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**Personal Education Plan (PEP) for Looked After Children in Early Years Settings (9-24 months)**

This **Personal Education Plan** must be used for any pupil looked after by **Suffolk County Council (SCC)** in an early years setting. **The Lead Person (or Designated Teacher)** should ensure this form is completed and submitted, as soon after the PEP meeting, and must be sent by **secure email** to: [suffolkvirtualschool@suffolk.gov.uk](mailto:suffolkvirtualschool@suffolk.gov.uk)

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| --- | --- |
| **Child’s Name** |  |
| **Age** |  |
| **Date PEP Completed** |  |
| **Setting** |  |
| **Lead Person**  **Contact Details (email and phone)** |  |

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| --- | --- |
| **Name of attendees at the PEP meeting** | **Role** |
|  | Lead Person (or Designated Teacher) |
|  | Carer |
|  | Social Worker |
|  | other person present |
|  | other person present |

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| **Does the child have Special Educational Needs? If Yes, please provide brief description** | Y/N |

**Review of last PEP/analysis of need:**

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| **Good News** as identified in EYFS, Areas of Learning and Development/Progress/Attachment. How has Early Years Pupil Premium helped? Were targets from the last PEP achieved? |
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| **Concerns** as identified in EYFS, Areas of Learning and Development/Progress. What are the key issues/needs still to be addressed? |
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| Are there other agencies/services involved with the child? What are their views? |
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| Is the child approaching, or have they experienced, a significant transition? What support is in place/planned? |
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**Observations and Statutory Checks (9-24 Months)**

**Please highlight observations / checks made to date (add observations as appropriate):**

| **Development Area (EYFS)** | **Key Observations** | **Statutory Checks (0-19 Healthy Child Programme)** | **Could benefit from** |
| --- | --- | --- | --- |
| **Personal, Social & Emotional Development** | *Attachment to caregivers, ability to engage with others, self-regulation, emotional responses.* | *Health Visitor check at 12 months and 2 years – emotional and social wellbeing assessment.* | *Body contact activities such as from a key adult, quiet environment to explore objects and textures, sensory break to allow self-regulation* |
| **Communication & Language** | *Babbling, first words, understanding simple instructions, pointing and gestures.* | *Health Visitor check – speech and language milestones.* | *Access planned activities to develop gross and fine motor skills, singing and rhyming and signing* |
| **Physical Development** | *Sitting, crawling, walking, fine motor skills (pincer grip, holding objects).* | *Growth monitoring, nutrition assessment, motor development check.* | *Selection of objects with varying textures, planned opportunities to safely explore touch, planned activities promoting movement* |
| **Cognitive Development** | *Object permanence, problem-solving skills, interest in cause-and-effect play.* | *Assessment of early cognitive development through interactions.* | *Opportunities explore cause-and-effect play, access to age-appropriate resources to support cognitive development* |
| **Self-Care & Independence** | *Attempts at self-feeding, recognising familiar people, early potty awareness.* | *Advice on sleep, diet, and self-care at Health Visitor check.* | *Snacks with different flavours and textures, access to safe quiet spaces to sooth and calm* |

**Target setting**

Based on the discussion of what has gone well, and any concerns identified, agree 1 short, and 1 MEDIUM term, SMART TARGET this plan will aim to address, and plan how they will be met.

Please ensure TARGETS are SMART\*

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| --- | --- | --- | --- | --- |
| **S**pecific  **S**ignificant  **S**tretching | **M**easurable  **M**eaningful  **M**otivational | **A**greed upon  **A**chievable  **A**ction-oriented | **R**ealistic  **R**elevant  **R**esults-oriented | **T**ime-based  **T**angible  **T**rackable |

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| **\*SHORT TERM TARGET** include identified areas against development and educational needs |
| **What support will be provided to help the child achieve this? How could Early Years Pupil Premium help?** |
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**Who is the best person to:**

|  |  |
| --- | --- |
| Provide this support, or arrange for it to be provided? |  |
| Monitor progress towards the target? |  |
| Keep others informed and call an early review meeting if necessary? |  |
| **\*MEDIUM TERM TARGET (up to 24 Months)** include education and aspirations | | |
| **What support will be provided to help the child achieve this? How could Early Years Pupil Premium help?** | | |
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**Submission Instructions**

Once completed, please request a secure email from: [**suffolkvirtualschool@suffolk.gov.uk**](mailto:suffolkvirtualschool@suffolk.gov.uk)  
When you have received the secure email, please open the message, attach the PEP and return it to: [**suffolkvirtualschool@suffolk.gov.uk**](mailto:suffolkvirtualschool@suffolk.gov.uk) and **cc** [**brokerageinbox@suffolk.gov.uk**](mailto:brokerageinbox@suffolk.gov.uk)

More information about secure email and Office 365 Mail Encryption can be found at this link: **ICT-GD-0165-Sending-and-receiving-secure-email-using-OME (suffolk.gov.uk)**