PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



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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	Rosie
Family name	Exemplar
Name known at school	Rosie
Date of birth	01/08/2017
Gender	○ Male ● Female ○ Non Binary ○ Prefer not to say ○ Prefer to Self-describe
Self-describe Gender	
Ethnicity	A1 - White British
Religion	None
1st Language	English
Unique Pupil Number	
Liquid Logic ID	0000003

PEP ID: 10585,

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Care Information

Carer's name	Denise Riley
Carer's email	driley1978@gmail.com
Carer's Address	3 High Street, Peterborough, PE1 1EP
Carer's contact numbers: Mobile	07123 456789
Date became looked after	11/06/2024
Legal Status	Interim Care Order
Who has parental responsibility?	Parents and Peterborough LA
What is the expected care plan?	Application in process for Full Care Order

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

○ Yes

No

>What should the school/setting do if this person arrives at the provision?	NA
Contact with family arrangements	Rosie sees her mum and dad every week on a
	Tuesday evening. They enjoy cuddles and reading
	stories. Rosie loves being tickled by her dad. the
	contact is supervised each week.

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Health Information

Essential Medical Information (prescribed medicines,	
important conditions)	

Most recent SDQ score

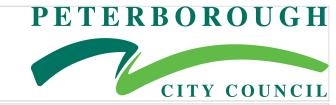
Who is the first point of contact for the school in an emergency?

Rosie has a limited diet and can become distressed
when trying new foods. She is currently under the
care of a dietician and guidance and support from
this will be shared with school.
Denise (carer)

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Sw - Quality Assurance

My Social Worker	Achieved standard

PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

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Comments from previous PEP Sign-Off:	

REVIEW OF PREVIOUS PEP 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	Intervent ion Type	Review
24518	28/08/2024							
24519	28/08/2024				£ 60.00	Funding Approved by VS		Achieved
24520	28/08/2024				£ 129.00	Funding Approved by VS		Achieved

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

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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

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School Information

School / Establishment	Start Date	End Date	Reason for Leaving
My Previous School/Settings			
My Designated Teacher's Email			
My Designated Teacher			
Local Authority			
My School's URN			
My School			

PEP ID: 10585,

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Quality Assurance

My Review	Achieved standard
	Acine ved Standard

PEP ID: 10585,

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Transition

Is there a plan for me to change my school/setting?

If yes, what is the name of my destination school/education provider?

If relevant, has my new Designated Teachers.

If relevant, has my new Designated Teacher been invited to the transition PEP?

No
NA
○ Yes ○ No ● N/A

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My Interests and Aspirations

My carer's views around my interests / hobbies / aspirations

Extra-curricular or enrichment activities I currently participate in (clubs, teams, hobbies).

My ideas about what job / career I would like to have.

To achieve this I will need to have the following (detail required qualifications, skills, and experiences)

Rosie enjoys singing and reading at home. During the summer holidays we went to the clap and sign singalong sessions at the library. At home Rosie is beginning to dress up more. She still loves being in the garden and will watch me weed and plant flowers but doesn't like getting muddy yet!

Rosie is not yet attending any extra-curricular clubs.

When she is big Rosie would like to still live with Denise and help Denise wash her hands.

NA

If relevant, please set an outcome to support my transition / aspirations.

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My Attendance

My attendance in current year to date (%)

My carer's views around my attendance (please detail my strengths and any areas of concern)

What are the barriers and facilitators affecting my attendance data?

9	8	%

Rosie enjoys coming to school. I do not have any concerns abut her attendance.

None

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Desirable Outcomes

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	Ву	What will I be able to do? What will I have achieved?	How will I achiev e this? What interv ention s / suppo rt will be put in place?	Amount of funding required	Funding status
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

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24526	28/08/2024	Physical and Sensory	I am confident with dry sensory activities including rice, lentils and dry sand. I like to play with these with plastic construction vehicles. I do not like the feel of things which feel wet' or 'damp' to me and can become quite anxious if I feel adults expect me to touch it.	07/03/2025	I will improve my tolerance so that I am able to handle a small selection of damp sensory objects.	Rosie will be provide d with 'slightly damp' objects such as sponge s to wash her favourit e ride along toys outside. Rosie will be encour age to hunt for objects in a bin or damp rice. Rosie will 'make' new playdo ugh for the classro om 1:1 with an adult. This will be scaffold ed with Rosie so that she does a bit more each week. 2 hour online consult ation with undinger consult ation with an adult. This will be scaffold ed with Rosie so that she does a bit more each week. 2 hour online consult ation without ational therapi st to plan for long-term tailored strategi es and activiti es to build up toleran ce and confide nce	£ 280.00	Funding Approved by VS
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24525	28/08/2024	Cognition and Learning	I enjoy using percussion instruments, actions and rhymes to join in the words of familiar songs and rhymes.	07/03/2025	I will be able to identify sounds I hear in the environme nt (eg birds singing, traffic, wind in trees) and recreate these sounds using upcycled resources.	I will have access to my own set of simple musical and percuss ion instrum ents. I will make 'instrum ents of my own using upcycle d materia Is. I will use my instrum ents to make musical accom panime nts to some of my favourit e books.	£ 119.99	Funding Approved by VS
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PEP ID: 10585,

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24524	28/08/2024	Cognition and Learning	I know and understand some spatial and positional language (in, on, under, through) but typically communicate through pointing for position and direction.	07/02/2025	I will know and understand further language of position and direction in context (beside, between, next to).	Create trails and treasur	
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PEP ID: 10585,

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UPN Number:



24520	28/08/2024	Cognition and Learning	I enjoy filling and emptying containers. Sometimes I like to explore how much capacity things have - in particular I fill the trailers on my trike with wooden bricks and other toys.	30/11/2024	I will be able to say when something is "full", "empty" or "holds more".	The adults around me will use the langua ge of size, weight and capacit y when I am involve d in everyd ay play and routine s. During my play, adults will model comparison or lengths and size. Full and empty concept songs	£ 129.00	Funding Approved by VS
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24519	28/08/2024	Communication and Interaction	I can join in with actions and sounds in familiar songs and books. My favourite book to join in with is "Going on a bear hunt"	30/11/2024	I will fill in the missing words or phrases in known songs and books.	My teacher will read and so you with me and pause so that I can "read" or "sing" the next word My carer will read every night at home with me and also pause so I can "read" the next word Pointin g will be used to show whose turn it is I will be encour aged to act out and use stories in my play using props and dressin g up clothes	£ 60.00	Funding Approved by VS
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24518	28/08/2024	Social, Emotional and Mental Health	I am happy to play outdoors alone alongside my peers. I particularly enjoy the bikes, trikes and other ride alongs. I feel anxious if somebody is competing for my toy.	30/11/2024	I will be able to play cooperatively with one other child on a ride along which two children can ride.	Be provide d with a ride along which two childre n can share. Have photos of myself and chosen friends to attach to to the seats. Use photos to indicat e to adults who I would like to share with.
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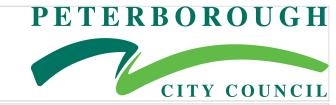
Alternative Provision

Alternative Flovision	
Have I attended any alternative provision as part of my timetable this term?	○ Yes No
Please provide a summary of why I attended this provision and what I achieved there.	
Name(s) of provider(s):	
Start date.	
End date or planned end date.	

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Quality Assurance

My Education	Achieved standard

PEP ID: 10585,

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Reduced Timetables

Reduced Timetables	
Have I attended any alternative provision as part of my timetable this term?	○ Yes No
Please provide a summary of why I attended this provision and what I achieved there.	
Name(s) of provider(s):	
Start date.	
End date or planned end date.	

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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).

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).

My SDQ Score.

Have you used another screening tool to understand my emotional health and wellbeing? If yes, please give details. Rosie has good relationships with the adults in school who she knows well. It can take Rosie time to develop confidence and trust in somebody and therefore we are building this up gradually for her. Rosie plays alongside her peers outdoors although can become distressed if she feels that they are competing with her space. Rosie will share some equipment (including the two seated ride alongs) although needs to have control over who she is sharing with. Rosie can still struggle with washing her hands and other self-care. She becomes excited if the water tray is out and will observe but she wont yet put her hands in it. She can tolerate sand if it is dry but not wet. Rosie communicates with words and simple phrases and symbols. She is also confident at pointing things out with known adults.

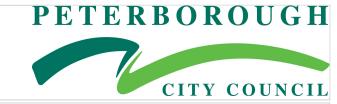
Rosie is mostly happy at home. The only times when she can become distressed is around bath time and also sometimes at meals, although this is less common than it used to be. I think she is beginning to trust me more that I wont force her to eat something new if she doesn't want to. Rosie doesn't talk about friends from school at home. She is comfortable being around our neighbour's children but she doesn't interact much with them - she is not nervous of them anymore though.

23	
○ Yes • No	

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Suspensions and Permanent Exclusions

Have I rece	ived any internal exclusions this term?	○ Yes ⊚ No	
		O res @ No	
Internal	Exclusions		
Date	Reason for Internal Suspension		Action
If yes, how receive any	have you supported me to make sure I don't more?		
	ived any exclusions (suspensions or exclusions) this term?	○ Yes No	
_	ion / Permanent Exclusion Reason for Suspension/Permanent Exclus	ion	Action
If yes, how receive any	have you supported me to make sure I don't more?		
How likely a	am I to have an internal exclusion next term?	Very unlikely	
How likely a	am I to have a suspension next term?	Very unlikely	
How likely a term?	am I to have a permanent exclusion next	Very unlikely	
If relevar	nt, please set an outcome to support my attend	ance.	

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Desirable Outcomes

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	Ву	What will I be able to do? What will I have achieved?	How will I achiev e this? What interv ention s / suppo rt will be put in place?	Amount of funding required	Funding status
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24526	28/08/2024	Physical and Sensory	I am confident with dry sensory activities including rice, lentils and dry sand. I like to play with these with plastic construction vehicles. I do not like the feel of things which feel wet' or 'damp' to me and can become quite anxious if I feel adults expect me to touch it.	07/03/2025	I will improve my tolerance so that I am able to handle a small selection of damp sensory objects.	Rosie will be provide d with 'slightly damp' objects such as sponge s to wash her favourit e ride along toys outside. Rosie will be encour age to hunt for objects in a bin or damp rice. Rosie will 'make' new playdo ugh for the classro om 1:1 with an adult. This will be scaffold ed with Rosie so that she does a bit more each week. 2 hour online consult ation with undinger consult ation with an adult. This will be scaffold ed with Rosie so that she does a bit more each week. 2 hour online consult ation without ational therapi st to plan for long-term tailored strategi es and activiti es to build up toleran ce and confide nce	£ 280.00	Funding Approved by VS
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

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24525	28/08/2024	Cognition and Learning	I enjoy using percussion instruments, actions and rhymes to join in the words of familiar songs and rhymes.	07/03/2025	I will be able to identify sounds I hear in the environme nt (eg birds singing, traffic, wind in trees) and recreate these sounds using upcycled resources.	I will have access to my own set of simple musical and percuss ion instrum ents. I will make instrum ents of my own using upcycle d materia Is. I will use my instrum ents to make musical accom panime nts to some of my favourit e books.	£ 119.99	Funding Approved by VS
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PEP ID: 10585,

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24524	28/08/2024	Cognition and Learning	I know and understand some spatial and positional language (in, on, under, through) but typically communicate through pointing for position and direction.	07/02/2025	I will know and understand further language of position and direction in context (beside, between, next to).	Create trails and treasur	
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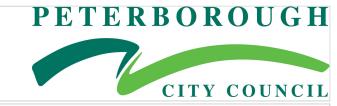


24520	28/08/2024	Cognition and Learning	I enjoy filling and emptying containers. Sometimes I like to explore how much capacity things have - in particular I fill the trailers on my trike with wooden bricks and other toys.	30/11/2024	I will be able to say when something is "full", "empty" or "holds more".	The adults around me will use the langua ge of size, weight and capacit y when I am involve d in everyd ay play and routine s. During my play, adults will model compar ison or lengths and size. Full and empty concept songs	£ 129.00	Funding Approved by VS
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Quality Assurance

My Attendance	Achieved standard

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SEND

My SEND Status	EHCP
What is my primary area of need?	Cognition and learning
Have you uploaded my most recent APDR paperwork?	○ Yes ○ No
Has an EHCNA been submitted?	○ Yes ○ No
Have you uploaded my most recent EHCP?	○ Yes • No
If yes, please give details.	

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Attainment & Progress (Current)

Year 2 Progress Report

Overview		Term 1		Term	Term 2		Term 3		
Subject	Qualification Type	Attainment	Progress	Attainment	Progress	Attainment	Progress	End of Current Year Target	
Attainn	nent and Pro	gress							
	y of Discussion orking well & wha			le					
End of	Keystage Re	sults							

Keystage Subject	Scoring system	Result
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Desirable Outcomes

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	Ву	What will I be able to do? What will I have achieved?	How will I achiev e this? What interv ention s / suppo rt will be put in place?	Amount of funding required	Funding status
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24526	28/08/2024	Physical and Sensory	I am confident with dry sensory activities including rice, lentils and dry sand. I like to play with these with plastic construction vehicles. I do not like the feel of things which feel wet' or 'damp' to me and can become quite anxious if I feel adults expect me to touch it.	07/03/2025	I will improve my tolerance so that I am able to handle a small selection of damp sensory objects.	Rosie will be provide d with 'slightly damp' objects such as sponge s to wash her favourit e ride along toys outside . Rosie will be encour age to hunt for objects in a bin or damp frice. Rosie will 'make' new playdo ugh for the classro om 1:1 with an adult. This will be scaffold ed with Rosie so that she does a bit more each week. 2 hour online consult ation with online consult ation with ordinal therapi st to plan for long-term tailored strategi es and activiti es to build up toleran ce and confide nce	£ 280.00	Funding Approved by VS
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UPN Number:



24525	28/08/2024	Cognition and Learning	I enjoy using percussion instruments, actions and rhymes to join in the words of familiar songs and rhymes.	07/03/2025	I will be able to identify sounds I hear in the environme nt (eg birds singing, traffic, wind in trees) and recreate these sounds using upcycled resources.	I will have access to my own set of simple musical and percuss ion instrum ents. I will make 'new' instrum ents of my own using upcycle d materia Is. I will use my instrum ents to make musical accom panime nts to some of my favourit e books.	£ 119.99	Funding Approved by VS
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PEP ID: 10585,

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UPN Number:



24524	28/08/2024	Cognition and Learning	I know and understand some spatial and positional language (in, on, under, through) but typically communicate through pointing for position and direction.	07/02/2025	I will know and understand further language of position and direction in context (beside, between, next to).	Create trails and treasur
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Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24520	28/08/2024	Cognition and Learning	I enjoy filling and emptying containers. Sometimes I like to explore how much capacity things have - in particular I fill the trailers on my trike with wooden bricks and other toys.	30/11/2024	I will be able to say when something is "full", "empty" or "holds more".	The adults around me will use the langua ge of size, weight and capacit y when I am involve d in everyd ay play and routine s. During my play, adults will model comparison or lengths and size. Full and empty concept songs	£ 129.00	Funding Approved by VS
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

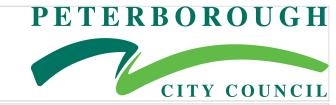
UPN Number:



PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24518	28/08/2024	Social, Emotional and Mental Health	I am happy to play outdoors alone alongside my peers. I particularly enjoy the bikes, trikes and other ride alongs. I feel anxious if somebody is competing for my toy.	30/11/2024	I will be able to play cooperatively with one other child on a ride along which two children can ride.	Be provide d with a ride along which two childre n can share. Have photos of myself and chosen friends to attach to the seats. Use photos to indicat e to adults who I would like to share with.	
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



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Quality Assurance

My Individual Needs	Achieved standard
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



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Desirable Outcomes

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	Ву	What will I be able to do? What will I have achieved?	How will I achiev e this? What interv ention s / suppo rt will be put in place?	Amount of funding required	Funding status	
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24526	28/08/2024	Physical and Sensory	I am confident with dry sensory activities including rice, lentils and dry sand. I like to play with these with plastic construction vehicles. I do not like the feel of things which feel wet' or 'damp' to me and can become quite anxious if I feel adults expect me to touch it.	07/03/2025	I will improve my tolerance so that I am able to handle a small selection of damp sensory objects.	Rosie will be provide d with 'slightly damp' objects such as sponge s to wash her favourit e ride along toys outside. Rosie will be encour age to hunt for objects in a bin or damp rice. Rosie will 'make' new playdo ugh for the classro om 1:1 with an adult. This will be scaffold ed with Rosie so that she does a bit more each week. 2 hour online consult ation with undinger of the plan for long-term tailored strategi es and activiti es to build up toleran ce and confide nce	£ 280.00	Funding Approved by VS
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24525	28/08/2024	Cognition and Learning	I enjoy using percussion instruments, actions and rhymes to join in the words of familiar songs and rhymes.	07/03/2025	I will be able to identify sounds I hear in the environme nt (eg birds singing, traffic, wind in trees) and recreate these sounds using upcycled resources.	I will have access to my own set of simple musical and percuss ion instrum ents. I will make 'new' instrum ents of my own using upcycle d materia Is. I will use my instrum ents to make musical accom panime nts to some of my favourit e books.	£ 119.99	Funding Approved by VS
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,





24524	28/08/2024	Cognition and Learning	I know and understand some spatial and positional language (in, on, under, through) but typically communicate through pointing for position and direction.	07/02/2025	I will know and understand further language of position and direction in context (beside, between, next to).	Create trails and treasur	
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24520	28/08/2024	Cognition and Learning	I enjoy filling and emptying containers. Sometimes I like to explore how much capacity things have - in particular I fill the trailers on my trike with wooden bricks and other toys.	30/11/2024	I will be able to say when something is "full", "empty" or "holds more".	The adults around me will use the langua ge of size, weight and capacit y when I am involve d in everyd ay play and routine s. During my play, adults will model comparison or lengths and size. Full and empty concept songs	£ 129.00	Funding Approved by VS
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24519	28/08/2024	Communication and Interaction	I can join in with actions and sounds in familiar songs and books. My favourite book to join in with is "Going on a bear hunt"	30/11/2024	I will fill in the missing words or phrases in known songs and books.	0150	£ 60.00	Funding Approved by VS
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24518	28/08/2024	Social, Emotional and Mental Health	I am happy to play outdoors alone alongside my peers. I particularly enjoy the bikes, trikes and other ride alongs. I feel anxious if somebody is competing for my toy.	30/11/2024	I will be able to play cooperatively with one other child on a ride along which two children can ride.	Be provide d with a ride along which two childre n can share. Have photos of myself and chosen friends to attach to to the seats. Use photos to indicat e to adults who I would like to share with.
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



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Separated Migrant Children (SMC)

Introductions

- Explain the purpose of the meeting (Through an interpreter*) *If an interpreter is required and not at the meeting, the PEP will not proceed).
- Explain that if CYP (Child / Young Person) does not understand any content of the meeting or has any question, to please ask.

What is your home Country?							
What languages do you speak?							
Have you ever been to school?							
If so what age / stage / year did you study up to?							
Can you read / write in your language?							
Have you studied English? Read / Write / Speak?							
Have you worked? If yes, doing what?							
Are there any barriers that may prevent you from attending education?							
What job would you like to do in future depending on the outcome of immigration etc?							
What hobbies / interest do you have? What would you like to do?							
 Explain the education system / academic year dates in England. Emphasise the importance of attending all school / college appointments, interviews, assessments. Emphasise to attend all timetabled lessons unless sick or an important appointment. 							
Have you understood what we have discussed in the meeting?							
Do you have any questions?							

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Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



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Plans for future education:

- For statutory school age children Please apply to the local LA Admissions Team for a school place.
- Social Worker to action.

Identify nearest school or college to home that is graded Good or Outstanding by Ofsted:	
Has an admission /application form been completed, if so what date?	
Who is going to apply to school / college?	
Has a referral been made to any support convices such	

Has a referral been made to any support services such as Refugee Council? (To be completed by the social worker).

Action Plan:

What?	Who?	When?

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Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



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Quality Assurance

Μv	Attainment	and	Progress
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Achieved standard

PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



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My Desirable Outcomes

My Attendance Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	Ву	do? What	this? What interventio	Amount of funding required
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My Individual Needs Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	Ву	What will I be able to do? What will I have achieved?	How will I achieve this? What interventio ns / support will be put in place?	
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



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24526	28/08/202	Physical and Sensory	I am confident with dry sensory activities including rice, lentils and dry sand. I like to play with these with plastic construction vehicles. I do not like the feel of things which feel 'wet' or 'damp' to me and can become quite anxious if I feel adults expect me to touch it.	07/03/2025	I will improve my tolerance so that I am able to handle a small selection of damp sensory objects.	Rosie will be provided with 'slightly damp' objects such as sponges to wash her favourite ride along toys outside. Rosie will be encourage to hunt for objects in a bin or damp rice. Rosie will 'make' new playdough for the classroom 1:1 with an adult. This will be scaffolded with Rosie so that she does a bit more each week. 2 hour online consultation with occupational therapist to plan for long-term tailored strategies and activities to build up tolerance and confidence	£ 280.00
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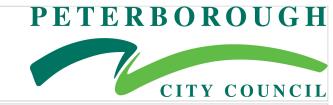
My Achievements Outcome

Target ID	Created at	Area of Need	What can I do at the moment? What is my baseline?	Ву	do? What will I have	How will I achieve this? What interventio ns / support will be put in place?		
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PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



24525	28/08/202 4	Cognition and Learning	I enjoy using percussion instruments, actions and rhymes to join in the words of familiar songs and rhymes.	07/03/2025	I will be able to identify sounds I hear in the environmen t (eg birds singing, traffic, wind in trees) and recreate these sounds using upcycled resources.	instruments of my own using upcycled materials. I will use my instruments to make musical accompani ments to some of my favourite books.	Funding Approved by VS
24524	28/08/202	Cognition and Learning	I know and understand some spatial and positional language (in, on, under, through) but typically communicate through pointing for position and direction.	07/02/2025	I will know and understand further language of position and direction in context (beside, between, next to).	Provide opportunities for Rosie to explore position themselves between, behind, on top and next to Read picture books to stimulate discussion about position and direction. Create trails and treasure hunts with the children. Organise the indoor and outdoor environment for Rosie with outlines for objects or specific places for children to tidy up items by fitting them into the designated space.	

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Quality Assurance

My Social Worker	Achieved standard
My Review	Achieved standard
My Education	Achieved standard
My Attendance	Achieved standard
My Individual Needs	Achieved standard
My Attainment and Progress	Achieved standard
Virtual School Comments	Thank you for completing the PEP to the required standard. We appreciate your on-going support of our children and young people

VS Actions

Date	Action

PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

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My Interests and Aspirations

My carer's views around my interests / hobbies / aspirations

Extra-curricular or enrichment activities I currently participate in (clubs, teams, hobbies).

My ideas about what job / career I would like to have.

To achieve this I will need to have the following (detail required qualifications, skills, and experiences)

Rosie enjoys singing and reading at home. During the summer holidays we went to the clap and sign singalong sessions at the library. At home Rosie is beginning to dress up more. She still loves being in the garden and will watch me weed and plant flowers but doesn't like getting muddy yet!

Rosie is not yet attending any extra-curricular clubs.

When she is big Rosie would like to still live with Denise and help Denise wash her hands.

NA

If relevant, please set an outcome to support my transition / aspirations.

PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

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My Current PEP Meeting

THE CURRENT PEP MEETING

This is the young person's meeting. Issues that need resolving between professionals may best be dealt with beforehand

The whole of Section D is discussed at the current PEP meeting.

Current Meeting Date	04/12/2024
Current Meeting Time	11:00:00

Who attended my meeting?

Name	Role/Relationship
	Designated Teacher
	Social Worker
	Carer
	Special Needs Assistant

Is my social worker in the meeting?	● Yes ○ No
Is my carer in the meeting?	● Yes ○ No
Am I in the meeting?	O Yes ● No
If not, who will feed back to me?	Denise will talk to me after school and all of the progress I have made and give me lots of praise.
Name of person completing this document	Designated Teacher
Additional information from my meeting not covered elsewhere	

PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

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My Next PEP Meeting

DATE FOR THE NEXT MEETING

Date	19/03/2024
Time	11:00

LOCATION OF THE NEXT MEETING

Location	
School	

PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

UPN Number:



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Child/Young Person's Views

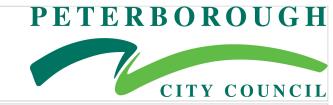
Child/ Young Persons Views

How are you settling into your new year group?
What do you like about your new class / learning?
How are you finding friendships so far this year?
Who are your adults in school?
How do they help you?
What things do you think you are good at? Don't forget that this doesn't have to be to do with school.
What are your favourite things to do in school?
What are you most looking forward to in school this year?
Do you have any requests about your next PEP meeting? (E.g. Are there any times or days to avoid/that are best? Would you prefer it to be virtual, in-person or a mix of both?)

PEP ID: 10585,

Meeting Date: 04/12/2024, Starting Date: 28/08/2024, Fullname: Rosie Exemplar,

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Parent/Carer Views

My carer's views around my interests / hobbies / aspirations.

My carer's views around my attendance (please detail my strengths and any areas of concern).

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).

My carer's views around my attainment and progress (please detail my strengths and any areas where I may need further support).

Rosie enjoys singing and reading at home. During the summer holidays we went to the clap and sign singalong sessions at the library. At home Rosie is beginning to dress up more. She still loves being in the garden and will watch me weed and plant flowers but doesn't like getting muddy yet!

Rosie enjoys coming to school. I do not have any concerns abut her attendance.

Rosie is mostly happy at home. The only times when she can become distressed is around bath time and also sometimes at meals, although this is less common than it used to be. I think she is beginning to trust me more that I wont force her to eat something new if she doesn't want to. Rosie doesn't talk about friends from school at home. She is comfortable being around our neighbour's children but she doesn't interact much with them - she is not nervous of them anymore though.

I think that Rosie is really enjoying reading and singing now and will choose a book for me to share with her. She has definitely made a lot of progress in the past few months - but there's a long way to go in terms of her language.

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PEP-Sign Off

Social Worker has completed PEP	28/08/2024
Next meeting date	19/03/2024
Next meeting time	11:00:00
Designated Teacher has completed Section B, C and D	28/08/2024
Date Completed	28/08/2024

Virtual School	28/08/2024