

# Pre-School and under 5s Personal Education Planning Statutory Guidance

## Introduction

The Statutory guidance with regards to the obligation of a Local Authority to actively promote the educational achievement and aspirations of 'looked after children' as defined in section 22 of the Children Act 2004 is cited in section 52 of the said Act. This latter section clarifies that the relevant Authority is obliged to formulate an 'effective, high quality Personal Education Plan (PEP).' Further, that this plan forms part of the care plan but that it is specific and separate.

## Intention of the PEP

A Personal Education Plan is a record of what needs to occur so that a looked after child is most likely to enable them to realize their potential through the medium of education. The PEP should therefore encompass any other existing education plans, such as an educational statement of special educational needs and an Individual Education Plan (IEP) or a Pastoral Support Plan (PSP). The PEP should incorporate and emphasize the ethos of a personalized-approach to learning, which ensures well-grounded basic-skills, extends the aspirations and enhances life chances.

## Holistic aspects of the PEP

A Pastoral Support Programme (PSP), an Individual Education Plan (IEP), or an Individual Behaviour Plan (IBP) do not replace a PEP. PSPs, IEPs and IBPs are intended to contain targets that focus on specific aspects of a child's education. A PEP will consider education in its broadest sense. It will therefore include non-academic issues, such as social relationships, extra-curricular activities, support with homework, visits to libraries, plans and aspirations for the future etc. The PEP will be integrated with the LAC reviews, but must be a separate meeting before the review. If the LAC review and PEP need to be held together prior discussion with the Reviewing Manager is required. This may occur when the young person is placed some distance from the Borough.

## Personal Education Plan for Pre-School/ Foundation Stage

This PEP is for children at pre-school and reception aged 2-years to 4 years 11 months. For children within this age group, early years education may be through a child minder, independent day nursery, playgroup, Local Authority nursery or nursery class attached to a school, or a reception class. This PEP incorporates the monitoring of foundation stage early learning goals (or dimensions) as related to the Childcare Act 2006, which provides for the learning and development requirements. Consequently there are 6 areas of learning which are:-

- (a) Personal, social and emotional development.
- (b) Communication, language and literacy.
- (c) Problem Solving, reasoning and numeracy
- (d) Knowledge and understanding of the world.
- (e) Physical development.
- (f) Creative development.

## Aspects of Child Development in the range 2 up to 5 years of age

Please note that it is important to have a good understanding of what characteristics the average child would *developmentally; typically exhibit physically, socially, emotionally and intellectually* from 2 years through to 4 years 11 months of age. Moreover, it is also, important to be mindful of difficulties that might impinge on development in these areas where a child has a disability (i.e. children with learning and/or physical disabilities). Please refer to EYFS on the following website for details: <http://nationalstrategies.standards.dcsf.gov.uk/earlyyears>

## A Quick Guide to completing the Pre-School & under 5s PEP

### Introduction

Much of this form is self-explanatory. The sections with 'colour bands' **red**, **blue** and **green** should be used relative to the age of the child under consideration and with knowledge of the presentation and abilities of the average child for the age group from 2 to 4 years 11 months of age.

- (a) The average child will fall into the **blue** colour stream throughout the age range.
- (b) Using the example of a 3-year-old 'average child' as the comparator, if a child of a similar age demonstrates more aptitude they would be placed in the **green** colour strand in the corresponding 'area of learning.'
- (c) If the similarly aged child demonstrates less aptitude; they would be placed in the **red** colour stream for the corresponding 'area of learning.'
- (d) By completing each 'area of learning' a profile indicating areas of development that need particular attention is compiled.
- (e) If the child is placed under **red** with respect to a particular 'area of learning,' the aim should be to stimulate the child's aptitude, so that they will make a transition, or progress towards the **blue** strand by the next PEP review.
- (f) With regard to an 'area of learning' that is already in the **blue** for the same child, the goal set should be such that it would be likely that their aptitude will be stimulated enough under this particular strand, so that the child is maintained, or makes progress towards the **green** strand.
- (g) Where a child demonstrates greater aptitude in a particular 'area of learning' (the **green** strand), goal setting should provide 'challenge,' so that a child does not become 'bored' by lack of appropriate stimulation in the learning environment.
- (h) With regards to a child with disabilities or medical needs more specialist advice should be obtained as to what are appropriate targets to work towards.

NB. The 'SMART' targets set should 'challenge and stimulate' a child (please see page 11). Further, appropriate learning activities within the home, should also aim to stimulate and challenge in a way that compliments the work of the early years provision.

## Pre-School & Under 5s Personal Education Plan for Looked After Children

This document may be completed by hand. Alternatively, it may be saved on your PC and completed by computer and uploaded on to '**Framework-i**' along with any other relevant documents. Move your cursor over grey rectangles to type information. By using the TAB key you can move from one information box to the next to type your response. After completing the whole form save it and print out a copy for uploading on '**Framework-i**'. This form is for use with children under 5-years who are at a pre-school resource such as a nursery. The minimum age for the use of this form is 2-years. (NB. If another Authority places a child in Harrow, that authority should use its own PEP document).

### Personal Details

Child's name:	Birth date:
Framework-i case number:	
Under 5s Provider (Name of Setting & address)	Age (yy/mm):
Ethnicity:	First language:
Religious background:	Interpreter required: Yes/No Other Language(s):
Present address:	Placement type: Extended family/Foster care/Residential care/ Respite/other type of care environment
Name of Present Carer:	
Name of Social Worker:	Pinner Road Office Phone No: 0208 736
Is this child subject to a protection Plan?  Are there people who should not have contact directly or indirectly?	Yes/No  Yes <input type="checkbox"/> No <input type="checkbox"/>  If yes Please give names:-  (a) (b) (c) (d)

Placing Local Authority:						
Independent Fostering Agency (if applicable):						
Special Educational Needs Stage (if applicable):						
Transport agreement with the Early Years Provider:						
Doctor's (GP) name:						
Health Visitor's name:						
Medical matters the Pre-School Resource should be aware of:						
*Legal Status in care: (e.g. s20, ICO, CO: CA 1989).				*Date from (dd/mm/yy):		
Date of Initial Plan:						
Date of Review	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
Date Review Completed						
	(< 28days)	(< 3 months)	(< 6 months)	(< 6 months)	(< 6 months)	(< 6months)

If the above child has been placed in Harrow by another Authority, please indicate the educational support that placing borough will provide?  
(NB. The placing Authority should use its own PEP document).

Other agencies presently involved:	Name of contact person:
CAMHS	
Child Physiotherapist	
Consultant Paediatrician	
Educational Psychology Service	
PEP Coordinator	
Portage	
Speech & Language Therapist	
Other (please indicate)	

	Name of provision	Number of days & hours per week
Children's Centre Services		
Child Development Centre (or Child & Family Centre)		
Community Day Centre		
Independent Nursery/School		
Learning & Development Team		
Nursery Class/Unit in School		
Nursery School		
Play Group/Pre-School Group		
Reception Class		
Primary School applied for (if applicable)		
Other (please indicate)		

## Developmental Monitoring

	Not known	Date	No concern	Concern
Prenatal				
0 to 6 months				
6 to 9 months				
18 to 24 months				
36 to 42 months				
Pre-School				

## Concerns

Type of Concern	Action Taken	Current Action
Vision		
Hearing		
Growth		
Physical skills (Motor Skills)		
Communication skills		
Play skills		
Behaviour and emotional		
Medical		
Other		

Assessment associated with Foundation Stage, to LAC aged 2 to 5 years.

## Personal, Social and Emotional Development

Area of learning	Colour streams & early learning goal			
	Red	Blue	Green	Goal
Dispositions and attitudes				
Self-confidence and self-esteem				
Making Relationships				
Establishing Relationships with others (significant adults).				
Behaviour and Self-control				
Self-care				
Sense of community				
<b>Comment</b>				

## Communication, Language and Literacy

Area of learning	Colour streams & early learning goal			
	Red	Blue	Green	Goal
Language for Communication				
Language for Thinking				
Linking Sounds and Letters				
Reading				
Writing				
Skill in Writing				
<b>Comment</b>				

## Problem Solving Reasoning and Numeracy

Area of learning	Colour streams & early learning goal			
	Red	Blue	Green	Goal
Numbers as Labels and for Counting				
Calculating				
Shape, Space and Measures				
<b>Comment</b>				



<b>Knowledge and Understanding of the World</b>				
<b>Area of learning</b>	<b>Colour streams &amp; early learning goal</b>			
	<b>Red</b>	<b>Blue</b>	<b>Green</b>	<b>Goal</b>
Exploration and Investigation				
Designing and Making				
Information and Communication Technology				
Time				
Place				
Communities				
<b>Comment</b>				

<b>Physical Development</b>				
<b>Area of learning</b>	<b>Colour streams &amp; early learning goal</b>			
	<b>Red</b>	<b>Blue</b>	<b>Green</b>	<b>Goal</b>
Movement and Space				
Awareness of Space				
Health and Bodily Awareness				
Equipment and Materials				
<b>Comment</b>				

<b>Creative Development</b>				
<b>Area of learning</b>	<b>Colour streams &amp; early learning goal</b>			
	<b>Red</b>	<b>Blue</b>	<b>Green</b>	<b>Goal</b>
Responding to Experiences and expressing and Communicating				
Exploring of Media and Materials				
Creating Music and Dance				
Developing Imagination and Imaginative Play				
<b>Comment</b>				

Attendance (Please put in x)	100% <input type="checkbox"/>	<95% <input type="checkbox"/>	90-95% <input type="checkbox"/>	80-89% <input type="checkbox"/>	70-79% <input type="checkbox"/>	<70% <input type="checkbox"/>
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Where there are significant concerns indicated on the table above, please ensure that they are responded to in an Individual Education Plan (IEP) or any other appropriate report.

(Please also supply attendance information. This does not apply if attendance is unusually low due to illness or a medical condition, which might affect attendance by virtue of its nature e.t.c).

### Transition

Please give full details of the nursery or primary school placement that is planned or has been applied for. Please include address, telephone number and proposed start date.

<b>(5) Nursery applied for</b>		<b>Name:</b>  <b>Address:</b>  <b>Telephone number:</b>  <b>Start date:</b>
<b>(b) Primary School applied for</b>		
(NB. Select as appropriate above with x).		

## Any other Relevant Information

Please use the space below to write about the progress you have noticed and if appropriate any other concern(s) that you may have.

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## Actions to be implemented

List issues to be addressed with agreed 'SMART' targets (The target set should be age appropriate please. The action point should have the name of the person responsible for directly supporting the achievement of the target next to it - please see guidance notes):-

Action to be taken	Person responsible	By when
(1)		
(2)		
(3)		

## Responsibilities

<b>Who will collect the child from this provision?</b>	
<b>Who will the provision's staff contact in an emergency?</b>	
<b>Are there any issues concerning contact? (if so please specify briefly).</b>	
<b>Who will give permission for trips, etc?</b>	
<b>Who will receive and respond to provision information?</b>	
<b>Who will up-date on any care changes?</b>	

<b>Date of this PEP</b>	<b>dd/mm/yy</b>	<b>Date of Next PEP</b>	<b>dd/mm/yy</b>
<b>Date of document completion</b>	<b>dd/mm/yy</b>	<b>Date of Distribution</b>	<b>dd/mm/yy</b>

**Attendees at this PEP**

<b>Name</b>	<b>Relationship to child</b>	<b>Signature</b>
(1)	<b>Child</b>	
(2)	<b>Designated Teacher</b>	
(3)	<b>Foster Carer</b>	
(4)	<b>Social worker</b>	
(5)	<b>Other significant person</b>	

## **My Personal Education Plan – Things about me**

**(a) My name is.....**



**(b) I like doing.....**

**(c) I like playing.....**



**(d) My friends are.....**

**(e) Things that make me sad.....**



**(f) Things that make me less sad.....**

**(g) Things that make me angry.....**

**(h) People who help me .....**



**(i) Things that make me happy.....**

.....**helped me fill this in on (date)**.....

*NB. The questions above may be responded to differently depending on a child's age and stage of development. Also, a younger child may be less responsive to the questions than a child who is nearer 5- years of age.*

## **My PEP Space**

*This page is for you to draw and write about friends and anything you want to!*



# My PEP Space

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