

Date the family agreed with the completed EHAP: 01/09/2023

1. Family Details

Details of all the children in the family:

Name	Address	Date of Birth (DOB)/ Estimated Due Date (EDD)	Gender	Ethnicity	Religion	Tick if they attended the meeting
Peppa Pig	3 Astley Street Peppatown, Peppaland BS37 0DD	31/05/2016	Female	White	Christian	<input checked="" type="checkbox"/>
George Pig	3 Astley Street Peppatown, Peppaland BS37 0DD	09/02/2021	Male	White	Christian	<input type="checkbox"/>

Details of all the adults/carers/guardians in the family:

Name	Relationship to the child/ren	Tick if they have Parental Responsibility	Address	Gender	Ethnicity	Religion	Contact Details (email/contact number)	Tick if they attended the meeting
Mummy Pig	Mum	<input checked="" type="checkbox"/>	3 Astley Street Peppatown, Peppaland BS37 0DD	Female	White	Christian	Mummy.pig@gmail.com 12345 678912	<input checked="" type="checkbox"/>
Daddy Pig	Dad	<input checked="" type="checkbox"/>	3 Astley Street Peppatown, Peppaland BS37 0DD	Male	White	Christian	Daddy.pig@gmail.com 23456 789123	<input checked="" type="checkbox"/>
Granny Pig	Maternal Grandmother	<input type="checkbox"/>	5 Sty Lane Peppatown, Peppaland BS37 0DD	Female	White	Information Not Obtained	Granny.pig@gmail.com 34567 891234	<input type="checkbox"/>
Grandpa Pig	Maternal Grandfather	<input type="checkbox"/>	5 Sty Lane Peppatown, Peppaland BS37 0DD	Male	White	Information Not Obtained	Grandpa.pig@gmail.com 45678 912345	<input type="checkbox"/>

Communication needs for any of the people involved in this assessment:

No communication needs have been identified at the time of assessment. However, Mummy Pig struggles with social anxiety and can be overwhelmed in meetings with a lot of professionals. Both parents work so it is best to try and reach them by email or text as well as by phone. Both parents would like to attend meetings, work permitting.

Details of the people who are supporting the family Record the details for any professionals or agencies supporting the family, e.g., GP, Health Visitor, pre-school, school. Include a phone contact number and email where the professional is happy for this to be shared with the family.

Name of the person who is supporting the child/family	Role/Relationship to the child/family	Setting/ Organisation	Contact Details (email/contact number)	Tick if Lead Professional	Tick if they attended the meeting
Mrs Gigi Gazelle	Peppa's Teacher and SENCO	Little Pig Primary School	g.gazelle@lpps.co.uk 01234 567890	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mr Franklin Bull	Headteacher	Little Pig Primary School	m.bull@lpps.co.uk 01234567891	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dr Brown Bear	Peppa's Paediatrician	Happy Pig Surgery	Dr.brown.bear@happypigsurgery.co.uk 02345 678910	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Miss Anne Rabbit	George's Nursery Teacher	Tiny Piglets Nursery	Anne.rabbit@tinypiglets.co.uk 034567 891023	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2. Assessment This should be written clearly and in language the children can understand.

What is going well for the child/ren and family? Include the views of all family members and the views of anyone supporting the family, using their own words where possible/appropriate.

Please consider:

- **Child's Development:** health, speech, language and communication development, emotional and social development, behavioural/physical/cognitive/educational development, identity, self-esteem, self-image, social presentation, relationships with family, self-care skills and independence
- **Parenting Capacity:** basic care, ability to ensure safety and protection, emotional warmth, stimulation, guidance and boundaries, stability, health, communication

- *Family and Community: family history, functioning and wellbeing, wider family, housing situation (i.e., stable, safe), employment and financial situations, social and community resources and networks, family's social integration*

Child/ren's Views:

Peppa:

- "I like going to school and playing with my friends."
- "I like painting and writing."
- "I like jumping in muddy puddles at playtime."
- "I like when mummy and daddy give me what I want."

George:

- George said he is "happy," and he loves his "dine-saw" (dinosaur).

Parent's/Carer's/Family Member's Views:

Mummy and Daddy Pig:

- Mummy said, "Peppa is loving and adventurous" and "she knows her own mind."
- Both parents say that Peppa can be helpful, especially when given a treat.
- The children behave better when they've had a good night's sleep.
- The children love going to school and seeing their friends.
- Daddy said that Peppa and George have a lovely relationship and they can play really well together most of the time.
- We can ask Granny and Grandpa to watch the children when we need a break or if we need some help.
- When asked about the information in the prompt above, Mummy and Daddy say that they try to make a loving, stable home for the children. They say that they don't have any financial concerns as they both have steady jobs. Mummy said that they are very lucky to have a good support system and have lots of friends and family nearby.

Granny and Grandpa Pig (asked prior to the meeting as they were unable to attend):

- "We love watching the children. We're happy to help out if we need to."

School's Views:

Mrs Gazelle:

- Peppa is very funny and she gets along well with the other children.
- Peppa is meeting most of her targets. She is doing especially well in reading, writing, and art.

- Peppa can be easily distracted but is able to focus with help.

Mr Bull:

- Peppa's uniform always appears clean and tidy.
- Mummy and Daddy Pig seem to have a good relationship with Peppa, and we can always contact them if we need to.

Miss Rabbit:

- George enjoys playing with other children.
- He loves learning, especially about dinosaurs.

Other Professional's Views:

Dr Brown Bear:

- Peppa seems to be a polite girl.
- Peppa's parents make sure she is on time for her appointments.

What are we worried about? (Please give specific examples) Please include all the family's views and those of any involved practitioners, in their own words where possible/appropriate.

Please consider the following:

- **Child's Development:** health, speech, language and communication development, emotional and social development, behavioural/physical/cognitive/educational development, identity, self-esteem, self-image, social presentation, relationships with family, self-care skills and independence
- **Parental Capacity:** basic care, ability to ensure safety and protection, emotional warmth, stimulation, guidance and boundaries, stability, health, learning disability, substance use, communication
- **Family and Community:** family history, functioning and wellbeing, wider family, housing situation (i.e., stable, safe), employment and financial situations, social and community resources and networks, family's social integration, family break ups, bereavements, transitions, house moves, school changes

Child/ren's Views:

Peppa:

- "Sometimes my friends don't want to play with me. They want me to share, and I don't want to."
- Peppa said that she sometimes gets upset and will get angry. Peppa said she will throw things or shout when she feels this way. Peppa said, "I don't know why, I just do." Peppa said she would like help with this.

- Peppa said that she has a hard time paying attention in class. Peppa said that she gets told off when she isn't watching the teacher, and this makes her feel sad.
- Peppa said that she likes school, but there are days when she wants to stay home.

George:

- George said he is "sad" when he can't find his dinosaur.

Parent's/Carer's/Family Member's Views:

Mummy and Daddy Pig:

- Mummy said that Peppa has a mind of her own. Mummy and Daddy said that they love this about Peppa, but this can make it tricky when they ask her to do something she doesn't want to do. Mummy and Daddy said that they've tried giving Peppa rewards for doing things, but now Peppa wants treats all the time.
- Daddy said that sometimes when they ask Peppa to do something she will shout or throw things if she doesn't want to do it. Daddy said that he and Mummy give up and do it themselves. Daddy said that Peppa has pushed him on one occasion, and he worries this will happen again.
- Mummy said she feels she has to be the tough parent and Daddy gets to be the "fun one." Both parents agree that they do things differently sometimes and think this might be confusing for the children.
- Peppa and George can have so much fun playing that they don't want to go to bed on time. Some nights they aren't in bed until 10pm and this can make it hard for them to get up for school in the morning.
- Both parents admit to feeling tired. Mummy said they both work a lot, and they often feel stressed.

Granny and Grandpa Pig (asked prior to the meeting as they were unable to attend):

- Granny said that Peppa has a lot of energy and it can be hard to keep up with her.
- Granny and Grandpa said they worry about Mummy and Daddy because they often seemed stressed with everything they have to do at work and at home.

School's Views:

Mrs Gazelle:

- Peppa has a lot of friends and the children like playing with her when she shares and listens to them. Unfortunately, this doesn't happen all the time. In the classroom and at playtime, I've noticed Peppa shout and throw things when she gets frustrated or when she doesn't get what she wants.
- In class I can tell that Peppa has a hard time paying attention. I can see her looking around the room and staring out the window. She will often talk to the other children and this can distract them from her learning.

- Peppa is a bit behind in maths. She says maths is hard for her so I understand why she might be looking around the classroom instead of listening to the lesson.

Mr Bull:

- Peppa generally has good attendance at 98%. However, she is late at least three times a week, often arriving 15 minutes after the school day begins.

Miss Rabbit:

- George generally shares well with other children. However, in the past couple of weeks he has been possessive and less willing to share his toys.

Other Professional's Views:

Dr Brown Bear:

- Peppa was referred to me because her teacher and her parents were concerned about her impulsivity and her struggles to focus and to sit still. I have observed Peppa to have a lot of energy and feel she may have additional needs. Peppa's parents have agreed for her to be assessed for ADHD.

Previous help and support

- What previous help has been offered to the child/family?
- Was this support helpful? Why/why not?
- What was the outcome of this?

- Peppa had pastoral support with Mrs Cat to help her understand her feelings. Peppa thought this was helpful, but Mrs Cat went on Maternity Leave and this support ended.
- Peppa met with the school health nurse and this helped lead to the paediatrician referral.

What would we like to change or strengthen? Please include all the family's views and those of any involved practitioners, in their own words where possible/appropriate. *These changes will be converted into actions in Section 3: Plan. It may be helpful to number what you would like to change or strengthen to easily add it to the action plan.*

- Based on the worries outlined above, what would you like to be different by changing or strengthening?
- What would you be doing more or less of to see these changes?

1. For Peppa to understand her feelings and to know ways to manage her frustration and anger.
2. For Peppa to get along better with her friends.
3. For Peppa to have strategies to help her focus in class.
4. For Peppa's parents and school to have ways to help Peppa manage her energy.
5. For Mummy and Daddy to have parenting support to help them have clear rules, routines, and consequences for Peppa and George. This will help Peppa and George know what they are meant to do at home and what happens if they don't do those things. Parenting support will help Mummy and Daddy work together as a team to make sure they are consistent with the children.
6. For Mummy and Daddy to feel calmer and more relaxed and less stressed.
7. For Peppa to arrive at school on time, ready to learn.

3. Plan Include action items to address each worry and concern that you want to change or strengthen.

- What needs to be done to make the changes listed above?
- Who is responsible for the action?
- When will the action be completed?

What needs to be done?	By whom?	By when?
1/2. Mrs Gazelle to arrange for Peppa to have weekly ELSA support with Mrs Sheep to help Peppa understand and manage her feelings. This support will also include helping Peppa with her social skills so she gets along better with her friends.	Mrs Gazelle	End of Term 1
3. Mrs Gazelle to use strategies to help Peppa focus in class. This will include things like breaking large tasks down into smaller tasks and letting Peppa use fidget toys and a time out card. Mrs Gazelle will also include regular breaks for	Mrs Gazelle	End of Term 1

Peppa to help Peppa concentrate and to help her release her energy throughout the day.		
4. Mummy and Daddy Pig to look into clubs and activities for Peppa so she can have a fun way to use her energy.	Mummy and Daddy Pig	End of Term 1
5/7. Mummy and Daddy Pig to complete a self-referral to Caring for Communities and People (CCP) for parenting support to help them have clear rules, routines, and consequences for Peppa and George. This support will help Mummy and Daddy have a consistent bedtime for the children so they arrive to school on time the next morning. This support will help Mummy and Daddy make it easier for Peppa and George to know what they need to do at home and what happens if they do and don't do it. This parenting support will also help them be more united with their parenting.	Mummy and Daddy Pig	End of Term 1
6. Mummy and Daddy Pig to contact their GP to talk about how they're feeling and how they might manage their stress differently. Mummy and Daddy Pig to ring Granny and Grandpa Pig if they need help with Peppa and George or if they need some time to themselves.	Mummy and Daddy Pig	End of Term 1

Date of EHAP Review:	03 November 2023 at 10:00
Venue:	Little Pig Primary School

4. Family Comments about the EHAP Include the comments of all children and parents/carers/guardians about the assessment and plan, using direct quotes when possible.

<p>Child(ren)'s/Young Person's comments on this assessment and plan:</p> <ul style="list-style-type: none"> • What do you think about what is written in the assessment? Is it right? Have we missed anything? • How is this plan going to help you and your family?

Child/Young Person's Name	Comments
Peppa	I think this is good. I want to get along better with my friends. This will help.
George	I am happy.

Parents'/Carers'/Guardians' comments on this assessment and plan:

- What do you think about what is written in the assessment? Is it right? Have we missed anything?
- How is this plan going to help you and your family?

Parent/Carer/Guardian's Name	Comments
Mummy	I think this plan includes everything we're worried about. I think the plan will help make things better. I feel like we're on the right track.
Daddy	I like that we've arranged to review the plan. This makes me feel like we'll all do what we're supposed to do to help our family.

5. Consent and Signatures

Does the family consent to share this document with everybody involved and keep a copy on a secure database with the local authority? Yes [*Please ensure parents/carers are aware that this EHAP will be shared with the Local Authority/Compass and stored on their secure database.](#)

Has a consent form been signed and attached? Yes

Are there any exceptions as to who the parent(s) do not consent to share this document with? No

If so, who? (Please state in box below)

Not applicable.

Assessor Information Include the details of the person completing this EHAP.

Name:	Mrs Gigi Gazelle	Role:	Teacher/SENCO
Setting/ Organisation:	Little Pig Primary School	Address and Postcode:	Smart Cookie Drive Peppatown, Peppaland BS37 0DD
Telephone No:	01234 567890	Email Address:	g.gazelle@lpps.co.uk

Signatures The Parent(s)/Carer(s)/Guardian(s), the Child/Young Person, and the Assessor should sign this EHAP to show that they have read and agree with what has been written and decided.

Parent/Carer/Guardian's signature:	<i>Mummy Pig</i> <i>Daddy Pig</i>	Date:	<i>1 September 2023</i> <i>1 September 2023</i>
Child/Young Person's signature:	<i>Peppa</i>	Date:	<i>1 September 2023</i>
Assessor's signature:	<i>Gigi Gazelle</i>	Date:	<i>1 September 2023</i>

Please send the completed Early Help Assessment and Plan to compass@southglos.gov.uk