grades are completed and a decision is made whether they are making expected progress overall.

Please transfer the SDQ scores and complete the SEND information.

5. **Page 8: Teacher feedback:** Please provide feedback from teachers as well as any support currently in place and the impact it has had.

6. **Page 9 and 10: Targets:** The child should have at least two **SMART** targets that will be reviewed at the next PEP. The targets should aim to raise attainment and close the gap.

7. **Page 11: Pupil Premium Plus:** Please outline how the Pupil Premium will be spent on the individual child. Please note - the Virtual School ***cannot*** release funding without this section being sufficiently completed.

**We will discuss all other sections during the meeting. After the meeting, the designated teacher should ensure the completed form is sent to the social worker and to the Virtual School. The social worker should check that they have completed their sections. The form, any appendices (e.g. attendance certificate, SDQ) and the Young Person’s Views form should then be added to the young person’s file. A copy should be sent to all other professionals present at the meeting.**

**PERSONAL EDUCATION PLAN – EYFS**

Name:

Date of birth:

Name of the Provision:

Start date:

The date of **this** meeting:

Nursery  Reception

Chair’s notes: Please ensure **ALL** sections are completed. Levels **MUST** be on the **PEP**. Expected progress must be indicated. **P**upil **P**remium **P**lus **MUST** specify how the money is spent supporting the individual young person to meet their targets, goals and aspirations.

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| **PLEASE INDICATE WHO IS CHAIRING THE MEETING:**  (School or Social Worker) | | |
| **Name** | **Designation** | **Contact details – Email and phone contact** |
|  | **Social worker** |  |
|  | **Carer** |  |
|  | **Designated Teacher** |  |
|  | **Virtual School** | [looked-after-children-education@royalgreenwich.gov.uk](mailto:looked-after-children-education@royalgreenwich.gov.uk) |
|  | **Young Person** |  |
|  | **SEN** |  |
|  | **Class Teacher** |  |
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| **Further discussion and notes:** This must **NOT** be left blank.  Please use this space to record **ALL** relevant information that arises throughout the meeting. |
| **Autumn Term – date and notes –**  **Spring Term – date and notes**  **Summer Term – date and notes** |

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| **SECTION 1: Personal Profile**  This information should be sent to school before meeting by the social worker. | |
| **Current carer name** |  |
| **Has child / young person been in care before?** | YES  NO |
| **Date into care (most recent care episode)** |  |
| **Number of placements** |  |
| **Number of schools attended** | Nurseries –  Schools – |
| **Who has PR?** |  |
| **Who should be contacted in case of an emergency?** |  |
| **Permission required for photographs?** | Is permission required for whole class photos?  YES  NO  Use in public domain (including school website)  YES  NO |
| **Who will receive school information?** |  |
| **Who will attend consultation/progress evenings at school?** |  |
| **Who will liaise with school on a day-to-day basis?** |  |
| **Who will give permission for school trips?** |  |
| **Is there anyone who should not have unsupervised contact and communication?** |  |
| **What action should the school take if contacted by the above (e.g. contact social worker)?** |  |

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| **Care Plan** (placement, family issues, contact arrangement, court dates, social worker etc.) |
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| **Health Plan** (physical and mental health and wellbeing that may impact on learning, including any assessments, diagnoses, treatments, therapies or referrals. Please include dental, optician, LAC medical dates, Medications taken and allergies etc. |
| * **CAMHS involvement – Please expand** * **LAC medical –** * **Dentist –** * **Optician –** * **Any other relevant information** |

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| **Attendance and Punctuality:** |
| **What is Current attendance percentage? Is it above 92%?**  **Does the child get to school/nursery on time?**  **Are they collected on time?** |
| **Educational Needs:** |
| **Do they have Special Educational Needs? Y/N (if yes, please give details)**  Please state what the **PRIMARY** need is and indicate if there are any further needs or diagnosis?  SEMH  Cognition/Learning  Communication/Interaction  Sensory/Physical  **Have they been assessed or do they have an assessment pending? Y/N (if yes, please detail)**  **What is their current SEN/K status? (circle/highlight)**  SEN Register    EHCP (completed)  EHCP (in progress)  Date of Annual Review:  Who administers the EHCP? |

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| **EYFS PROFILE** |

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| **Area of Learning** | **Aspect** | **Age/Stage** | *Autumn & Spring Term:* Expected or Emerging | |
| End of Reception: Emerging, Expected, Exceeding | |
| **Communication & Language** | Listening, Attention and Understanding |  |  |  |
| Speaking |  |  |  |
| **Personal, Social and Emotional Development** | Self-Regulation |  |  |  |
| Managing Self |  |  |  |
| Building Relationships |  |  |  |
| **Physical Development** | Gross Motor Skills |  |  |  |
| Fine Motor Skills |  |  |  |
| **Literacy** | Comprehension |  |  |  |
| Word Reading |  |  |  |
| Writing |  |  |  |
| **Mathematics** | Numbers |  |  |  |
| Numerical Patterns |  |  |  |
| **Understanding the World** | Past and Present |  |  |  |
| People, Culture and Communities |  |  |  |
| The Natural World |  |  |  |
| **Expressive Arts and Design** | Creating with Materials |  |  |  |
| Being imaginative and Expressive |  |  |  |

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| **Are they making the expected progress?** | **YES** | **NO** |
| **Are they on track for getting the GLD (Good Level of Development)** | **YES** | **NO** |

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| **Are there any concerns about their learning or behaviour?** |
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| **All about me** |

What do you like to play and learn with at school/nursery?



Which grown up do you talk to in school?

Is there anything else you’d like to do?

Learn to swim

Yes No Already can

Learn to ride a bike

Yes No Already can

What is your favourite story?

Who do you play with?

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| **Previous Targets** | | |
| **Previous Targets** | **Did they achieve this?** | **Will this continue to be one of the targets?**  **YES/NO and why?** |
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| **Setting New Targets (SMART) – Specific, Measurable, Achievement, Realistic, Timebound** | | |
| **Targets** | **Interventions/Strategies to help them to achieve this** | **Is the Pupil Premium Plus grant used to support?** |
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| **Pupil Premium Plus:**  How will it support the young person directly to meet their targets and personal goals?  **PLEASE NOTE**: If this section is **NOT** completed comprehensively, then the PPP cannot be allocated to the school. Also there must be an up-to-date PEP three times annually for PPP to be released. | | | |
| The PPP is allocated to schools to fund support over and above the interventions being provided in school.  This is to support the young person’s cognitive/emotional support in the first instance to ensure their progress. | | | |
| **Intervention/equipment/other that PPP will be used for and cost if known** | **Who will be sourcing this intervention or purchasing equipment?** | **How many sessions are to be funded? Any further clarification of spend** | **Funding for stated intervention:**   * PPP **withheld** by V/School * PPP **released** * Must provide costings |
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| **Are there any other resources that need to be accessed to deliver this plan?**  Please be specific about what is required, how this will be purchased initially and, if so, how this will be reimbursed. | | |
| * PEA £500 per financial year - Personal Education Allowance – Only allocated directly through Social Workers applying to Virtual School for authorisation – Receipts, PEA request form and PEP paperwork MUST be in before the second week in the February spring term of that academic year for reimbursement * Health and Wellbeing Bursary or other funding streams? £150 this can be applied for once in the academic year – this can be applied for by SW or FC | | |
| **Funding source to be used** | **Intervention or equipment or other resource that the PEA will be used for and cost if known** | **Who will be purchasing or paying for the resource initially?** |
| **PEA - £500**  **This is for school aged children only and must be agreed and documented here other the Foster Carer will not be reimbursed)** |  |  |
| **Health and Wellbeing Bursary - £150** |  |  |

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| * **School to complete paperwork within 15 days of this meeting and email to social worker and** [**looked-after-children-education@royalgreenwich.gov.uk**](mailto:looked-after-children-education@royalgreenwich.gov.uk) * **Social worker to review the PEP paperwork and send to relevant parties** |

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| **Agreements and Actions by**: This section **MUST** show the actions that need to be carried out as a result of this **PEP.**  Young person, foster carer, parent, school staff, social worker, Virtual School staff, other people who support the young person. | | | |
| **Who?** | **Designation** | **Action** | **Deadline** |
|  | **Young person** |  |  |
|  | **Designated teacher** | **Complete and return PEP and Young Person’s Views form to Social Worker and** [**looked-after-children-education@royalgreenwich.gov.uk**](mailto:looked-after-children-education@royalgreenwich.gov.uk) | **15 working days** |
|  | **Designated teacher** |  |  |
|  | **Parent** |  |  |
|  | **Foster carer** |  |  |
|  | **Virtual School officer** |  |  |
|  | **Social worker** | Circulate the completed PEP paperwork to relevant parties |  |
|  | **Other adult** |  |  |

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| **How will this plan be shared?**  A copy will be put in my file by the designated teacher. Key information will be shared with staff who need to know. They will send a copy to the social worker who will ensure that it is recorded and a further copy sent to the foster carer and IRO. Following the PEP meeting, please scan and email relevant PEP documentation to the young person’s social worker and to [looked-after-children-education@royalgreenwich.gov.uk](mailto:looked-after-children-education@royalgreenwich.gov.uk) , stating the social worker’s name. |
| **Next PEP** |
| **Time, date & place:** |