

**Sammy Smith’s Personal Education Plan**

**Date of review: 03.03.2022**

**ACADEMIC YEAR: 2021-2022**

**Early Years Foundation Stage**

**Guidance for completion of Personal Education Plan**

**To be started within 10 days of first coming into care and to be completed for the 20 day Looked After Review and should be reviewed in time for each subsequent Looked After Review or before if required due to changes in educational circumstances.**

All actions and targets must be agreed with the child/young person whose voice and contribution

to the plan should be central.

It is expected that this document is completed at a meeting between the social worker, designated teacher, foster carer, the child/young person and other professionals as appropriate. Child Information i.e. Section 1 (pre-populated by social worker) and Education Information i.e. Section 2 (pre-populated by school/education) data on attainment, progress and attendance should be completed by the school in advance and discussed with the child in advance of the meeting.

Targets should be set and agreed to accelerate learning where the child/young person is behind

age related expectations. The Virtual School should be invited to contribute to the Personal Education Plan (PEP) review meeting for all children who are looked after whose progress is below expected.

Relevant and additional tracking teacher assessments and progress information should be attached

to the PEP and uploaded onto Mosaic from all PEP review meetings.

All relevant members of staff, including supply teachers and staff, carers or key workers should be

made aware of the contents of the plan to ensure consistency of approach, expectation and provision.

Ensure that all targets that are set by education within the meeting are SMART (specific, measurable, achievable, relevant and timed for completion) and have an academic focus.

From year 8 onwards our children must have access to appropriate careers advice and guidance which should be reflected in the PEP.

Ensure that, on completion, all participants have a copy of the plan to inform all future actions.

If the parents/carers need support (e.g. taxis, childcare) in order to maintain links with the school,

social care should arrange this.

This plan forms part of the Care Plan and this plan must be reviewed termly (3 times a year).

Copies of all other plans relating to the child's education (Pastoral Support Plan, Individual

Education Plan, EHCP's, child's last school report etc.) should be attached to this plan and referred

to in the targets.

The Virtual School will have access to all PEPs for information and Quality Assurance purposes.

Full guidance to support the completion of this plan to be found at: <https://www.nottinghamshire.gov.uk/education/virtual-school/nottinghamshire-virtual-school/teachers-and-professionals/personal-education-plan>

**Section 1 - Child/Young person’s Information**

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| **First name:** Sammy | | **Surname:** Smith | | | | | | | |
| **Name known by, if different:** | | | | | | | | | |
| **Legal status of young person:** Full care order | | | | | | | | | |
| **DOB:** 21/11/17 | **Identifies (gender) as:** female | | **Ethnicity:** white/British | | | | | | |
| **Name of setting/school/provider:** Yellow Nursery | | | | | | | | | |
| **Is the setting/school/provider in Nottinghamshire LA?** (Tick) | | | | Yes |  | | No | x | |
| **Key Stage: EYFS Year: FS1** | | | | | |  | | | |
| **Does our young person have additional needs (SEND)?** (Tick) | | | | Yes | |  | No | | x |
| **If yes, what is their main need?** | | | | | | | | | |
| **Does our young person have an EHCP?** | | Yes | | | |  | No | | **x** |
| **If yes, which local authority holds the EHCP?** | |  | | | | Date of Annual Review: |  | | |

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| **Carer/s** |
| Name: Claire Cooper  Address: 123 Home Street, Derbyshire, DE12 3AB  Contact: 01234 567890 |
| **Social Worker** |
| Name: Steven Short  Address: Nottinghamshire County Council, Meadow House, Mansfield  Contact: 07123 456789 |
| **Virtual School or EY Specialist Teacher email:** email@nottscc.gov.uk |

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| **Any important information to share with school/setting?** e.g. who has parental responsibility, who can/cannot see our young person. |
| Carer has delegated authority to sign permissions for school. Parental contact is supervised. |

**Personal Education Plan Meeting Agenda**

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| **Agenda Item** |
| **Check in**  Warm welcome  Introduction of who is in the meeting  ‘What’s worked well recently/since we last met…’ |
| **Hopes, dreams and future goals**  What are our child’s hopes, dreams and future goals?  What aspirations do our trusted adults hold for our child? Short term and long term (think about work experiences and employability skills at beginning of secondary school)  What else does the child want us to know about their education (Mind of my own etc)? |
| **Attainment, progress, strengths & needs**  Is the pre-populated education information accurately describing the strengths and needs of our child?  What do we need to add in to make sure it provides a better description? What are our child’s current attainment and progress? What else, if anything, needs to happen to support this? |
| **Review targets**  Review and reflect on previous target setting. How has our child responded, was it successful? Why? What else needs to be happening to accelerate our child’s progress? |
| **Termly SMART target setting**  What areas do we need to focus on to support our child’s development/progress even further? How will we do that? How does this reflect our child’s aspirations? Let’s create SMART targets around this…do they pass the ‘teacher come and see/hear me test’. |
| **Pupil Premium Spending**  What areas are we needing to focus our PPP+ spending on to support the SMART targets? |
| **Consideration of Nottinghamshire SEND process**  Does our child have additional needs that require Nottinghamshire’s *graduated approach* to supporting SEND? Does the child need SEN support in school? |
| **Achievement and extra-curricular activities**  We know that a sense of belonging and connections are important, what extra-curricular and additional activities is our child/young person engaged in, being invited to or interested in being part of? |
| **Transition Planning**  Do we need to plan for any transitions during this Education Review? If yes, what support is needed for a positive transition? |
| **Is the PEP purposeful?**  Does the documentation reflect this? |
| **Agree next review arrangements**  Date and who needs to attend |
| **Sharing with our child/young person**  If the child is not at the meeting, decide how and who will share today’s discussion with them. Explore child-friendly ways of doing this |
| **Check out**  One thing I know I can do to support this young person |

**The PEP Meeting**

(See Agenda Outline on Page 3. More detail in guidance)

Our child/young person’s Team

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|  | **Name** | **Invited** | **Attended** |
| **Social Worker** | Steven Short | x | x |
| **Foster/Residential Carer** | Claire Cooper | x | x |
| **Designated Teacher (EY – Safeguarding)** | Tina Taylor | x | x |
| **Education staff** | Emma Edwards | x | x |
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| **What has gone well since we last met? (document successes)** |
| * Sammy has become much more settled and regulates her emotions well on half days * Sammy has made excellent progress with her mathematical understanding – she is a confident counter and loves to talk about numbers, ordering them, making comparisons, solving mathematical problems. * Sammy has more relationships within the setting and is gaining confidence in her social relationships with peers. |

**Hopes, dreams and future goals**

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| **Child’s/young persons:**   Sammy told me that she enjoys school and she has lots of friends. She loves to play in the home corner. She said that she wants to “be a teacher, teaching little children or a fire lady”. She wants to see what the fire hose does!   If our young person is not in the meeting, who has had this conversation with them? Emma (TA) |
| **Adults’ best hopes for our child/young person:**   Claire – hopes that Sammy will continue to gain more confidence to make progress at school and friends.  Steven – for Sammy to be happy and reach her full potential.  Emma – for Sammy to continue trying hard as she has made excellent progress. For her to be confident and believe she can achieve anything she wants. |
| **What else does our child/young person want us to know about education - record how/who will address anything raised here?** E.g. what do you enjoy about education? What are you good at? What makes you feel safe and comfortable in school? Is there anything you don’t like about school – what needs to be done to make it better? What help do you need at school to do things you don’t already do? Is there anything else you would like to tell us?   “I like being a doggy at school……I’m Toby.” She said she was good at ‘making stuff’ now and told me how she had made a car at after school club. “It was a zooming car for a flying unicorn.” She told me she was “great at reading without any help…..Because I’m bigger I don’t need to.” |

**To be completed by education setting prior to meeting**

**Section 2 - Education Information**

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| **Designated Teacher (must have QTS) or Safeguarding Lead for Early Years** | Tina Taylor |
| **Our young person's trusted/key adult in education** | Emma Edwards |

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| **Our setting gives our child/young person a sense of belonging, connection and safety by...** (Please list below how you do this e.g. availability of relationships with trusted adults, focus on repair of relationships, environment - having a safe space, sensory awareness etc.) |
| Familiar routines and use of a visual timetable so there is consistency in the day and she knows what is happening and what will be next. Our key worker system is in place to build trusting relationships and to allow encourage Sammy to join adult directed activities in smaller groups. Small group work and explores relationships and emotions with her Thrive practitioner. There is good communication with Sammy’s carer so we know how to support her each day. |

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| **Our setting and team around our child, supports the ongoing development of our child/young person’s identity by…** (e.g. role models, gender, culture, race, heritage, faith) |
| Sammy is supported by Claire to see her birth family once a month and she makes them birthday and Christmas cards. Sammy has positive relationships with her foster family – she enjoys helping Tony to fix the cars and she does lots of baking with Tina. Sammy loved a recent trip to London where she tried burritos for the first time. The family regularly go walking in the Peak District with their dogs – this has become one for Sammy’s favourite weekend activities. |

**Attendance/Exclusions**

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| --- | --- | --- | --- | --- | --- | --- |
| **If of statutory school age, is our young person accessing their legal entitlement to 25 hours of education?** (Tick as appropriate) | Yes |  | No |  | N/A | x |
| **If no, what is being done to resolve this?** | | | | | | |
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| **Attendance (%)** | 100% |
| **If below 95%, what actions are being taken or planned?** |  |

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| **Does our child/young person access alternative provision?** (Tick as appropriate) | Yes |  | No | x | N/A |  |
| **If yes, please provide details** (what, where, how many hours?) | | | | | | |
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| **Exclusions**  **Since the last PEP, has our young person had any fixed term exclusions?** | Yes |  | No | x |
| **If yes, how many days/sessions of education were missed?** |  | | | |
| **Actions to prevent further exclusions** | | | | |
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**To be completed by education setting prior to meeting**

**Attainment and Progress** Early Years Foundation Stage

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| **Is our young person meeting expected level of development?** (Tick) | Yes |  | No |  | In some areas | x |
| **Has our young person made progress over the last term?** (Tick) | Yes | x | No |  | In some areas |  |
| **How much progress have they made?** e.g. 1 step progress/emerging to expected in communication & language.   |  |  | | --- | --- | | **Communication and Language** | 1 step 30-50 | | **Personal, social and emotional development** | 3 steps 30-50 | | **Physical Development** | 2 steps 40-60+ | | **Literacy** | 2 steps 40-60+ | | **Mathematics** | 3 steps 40-60+ | | **Understanding the World** | 3 steps 40-60+ | | **Expressive Arts and Design** | 2 steps 40-60+ | | | | | | | |

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| **Reception Baseline Assessment (Reception only)** |
| Score: \_\_\_\_\_\_/39 |

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| **Paste any progress data here e.g. Better Start or school tracking** |

**Strengths and Needs**

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| **Relationships: What are the strengths in our child’s relationships? Does our child need any support with peer/adult relationships?** | | |
| **Strengths:**Sammy is confident to play alongside her peers and is starting to play with different children more often. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| Develop interactive play including turn taking. | Model positive interactions, TA/teacher to join in play to help facilitate more interactive play. Small group turn taking games | EE, TS |

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| **Communication Skills: How does our child communicate to get their needs met?** | | |
| **Strengths:**Sammy is confident to talk to adults at nursery to get her immediate needs met.She is developing a good vocabulary. Sammy now enjoys sharing with her key adult what she did at the weekend. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| Develop communication to include talking about herself and her abilities | Circle time/nurture/small group activities led by an adult. | TS, EE |

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| **Does our young person have English as an additional language?** | Yes |  | No | x |
| If yes, is additional support required? Please state. | | | | |

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| **Mental Health and Emotional Wellbeing: including emotional regulation when our young person experiences a stressful situation** | | |
| **Strengths:**Sammy is confident to move between activities in the classroom independently and will approach others if she wishes to join in. She is often happiest when making crafts. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To be supported to regulate emotions when there is a sudden change or someone has something she wants – Sammy can become upset very quickly | Prepare for change e.g. visual timetable, reminders before tidying up etc.  ELSA work – naming emotions.  Adults responding in the moment – recognise, empathise, resolve together.  Part of nurture group. | TS, TT, EE |

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| **Executive Functioning Skills: Being able to plan, organise, monitor and carry out tasks throughout the day** (e.g. emotional regulation, memory, initiate task, shift from one task to another) | | |
| **Strengths:**Uses the setting well to access all areas of the curriculum, moves from one activity to another without specific support. Enjoys outdoor activities. Has the independence to develop her own ideas. Seeks support from adults when required. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| To continue to develop emotional regulation | Prepare for change e.g. visual timetable, reminders before tidying up etc.  ELSA work – naming emotions.  Adults responding in the moment – recognise, empathise, resolve together.  Part of nurture group. | TS, TT, EE |

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| **Preparing for Adulthood: friends, part of a community, skills to employment, skills to greater independence and skills to good health** (e.g. friendships, being part of clubs, playing with money, getting dressed. See guidance for more examples of skills from age 3 upwards) | | |
| **Strengths:**Sammy has excellent age appropriate self-care skills e.g. getting changed, putting shoes and coat on, washing hands. | | |
| **Need:** | **Action required:** | **Person(s) Responsible:** |
| Continue to develop friendships | Adult modelling play and interactions.  Small group activities to include turn taking.  More opportunities at after school club. | TS, EE |

**The PEP Meeting – collaborative discussion**

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| --- | --- | --- | --- | --- |
| **Do the Strengths and Needs accurately describe our child/young person?** (tick) | Yes | x | No |  |
| **If no, amend the section as appropriate to reflect our child/young person** | | | | |

**Action Planning SMART targets**

Remember a SMART target is: Specific, Measurable, Achievable, Realistic and Timed

What do we want our young person to have achieved by the next PEP and how we will know?

**Autumn term:**

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| **Area of concern** (use assessment data) | **SMART targets to address concerns**\* | **What will you do?**  Specific actions/interventions. Who will be responsible? | How will (EY)PP+ be spent to support meeting targets? | **Review** (Achieved/  partially achieved/  not achieved) |
| Relationships | To be able to share and take turns in a small group. | Practise taking turns and sharing in small groups with EE.  Track games with dice, pairs, Kim’s games etc. working collaboratively in a small group e.g. on craft/art/building models or puzzles. |  | Achieved |
| Emotional well-being | To be able to name emotions angry, sad, worried | ELSA & nurture group sessions (EE) – Recognising different feelings, discuss what might make people feel better when they are disappointed/angry/worried/sad etc.  Reading stories about feelings.   Adults responding in moment to recognise, empathise, wonder aloud, help resolve |  | Partially  achieved |

\*Add and remove rows for number of targets required

**Spring term:**

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| **Area of concern** (use assessment data) | **SMART targets to address concerns**\* | **What will you do?**  Specific actions/interventions. Who will be responsible? | How will (EY)PP+ be spent to support meeting targets? | **Review** (Achieved/  partially achieved/  not achieved) |
| Emotional well-being | To be able to name and talk about emotions and feelings – angry, sad, worries | ELSA & nurture group sessions (EE) – Recognising different feelings, discuss what might make people feel better when they are disappointed/angry/worried/sad etc.  Reading stories about feelings.   Adults responding in moment to recognise, empathise, wonder aloud, help resolve |  |  |
| Listening and attention | To sit and listen on the carpet for 5 minutes twice a day | Listening games e.g. granny went to market, sound games, circle time games with instructions to follow – EE & TS.  Lots of praise, adults spotting good listening and sitting.  Wobble cushion. |  |  |

\*Add and remove rows for number of targets required

**Summer term:**

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| **Area of concern** (use assessment data) | **SMART targets to address concerns**\* | **What will you do?**  Specific actions/interventions. Who will be responsible? | How will (EY)PP+ be spent to support meeting targets? | **Review** (Achieved/  partially achieved/  not achieved) |
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\*Add and remove rows for number of targets required

**Achievements:**

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| **Please list any achievements linked to education/extra-curricular activities e.g. attendance, grades, activity, progress, engagement, wider community.** |
| 100% attendance  Sammy is making small achievements every day being able to navigate round the room, developing independence and confidence.  Sammy has a real flair for maths and she has made great progress with number skills. She can count to 100 independently.  She has made excellent progress in phonics and reading and has started taking books home to share at home.  Sammy didn’t like messy play but she now readily involves herself in these activities. |

**Extra-curricular and additional activities:**

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| **We know that a sense of belonging and connections are important, what extra-curricular or additional activities is our child/young person engaged in, being invited to or interested in being a part of?** |
| None at the moment |
| **Is there anything we need to do to facilitate engagement in extra-curricular activities? State who is responsible.** |
| Sammy has attended after school club twice. Opportunity to attend once a week to be explored |

**Transition planning**:

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| **Is our young person, due to transition to the next phase of education, employment or training?** (Tick as appropriate) | Yes |  | No | x |
| **If yes, please detail transition plans below to ensure thorough discussions are held to inform next steps** e.g. has a school/college place been applied for, name next setting, dates starting new phase, detail support needed for positive transition including discussions with key staff at next setting | | | | |
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| **If our young person did not attend the PEP meeting, who will feedback to them?** | TT will share with Sammy how proud everyone is of her as she has heard excellent things from her teachers |

**Next review:**

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| **Date of next review** (consider times and locality to include our young person) | 26.6.22 10am |
| **Who to invite** (consider staff from next school or year group if due to transition) | Same attendees and reception teacher |