

# Personal Education Plan

OFFICIAL-SENSITIVE

Test Child

Date of Birth 02-Jul-2020

Halton Early Years Test



Date of Meeting: No PEP Date

Date of Document: 29-Jul-2024

## Setting Name

Designated Teacher:

Social Worker:

# My PEP Meeting

Reason for meeting

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**ATTENDANCE AT PEP MEETING**

People who attended my PEP meeting

	Name	Contact details	Attended
Designated Teacher			
Social Worker			
Carer			
Parent			
Parent			
Mentor			
SENCO/ INCO			
Virtual School Representative			
Other			
Other			

Is the young person present for their PEP meeting?

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# About me

PERSONAL INFORMATION	
First name	Surname
Test	Child
Gender	Date of birth
Female	02-07-2020
REFERENCE INFORMATION	
Social Care ID	UPN
Ethnicity	Year group
	-1

# My Education

## CURRENT EDUCATION SETTING INFORMATION

School/Setting name	School/Setting address/ contact details
	Test Address Test Street Test Postcode,S70 1AW
Date started at present school/setting	Mentor/key person
Hours accessed	Any other information?

## Nursery Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
AM					
PM					

## Attendance during review period

% Attendance	Unauthorised absences	Authorised absences	Lates (Reception)

## SPECIAL EDUCATION NEEDS-EHCP PROVISION/SUPPORT

Does the pupil have special education needs? If so, at which code of practice stage is he/she at?	If an EHCP referral is being planned for or has been made what stage is it at?
What is the main educational need identified on the Education Health and Care Plan (EHCP) or SEN support plan?	What support is specified on the Education Health and Care Plan (EHCP) or SEN support plan?
Down Syndrome (DS)	
Please upload the EHCP or other SEN support plans into the child/young person's documents section. Has it been uploaded?	Date of the next annual review for the EHCP

## Wellcomm

Do you use Wellcomm?	If other speech and language support is used, please provide more information

## Wellcomm Table

	Expected section	Colour	Green at section..	Score
AUTUMN TERM				
SPRING TERM				
SUMMER TERM				

Has a speech and language referral been made?	Date of referral (if applicable)

Any additional information

(Please enter any additional dates/scores for those screened more often)

### Supporting Documents

To upload supporting documents click [HERE](#) to open the documents area.

Do you use Boxall Profiles?

Do you use Thrive?

Have you uploaded supporting documents?

# My Learning and Development

N2

Overall am I making good progress regardless of my attainment

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Good Progress	Good Progress	Good Progress

Please record the child's attainment levels

Subject	Term 1 Autumn		Term 2 Spring		Term 3 Summer	
	Working At	Has The Child made Progress?	Working At	Has The Child made Progress?	Working At	Has The Child made Progress?
Communication and Language						
Physical Development						
Personal Social and Emotional Development						
Literacy						
Mathematics						
Understanding the world						
Expressive Arts and Design						

Using your professional judgement is the young person on track to attain a Good Level of Development.

Subject	Term 1 Autumn / Baseline	Term 2 Spring / End Of Autumn Term	Term 3 Summer / End Of Spring Term
	On Track	On Track	On Track

Have you attached a pdf, scan, or screen shot of the pupil's most recent subject level tracking document?

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Yes/No	Yes/No	Yes/No

Additional notes for N2

Please provide comments relating to each of the areas of learning and development. Highlight any areas of concern and also celebrate achievements. For any areas of concern, please link targets to these to show how you are supporting development going forward

Term 1 Autumn Notes:

Term 2 Spring Notes:

Term 3 Summer Notes:

Overall am I making good progress regardless of my attainment

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Good Progress	Good Progress	Good Progress

Please record the child's attainment levels

Subject	Term 1 Autumn		Term 2 Spring		Term 3 Summer	
	Working At	Has The Child made Progress?	Working At	Has The Child made Progress?	Working At	Has The Child made Progress?
Communication and Language						
Physical Development						
Personal Social and Emotional Development						
Literacy						
Mathematics						
Understanding the world						
Expressive Arts and Design						

Using your professional judgement is the young person on track to attain a Good Level of Development.

Subject	Term 1 Autumn / Baseline	Term 2 Spring / End Of Autumn Term	Term 3 Summer / End Of Spring Term
	On Track	On Track	On Track

Have you attached a pdf, scan, or screen shot of the pupil's most recent subject level tracking document?

Subject	Term 1 Autumn	Term 2 Spring	Term 3 Summer
	Yes/No	Yes/No	Yes/No

Additional notes for N1

Please provide comments relating to each of the areas of learning and development. Highlight any areas of concern and also celebrate achievements. For any areas



of concern, please link targets to these to show how you are supporting development going forward

Term 1 Autumn Notes:

Term 2 Spring Notes:

Term 3 Summer Notes:

## End of EYFS Results

Did the child achieve a GLD at the end of EYFS?

Subject	
Outcome	

Please provide the End of Early years/ Foundation stage results(EYFS)

Subject	
Outcome	
ELG01 Listening and attention	
ELG02 Understanding	
ELG03 Speaking	
ELG04 Moving and handling	
ELG05 Health and self-care	
ELG06 Self-confidence and self-awareness	
ELG07 Managing feelings and behaviour	
ELG08 Making relationships	
ELG09 Reading	
ELG10 Writing	
ELG11 Numbers	
ELG12 Shape, space and measures	
ELG13 People and communities	
ELG14 The world	
ELG15 Technology	
ELG16 Exploring and using media and materials	
ELG17 Being imaginative	

**Additional notes for End of EYFS Results**

Please provide comments relating to each of the areas of learning and development. Highlight any areas of concern and also celebrate achievements. For any areas of concern, please link targets to these to show how you are supporting development going forward

# Characteristics Of Effective Learning

## Playing and Exploring - Engagement

	Comments
Finding out and exploring: <i>I am interested in exploring the world using my senses</i>	
Being willing to 'have a go': <i>I am willing to have a go at new experiences and challenges</i>	

## Active Learning - Motivation

	Comments
Being involved and concentrating: <i>I show sustained focus in my learning/play</i>	
Keeping on trying: <i>I persevere when things become difficult</i>	
Enjoying achieving what they set out to do: <i>I show pride and satisfaction in the things that I do</i>	

## Creativity and thinking critically - Thinking

	Comments
Having their own ideas: <i>I am innovative in my learning/play and have my own ideas</i>	
Making links: <i>I make links in my learning/play</i>	
Choosing ways to do things: <i>I plan, review and adapt my learning/play</i>	

# My Views, Wishes and Feelings

## EYFS PUPIL VIEW

The questions below are prompts for a discussion or series for observations alongside a child during play and everyday routines in their setting. In this way all children including a non-verbal child can contribute and their 'voice' can be heard

In Nursery/Reception I feel

- 1 >
- 2 >
- 3 >

I have lots of friends to play with

- 1 >
- 2 >
- 3 >

Tell us more

Tell us more

Things I am good at and like doing are

Things I find a bit tricky are

My favourite toys are

If I am sad in Nursery/Reception I

At home, the things I like to do are

Things that make me happy are

When I grow up I would like to

# My Next Steps

## TARGETS / OUTCOMES

If previous target(s) has not been met, please re-evaluate and set a new target around this if appropriate

## REVIEWING AND SETTING TARGETS/ OUTCOMES

### Previous SMART targets

SMART target	Expected Outcome	Actions/Interventions/Resources	Person(s) Who will carry out and monitor actions?	When?	PP+ Cost	PP+ agreed
There are no previous SMART targets to display						

### Review Previous SMART targets

SMART target	Achieved	Comments on outcome achieved	Impact of funding
There are no previous SMART targets to review.			

### New SMART targets

SMART target	Expected Outcome	Actions/Interventions/Resources	Person(s) Who will carry out and monitor actions?	When?	PP+ Request

# Other comments and next PEP

## How am I doing now?

- Please provide a summary of strengths and any areas requiring support – including comments from all relevant parties. Please include termly Boxall profiles if available.
- Please personalise comments and direct them towards the young person

## Setting Comments:

## Parents/Carer comments

## Social Worker comments

## Other Professional and/or adult comments

## ADDITIONAL INFORMATION - MEETING NOTES

Additional information relevant to the child/young person (discussed at this meeting)

Please include any actions from the meeting

## ARRANGE THE NEXT PEP MEETING:

NOTE: Please be aware that statutory guidance now required that PEPs are reviewed every term. Please ensure that my PEP meeting is planned to take place a few weeks before my next LAC Review meeting so that my most up to date PEP is available to inform discussions about my whole care plan.

Date of next PEP review meeting

## Next PEP meeting

Time	Venue

# Transition

## TRANSITION TO A NEW SCHOOL/EDUCATIONAL PLACEMENT

Reason for move?	If other, please provide more details
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Full name and address of setting/school being applied for	DT name and contact for setting/school being applied for
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Ofsted rating of setting/school being applied for	Has a transition meeting taken place?
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Outcome of the meeting

Please describe any particular support this young person may need to make a successful transition

### Previous school history

School address	Date from	Date to	Type of school	Reason for leaving



# Quality Assurance Feedback

## Early Years Personal Education Plan Quality Framework - Quality Standards

	QA RAG rating	Comments (optional)
The PEP is personal and are comments directed towards the child		
Invited to their PEP meeting		
All PEP attendees have been added		
Entitlement has been completed		
Timetable has been completed		
Attendance and punctuality has been recorded		
SEN needs and information provided		
Wellcomm scores have been updated		
Evidence of Boxall Profiles or Thrive		
Support documents uploaded		
Evidence of prior attainment		
Attainment table completed with supporting comments		
Comments to support the Characteristics of Effective Learning		
My views, wishes and feelings has been completed		
Previous targets have been reviewed		
SMART targets have been set		
PP+ requests are appropriate and link to SMART targets		
Additional comments from the Parents/Carers have been recorded		
Additional comments from the Social Worker have been recorded		
Date of next PEP has been recorded		

Overall Comments / Feedback: