**Education Summary EYFS**

**To be completed in conjunction with Young Person’s views and EPPLAC or EPPLAC Review Form.**

|  |  |  |  |
| --- | --- | --- | --- |
| My name is: |  | My date of birth is: |  |

**General Information**

|  |  |
| --- | --- |
| Education Establishment: | Pre-school information only : - Number of sessions per week: |
|  | Terms 1&2 | Terms 3&4 | Terms 5&6 |

|  |  |
| --- | --- |
| My Designated Teacher is: |  |
| My Key Person at the setting is: |  |
| I started at this setting: |  |

**Health and Emotional Wellbeing.**

An indication of the YP’s emotional and social wellbeing is:

5 points = thriving in their environment: sustaining positive relationships; demonstrating very good resilience.

4 points = enjoying their environment; forming positive relationships; demonstrating good resilience

3 points = sometimes showing good involvement in their environment; able to form some positive relationships; demonstrating some resilience

2 points = sometimes involved in their environment; learning to form positive relationships; demonstrating little resilience

1 point = not yet involved in their environment; forming relationships is a significant challenge; demonstrating very little resilience

0 point = very significant concerns for the young person’s emotional and social wellbeing.

|  |  |  |
| --- | --- | --- |
| End of Term 2 | End of Term 4 | End of Term 6 |
| Notes: | Notes: | Notes: |

**The YP’s behaviour in the setting is:**

5 points = behaviour is positive and does not require specific support.

4 points = behaviour is mostly positive, and the YP responds well to reminders.

3 points = behaviour is managed by the setting with support/intervention.

2 points = behaviour is a barrier to their success; suspension (fixed term exclusion) and/or RTT (Reduced Time table) is being considered or used.

1 point = behaviour is a significant barrier to their success; the YP has had 5 or more days of suspensions and/or at least one RTT has been used this academic year.

0 points = not able to attend their current setting due to risks from behaviour and significant support is required.

|  |  |  |
| --- | --- | --- |
| End of Term 2 | End of Term 4 | End of Term 6 |
| Notes: | Notes: | Notes: |

S**END Needs**

|  |  |
| --- | --- |
| I have an Education and Health Care Plan | Yes No |

If No:

|  |  |  |  |
| --- | --- | --- | --- |
| Do I have any SEN Needs? | Yes No | If Yes, am I on the SEN Register? | Yes No |
| Have I been taken to LIFT?Dates: | Yes NoOutcomes if yes:  | Are STLS (Specialist Teaching and Learning Service) involved? | Yes NoIf yes, please give details: |
| Do I have HNF/SENIF to support me? | Yes No | Will SEN be asked to assess for an EHCP in the next 6 months? | Yes No |
| Updates (if anything has changed during the year – please include dates) | Terms 1&2 | Terms 3&4 | Terms 5&6 |

If Yes:

|  |  |
| --- | --- |
| What are my main educational needs? | Other diagnoses: |
| ASD – Autistic Spectrum DisorderHI – Hearing ImpairmentMLD – Moderate Learning DifficultyMSI – Multi-sensory ImpairmentPD – Physical DisabilityPMLD – Profound & Multiple Learning Difficulty | SEMH – Social Emotional & Mental HealthSLCN – Speech, Language & Communication NeedsSLD – Severe Learning DisabilitySPLD – specific learning disabilityVI – Visual Impairment |  |

**Attendance (if Pre-school, please base this on number of sessions/attendance)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **End of Term 2** | **End of Term 4** | **End of Term 6** |
| **My attendance score is:**5 points = 98-100% attendance 4 points = 95-97.99% attendance3 points = 90-94.99% attendance2 points = 70-89.99% attendance1 point = 20-69.9% attendance 0 points = 0-19.99% attendance  |  |  |  |
| I am in full time | Yes No | Yes No | Yes No |
| If I am on a Reduced Time Table (school only): | Hours per day/week:RTT Started:Reviewed every….. weeksPIAS are aware Y/NSEN are aware Y/N | Hours per day/week:RTT Started:Reviewed every….. weeksPIAS are aware Y/NSEN are aware Y/N | Hours per day/week:RTT Started:Reviewed every….. weeksPIAS are aware Y/NSEN are aware Y/N |

|  |  |  |  |
| --- | --- | --- | --- |
| **The YP’s current engagement with their education setting is**: | **End of Term 2** | **End of Term 4** | **End of Term 6** |
| My Engagement score is:5 points = excellent engagement 4 points = Good Engagement 3 points = engagement is satisfactory but could be improved 2 points = engagement needs to be improved 1 point = engagement is of concern 0 points =no engagement |  |  |  |

**Early Years Foundation Stage Attainment and Progress:**

**Guidance notes:**
*Attainment and progress information should be described in line with Milestone Assessment toolkit and Statutory Framework for the Early Years Foundation Stage 2021.*

**This Section records how well they are progressing through the year:**

**Milestones of Development (months)-** Please indicate which of the following milestones they have currently achieved:

|  |  |
| --- | --- |
| * 0-6 months
 | * 36 months
 |
| * 12 months
 | * 48 months
 |
| * 24 months
 | * ELG
 |

**Term One and Two: I am \_\_\_\_\_\_\_\_\_\_\_\_ months old**

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Learning** |  | **Milestones of Development** | **Above/Below/At Expected level of development for age.** |
| Communication and Language | Listening, Attention & understanding |  |  |
| Speaking |  |  |
| Personal, Social & Emotional Development | Self-regulation |  |  |
| Managing Self |  |  |
| Building Relationships |  |  |
| Physical Development | Gross Motor Skills |  |  |
| Fine Motor Skills |  |  |
| Literacy | Comprehension |  |  |
| Word Reading |  |  |
| Writing |  |  |
| Mathematics | Number |  |  |
| Numerical Patterns |  |  |
| Understanding the World | Past and Present |  |  |
| People, Culture & Communities |  |  |
| The Natural World |  |  |
| Expressive Arts & Design | Creating with Materials |  |  |
| Being imaginative & Expressive |  |  |

**Term Three and Four: I am \_\_\_\_\_\_\_\_\_\_\_\_ months old**

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Learning** |  | **Milestones of Development** | **Above/Below/At Expected level of development for age.** |
| Communication and Language | Listening, Attention & understanding |  |  |
| Speaking |  |  |
| Personal, Social & Emotional Development | Self-regulation |  |  |
| Managing Self |  |  |
| Building Relationships |  |  |
| Physical Development | Gross Motor Skills |  |  |
| Fine Motor Skills |  |  |
| Literacy | Comprehension |  |  |
| Word Reading |  |  |
| Writing |  |  |
| Mathematics | Number |  |  |
| Numerical Patterns |  |  |
| Understanding the World | Past and Present |  |  |
| People, Culture & Communities |  |  |
| The Natural World |  |  |
| Expressive Arts & Design | Creating with Materials |  |  |
| Being imaginative & Expressive |  |  |

**Term Five and Six: I am \_\_\_\_\_\_\_\_\_\_\_\_ months old**

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Learning** |  | **Milestones of Development** | **Above/Below/At Expected level of development for age.** |
| Communication and Language | Listening, Attention & understanding |  |  |
| Speaking |  |  |
| Personal, Social & Emotional Development | Self-regulation |  |  |
| Managing Self |  |  |
| Building Relationships |  |  |
| Physical Development | Gross Motor Skills |  |  |
| Fine Motor Skills |  |  |
| Literacy | Comprehension |  |  |
| Word Reading |  |  |
| Writing |  |  |
| Mathematics | Number |  |  |
| Numerical Patterns |  |  |
| Understanding the World | Past and Present |  |  |
| People, Culture & Communities |  |  |
| The Natural World |  |  |
| Expressive Arts & Design | Creating with Materials |  |  |
| Being imaginative & Expressive |  |  |

If I need extra support to help me to reach the ELG by the end of Year R, I need support with:

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of Learning** | **Term 1 and 2** | **Term 3 and 4** | **Term 5 and 6** |
| Communication & Language |  |  |  |
| Personal, Social & Emotional Development |  |  |  |
| Physical Development |  |  |  |
| Literacy |  |  |  |
| Mathematics |  |  |  |
| Understanding the World |  |  |  |
| Expressive Arts & Design |  |  |  |