

## My Early Years Personal Education Plan (PEP)

<b>Date of this PEP meeting</b>	25 January 2022
<b>This is my PEP for the</b>	Spring Term
<b>This is my initial PEP</b>	No

### Important Information About Me

<b>My full name is:</b> Steven *****	<b>I like to be called:</b> Stevie
<b>My date of birth is:</b> 09-Feb-2018	<b>My age in months is:</b> 47
<b>My gender is:</b> M	<b>My ethnicity is:</b> A1 - White British
<b>My first language is:</b> English	<b>My special cultural requirements are:</b>
<b>My school setting is:</b> Roundabout Day Nursery	<b>Nationality:</b> British
<b>My Unique Pupil Number is:</b>	<b>My previous school setting was:</b>
<b>Date of my next CLA Review:</b> 23-June-2022	<b>My year group is:</b> Pre-school
<b>My current legal status is:</b> CLA - C2 - Full care order	<b>Date I entered care:</b> 16-Feb-2018
<b>I moved into my current placement on:</b> 01-Jun-2020	<b>I have had 2 placements since coming into care.</b>
<b>Type of current placement:</b>	Living with Foster Carer(s)
<b>Details (if option 'Others' is selected):</b>	

## About the people who support me

<p><b>Social Worker name:</b> *****</p> <p><b>Telephone number(s):</b> *****</p> <p><b>Email:</b> *****</p>	<p><b>Designated Teacher name:</b> *****</p>															
<p><b>Current Involvements</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e1eef6;"> <th style="text-align: left;">Role</th> <th style="text-align: left;">Professional</th> <th style="text-align: left;">Started On</th> <th style="text-align: left;">Department</th> <th style="text-align: left;">Telephone</th> </tr> </thead> <tbody> <tr> <td>Allocated Case Worker</td> <td>*****</td> <td>16-Aug-2021</td> <td>Children in our Care Team 2 - Lancaster Fylde and Wyre</td> <td>*****</td> </tr> <tr> <td>Independent Reviewing Officer</td> <td>*****</td> <td>14-Oct-2020</td> <td>SIA Safeguarding IROs</td> <td>*****</td> </tr> </tbody> </table>		Role	Professional	Started On	Department	Telephone	Allocated Case Worker	*****	16-Aug-2021	Children in our Care Team 2 - Lancaster Fylde and Wyre	*****	Independent Reviewing Officer	*****	14-Oct-2020	SIA Safeguarding IROs	*****
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<p><b>Any restrictions on contact with birth family or others:</b> Stevie does not have contact with his father ***** Nursery is permitted to share information regarding Stevie's progress with his Mother- *****</p>																
<p><b>Who is the first point of contact in an emergency?</b> Foster Carers- ***** mobile number *****</p>																
<p><b>Who will respond to communications from school / setting?</b> Foster Carers- ***** SW- ***** as required</p>																
<p><b>Who is permitted to pick me up from school / setting?</b> Foster Carers- *****</p>																

**Who is not permitted to collect me?** Father (John Taylor), Mother Shelley Smith

**Any other issues relating to family time?** n/a

**Who should education reports be sent to?**  
Carers  
Social Worker  
**Details (if option 'Others' is selected):**

**Permission for trips will be given by:** Carers for day trips

**Details:**

## My Health

### Health Needs

	Name	Contact Details
CLA Nurse	Violet Char	*****
GP	Dr Smith Dean St Surgery	***** ***** *****
School Nurse	Jean Lowe	*****

**My medical conditions (including allergies, medical diagnosis, etc.):** Stevie has an allergy to peanuts and has an Epi-pen in case of emergencies.

**My current medication:** inhalers as I experience wheezing

**I receive additional support from these agencies (e.g. CAMHS, Educational Psychologist, Speech and Language Therapist):** n/a Although a Speech and Language Referral is going to be made.

### My emotional health and wellbeing

**Comment on resilience, self-regulation, etc. (if using Ferre Laevers Wellbeing and Involvement Scales, please comment on levels):** Stevie is a happy outgoing little boy. He is confident and is able to interact well with other children and adults. His level of well-being is 4 and involvement 4





**Strengths and Difficulties Questionnaire (SDQ)**

A score of 16 or above suggests that the pupil may have emotional wellbeing needs which should be addressed in the PEP

**Date SDQ completed: 18-AUG-2021**

**SDQ score: 10**

**All About Me – My Voice**

	<p><b>I am happy when / I like:</b> I'm starting to make age appropriate friendships with my peers, it makes me happy when I'm playing in the construction area with my friends. I also really like outdoor play with my friends. I like to be outside and I especially like it after it has been raining and I can splash in muddy puddles.</p>
	<p><b>I am not so happy when / I don't really like:</b> When I am having lots of fun doing something and an adult asks me to do a different activity. I don't like it when we can't go outside because it's raining. I don't like reading or writing.</p>
	<p><b>I am good at / I'm interested in:</b> I am now really good at sitting and listening at carpet time, I can talk about our golden rules and like singing along with my friends. I am good at building things, especially big castles. I am a really fast runner.</p>
	<p><b>I am trying to get better at:</b> Counting as I get mixed up when I am counting to 10. My drawings are getting better.</p>
	<p><b>I wish for:</b> To be able to play outside more. I want to do more building and making things in nursery.</p>
	<p><b>My friends are:</b> My best friend is Jack but I do get sad sometimes if Jack doesn't want to play with me. I do play with others but sometimes I like to just be on my own.</p>
<p><b>What my parent / carer says about me:</b> My carer has spoken to my keyperson as she is</p>	

wondering if my speech and language is at the right stage of development. My keyperson has given her some advice on appropriate speech and language development and some fun activities. My carer says my Health Visitor will make a referral. My carer says I am always happy when I am doing something practical and that I don't like sitting still for long listening to stories but I do love drawing and painting.

**What my social worker says about me:** Stevie is a happy energetic lively little boy. He is always smiling and is a pleasure to spend time with. He doesn't like to sit still for any prolonged period of time and loves to do things with his hands.

**What my key person says about me:** Stevie you are a very happy little boy and you have settled into nursery well. You are meeting your developmental milestones in many areas. Your speech is an area we will continue to work on. Your carer has shared that she has an appointment on February 26<sup>th</sup> with the Health Visitor about this. If a referral is made, she will ask the Speech and Language Team to share information with the adults in your nursery, so that everyone can help you in the same way.

Since you have been coming to nursery, you have explored lots of different places but the construction area and cars are your favourites. You also like the outdoor area and you are having a good go at trying to put your coat and wellies on by yourself. We have shared this with your carer and she will help you with this at home too. You enjoy mealtimes in nursery and you sit at the table to eat with your friends. You are happy to try all of the meals that we have had so far and have a good appetite.

## My Learning and Development

**In Personal, Social and Emotional Development I can:** show confidence in asking for help when I need it. I am beginning to be aware of the needs of others and need a little bit of support

with taking turns with other children. I like to get started on things very quickly and I often act very impulsively. I manage myself well but can find parts of getting dressed quite tricky, including buttons and zips. I understand rules and I know the difference between right and wrong.

**In Communication and Language:** talk and join in with my friends confidently during play. My vocabulary is limited at the moment and I tend to use words which I am comfortable with and have been using for a long time. I am confident to ask my keyperson for help and I can now sit well and listen in small group times. I am not confident asking questions or joining in when I am in a group, I would rather just listen. I don't really enjoy stories or poems but do like to join in sometimes when we are singing. I am really good at explaining what I am doing when I am working independently in the construction corner.

**In Physical Development I can:** run fast, climb and balance well. I am confident jumping off the crates and tyres. I can balance on the scooter. I can move with speed and coordination in a variety of ways including hopping, jumping and skipping. I cannot yet use a tripod grip to hold a pencil and so I struggle mark making sometimes but I like big brushes and tools outside.

**In Literacy I can:** share books with my friends and enjoy story times. I can act out parts of a story, especially outside. I like to join in nursery rhymes and action songs. I can recognise some letters from my name and now only need a little help in identifying my name card at registration time. I struggle to form recognisable letters when writing.

**In Mathematics I can:** use some number names in my play up to 6 e.g. I have two cars. I am beginning to show interest in simple shapes in the nursery environment. I struggle to consistently count to 10 and often become muddled. I am able to compare some quantities within 10 and use "more than" and "less than" to help describe groups of objects.

**In Understanding the World I can:** explain some differences between things in the past and things in the present. I am beginning to learn about all different people and celebrations. I like to look at pictures and find out about different animals and places. I also recognise that we have different seasons throughout the year and the changes that they bring.

**In Expressive Arts and Design I can:** perform some simple action songs and nursery rhymes. I enjoy making sounds and singing along, especially outside. I love dressing up and being superheroes. I enjoy art and being creative and like to mix colours and make things with different materials.

**How do I learn? Please comment on my Characteristics of Effective Learning:**

**Playing and exploring:** I like to work things out for myself and I am confident in trying things out. I do sometimes get frustrated with making mistakes but I also show a lot of resilience to succeed. I can get angry though if there is something which I cannot do. I use previous knowledge when I am playing, this is very clear when I am building strong towers.

**Active learning:** I learn by being a busy active learner. I like to be given as much time as I need to do a task. I like to be given some simple instructions but not too many as I like to be creative and decide how to do things for myself. If it is something practical that I am enjoying, I will stay engaged for a prolonged period of time. I am quite a resilient boy who will persist at things but can become frustrated if I don't achieve something that I really want to. I struggle with engaging when sat down with other children and although I will mostly sit and listen politely, I rarely offer my own input.

**Creating and thinking critically:** I enjoy having problems to solve and like to try out different things -often using my previous knowledge to support my thinking. I also get a huge sense of pride when I have found a new way of doing something.

## Areas of Learning & Development

Practitioners must indicate below, for all areas of learning and development, whether children are meeting expected levels of development

### Prime Areas

	On Track? Yes / No
Personal, Social and Emotional Development	N
Communication and Language	N
Physical Development	Y

### Specific Areas

	On Track? Yes / No
Literacy	N
Mathematics	N
Understanding the World	Y
Expressive Arts and Design	Y

## My Overall Progress

Progress	Attendance	Wellbeing	Behaviour
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Green: achieving targets	Green: 95%+	Green: thriving	Green: no issues
Amber: slightly below targets	Amber: 90-94%	Amber: some issues but responding to support	Amber: some issues but responding to support
Red: very limited or no progress	Red: 89% and below	Red: regular concerns	Red: fixed term exclusions

Progress check	Progress	Attendance	Wellbeing	Behaviour
	Red, Amber, Green	Red: 89% and below, Amber 90-94%, Green 95% + Red: 89% and below, Amber 90-94%, Green 95% +	Red, Amber, Green	Red, Amber, Green
<b>Autumn</b>	Amber	Green	Green	Amber
<b>Spring</b>	Amber	Green	Green	Green
<b>Summer</b>				

**My Designated Practitioner / Teacher to share a summary of how I am doing in the setting:**

Stevie is a happy little boy who is very active and enjoys the more practical, physical elements of learning.

## My Targets

Term	SMART Target / I want to learn how to:	How you can help me - include use of EYPP / PPG+	Evaluation:
<b>Autumn</b>	To understand the needs of others by taking turns with my friends.	Adults will model taking turns and prompt me.  I will be encouraged to play more cooperatively with others instead of independently.  My friends will also be encouraged to invite me into their play.	Stevie does understand the needs of other children more and will take it in turns and work collaboratively. He does sometimes get very excited with an activity however and forget that others may want a turn. We will continue to prompt Stevie as necessary and



			encourage him to actively ask other children to come and join him and have a turn, even if they are not next to him at that point.
<b>Autumn</b>	To contribute in small group times by asking questions or commenting on what I have heard.	Adults to wonder and ask open ended starter questions to prompt Stevie to contribute.	Stevie is gaining in confidence and has begun to contribute more.
<b>Autumn</b>	To be able to use a wider vocabulary.	Adults to teach new vocabulary using the STAR approach and some favourite books.  Keyperson group times to focus on specific words with Stevie.	A wider vocabulary is developing and will continue to be expanded.
<b>Spring</b>	To understand the needs of others by taking turns with my friends outdoors.	To play cooperatively outdoors e.g. den making and building constructions.	
<b>Spring</b>	To contribute during daily small group times by asking questions or commenting on what I have heard.	Adults to wonder and ask open ended starter questions to prompt Stevie to contribute.	
<b>Spring</b>	To be able to use a wider vocabulary.	Adults to teach new vocabulary using the STAR approach and some favourite books.  Keyperson group times to focus on specific words with Stevie.  Build on my enjoyment of books and action rhymes.  Use EYPP funding to purchase 'Early Talk Boost' to facilitate small group activities with keyperson.	
<b>Spring</b>	To begin to mark make outdoors on a smaller scale	Encourage Stevie to write recipes in the mud kitchen and use draw/plan ideas for his constructions.	

**Please use this space to make any further comments:** N/A

## My Attendance

Attendance below 90% is considered to be persistent absence and strategies should be in place to address this, however, expectations of attendance should be much higher than this.

**What sessions do I attend? - Nursery settings only** I attend nursery for 5 morning sessions (Monday-Friday and 2 afternoon sessions each week (Tuesday and Thursday).

**Attendance this term:** 94%

**Please comment on any issues around attendance:** Stevie had Chicken Pox which meant a sustained period of 10 days where he missed nursery. Other than this, Stevie has 100% attendance.

**If my attendance is poor, please add further information, including any strategies used to address the issues:** N/A

## Early Years Pupil Premium / Pupil Premium Grant+

**Has EYPP been accessed (Nursery only)?** Yes

**Has PPG+ been accessed (Reception only)?** No

**How is it / will it be used to support me to achieve my targets, make progress and achieve?**  
As well as Early Talk Boost, we are purchasing Paw Patrol books as this is an interest of Stevie. These will support him with developing a love for books and reading. We are purchasing tripod pencils to help Stevie with a his grip when mark making. We have previously purchased some new building bricks outside which Stevie loves to do the most and helps him to continue to develop his gross motor and critical thinking skills.

**How has the funding made a positive impact on my progress and achievement?**

The funding so far has helped Steven to further develop his gross motor and critical thinking skills in the construction areas. It is also further developing one of his primary interests and supports his need to share and take turns with others as this is more of a challenge.

## My Transitions

**What transitions are coming up for me that need to be planned for?** Stevie will be leaving pre-school in July 2022 ready for his transition to primary school in September 2022.

**What will be done to make my transition as smooth as possible?** In the summer term, my keyperson will talk to me and my friends about our new schools, we will read stories, look at pictures of all the different primary schools in our area and play school in the role play area. My keyperson will share a lovely booklet with my family about helping me get ready for starting school. And she will fill in my transition document to share with my new school teacher when she comes to visit me in nursery. We are also going to take a trip to my new school, where I can spend a day there with my new teacher. My key worker will come along to this and stay with me.

## My Next PEP Meeting

**People who attended this PEP meeting:**

Role / Relationship	Attended	Name	Comments
Child / Young Person	No		
Social Worker	Yes	*****	
Carer(s)	Yes	*****	
Parent(s)	Yes	*****	
Designated Teacher	Yes	*****	
Key worker	No	*****	Information was passed on to ***** which she relayed in the meeting.

### Next Steps

**Is this the child / young person's final PEP? (e.g. due to no longer being looked after):** No

**Have any documents such as pupil voice been attached?:**

N/A

**Virtual School Headteacher:** Audrey Swann

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