



Early Years PEP

Personal Education Plan 2023/24

Name:

This is a photo of me

A large, empty rectangular box with a teal border, intended for a photograph of the child.

Westmorland and Furness Personal Education Plans and Guidance can be accessed at: [Virtual School - Personal Education Plans \(PEPs\) | Cumbria County Council \(westmorlandandfurness.gov.uk\)](http://Virtual School - Personal Education Plans (PEPs) | Cumbria County Council (westmorlandandfurness.gov.uk))



PEP Procedure

1. Arranging the Meeting: Is the child new into care?

YES - Start a new PEP for the child. 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). The social worker informs the Early Years team. The meeting will take place in the child's placement if the child is not accessing a nursery/setting. If the child is attending a nursery/setting the meeting will take place within setting and the designated lead will support the PEP completion and sharing of information.

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).

2. Prior to the PEP Meeting

- The social worker completes the basic information section of the PEP, **SECTION A**.
- The Social Worker will complete **SECTION B** in conjunction with carer and setting/provision if they are accessing one.
- If the child is 24-48 months the Social Worker will also complete **SECTION C** in conjunction with carer and setting if they are accessing one.

3. PEP Meeting

First part of the meeting. Adults only to discuss:

- Make sure the "Celebration" page is complete.
- The PEP so that all have a clear understanding of the child's development, progress, needs and views
- Date of next PEP meeting which should be recorded and shared with all parties.
- Section A 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.

4. Post Meeting - Quality Assurance and Distribution of PEPS

- The original PEP is held by the SW or Designated Lead if accessing provision and a copy shared with home.
- The Designated Person/SW should review the PEP every term.
- Termly PEP meeting dates are organised and all attendees recorded.
- 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. If the child is not attending a setting the SW will be responsible for sending the PEP. For nursery settings attached to Westmorland and Furness schools please upload the PEP to the School Portal "**Returns to the LA**" "**PEPs Virtual School Team**". Other settings should email the PEP securely to: **PEPS.VirtualSchool@westmorlandandfurness.gov.uk**
- If guidance is needed for CLA 0-4 years of age please contact your Early Years Advisor or the Virtual School team for support.

Section A - Basic Information

The Social Worker should complete the basic information section below before the PEP meeting in conjunction with the setting if the child is accessing an EY setting or provision. At the review, please ensure any changes that may have occurred since the first PEP meeting have been noted in this section.

Child's full name	
Child's Date of Birth	
Placement/home address	
Name of Independent Reviewing Officer	
Name of Social Worker	
SW contact details	
Name of Carer	
Carer contact details	
Strengthening Families Team Lead person	
Current setting/provision <i>(if applicable)</i>	
Designated Lead in setting – PVI setting ref to guidance. <i>(if applicable)</i>	

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

Any restrictions on contact with birth family or others?

Section B – Details of the PEP meeting

Autumn Term Meeting (Sept/Oct) Date:

Time:

Present	Role	
	Child (if they wish to)	
	Key person	
	Social Worker	
	Carer	
	Parent	
<i>Apologies were received from:</i>	1	2
Next Meeting Planned	Date:	Time:

Spring Term Meeting (Jan/Feb) Date:

Time:

Present	Role	
	Child (if they wish to)	
	Key person	
	Social Worker	
	Carer	
	Parent	
<i>Apologies were received from:</i>	1	2
Next Meeting Planned	Date:	Time:

Summer Term Meeting (May/June) Date:

Time:

Present	Role	
	Child (if they wish to)	
	Key person	
	Social Worker	
	Carer	
	Parent	
<i>Apologies were received from:</i>	1	2
Next Meeting Planned	Date:	Time:

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
<p>The first PEP meeting:</p> <ul style="list-style-type: none"> Start a new PEP for the academic year. Return the PEP document to the Virtual School within 5 days of the PEP meeting. 	<p>PEP Review</p> <ul style="list-style-type: none"> Review the PEP at the meeting, completing review sections. Return the PEP document to the Virtual School within 5 days of the PEP meeting. 	<p>PEP Review</p> <ul style="list-style-type: none"> Review the PEP at the meeting. Invite any lead from new settings if in a transition year. Return the PEP document to the Virtual School within 5 days of the PEP meeting.

To be completed at the start of the PEP Meeting - Section B

Let's start with some Celebrations!

Please use this page to make positive comments – What is going well, how the child is getting on at home, good news from their nursery/school or note any specific achievements:

I think:

Review:

My Parent thinks:

Review:

My Social Worker thinks:

Review:

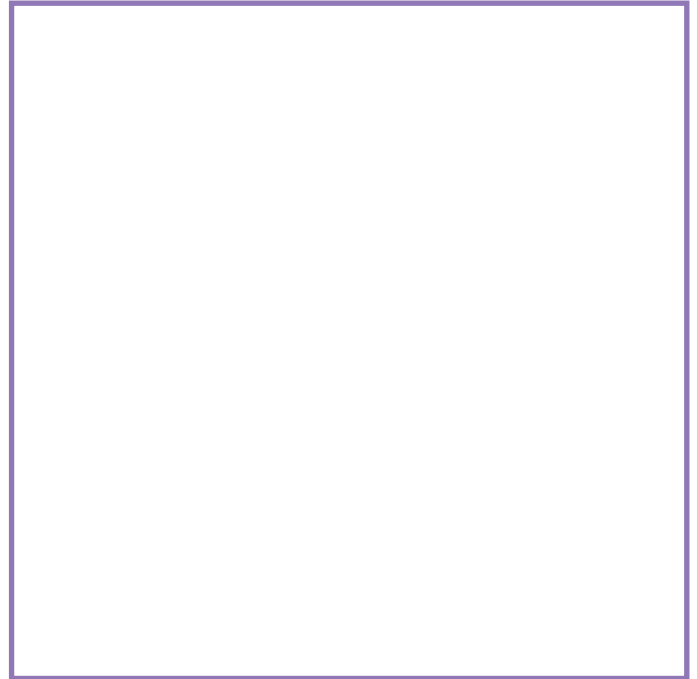
My carer thinks:

Review:

To be completed at the start of the PEP Meeting - Section B

Things that I enjoy... can include rhymes, stories and songs!

Write in the boxes or put in the photographs of things the child enjoys, things they like, special people and moments that make them smile!



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

To be completed at the start of the PEP Meeting - Section B

Progress and development in the Prime Areas of Learning

Please comment on each area considering the child's chronological age and developmental stages. Think about how your child is moving, how they connect and interact and the way they communicate verbally and non-verbally.

Prime Areas	What can I do now?	Puzzles and Struggles
Personal, Social and Emotional Development		
Communication and Language		
Physical Development		

Progress and development review Spring

Please take the time to reflect on the Prime areas. Is the child developing and building new skill in each area? Are there any concerns?

Progress and development review Summer

Please take the time to reflect on the Prime areas. Is the child developing and building new skill in each area? Are there any concerns?

To be completed at the start of the PEP Meeting - Section B

Learning and Development Checks

Have the usual developmental checks been carried out at:

	Not known	Date	No concern
6-9 months			
2 Year Healthy Child			
2-3 Year Progress check			
Nursery on entry			

What does my weekly routine look like:

(e.g. attends groups on certain days, go to the park/swim etc)

SEND

SEND – Does the child have any identified developmental needs?

Please give a summary of needs and any support in place.

Does the child have an EHCP? Yes No

Does the setting need to begin the graduated response for the child? Yes No

To be completed prior to the PEP meeting and discussed at the PEP meeting

Section C – For children attending a setting/provision:

Name of setting/school	
Address/Contact details	
Headteacher/Manager	
Key Person	

Is this a transition year?

If the child is transitioning into a new setting/Reception please invite the Designated Lead for CLA (from the new setting) to the Summer term PEP meeting.

Transition toolkit: **Support for Childminders, Early Years and Childcare Provision | Westmorland and Furness Council**

Please complete if applicable:

Key Stage Transition: Getting ready for school Share and discuss implications for EYFS planning, adult and peer relationships, routine and environmental changes: strengths and needs

Which Primary School have they applied for?

Has a place been secured? Yes No

Transition from Pre-School to Reception Share and discuss transition arrangements to support your child into Year Reception e.g. visit days, sharing info:

To be completed prior to the PEP meeting and discussed at the PEP meeting – Section C continued

My development and progress:

For each term please note if the child is:		On track (expected)			Below Expected		Significantly Below	
		Personal, Social and Emotional Development			Communication and Language (Refer to the Cumbria Speech, Language and Communication screening tool – Families Information Professionals Information and Resources (westmorlandandfurness.gov.uk))		Physical Development	
According to the statutory EYFS framework	Self-regulation	Managing self	Building relationships	Listening, attention and understanding	Speaking	Gross motor skills	Fine motor skills	
Autumn term								
Spring term								
Summer term								

Specific Areas of Learning:	What can I do?	Areas for development
Literacy		
Mathematics		
Understanding the World		
Expressive Arts		

To be completed prior to the PEP meeting and discussed at the PEP meeting – Section C

Autumn Term Action Plan (3 & 4 year olds)

Date

Identified need and targeted objective (SMART targets)	Who will help and how? (actions and interventions)	Cost of intervention / provision	Complete at the end of term – evidence of impact of Early Years Pupil Premium spend
Total spend of EYPP	£		

Spring Term Action Plan (3 & 4 year olds)

Date

Identified need and targeted objective (SMART targets)	Who will help and how? (actions and interventions)	Cost of intervention / provision	Complete at the end of term – evidence of impact of Early Years Pupil Premium spend
Total spend of EYPP	£		

To be completed prior to the PEP meeting and discussed at the PEP meeting – Section C

Summer Term Action Plan (3 & 4 year olds)

Date

Identified need and targeted objective (SMART targets)	Who will help and how? (actions and interventions)	Cost of intervention / provision	Complete at the end of term – evidence of impact of Early Years Pupil Premium spend
Total spend of EYPP	£		

Section C - School/Setting reports and consultations:

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: **Jane Fallon**

Tel: **07966 649158** Email: **Jane.Fallon@cumbria.gov.uk**

Address: Bridge Mills, Stramongate, Kendal, LA9 4UB

