

PEP Details

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	<input type="radio"/> Male <input checked="" 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	
Ethnicity	A1 - White British
Religion	None
1st Language	English
Unique Pupil Number	
Liquid Logic ID	0000003

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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)

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.

Most recent SDQ score

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

Denise (carer)

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Sw - Quality Assurance

My Social Worker

Achieved standard

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Review

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	Intervention 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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School Information

My School	<input type="text"/>
My School's URN	<input type="text"/>
Local Authority	<input type="text"/>
My Designated Teacher	<input type="text"/>
My Designated Teacher's Email	<input type="text"/>

My Previous School/Settings

School / Establishment	Start Date	End Date	Reason for Leaving
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Quality Assurance

My Review

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Transition

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

No

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

NA

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

Yes No N/A

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My Interests and Aspirations

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

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!

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

Rosie is not yet attending any extra-curricular clubs.

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

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

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

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 (%)

98%

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

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

What are the barriers and facilitators affecting my attendance data?

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?	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
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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.	£ 280.00	Funding Approved by VS
					Rosie will be provided with 'slightly damp' objects such as sponges to wash her favourite ride along toys outside. Rosie will be encouraged 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		

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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 environment (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 percussion instruments. I will make 'new' instruments of my own using upcycled materials. I will use my instruments to make musical accompaniments to some of my favourite books.	£ 119.99	Funding Approved by VS
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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	<p>I will know and understand further language of position and direction in context (beside, between, next to).</p> <p>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.</p>	
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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 language of size, weight and capacity when I am involved in everyday play and routines. 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 sing 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 Pointing will be used to show whose turn it is I will be encouraged to act out and use stories in my play using props and dressing up clothes	£ 60.00	Funding Approved by VS
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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 provided with a ride along which two children can share. Have photos of myself and chosen friends to attach to the seats. Use photos to indicate to adults who I would like to share with.		
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Alternative Provision

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

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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).

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 won't 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.

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).

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 won't 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.

My SDQ Score.

23

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

Yes No

If yes, please give details.

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Suspensions and Permanent Exclusions

Have I received any internal exclusions this term?

Yes No

Internal Exclusions

Date	Reason for Internal Suspension	Action
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If yes, how have you supported me to make sure I don't receive any more?

Have I received any exclusions (suspensions or permanent exclusions) this term?

Yes No

Suspension / Permanent Exclusion

Date	Reason for Suspension/Permanent Exclusion	Action
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If yes, how have you supported me to make sure I don't receive any more?

How likely am I to have an internal exclusion next term?

Very unlikely

How likely am I to have a suspension next term?

Very unlikely

How likely am I to have a permanent exclusion next term?

Very unlikely

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

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Desirable Outcomes

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
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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 environment (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 percussion instruments. I will make 'new' instruments of my own using upcycled materials. I will use my instruments to make musical accompaniments to some of my favourite books.	£ 119.99	Funding Approved by VS
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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	<p>I will know and understand further language of position and direction in context (beside, between, next to).</p> <p>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.</p>	
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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 language of size, weight and capacity when I am involved in everyday play and routines. 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 sing 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. Pointing will be used to show whose turn it is. I will be encouraged to act out and use stories in my play using props and dressing up clothes.	£ 60.00	Funding Approved by VS
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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 provided with a ride along which two children can share. Have photos of myself and chosen friends to attach to the seats. Use photos to indicate to adults who I would like to share with.		
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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 2		Term 3		End of Current Year Target
Subject	Qualification Type	Attainment	Progress	Attainment	Progress	Attainment	Progress	

Attainment and Progress

Summary of Discussion: (write to CYP and include what's working well & what needs to happen)

End of Keystage Results

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?	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
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PEP Details

PEP ID: 10585,
 Meeting Date: 04/12/2024,
 Starting Date: 28/08/2024,
 Fullname: Rosie Exemplar,
 UPN Number:



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24526	28/08/2024	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 provided with 'slightly damp' objects such as sponges to wash her favourite ride along toys outside. Rosie will be encouraged 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	Funding Approved by VS
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PEP Details

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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 environment (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 percussion instruments. I will make 'new' instruments of my own using upcycled materials. I will use my instruments to make musical accompaniments to some of my favourite books.	£ 119.99	Funding Approved by VS
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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	<p>I will know and understand further language of position and direction in context (beside, between, next to).</p> <p>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.</p>	
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PEP Details

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Meeting Date: 04/12/2024,
Starting Date: 28/08/2024,
Fullname: Rosie Exemplar,
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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 language of size, weight and capacity when I am involved in everyday play and routines. 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 Details

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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 sing 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 Pointing will be used to show whose turn it is I will be encouraged to act out and use stories in my play using props and dressing up clothes	£ 60.00	Funding Approved by VS
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PEP Details

PEP ID: 10585,
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 Starting Date: 28/08/2024,
 Fullname: Rosie Exemplar,
 UPN Number:



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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 provided with a ride along which two children can share. Have photos of myself and chosen friends to attach to the seats. Use photos to indicate to adults who I would like to share with.		
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PEP Details

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Quality Assurance

My Individual Needs

Achieved standard

PEP Details

PEP ID: 10585,
Meeting Date: 04/12/2024,
Starting Date: 28/08/2024,
Fullname: Rosie Exemplar,
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Desirable Outcomes

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
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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 provided with 'slightly damp' objects such as sponges to wash her favourite ride along toys outside. Rosie will be encouraged 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	Funding Approved by VS
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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 environment (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 percussion instruments. I will make 'new' instruments of my own using upcycled materials. I will use my instruments to make musical accompaniments to some of my favourite books.	£ 119.99	Funding Approved by VS
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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	<p>I will know and understand further language of position and direction in context (beside, between, next to).</p> <p>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.</p>	
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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 language of size, weight and capacity when I am involved in everyday play and routines. 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 sing 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 Pointing will be used to show whose turn it is I will be encouraged to act out and use stories in my play using props and dressing up clothes	£ 60.00	Funding Approved by VS
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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 provided with a ride along which two children can share. Have photos of myself and chosen friends to attach to the seats. Use photos to indicate to adults who I would like to share with.		
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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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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 services such as Refugee Council? (To be completed by the social worker).

Action Plan:

What?	Who?	When?

PEP Details

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Quality Assurance

My Attainment and Progress

Achieved standard

PEP Details

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My Desirable Outcomes

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
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My Attendance 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
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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?	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
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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 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?	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
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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 environment (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 percussion instruments. I will make 'new' instruments of my own using upcycled materials. I will use my instruments to make musical accompaniments to some of my favourite books.	Funding Approved by VS
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).	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 Details

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My Interests and Aspirations

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

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!

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

Rosie is not yet attending any extra-curricular clubs.

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

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

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

NA

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

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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?

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 Details

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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 Details

PEP ID: 10585,
Meeting Date: 04/12/2024,
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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?)

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Parent/Carer Views

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

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!

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

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

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).

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.

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

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