



# Early Years Exemplar PEP

## Amihr Exemplar

Amihr is 4 years old and is currently attending nursery and will be transitioning to Old Fletton Primary School from next September. He enjoys dancing, playing in the mud kitchen, being outside as well as baking cakes. His attendance has been impacted by being poorly with chicken pox and missing a week of nursery. He can understand stories read in both Pashto and English and is learning to speak both languages. Amihr came into care in October 2024 and is currently placed with Carers who he is expected to stay with.

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# PEP Details

PEP ID: 10588

Meeting Date: 18/07/2024

Starting Date: 30/08/2024



## Social Worker Section

### ↑ PERSONAL INFORMATION

The Personal Education Plan records our commitments to ensuring young person in our care get the very best possible education experience and outcomes.

First name	Amihr
Family name	Exemplar
Name known at school	Amihr
Date of birth	22/01/2020
Gender	<input checked="" type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Non Binary <input type="radio"/> Prefer not to say <input type="radio"/> Prefer to Self-describe
Self-describe Gender	Male
Ethnicity	C4 - Any other Asian background
Religion	Muslim
1st Language	Pashto
Unique Pupil Number	h383746583
Liquid Logic ID	4824

### ↑ CARE INFORMATION

Carer Name	Arjun and Priya Chaudhuri
Carer's email	chaudhurifamily@aol.com
Carer's address	12 Barley Way, Fletton, PE9 4TR
Carer's contact numbers: Mobile	075423984125
Date became looked after	10/05/2022
Legal Status	CLA - C2 - Full Care Order

Who has parental responsibility?

Peterborough City Council and parents. Naveen and Sunita Bakshi

What is the expected care plan?

Amihr is expected to stay in his current placement.

Is there anyone that the child/young person should not have contact with?

Yes  No

If Yes, who should not have contact with the child/young person?

What should the school do if this person arrives at the provision?

N/A

Contact with family arrangements

Amihr sees both of his parents every Thursday for 2 hours at the Welland contact centre.

Who will sign permission slips for school (eg. Trips)?

Foster carer or social worker

Who will attend parents evenings?

Foster carer and social worker

Space for any additional care information (eg. Sensitive issues, internet safety concerns, curriculum triggers, cultural needs...)

Amihr's religious and cultural needs are being met as Arjun and Priya also speak Pashto and are Muslim too.

## ↑ HEALTH INFORMATION

### Health and Emotional Well Being

Essential Medical Information (prescribed medicines, important conditions)

Amihr does not have any medical needs

Most recent SDQ score

N/A

Who is the first point of contact for the school in an emergency?

Foster carers, Arjun and Priya or social worker.

## ↑ SW - QUALITY ASSURANCE

My Social Worker

Achieved standard

## Designated Teacher Section

### My Review

#### PLEASE REVIEW THE PREVIOUS DESIRABLE OUTCOMES

Target ID	Created At	What is the intended outcome?	What needs to happen/be put in place to achieve the outcome?	Who is responsible for ensuring the outcome is achieved?	How much will it cost?	Funding status	Intervention Type	Review
24539	04/09/2024							Achieved <a href="#">View</a>
24540	04/09/2024							Not Achieved <a href="#">View</a>
24541	05/09/2024							Not Achieved <a href="#">View</a>
24542	05/09/2024							Achieved <a href="#">View</a>

If any PP+ remains unspent, please state how much?

0

NB. To review each desirable outcome, click on the “view” button, a pop out box will then appear (see below).

Desirable Outcome	
Section	My Education Outcome
Area of Need	Enrichment and Aspirations
What can I do at the moment? What is my baseline?	At the moment Amihr will happily play alongside his key worker.
By...	12/12/2024
What will I be able to do? What will I have achieved?	I will develop some interests of my own and be able to choose an activity for myself.
How will I achieve this? What interventions / support will be put in place?	Key worker will give choices to Amihr at each activity transition, gradually increasing the number of options posed. Amihr will be encouraged to play with other children without his key worker for 2 minutes increasing to 5 minutes as appropriate.

#### REVIEW OF THE INTENDED OUTCOME

Has the outcome been achieved?  Yes  No

Further comments:  
(Includes progress towards outcome if not achieved; Impact of actions and funding)

Amihr has become more confident to play by himself. He always chooses the same activity, he loves to play with the kitchen or mud kitchen if outside. The next

#### FUNDING

Funding	No
Please provide breakdown of cost (including if relevant – cost per session, number and frequency of sessions, itemised resources)	
Amount of funding required:	£

#### ↑ QUALITY ASSURANCE

My Review	Achieved standard
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## School Information

This information pulls through from the child's core data and shows current setting and school history

### My Education

#### ↑ SCHOOL INFORMATION

My Setting	Not Attached to any School
Local Authority	
My Designated Teacher	
My Designated Teacher's Email	

#### My Previous School/Settings

School / Establishment	Start Date	End Date	Reason for Leaving

## Transition

#### ↑ TRANSITION

Is there a plan for me to change my school/setting?	Yes: End of Academic Year
If yes, what is the name of my destination school/education provider?	Application made to Old Fletton Primary School. DT will be invited to the PEP meeting in the summer term or
If relevant, has my new Designated Teacher been invited to the transition PEP?	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A

## My Interests and Aspirations

#### ↑ MY INTERESTS AND ASPIRATIONS

My carer's views around my interests / hobbies / aspirations	Amihr loves to help in the kitchen. He likes to help weigh out the ingredients and loves making cakes. He also likes to play with the mud kitchen outside.
Extra-curricular or enrichment activities I currently participate in (clubs, teams, hobbies).	Amihr enjoys playing outside and likes to visit the park where he interacts with other children. We also go to a music group on a Wednesday afternoon.
My ideas about what job / career I would like to have.	Chef
To achieve this I will need to have the following (detail required qualifications, skills, and experiences)	Amihr could help out in the kitchen at nursery and help prepare snack time, he loves to watch Lynda, our

## My Education Desirable Outcome

NB. To add a desirable outcome and request funding, click “add desirable outcome” - an editable pop out box will appear.

↑ DESIRABLE OUTCOMES

DESIRABLE OUTCOME Add Desirable Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	By	What will I be able to do? What will I have achieved?	How will I achieve this? What interventions / support will be put in place?	Amount of funding required	Funding status
24543	05/09/2024	Communication and Interaction	I have become more confident to play by myself for short periods of time (5 minutes). I always choose the same activity, I love to play with the kitchen or mud kitchen when I am outside.	17/04/2025	I will be confident in attempting new activities and have a wider range of toys and activities that I choose independently.	Nursery staff will introduce Amihr to new activities and experiences, staying with him initially but gradually increasing the amount of time that he is supervised more remotely.		<a href="#">View</a> <a href="#">Delete</a>

## My Attendance

### Attendance

My Attendance

↑ MY ATTENDANCE

Attendance

My attendance in current year to date (%) 89% Amihr attends nursery 9-2 every day.

My carer's views around my attendance (please detail my strengths and any areas of concern) Amihr was initially very nervous when going into nursery but is much happier now when his key worker meets him in the morning. He does become very distressed if someone else is at the door to greet him.

What are the barriers and facilitators affecting my attendance data? Amihr missed a week of nursery earlier this year because he had chicken pox. He comes in happily every morning when he sees Ellie, his keyworker but is still more anxious if other nursery staff greet him at the

If relevant, please set an outcome to support my attendance.

### Attendance collection

Live attendance data will appear here

## Desirable Outcome

NB. To add a desirable outcome and request funding, click “add desirable outcome” - an editable pop out box will appear (see below)

↑ DESIRABLE OUTCOMES

INTENDED OUTCOME Add Intended Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	By	What will I be able to do? What will I have achieved?	How will I achieve this? What interventions / support will be put in place?	Amount of funding required	Funding status
24545	05/09/2024	Attendance and Engagement	I am happy to communicate and play with other nursery staff once I am settled after Priya has gone. I still becomes very upset when Priya leaves if my keyworker is not there to greet me. Priya has taken me home again on occasion as I was so distressed.	13/02/2025	I will be able to go into nursery in the morning if greeted by different staff members.	Nursery will make a photobook of the key staff for me to have, Priya will look at this with me at home and talk about the other nursery staff with me. I will continue to work with other nursery staff during the day and I will be met in the morning by my keyworker and another member of nursery staff.		<a href="#">View</a> <a href="#">Delete</a>

↑ QUALITY ASSURANCE

My Attendance Achieved standard

## My Individual Needs

### Emotional Health and Wellbeing

How is my emotional health and wellbeing? (Please include as appropriate my relationships with peers and adults, my strengths, things I find more difficult and any support systems which are in place for me).

I am happy and settled at home and enjoy going to the park with Priya. I play with other children when Priya is close by. Once settled at nursery, I am content to be there and I am just starting to explore new toys, seek out new experiences gently and interact with other children. Nursery staff are helping me to slowly increase my confidence when playing with other children and doing new things.

My carer's views around my emotional health and wellbeing? (Please include as appropriate my relationships with peers and adults, my strengths, things I find more difficult and any support systems which are in place for me).

Amihr enjoys spending time with us at home and feels most comfortable when he can see us. Bedtimes can be a struggle and he becomes very upset if he wakes in the night and we are not there in his room with him. I think we all just need to be gentle with him and keep on encouraging him to improve his

My SDQ Score.

N/A

Have you used another screening tool to understand my emotional health and wellbeing?

Yes  No

If yes, please give details.

# SEND

## ↑ SEND

My SEND Status

SEN Support

What is my primary area of need?

Communication and interaction

Have you uploaded my most recent APDR paperwork?

Yes  No

Attachments

Add an Attachment

Has an EHCNA been submitted?

Yes  No

If yes, please give details.

If relevant, please set an outcome to support my individual needs.

## Desirable Outcome

### ↑ DESIRABLE OUTCOMES

INTENDED OUTCOME

Add Intended Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	By	What will I be able to do? What will I have achieved?	How will I achieve this? What interventions / support will be put in place?	Amount of funding required	Funding status
24546	05/09/2024	Communication and Interaction	I can communicate independently using single words and repeat longer two-three word sentences with support. I can do this in Pashto and English.	12/02/2025	I will be able to connect three words together when communicating in English and Pashto.	I will continue with my 1:1 reading and story time, twice per day; once at nursery in the morning and at home in the afternoon. All nursery staff will repeat and extend my words and sentences when communicating with me. My nursery teachers will build in some time to do some role play activities with me in the play kitchen		<a href="#">View</a> <a href="#">Delete</a>

### ↑ QUALITY ASSURANCE

My Individual Needs

Achieved standard



# My Achievements

## My Record of Attainment and Progress

This section will be completed when Amihir reaches the end of his Early Years Foundation Stage

### My Achievements

#### ↑ RECORD OF ATTAINMENT AND PROGRESS

#### Attainment and Progress (DfE Assessments & Qualifications)

#### Early Learning Goals

<b>Communication and Language</b>	Listening, Attention and Understanding	<input type="text"/>
	Speaking	<input type="text"/>
<b>Personal, Social and Emotional Development</b>	Self-Regulation	<input type="text"/>
	Managing Self	<input type="text"/>
	Building Relationships	<input type="text"/>
<b>Physical Development</b>	Gross Motor Skills	<input type="text"/>
	Fine Motor Skills	<input type="text"/>
<b>Literacy</b>	Comprehension	<input type="text"/>
	Word Reading	<input type="text"/>

	Writing	<input type="text"/>
<b>Mathematics</b>	Number	<input type="text"/>
	Numerical Patterns	<input type="text"/>
<b>Understanding the world</b>	Past and Present	<input type="text"/>
	People, Culture and Communities	<input type="text"/>
	The Natural World	<input type="text"/>
<b>Expressive Arts and Design</b>	Creating with Materials	<input type="text"/>
	Being Imaginative and Expressive	<input type="text"/>

Was a good level of Development Achieved?

Yes  No

# Attainment and Progress (Current)

## ↑ MY LEARNING JOURNEY

### Communication and Language

What can I do?

can follow clear and simple instructions in either Pashto or English. In 1:1 story times I am able to answer questions by pointing to the pictures in the book. I can repeat two or three connected words when encouraged by the adults around me.

What are my next steps?

To continue to build my vocabulary in Pashto and English. To be able to express my needs in short

### Physical Development

What can I do?

I love to dance! I can remember the actions to lots of different songs. I am careful when playing outside and I like to climb and walk the rim trail with support. I can hold a pencil with the tripod grip with support

What are my next steps?

To be more confident with balancing activities and to access these activities independently. I will start to form the letters in my name whilst holding the pencil with the tripod grip for a longer period of time.

### Personal, Social and Emotional Development

What can I do?

I am a good listener and can follow simple instructions independently. I take turn with other children well. I have positive relationships with the adults closest to me.

What are my next steps?

To be more confident when faced with a new experience or challenge and to continue to develop relationships with more of the adults and children around me on a day today basis.

### Literacy

What can I do?

I understand stories in Pashto and English well and can answer questions about what has been read to me by pointing or nodding/shaking my head. I enjoy the phonics sessions and I can make the sounds and do the actions. I can recognise my name on my peg and my tray

What are my next steps?

I will continue to develop my vocabulary in Pashto and English. I will be develop my mark making and be able to form the letters of my name.

### Mathematics

What can I do?

I can say the number that comes next for numbers up to 20 when an adult counts. I can recognise numbers up to 10 and point to the right number when asked. I can compare quantities of objects and

What are my next steps?

To be able to count up to 20 and recognise quantities up to 5 without counting.

### Understanding the World

What can I do?

I know that most of the people at nursery speak a different language to that I use at home. I enjoy all different types of food and styles of cooking from around the world. I know the names of lots of animals in Pashto and English and can make the noises that they make. I like to complete the weather chart in nursery in the morning and recognise the different weather types from the pictures.

What are my next steps?

To recognise different jobs that people do and develop my role play

### Expressive Arts and Design

What can I do?

I like to dance to music and can do the actions to all of our songs. I sing some of the words. I like to colour and paint and I tell others what is in my pictures.

What are my next steps?

To be able to sing connected word/choruses of the nursery songs. To develop role play.

## Desirable Outcome

There must be a desirable outcome set in this section every term.

### ↑ DESIRABLE OUTCOMES

#### INTENDED OUTCOME

[Add Intended Outcome](#)

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	By	What will I be able to do? What will I have achieved?	How will I achieve this? What interventions / support will be put in place?	Amount of funding required	Funding status	
24547	05/09/2024	Cognition and Learning	With support, I can change my fist grip to a tripod grip when holding a pencil when mark making.	10/02/2025	I will independently use the tripod grip when holding a pencil. I will be able to form the letters of my name.	Nursery staff will continue to include daily activities which promote development of fine motor skills such as stringing beads and picking up things using tongs. I will be encouraged to write my name on the register board in the morning and on all of my art work starting with the letter A.			<a href="#">View</a> <a href="#">Delete</a>

### ↑ QUALITY ASSURANCE

My Attainment and Progress

Achieved standard

## My Desirable Outcomes

This section will show a list of all of the desirable outcomes set throughout the PEP. You can also add extra ones here.

# My Meeting

## My Current PEP Meeting

### My Current PEP Meeting

#### ↑ MY CURRENT PEP MEETING

Current Meeting Date

Current Meeting Time

#### Who attended my meeting?

##### Name

##### Role/Relationship

Is my social worker in the meeting?  Yes  No

Is my carer in the meeting?  Yes  No

Am I in the meeting?  Yes  No

If not, who will feed back to me?

Name of person completing this document

Additional information from my meeting not covered elsewhere

Click [HERE](#) to reschedule the CURRENT PEP Meeting

## My Next PEP Meeting

#### ↑ MY NEXT PEP MEETING

##### DATE FOR THE NEXT MEETING

Date

Time

##### LOCATION OF THE NEXT MEETING

Location