# 0–4 Years

# Personal Education Plan

# 2023–2024

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| **My name is** |  |
| **I am** | months old |
| **My setting is** |  |

**This is a photo of me**

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(Please refer to your setting’s policy on the use of photographs)

Cumberland Council Personal Education Plans and Guidance can be accessed at:

https://legacy.cumberland.gov.uk/childrensservices/schoolsandlearning/virtualschool/peps/peps.asp

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| **PEP Procedure for pre-school children in a nursery or non-school setting** **(0-4 year olds)** |
| 1. **Arranging the Meeting - Is the child new into care?**

 **YES** - **PEP meeting should take place within 10 days of the child coming into care** for all children over the age of 12 months. If a child is in a setting prior to 12 months of age then the PEP must be started.  Start the PEP with the child in nursery/setting. If the child is not attending a nursery/setting the meeting will take place in the child’s placement. The social worker contacts the carer to arrange a date and time for the PEP meeting. The social worker informs carers and birth parents (if applicable). If the child is 0-4 years old the social worker informs the Early Years team **NO** - Start a new PEP in September/October and review each term. The social worker contacts the carer and the setting to arrange a date and time for the PEP meeting. The social worker informs all attendees and birth parents (if applicable). |
| 1. **Prior to the PEP Meeting**
* The carer/nursery works with the child to complete Section 2a to 2c (the child’s part of the PEP). This may take the form of pictures, photographs and a written record of the child’s likes, interests and achievements.
* The health visitor and/or Early Years Adviser may also help with the process. The social worker completes the contact section of the PEP
 |
| 1. **PEP Meeting**

 **First part of the meeting.** Adults only discuss:* The PEP so that all have a clear understanding of the child’s development, progress, needs and views
* Date of next PEP which should be recorded in Section 1c.
* Section 9 is checked for accuracy.

 **Second part of the meeting.** If they wish, the child joins the meeting. * The social worker should lead the meeting and encourage the child to contribute in an age appropriate way.
* Section 3 - “Celebration” page is completed.
 |
| **4. Post Meeting - Quality Assurance and Distribution of PEPS*** The original PEP is kept in the nursery/home where it is regularly updated.
* The Designated Person in nursery should review the PEP every term.
* Ensure all attendees are recorded in Section 1
* Termly PEP meeting dates are recorded.
* Once the full PEP cycle is completed the nursery/home keeps a copy of the PEP which is part of the child’s records and the original returned to the social worker
* Within 5 days of the PEP meeting the nursery manager/Designated Person for CLA quality assures the PEP and sends it to the Virtual School. Please email the PEP securely to: PEPS.VirtualSchool@cumberland.gov.uk
 |

**Section 1 - Details of the termly PEP Meetings**

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| **1a – AUTUMN TERM PEP Meeting Date:**  | **Time:** |

 |
| **Present** | **Role** |
|  | Child (if they wish to) |
|  | Key person |
|  | Social Worker |
|  | Carer |
|  | Parent |
| *Apologies were received from:* | *1.* | *2.* |
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| **NEXT MEETING PLANNED Date:**  | **Time:**  |

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| **1b – SPRING TERM PEP Meeting Date:**  | **Time:** |

 |
| **Present** | **Role** |
|  | Child (if they wish to) |
|  | Key person |
|  | Social Worker |
|  | Carer |
|  | Parent |
| *Apologies were received from:* | *1.* | *2.* |
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| **NEXT MEETING PLANNED Date:**  | **Time:**  |

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| **1c – SUMMER TERM PEP Meeting Date:** | **Time:** |

 |
| **Present**  | **Role** |
|  | Child (if they wish to) |
|  | Key person |
|  | Social Worker |
|  | Carer |
|  | Parent |
| *Apologies were received from:* | *1.* | *2.* |
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| **NEXT MEETING PLANNED Date:**  | **Time:**  |

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| **PEPs and the Early Years Pupil Premium** The Virtual School must receive the PEPs as shown below to keep everything within statutory timescale. |
| **Autumn Term 2023** | **Spring Term 2024** | **Summer Term 2024** |
| **The first PEP meeting:*** Start a new PEP for the academic year.
* Return the PEP document to the Virtual School **within 5 days of the PEP meeting.**
 | **The second PEP Meeting*** Review the PEP at the meeting
* Return the PEP document to the Virtual School **within 5 days of the PEP meeting.**
 | **The third PEP meeting*** Review the PEP at the meeting
* Return the PEP document to the Virtual School **within 5 days of the PEP meeting.**
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| To be completed before the PEP meeting |

**Section 2a - Things that I enjoy including rhymes, stories and songs**

Write in the boxes or put in the photographs of what the child enjoys:

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(Please refer to your setting’s policy on the use of photographs)

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| To be completed before the PEP meeting |

**Section 2b - Characteristics of learning**

**Playing and exploring**

**Active learning**

**Creating and thinking critically**

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| To be completed before the PEP meeting |

**Section 2c - I can do these things**

**The Prime Areas of learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication** **and language** |  | **Personal, social** **and emotional development** |  | **Physical development** |

**The Specific Areas of learning**

|  |  |  |
| --- | --- | --- |
| **Literacy** |  | **Mathematics** |

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| --- | --- | --- |
| **Understanding the world** |  | **Expressive arts and design** |

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| To be completed before the PEP review meeting |

**Section 2d – Spring Review: Now I can**

**The Prime Areas of learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication** **and language** |  | **Personal, social** **and emotional development** |  | **Physical development** |

**The Specific Areas of learning**

|  |  |  |
| --- | --- | --- |
| **Literacy** |  | **Mathematics** |

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| --- | --- | --- |
| **Understanding the world** |  | **Expressive arts and design** |

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| To be completed before the PEP review meeting |

**Section 2d – Summer Review: Now I can**

**The Prime Areas of learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication** **and language** |  | **Personal, social** **and emotional development** |  | **Physical development** |

**The Specific Areas of learning**

|  |  |  |
| --- | --- | --- |
| **Literacy** |  | **Mathematics** |

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| **Understanding the world** |  | **Expressive arts and design** |

**Section 3 - Celebration**

Please use this page to make positive comments – for example how I’m getting on at home, good news from my nursery/school and note any specific achievements made

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| **I think:** |
| Autumn:Spring:Summer: |

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| **My Parent thinks:** |
| Autumn:Spring:Summer: |

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| **My Social Worker thinks:** |
| Autumn:Spring:Summer: |

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| **My carer thinks:** |
| Autumn:Spring:Summer: |

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| **Other people involved think:** |
| Autumn:Spring:Summer: |

**Section 4 - Learning and Development Summary**

**Date of progress summary: (Please highlight below, use different colours for each term)**

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| **Communication and language:** Listening and attention; understanding; speaking |
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| **Listening and attention** | **0–11** | **8–20** | **16–26** | **22–36** | **30–50** | **40–60+** |
| **Understanding** | **0–11** | **8–20** | **16–26** | **22–36** | **30–50** | **40–60+** |
| **Speaking** | **0–11** | **8–20** | **16–26** | **22–36** | **30–50** | **40–60+** |

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| **Personal, social and emotional development:** Self confidence and self-awareness; making relationships; managing feelings and behaviour |
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| **Self-confidence and self-awareness** | **0–11** | **8–20** | **16–26** | **22–36** | **30–50** | **40–60+** |
| **Making relationships** | **0–11** | **8–20** | **16–26** | **22–36** | **30–50** | **40–60+** |
| **Managing feelings and behaviour** | **0–11** | **8–20** | **16–26** | **22–36** | **30–50** | **40–60+** |

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| **Physical development:** Moving and handling; health and self-care |
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| **Moving and handling** | **0–11** | **8–20** | **16–26** | **22–36** | **30–50** | **40–60+** |
| **Health and self-care** | **0–11** | **8–20** | **16–26** | **22–36** | **30–50** | **40–60+** |

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| **Characteristics of learning:** Playing and exploring; active learning; creating and thinking critically |
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| **Next steps to support learning and development** |
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| **Carers / parents comments** |
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| **Date of two year old check (if completed) :**  |
| Comments: |

**The scale for well-being in babies and toddlers**

**Level 1: very low**

The child clearly shows signals of discomfort:

* Whining, sobbing, crying, screaming, etc
* Looking dejected / sad or frightened, panicky
* Looking angry or furious
* Bodily tension: waving arms and / or stamping feet, wriggling, breaking things, hurting others
* Thumb sucking, rubbing one’s eyes
* No reaction to the environment, avoiding contact, withdrawing
* Hurting oneself: banging one’s head, deliberately falling down on the floor, etc

**Level 2: low**

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than level 1, or the sense of discomfort is not expressed the whole time.

**Level 3: moderate**

The child gives a ‘motionless’ impression, has a neutral posture.

There are no signs indicating sadness or pleasure, comfort or discomfort.

Facial expressions and posture show little or no emotion.

**Level 4: high**

The child shows signals of satisfaction (see level 5). However, the signals indicating pleasure are not constantly present in the same degree of intensity.

**Level 5: very high**

During the entire observation period there are clear signals indicating comfort, feeling great, enjoying life to the full:

* Feeling happy and cheerful: smiling, beaming, crying out of fun, etc
* Being spontaneous, being oneself, being expressive
* Talking to oneself, playing with sounds, humming, singing, etc
* Being relaxed, not showing any signals of stress
* Being open, approachable for the environment
* Being lively, radiating, reacting energetically, etc
* Expressing self-confidence and self-assurance

**Date of observation:**

**Key person completing observation:**

(Use the levels above to support the child’s level of well-being)

|  |  |
| --- | --- |
| Level of well-being | Comments |
| **1 2 3 4 5** | Autumn: |
| **1 2 3 4 5** | Spring: |
| **1 2 3 4 5** | Summer: |

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| Can be completed prior to the PEP meeting and discussed at the PEP meeting |

**Section 5 - Additional needs / Support / Intervention**

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| **SEN support**  |[ ]  **SEND/Early Help Process** |[ ]  **Request for EHCP** |[ ]  **EHCP** |[ ]
| **Note**: If there are undiagnosed Special Educational Needs these must be addressed through the SEND framework as soon as possible |

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| **Reason for SEND support, Early Help or EHCP:** |
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| **Date of last EHCP review meeting:** | **The LA Maintaining the EHCP:** | **Name of SENCO:** |
| **What will happen or is already happening to identify and support any mental health needs?** **Please attach IEP, behaviour management plan, attendance action plan, etc.** |
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**Support from other services** e.g. Specialist Teaching Service, Early Years Team etc.

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| **Organisation and role** | **Name** | **Nature of the support** | **Start date** |
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| **Has attachment training been accessed?** | **Yes**  |[ ]   **No**  |[ ]  **Would like to**  |[ ]

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| Can be completed prior to the PEP meeting and discussed at the PEP meeting |

**Section 6 - Action Plan Autumn Term (3 & 4 year olds)**

 DateClick here to enter a date.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified need and targeted objective****(SMART targets)** | **Specific actions / interventions planned additional to EHCP provision** | **Who will do this / start date** | **Cost of intervention / provision** | **Complete at the end of term – evidence of impact of Early Years Pupil Premium spend** |
|  |  |  |  |  |
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| **Early Years Pupil Premium and the PEP:** Children Looked After aged 3 and 4 are eligible for Early Years Pupil Premium (EYPP) funding. The allocation will be dependent on the number of hours the child attends the provision. The EYPP is allocated by the Early Years team in the same way as you receive EYPP for other eligible children. The Early Years Advisers are able to discuss the PEP action plan and offer support.  | Total spend of EYPP £ |  |

|  |
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| Can be completed prior to the PEP meeting and discussed at the PEP meeting |

**Section 7 - Action Plan Spring Term (3 & 4 year olds)**

DateClick here to enter a date.

 DateClick here to enter a date.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified need and targeted objective****(SMART targets)** | **Specific actions / interventions planned additional to EHCP provision** | **Who will do this / start date** | **Cost of intervention / provision** | **Complete at the end of term – evidence of impact of Early Years Pupil Premium spend** |
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| **Early Years Pupil Premium and the PEP:** Children Looked After aged 3 and 4 are eligible for Early Years Pupil Premium (EYPP) funding. The allocation will be dependent on the number of hours the child attends the provision. The EYPP is allocated by the Early Years team in the same way as you receive EYPP for other eligible children. The Early Years Advisers are able to discuss the PEP action plan and offer support.  | Total spend of EYPP £ |  |

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| Can be completed prior to the PEP meeting and discussed at the PEP meeting |

**Section 8 - Action Plan Summer Term (3 & 4 year olds)**

 DateClick here to enter a date.

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| **Identified need and targeted objective****(SMART targets)** | **Specific actions / interventions planned additional to EHCP provision** | **Who will do this / start date** | **Cost of intervention / provision** | **Complete at the end of term – evidence of impact of Early Years Pupil Premium spend** |
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| **Early Years Pupil Premium and the PEP:** Children Looked After aged 3 and 4 are eligible for Early Years Pupil Premium (EYPP) funding. The allocation will be dependent on the number of hours the child attends the provision. The EYPP is allocated by the Early Years team in the same way as you receive EYPP for other eligible children. The Early Years Advisers are able to discuss the PEP action plan and offer support.  | Total spend of EYPP £ |  |

**Section 9 - Useful Information**

Designated Person for CLA should complete the setting information before the PEP meeting. Care information to be shared by the social worker before the PEP meeting. At the review, please ensure any changes that may have occurred since the first PEP meeting have been noted in this section.

**Care Planning**

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| Child’s Date of Birth |  |
| Legal Status of Young Person | Type of Placement |
| Section 20: Accommodated [ ]  | Placed with parent [ ]  |
| Section 31: Care Order [ ]  | Family/Friend foster care [ ]  |
| Section 38: Interim Care Order [ ]  | Foster care [ ]  |
| ‘Placement for Adoption’ Order [ ]  | Residential care [ ]  |

Check with social worker regarding restrictions - **Any restrictions on contact with birth family or others?**

|  |  |
| --- | --- |
|  | **Any changes?** |
| **Carer**Name: Tel: Address:   |  |
| **Social worker** Name: Tel: AddressEmail:  |  |
| **Emergency contact**Name: Tel: Address:  |  |
| **School/Setting** **Name:** Tel: Address:  |  |
| **Manager/Head Teacher**Name:  |  |
| **Key Person**Name:Contact details: |  |
| **Designated Person for CLA**Name: Email:  |  |
| **Early Years Advisors**Name: Tel: Email: |  |
| **Birth parent contact** (if applicable)Name: Tel: Address:  |  |
| **Who should school reports be sent to?** Carers [ ] Social workers [ ] Others (please state) |  |
| **Parent/carer consultations will be attended by:**Carers [ ] Social workers [ ] Others (please state) |  |
| **Permission for trips will be given by:**Carers for day trips [ ] Social workers for residential/overnight trips [ ] Others (please state) |  |
|  |
| **Contact details for Virtual School Head in Cumbria.**Virtual School Head: Ed StrongTel: 07827 982322Email: Edward.Strong@cumberland.gov.uk Address: West Cumbria House, Workington, CA14 4HB |

The original PEP is kept in the nursery/home where it is regularly updated.

A copy of the PEP is forwarded securely to the Virtual School Team at PEPS.VirtualSchool@cumberland.gov.uk