

# My Personal Education Plan

## Early Years

### Creating My Unique Story



My name:			
The date I was born:		My age:	
My school / setting:			
The date of my PEP Review:			

This is my:

Pre-school  
PEP 1

Pre-school  
PEP 2

Pre-school  
PEP 3

Yr R PEP 1

Yr R PEP 2






(Indicate Y for relevant PEP)

Other (e.g. moved pre-school/school outside normal transition times, or newly arrived in the UK please specify):

# What is in My Personal Education Plan?

A list of all the people who help me

The things I am good at

My next steps

My feelings

My future

It helps all the people who care about me to plan how they can help me learn and make sure I am happy now and in the future.

# Part 1 - Child Profile

Important things you need to know about me

Name:	
Also known as:	
Date of birth:	
Responsible authority:	
Date entered care:	
Current legal status (e.g. full care order, May 2008):	
Name of Independent Reviewing Officer (IRO):	
Name and contact details of allocated Social Worker:	
Name of person(s) with Parental Responsibility:	
Name and contact details of foster carer(s):	
Unique Pupil Number (UPN): Applies only to Yr R	
First language:	
Ethnicity (refer to guidance as appropriate):	
Is this young person an Unaccompanied Asylum Seeking Minor?	Yes/No
Does this young person have any cultural requirements?	Yes/No
If yes, please give details:	

# Health

Named LAC nurse:	
Name of GP:	
Health needs (include any allergies, medication, diagnoses):	
Any other health agencies involved (e.g. CAMHS, SALT, OT, Counsellor):	

# Contacts and Permissions

Include name of anyone for whom contact is prohibited and what position pre-school/school should take if contacted by this person.	
Is permission granted for the taking/use of photos of the child?	Y: <input type="checkbox"/> N: <input type="checkbox"/> If yes, where is the permission recorded?
Who will pre-school/school ring in an emergency?	
Who will pre-school/school send important letters and reports to?	
Who will come to parent/carer evenings/meetings?	
Who will come to my class assemblies and other pre-school/school events?	
<b>Who will say I can go on pre-school/school trips/outings?</b>	
Local:	
Trips by coach/train:	

# Part 2 - What I want you to know



In my pre-school/school I like:

My friends are:

I'm good at:

I'm happy when:

I am trying to get better at:

At home I enjoy:

Who has helped me complete this?

Other things I'd like to tell/show you...





## Part 3 - My Pre-school / School Record (EYFS)

To be completed by my Key Person / Designated Teacher as well as the EYFS Profile for children in Year R prior to the PEP review meeting.

### 3.1 My Significant Development

In my communication language and literacy I have begun to:

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For example:

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In my creative development I have begun to:

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For example:

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In my knowledge & understanding of the world I have begun to:

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For example:

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In my personal, social and emotional development I have begun to:

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For example:

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In my physical development I have begun to:

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For example:

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In my problem solving, reasoning and numeracy I have begun to:

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For example:

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## 3.2 Wellbeing and Involvement



### My wellbeing:

<input type="checkbox"/>	I am generally at ease and feel really great.
<input type="checkbox"/>	I don't always feel okay and at ease.
<input type="checkbox"/>	I rarely feel at ease and seldom feel okay.

### My Key Person has responded by:

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### My involvement:

<input type="checkbox"/>	I am frequently involved in play.
<input type="checkbox"/>	I am sometimes absorbed in play.
<input type="checkbox"/>	I am rarely absorbed in play.

### My Key Person has responded by:

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## 3.3 Current Special Educational Need (SEN) Level:

- Early Years/School Action (EYA/SA)     Statement of SEN  
 Early Years/School Action Plus (EYA+/SA+)

## 3.4 Intervention through Early Support

- Currently receiving Early Support. Key Worker:   
 Previously received Early Support.

## 3.5 Attendance

<b>Pre-school</b>			
No of sessions:	<input type="text"/>	Out of	<input type="text"/>
No. of sessions per week:		<input type="text"/>	
<b>Attendance</b>			
Regular:	<input type="text"/>	Irregular:	<input type="text"/>

<b>Year R</b>	
Current attendance (%):	<input type="text"/>
Authorised absence (%):	<input type="text"/>
Unauthorised absence (%):	<input type="text"/>

**Any reports/observation since my last PEP review**  
(Please attach or summarise below including copies of photographs and examples of my work)



## Part 4 - My Personal Education Plan Review



People present at my meeting:

Is the child present at this review?

If no, who will feedback to this child?

4.1 Review and update Child Profile (Part 1)

(Y once complete)

4.2 Important things for us to think about and share that impact on my learning and development:

My Care Plan (including up to date info on any contact arrangements, legal status, placement stability etc.):

My Health Plan (all aspects of my health and wellbeing that may impact on learning, including any assessments, diagnoses, treatments, therapies or referrals):



### 4.3 My Education Review:

My Key Person/Designated Teacher to share Part 3 ('My Current Pre-school/School Record') and EYFS Profile for children in Yr R which has been completed by them prior to the PEP review meeting.

- ★ Child or nominated adult to share Part 2 - 'What I want you to know' page.
- ★ Discuss the child's achievements, rate of progress and areas for development, including levels of wellbeing and involvement.
- ★ Is the child gifted and talented in any areas?

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- ★ Share and discuss SEN/AEN update (if appropriate).
- ★ List any actions in light of the updated Care and Health plans.
- ★ Include: information about any outside agency or partnership referrals; early support intervention (e.g. the family plan); statutory assessment requests; annual reviews; required changes in support.
- ★ Share and discuss EAL needs (if appropriate).

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If I have an Individual Education Plan (IEP) is it attached:  (Y/N)

If I have a SSEN is my last Annual Review attached:  (Y/N)



- ★ Share and discuss support in place (e.g. advice from STS, additional TA support, additional SCAG funded (severe and complex accessibility group) support, learning mentor, etc)
- ★ What experiences and opportunities will be provided to meet the child's unique needs?

Key Person / Teacher commitment:

Parent / Carer / Social Worker responses & suggestions:

## 4.4 My learning at home

- ★ Share and discuss the child's current/potential interest in out of pre-school/school activities, clubs and leisure opportunities.
- ★ Discuss if the child has access to a computer at home?

Do I have a LAC Leisure Pass?  (Y/N)

If no, will an adult apply for one?  (If yes (Y) include as an action point (Part 5))



## 4.5 Reviewing previous PEP targets:

My Key Person / Designated Teacher to have completed first column prior to PEP review meeting. (If first PEP please skip to 4.6)

My Previous PEP targets	How did I do? ☺ ☹ ☹	What helped or might help me now? If my Personal Education Allowance was used to help, what difference did it make?	Will this continue to be one of my targets? YES/NO

## 4.6 Transition: getting ready for Year R

To be completed as part of pre-school PEP reviews in preparation for Year R transition.

- ★ Share and discuss implications for EYFS planning, adult and peer relationships, routine/environmental changes.

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## 4.7 Setting new PEP SMART\* targets (I should have at least one target):



My target	What will I do?	Who will help and how?	How will I know when I have achieved my target?	Please indicate Y if PEA** will be applied for to support this target

\* SMART = Specific, Measurable, Achievable, Realistic, Time Limited

\*\* PEA = Personal Education Allowance

# Part 5 - My Personal Education Plan Agreements & Actions



People who agree with my personal education plan and will have a copy:

Person	What we have agreed to	Our signatures
My Key Person/ Designated Teacher		
My Social worker		
My Carer		
My Parent(s)		
Other people who could help me (e.g. TA, SENCO, LAC Nurse)		
Other e.g. key worker (early support)		
Other		

How will my plan be shared?

- ★ My Key Person / Designated Teacher will put a copy in my PEP folder for me, and give or send a copy to my Social Worker, my Foster Carer(s) and the LAC Education Adviser, including a copy of up to date EYFS profile.
- ★ My Social Worker will give or send a copy to my Independent Reviewing Officer (IRO), and any other people e.g. parent(s).

Date, time and venue for next PEP Review meeting:	
Date, time and venue of next LAC Review (my next PEP Review needs to take place at least 2 weeks before my next LAC Review):	