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| **Personal Education Plan Start Date:** | **Personal Education Plan Next Review Date:** |
| **School/Setting Designated Lead for CLA/Link Person:** | **Social Worker:** |

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| **Name:** |  | **School/Setting:** |
| **DoB:** |  | **Other Placement:** |
| **Age in Years & Months:** |  | **Year Group:** |
| **Date of PEP Review:** |  | **Expected Transition Date to :** |

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|  | **Y/N** | **SEND status:** | **Y/N** |
| **ASQ/ASQ.SE:** |  | SEND Register – Support: |  |
| **Two Year Progress Check:** |  | Request for a Statutory Assessment (EHCAR): |  |
| **Early Years Pupil Premium Funding:** |  | Education, Health & Care Plan: |  |
|  | | Date EHCP Granted: |  |
| **EHCP Primary Need:** | | | |

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| **Attendance information** | **Current academic year** | | | **Previous year** | |
| **Present %** (to date) |  | | |  | |
| **Authorised Absence %** |  | | |  | |
| **Unauthorised Absence %** |  | | |  | |
| **NOTES** | | | | | |
| **Number of occasions late (before register closed)** |  | **Number of occasions late (after register closed)** |  | |  |
| **Fixed Term Suspension** | | | | | |
| **Days lost to Fixed Term Suspension**  (To date this academic year) | **Date** | | | **Reason** | |
|  |  | | |  | |
| **Permanent Exclusion** | | | | | |
| **Permanent Exclusion**  (To date this academic year) | **Date** | | | **Reason** | |
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| What other people like and admire about me… | Interests and activities which I enjoy… |
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| How best to support me and help me to learn… | What’s important to me… |
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| **What Is Working Well?** | **Are There Any Concerns or Worries?** | **Agencies Involved** |
| --- | --- | --- |
| School/Setting: | School/Setting: |  |
| Home: | Home: |
| Social Care: | Social Care: | **Additional Funding Accessed** |
| Health (physical & emotional well-being): | Health (physical & emotional well-being) |

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|  | Term 1 Autumn | | | Term 2 Spring | | | Term 3 Summer | | |
| **Prime Areas** | On track  Not on track  Emerging  Expected | Progress (RAG) | Cause For concern?  Y/N  Notes – | On track  Not on track  Emerging  Expected | Progress (RAG) | Cause For concern?  Y/N  Notes – | On track  Not on track  Emerging  Expected | Progress (RAG) | Cause For concern?  Y/N  Notes – |
| **Communication & Language** |  |  |  |  |  |  |  |  |  |
| Listening, Attention and Understanding |  |  |  |  |  |  |  |  |  |
| Speaking |  |  |  |  |  |  |  |  |  |
| **Personal, Social & Emotional Development** |  |  |  |  |  |  |  |  |  |
| Self-Regulation |  |  |  |  |  |  |  |  |  |
| Managing Self |  |  |  |  |  |  |  |  |  |
| Building Relationships |  |  |  |  |  |  |  |  |  |
| **Physical Development** |  |  |  |  |  |  |  |  |  |
| Gross Motor Skills |  |  |  |  |  |  |  |  |  |
| Fine Motor Skills |  |  |  |  |  |  |  |  |  |

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| **PROGRESS** | RAG – RED, AMBER, GREEN Highlight to clearly show whether the pupil has made progress since the previous PEP review  RED – regressed AMBER – no progress GREEN – expected/good progress BLUE – accelerated progress |

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|  | Term 1 Autumn | | | Term 2 Spring | | | Term 3 Summer | | |
| **Specific Areas** | On track  Not on track  Emerging  Expected | Progress (RAG) | Cause For concern?  Y/N  Detail | On track  Not on track  Emerging  Expected | Progress (RAG) | Cause For concern?  Y/N  Detail | On track  Not on track  Emerging  Expected | Progress (RAG) | Cause For concern?  Y/N  Detail |
| **Literacy** |  |  |  |  |  |  |  |  |  |
| Comprehension |  |  |  |  |  |  |  |  |  |
| Word Reading |  |  |  |  |  |  |  |  |  |
| Writing |  |  |  |  |  |  |  |  |  |
| **Mathematics** |  |  |  |  |  |  |  |  |  |
| Number |  |  |  |  |  |  |  |  |  |
| Numerical Patterns |  |  |  |  |  |  |  |  |  |
| **Understanding of the World** |  |  |  |  |  |  |  |  |  |
| Past and Present |  |  |  |  |  |  |  |  |  |
| People, Culture and Communities |  |  |  |  |  |  |  |  |  |
| The Natural World |  |  |  |  |  |  |  |  |  |
| **Expressive Arts & Design** |  |  |  |  |  |  |  |  |  |
| Creating with Materials |  |  |  |  |  |  |  |  |  |
| Being Imaginative and Expressive |  |  |  |  |  |  |  |  |  |

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| **Good Level of Development**  **Summer term** | **Yes/No** | **Notes** |

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| **Characteristics of effective learning** | |
| **Playing and exploring Comments** | |
| **Ideas for discussion:**   * Finding out and exploring * Playing with what they know * Being willing to 'have a go' | |
| Aut |  |
| Spr |  |
| Sum |  |
| **Active learning Comments** | |
| **Ideas for discussion:**   * Being involved and concentrating * Keeping on trying * Enjoying achieving what they set out to do | |
| Aut |  |
| Spr |  |
| Sum |  |
| **Creating and thinking critically Comments** | |
| **Ideas for discussion:**   * Having their own ideas * Making links * Choosing ways to do things | |
| Aut |  |
| Spr |  |
| Sum |  |

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| **Recommended Strategies and Resources** | | | | | |
| **Area of learning** | **Activity** | **Who** | **How often** | **Impact** | **Review date** |
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| **CLA Pupil Premium** | | | |
| **Details of intervention, activity or resource** | **Estimated Costs** | **Expected Outcome** | **Impact of intervention, activity or resource**  How has the LAC pupil premium impacted upon the child’s/young person’s academic progress/emotional well-being? |
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