

**OFFICIAL SENSITIVE**

**Personal Education Plan (PEP) for the Early Years**

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

**Child’s Name:**

**Date of Birth:**

**Name of setting/school:**

**Foundation Year:**

**Date of PEP meeting:**

**Head of Virtual School for Oxfordshire: Michelle Johnson**

**Website:** [**Oxfordshire Virtual School for Looked After Children**](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** | |
| Date of next PEP meeting |  |
| Time |  |
| Venue |  |
| To be organised / chaired by |  |

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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 activiely prioritising the education of the child or young person, carefully tracking their progress and supporting them to achieve well and be aspirational. All Looked After Children (LAC) 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 LAC from being in a preschool provision up to the age of 18. 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 either inviting the child to part of the meeting or completing a pupil voice sheet which then 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** | |
| Address including postcode of setting / school |  |
| 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** | | | | |
| **Role** | **Name** | **Email** | **Invited** | **Present** |
| Child |  |  |  |  |
| Social Worker |  |  |  |  |
| Parent/s |  |  |  |  |
| Carer/s |  |  |  |  |
| Designated Person |  |  |  |  |
| Virtual School |  |  |  |  |
| Keyperson |  |  |  |  |
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| **General and Personal Information** | | |
| Gender | |  |
| My ethnicity | |  |
| My first language | |  |
| Are there any past or current health concerns/medication | |  |
| Other agency involvement eg Speech and Language Therapy | |  |
| **Name of siblings** | **DOB** | **School / Setting** |
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| **Care Information and Home School Communication** | |
| Carer name: | Who should be contacted in an emergency? |
| Date entered Care (most recent care episode): | Who will liase 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** | |
| **Factors affecting progress** | **Detail (including dates etc)** |
| Number of registered hours per week |  |
| 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** | | |
| Not on EY SEN register |  |  |
| SEN Suppport |  | Primary need:  Secondary Need: |
| EHC plan |  | Primary need:  Secondary Need: |
| Which LA is responsible for maintaining the EHC plan | |  |
| Contact details for EYSEN Officer | |  |

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

My friends are:

Things that make me happy:



The things I can do:

**To be completed by an adult through talking to the child**

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 Questionaire (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** | | | | | |
| Please record developmental information, this could be available from the child’s Learning Journal. Add 2 year old progress check or Foundation Stage assessment if relevant. | | | | | |
| **Date of Attainment/Development Assessment:**  Date of Previous attainment/developmental assessment**:** | | | | | |
| **Area of Learning and Development** | **Aspects** | **Previous Developmental Phase** | | **Current Developmental Phase** | |
|  |  | **Band** | **ABC** | **Band** | **ABC** |
| **Prime Areas** |  |  |  |  |  |
| Personal, Social and Emotional Development | Making relationships |  |  |  |  |
| Self-confidence  and self-awareness |  |  |  |  |
| Managing feelings and behaviour |  |  |  |  |
| Communication and Language | Listening and attention |  |  |  |  |
| Understanding |  |  |  |  |
| Speaking |  |  |  |  |
| Physical  Development | Moving and handling |  |  |  |  |
| Health & self-care |  |  |  |  |
| **Specific Areas** |  |  |  |  |  |
| Literacy | Reading |  |  |  |  |
| Writing |  |  |  |  |
| Mathematics | Numbers |  |  |  |  |
| Shape space & measure |  |  |  |  |
| Understanding the World | People and communities |  |  |  |  |
| The world |  |  |  |  |
| Technology |  |  |  |  |
| Expressive Arts and Design | Exploring & using media and materials |  |  |  |  |
| Being imaginative |  |  |  |  |
| **A – Very confident**  **B – Secure**  **C – Just working within**  **Assessment comments:** | | | | | |

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| **Characteristics of Effective Learning** | **How      learns** |
| By playing and exploring   * finding out and exploring * using what they know in their play * being willing to have a go |  |
| Through active learning   * being involved and concentrating * keeping on trying * enjoying achieving what they set out to do |  |
| 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 |  |

**Early Years Pupil Premium Funding**

**The term after the child’s 2nd birthday there is a requirement to complete a PEP and from the term after their 3rd birthday children become entitiled to Early Years Pupil Premuim.**

* The PEP meeting must decide how the pupil premium can be used.
* Funding requests will be agreed in-line with Oxfordshire Virtual School Pupil Premuim policy.
* An evaluation should be completed on the impact of any previous spending on measureable 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** | | |
| **Outcomes from last PEP** | **Actions & Interventions** | **Comments on actual outcomes and the actions achieved** | **Costs** | **Achieved /Partial** |
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| **New Outcomes** | |
| **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** |
|  |  |
| How will the outcome be evaluated? |  |
| Amount of funding requested |  |
| **Outcome 3** | **Details of Actions and Interventions and by whom** |
|  |  |
| How will the outcome be evaluated? |  |
| Amount of funding requested |  |
| **Outcome 4** | **Details of Actions and Interventions and by whom** |
|  |  |
| 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 |  |

**Note: The Designated Person will circulate the PEP following sign off by Oxfordshire Virtual School. The Social Worker is responsible for uploading the completed PEP onto Liquidlogic.**

**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.

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