

## Personal Education Plan

### Basic Information:

<b>Name of Child/Young Person:</b>	A Example		
<b>Date of Birth:</b>	1/1/2016		
<b>Name of Pre-School/School Setting:</b>	Example Nursery		
<b>Does this child have a disability?</b>	No		
<b>Please provide details if 'Yes':</b>			
<b>Date of this meeting</b>	1/09/2019		
<b>Date of last meeting</b>	1/06/2019		

### Key Contacts:

Role	Name	Telephone No	Email Address
<b>Designated Teacher</b>	A Teacher		
<b>Social Worker</b>	A Social Worker		
<b>Foster Carers</b>	A Carer		
<b>Virtual School Lead</b>	A Virtual School		

### Additional Key Contacts:

Name	Role	Telephone No	Email Address
A Keyperson	Key Person		

### Child's Views

<b>What are the parts of nursery or school that you enjoy the most and why?</b>	I enjoy playing with cars and in the sand pit. I like lunch. I like playing with my friend Caity. I like stories and painting. I like being outside with my wellies on
<b>Which parts do you like the least?</b>	I don't like singing and music.
<b>What would make these activities better for you?</b>	They are too noisy.
<b>If you could change one thing about school or nursery, what would it be?</b>	More snacks
<b>If you were unhappy in nursery or school, which adults would you talk to?</b>	I would talk to Jo or Anna (Jo is the room leader and Anna is the carer).

### Setting / School Attendance:

<b>Attendance this year to date:</b>	<b>100%</b>
<b>Unauthorised absence:</b>	<b>0</b>
<b>Are there concerns about attendance?</b>	<b>No</b>

### Setting/School Information:

<b>Date admitted to this setting:</b>	<b>5/01/2019</b>
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### Sessions attending:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Yes		Yes		Yes
PM	Yes		Yes		

Previous settings attended:

Are there concerns about the stability of this setting place?	No
Please provide details if 'Yes'	
How many settings in the past two years has this child attended whilst in care? <i>If the child was in care at the time.</i>	1

If the child has a SEND need, please complete the questions below.

Main areas of need and support:	A does need support with emotional needs and attachment issues.
How are these needs being addressed?	Extra support is being put in place to support emotional needs. A takes part in daily sunshine circle group sessions and this is led by the SENDCO at the setting. A enjoys these sessions and is beginning to recognise feelings and emotions
Date of next SEND review:	Next Pep meeting

Child's progress in the setting:

Previous Targets	Rating	Evaluation of impact of previous targets on attainment <i>Please comment on progress</i>
To begin to recognise different emotions in himself and in others. Starting with happy, sad and angry.	Green	Due to the sunshine circles intervention, A is beginning to recognise simple emotions in himself and in others. This is having a positive impact on behaviour which can still be challenging at times, particularly during transition phases of the day.
To be able to listen to a short story whilst sitting on the carpet.	Green	A is able to listen to a short story and enjoy quiet time.
To be less anxious about who is picking him up from nursery.	Amber	Most days A is showing less anxiety. We have started to use a picture system on his peg so he can visually see who is picking him up each day

Is the Child making the 'Expected Level of Progress' at Setting	Yes
Current age in months	44

Communication and language	Emerging/Expected
<p>Comments</p> <p>Alex has good levels of communication with adults. He finds it easier to speak in a small group or on a 1:1 basis. Alex has a good range of language which he is beginning to use in imaginative play. He listens well to short conversations and is beginning to listen for longer periods of time and this is most noticeable in his ability to now listen to a story during circle time. He is now making age related expectations in this area</p>	

PSE Development	Emerging/Expected
<p>Comments</p> <p>Alex is a confident member of the group. He knows his own mind and will select resources to play with independently. He plays well on his own but can sometimes struggle with his peers. He enjoys the nursery routines and boundaries and works well within these. Alex shows positive behaviours most of the time, but sometimes he can become frustrated when his peers do not play the game exactly the way he would like to play it. We are currently putting in support to help Alex with these issues through the use of the sunshine circles programme. Alex has made good relationships with the adults around him, especially his keyworker and he will talk to him if he is feeling upset</p>	

<b>Physical Development</b>	<b>Emerging/Expected</b>
<b>Comments</b> Alex is physically able to move freely in a variety of different ways and he is exploring the idea of balance in the soft play area. He can use a range of hand held equipment such as crayons and buckets and spades. He has a good level of hand – eye co-ordination. Alex is beginning to work on the formation of letters in his own name. He can dress himself and has a good understanding of personal hygiene for example the importance of washing his hands after using the toilet. Alex is confident with using the toilet and is dry whilst at nursery. He is making age related expectations.	

<b>Literacy:</b>	<b>Emerging/Expected</b>
<b>Comments</b> A is beginning to enjoy stories and is showing an interest in creating stories from pictures	

<b>Mathematics</b>	<b>Emerging/Expected</b>
<b>Comments</b> . His number knowledge is growing and he is beginning to count up to 20. Alex can name basic 2d shapes	

<b>Understanding the world:</b>	<b>Emerging/Expected</b>
<b>Comments</b>	

**Expressive Arts & Design:**

	<b>Emerging/Expected</b>
<b>Comments</b> A enjoys art and design activities, especially if these are in small adult led groups where he feels more confident. A has expressed that he does not enjoy music and that this can be too noisy. On occasions Alex has refused to engage and has removed himself from the group to a quieter location.	

**Transition to school arrangements:**

<b>Date of transition</b>	<b>Proposed School</b>	<b>Who will complete the application process?</b>
September 2020		Carer/Social worker

**Wellbeing and Mental Health:**

<b>Key discussion points at the meeting relating to wellbeing mental health</b>	A enjoys nursery and has made good relationships with the adults around him. He plays well alongside other children but does not yet integrate with play fully. When the room becomes busy or at times of transition, A can struggle with his emotions and this is being supported through a sunshine circles intervention. A enjoys the smaller groups in this intervention and is more relaxed. He can find a full day at nursery tiring and sometimes when collected can be very tired. Carers voice: A is lovely and plays well with the older members of the family. He likes his play to be led by adults or older children. A is now sleeping through the night, although he will not go upstairs on his own. He eats a range of foods and is open to trying new foods. A is confident with using the toilet and is dry through the night. He can have an accident when he becomes highly anxious. A can become anxious and wobbly, this has been much better since contact with birth parents ceased, but during these moments he can show outbursts of aggressive behaviour. He does not like busy areas such as shops. He is very aware of changes around moving to a new family and he has lots of questions around adoption. . Virtual School suggested that nursery could purchase children fiction books to read through with Alex about the adoption process, details of these were given to the nursery.
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How are confidence and resilience being developed and how is this being measured?	EYFS
How is behaviour management being supported to ensure that there are no exclusions?	Sunshine circles 1:1 support
How is wider participation being encouraged and measured?	EYFS

### ONE PAGE PROFILE

See example

### Targets and Action Plan:

Please remove any targets/actions that are out of date:

PEP Targets	Action (s)	Lead	Date	Expected specific impact
What does the child need to achieve by the next meeting?	What will we do to help the child achieve this?	Who is responsible for making sure this happens?	When will this be achieved by?	
<b>A will be supported to interact with his peers and build relationships</b>	Sunshine circles in place. Keyworker to join TA Cluster training run by the virtual school Additional support from Virtual School EP – use hotline.	<b>A Teacher</b>	<b>February 2020</b>	<b>A will be at age related expectations</b>
To join in music sessions.	Trial using ear defenders in music to help with the level of noise Trial in 1:3 groups	<b>A Teacher</b>	<b>February 2020</b>	<b>A will be able to join in with music and singing</b>

### Other actions needed to raise attainment and future success:

Other actions to meet the child's needs	Lead	Date	Expected specific impact
What other actions are required following the child's views	Who is responsible for making sure this happens??	When will this be achieved by?	
Buy ear defenders	<b>A Teacher</b>	<b>October 2019</b>	<b>A will feel more secure and begin to join in</b>

### Pupil Premium plus application up to the next PEP (must only be related to the targets above).

What do you want to use pupil premium plus for?	How much will this cost?	How did you arrive at this figure?
Contribution to provision of sunshine circles	<b>£100</b>	<b>Nursery</b>
Cost of ear defenders	<b>£50</b>	<b>Cost</b>
Extra hours 1:1 support	<b>£150</b>	<b>Nursery</b>

Total Pupil Premium Plus requested:	£300 EYPP
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**Meeting Information:**

**Who attended today's PEP meeting?**

Name	Role
A Carer	Foster carer
A Teacher	Designated Teacher
A Social worker	Social worker
A Virtual School	Virtual school

Who completed this PEP form?	A Virtual school
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**Date of next PEP meeting:**

Date	Time	Location
2/02/2020	10.00	Example Nursery