



Guidance on the Completion of the Early Years Personal Education Plan (EYPEP)

"Who is the Early Years PEP for?"

The Early Years PEP is for all Looked after Children aged 2 1/2 years and upwards who attend preschool, nursery class or day care provision. This includes Looked after Children who are placed for adoption.

"Why is it important to complete an Early Years PEP?"

An Early Years PEP supports Looked after Children in achieving better educational outcomes.

- An Early Years PEP ensures active involvement of different professionals, and ensures that we are all working together to seek the best outcomes for Looked After Children. The emphasis is on practical outcomes and taking responsibility for action.
- An Early Years PEP supports carers, parents, prospective adoptive parents and the children themselves by giving a helpful overview of the child's life. This is important as the life of a Looked after Child can be full of changes and moving homes is common.

Once a child reaches school (around 5 years old), they move on to a Personal Education Plan (PEP). PEP's are a requirement for those children and young people who are subject to Care Orders, Interim Care Orders and S20 Accommodation. They are also required if these children are in secure accommodation, remanded to local authority accommodation or have a custodial sentence.

N.B. The statutory guidance on the duty of local authorities to promote the educational achievement of looked after children under section 52 of the children Act 2004 states that *'Every Child and young person looked after by the local authority must have an effective, high quality personal education plan'*. Those children and young people accommodated under an agreed series of short term breaks (respite) would not require a PEP unless this accumulates to 120 days or more in any one year.



"Who should be involved?"

The **child's social worker** is responsible for initiating the Early Years PEP and it should be organised in partnership with the child, designated Early Years Key Person and/or the setting's Inclusion/SEN Co-ordinator, parent and/or relevant family member where appropriate, and Carer. Other adults supporting the child may also be invited, but care should be taken to limit size of the meeting if the child is attending. Children choosing to attend should be supported in doing so and if they choose not to attend, their views should be fed into the meeting.

"How often should the Early Years PEP be completed?"

The Early Years PEP forms an integral part of the care plan and should be reviewed within the same time frames. After the initial review at 28 days, the next review is after 3 months and then at 6 monthly intervals. If there is a change of care placement the review cycles begin again. Reviews can also be held at any time in response to need, significant change or at the child's request.

"How does it relate to other plans?"

The Early Years PEP has been designed as a 'portfolio' document, drawing together existing information and plans about the child including:

- Learning Journal,
- Early Years Foundation Stage Profile (where applicable),
- Individual Education Plan or Play Plan (where applicable),
- 'All about Me' document, if separate to the child's individual Learning Journal

The 'next steps' or actions set out in the EYPEP should not differ from the next steps in existing current plans, therefore the Social Worker completing the EYPEP form may find it worthwhile to attach existing targets and goals from these plans (if one chooses to follow this method it is vital that full information regarding the context of the attached next steps are provided).

The current EYPEP should be in evidence at every statutory review e.g. CIC Reviews, Annual Reviews for pupils with a Statement for Special Educational Needs and are monitored by the Independent Reviewing Officer / SEN team. An EYPEP is also required if there are any significant changes affecting the education of a Looked after Child.



Early Years PEP meetings should ideally take place in the child's named Early Years setting (where a child is attending more than one setting, all settings should be invited to contribute), although if this is not best suited for the majority of people involved with the meeting, alternative arrangements can be made, bearing in mind the child's need to feel comfortable and relaxed for the meeting.

"What is the process?"

Before the meeting

The **Social Worker** * will contact the Early Years Practitioner and Carer to agree a convenient time and place for the meeting to be held and consider who else may need to be involved in the meeting.

The **Child's views** section will be completed by a person the child feels comfortable with e.g. social worker, Carer or Early Years Practitioner. The child may be encouraged to use photographs and pictures to share examples of experiences they have enjoyed or achievements they have made. For example, the adult and child might look together at the child's Learning Journal and talk about the things he/she enjoys doing.

The **Carer/ Parent view** section will need to be completed by the child's carers.

The **Early Years Practitioner** will complete the Information from Early Years Setting sheets to share information on the child educational development and 'next steps' that are needed to support the child's learning.

The **Social Worker** will lead on the completion the 'Core Information' and 'Contact sheet' sections of the EYPEP.

At the meeting

The **Core information sheet** and **Contact sheet** will be checked, necessary updates made and agreed.

The person chairing the meeting (usually the Social Worker) will seek the views of those present about what is going well and noting any concerns. The **Child's views** should be represented, if possible, by the people who helped them complete this section. The discussion may also cover learning opportunities outside the Early Years setting and transition planning where relevant. The group will then consider



next steps for the child. These will be recorded on the **Review of previous EYPEP targets and action plan** sections of the form.

A date **must** be set to review the plan (please will all professionals ensure they bring their diaries along to all EYPEP meetings, in order for the review date to be confirmed there and then).

* Whilst it is the Social Worker's ultimate responsibility to initiate a EYPEP meeting, anybody who notices that a child seems to be without a current EYPEP should contact the Social Worker in order to initiate a EYPEP meeting.

After the Meeting

A copy of the **completed EYPEP** needs to be sent (as quickly as possible) to all those present at the meeting. A copy must also go to shared support staff to be uploaded onto frameworki .

The professional who agreed to **action the points** raised in the meeting continues with this work, communicating with any relevant professionals, and will bring this information to the next EYPEP meeting.

It is useful for arrangements to be made to **check progress** on next steps between EYPEP meetings.

A final word

It is vital that all Looked After Children have in place at all times a current Personal Education Plan. A flexible approach will need to be taken when completing the EYPEP to reflect the unique style of the Early Years settings and the child's best interest. As every child is different, every EYPEP will be different; the best way to ensure that an EYPEP is of high quality is to ensure that the next steps are clear and well thought out, that everybody has an input, and that the meeting is not rushed. Please do feel free to include a child's pieces of work/ photos/ other representations of the child's educational experience within the EYPEP folder.

If you have any questions or need further information or help with your Early Years PEP contact please contact West Sussex's Virtual School for Looked after Children Email: vslac@westsussex.gov.uk