

## PERSONAL LEARNING PLAN (Nursery) Part 1 – Personal Profile

Pupil Name* Jane Smith		Date of Birth * 22/03/17	Health and Social Care Number 1234556677		School year group* Nursery						
						Academic year* 2020-21					
Code Stage* 1	Primary SEN Category* Speech, Language and Communication		Secondary SEN Category/ies* N/A			Medical Category* N/A					
Attendance ( <i>actual</i> ) 36 days		EA Educational Psychologist Report			Yes		No	✓			
Attendance ( <i>possible</i> ) 38 days		SEN Statement			Yes		No	✓			
Children in specific circumstances *		N/A		Other related documents / Services		Yes		No	✓		
				Medical Diagnosis		Yes		No	✓		
				Copies of previous PLPs		Yes		No	✓		
<b>PUPIL'S VIEWS – Important information about you</b>											
Jane says she likes nursery and playing with her friends.											
<b>PARENT'S VIEWS - Important information from your parent/guardian</b>											
<b>[Pupil's strengths/ difficulties or concerns/ hopes and aspirations/ parental involvement]</b>											
Jane's mum is happy that she has settled well into nursery and is making friends. She is concerned about her ability to communicate her needs and her tantrums at home and in nursery. Mum is happy to support the nursery and use similar strategies at home.											
<b>SPECIAL EDUCATIONAL PROVISION (SpEP)</b>											
<b>Internal School Action</b>											
School Action	SEN Category	Start Date	End Date	Outcome of special educational provision							
				Has the SpEP resulted in an improvement?				Yes	✓	No	
				Supporting comments in relation to the question above.							
Group intervention programme	Speech, language and Communication	25/10/20	05/12/20	Jane is benefiting from support in this area. However, progress is limited and concerns still persist in relation to her receptive language.							
<b>External Special Educational Provision</b>											
External Support Service	Special Educational Provision	Start Date	End Date	Outcome of special educational provision							
				Has the SpEP resulted in an improvement?				Yes	✓	No	
				Supporting comments in relation to the question above.							
Speech & Language (Health)	Individual Intervention Programme	15/10/20	30/11/20	Jane is beginning to make progress as a result of speech therapy but ongoing intervention will be necessary in order for her to continue to do so.							

The boxes on consent and the parental agreement box below will move to the end of each phase.							
	PLP Copied to (as applicable):	Purpose of sharing PLP	Consent Status	Consent Provider	Consent Status Date	Date shared	Other/new school
Consent Record to share PLP	Another school	Drop down box:  Moving school  Referred to another school	Drop down box:  <i>Consent Sought and Granted</i>  <i>Consent Sought and Declined</i>	<i>Drop down box:</i>  <i>Parent</i>  <i>Person with parental responsibility</i>  <i>pupil over compulsory school age</i>			
	EOTAS	Registered pupil attending EOTAS	<i>As above</i>	<i>Dropdown box as above</i>			
	Entitlement Framework school	Attending course/s at another institution	<i>As above</i>	<i>Drop down box as above</i>			
	Education Authority	Request for Stage 2 provision	<i>As above</i>	<i>Drop down box as above</i>			<b>NOT APPLICABLE</b>
	Education Authority	Statutory Assessment	<i>As above</i>	<i>Drop down box as above</i>			
	Education Authority	Annual review of Statement	<i>As above</i>	<i>Drop down box as above</i>			
	HSC Trust	Service request	<i>As above</i>	<i>Drop down box as above</i>			
Copy of parental or pupil over compulsory school age agreement/s held (signed and dated)			YES	NO			

## PERSONAL LEARNING PLAN (Nursery) – Part 2 – School Assessments

Pupil's Engagement		Pupil's Well Being	
1 - Low / 2 - Mixed / 3 - High		1 - Low / 2 - Mixed / 3 - High	
DATA / ONGOING SCHOOL ASSESSMENT (if relevant)			
Date of test			
Name of test			

Individual Score			
Result set			

## PERSONAL LEARNING PLAN (Nursery) – Part 3 – Learning and Evaluation Plan

Outline the impact of learning difficulty and/or disability in nursery			
Jane is an active child who enjoys sand and water play and painting. She has well-developed gross motor skills but has some issues with fine motor skills. She enjoys songs, rhymes and stories but has difficulty sustaining attention at times. Jane has delayed language skills and has difficulty in following instructions and expressing her needs. As a result she occasionally becomes frustrated and can have tantrums. She will take part in games with small groups of children with adult support but needs repeated modelling to encourage her to take turns and share resources with others.			
Outline the additional and relevant information/strategies and reasonable adjustments made or recommended for the pupil in the nursery (include recommendations made by the EA Educational Psychologist or included in the pupil's statement).			
Liaison has taken place with parents and the community speech therapist in relation to Jane's areas of need and approaches used to date. Use of visual cues to support spoken language. Visual prompts and gestures used to assist Jane in following instructions. Modelling used to target social skills such as good sitting, listening, etc.			
Where relevant:	Date the pupil was last seen by an EA Educational Psychologist		N/A
	Date of the pupil's current EA statement		N/A
PLP Phase 1		Start date for Phase 1: 25/10/20	
Areas for development	Pupil's Expected Outcomes	Strategies/ provision to meet the expected outcomes	Monitoring arrangements
Language and communication skills	Jane will correctly follow single step instructions from an adult during table top activity time.	<ul style="list-style-type: none"> <li>- Use keywords/chunking.</li> <li>- Use visual supports.</li> <li>- Give response time.</li> <li>- Sit at the child's eye level.</li> <li>- Use the child's name.</li> </ul>	<ul style="list-style-type: none"> <li>- Observations of Jane's ability to listen and follow single step instructions.</li> <li>- Restructure tasks according to Jane's level of engagement.</li> </ul>
Physical development (to include gross and fine motor skills)	Jane will be able to use a pincer grip to complete a range of table top activities.	<ul style="list-style-type: none"> <li>- Finger warm-up activities, e.g. spider presses.</li> <li>- Lifting objects with larger tweezers, tongs and clothes pegs.</li> <li>- Peg boards and shape sorters, inset boards.</li> </ul>	<ul style="list-style-type: none"> <li>- Observations of Jane's ability to complete fine motor skills tasks.</li> <li>- Adjust tasks according to Jane's manipulative skill development.</li> </ul>
Organisational skills/self-help skills	Jane will consistently follow a "first and then" board to structure her activities throughout the day.	<ul style="list-style-type: none"> <li>- Teach concept of first and then.</li> <li>- Individualised "first and then" board (with Jane's photo).</li> <li>- Velcroed taught visuals.</li> <li>- Modelling use of "first and then" board.</li> </ul>	<ul style="list-style-type: none"> <li>- Observations of Jane's ability to follow and understand a "first and then" board.</li> <li>- Adjust tasks according to Jane's level of engagement.</li> </ul>
Personal social and emotional (includes behaviour)	Jane will take part in turn taking games with two other children with adult support.	<ul style="list-style-type: none"> <li>- Social story to teach turn taking skills- cue in beforehand.</li> <li>- Model turn taking then practice in small group format.</li> <li>- Use turn taking visuals and reinforce skills at home using same visuals.</li> </ul>	<ul style="list-style-type: none"> <li>- Observations of Jane's ability to learn and develop turn taking skills.</li> <li>- Adjust tasks according to Jane's level of engagement.</li> </ul>

Evaluation of Expected Pupil Outcome				Evaluation Date: 05/12/20		
Pupil Expected Outcomes	Status of Expected Outcome	Evidence of progress for this PLP Phase	Future Actions for next PLP Phase			
Jane will correctly follow single step instructions from an adult during table top activity time.	Met	Written observations Record chart	Adapt expected outcome	<input checked="" type="checkbox"/>	Jane will demonstrate this skill in additional activities throughout the day.	
	Progressing well		<input checked="" type="checkbox"/>	New outcome		<input type="checkbox"/>
	Minimal Progress		<input type="checkbox"/>			
Jane will be able to use a pincer grip to complete a range of table top activities.	Met	Written observations Photographic evidence	Adapt expected outcome	<input type="checkbox"/>	New outcome will focus on finer skills of being able to use threading and lacing to complete activities.	
	Progressing well		<input type="checkbox"/>	New outcome		<input checked="" type="checkbox"/>
	Minimal Progress		<input type="checkbox"/>			
Jane will consistently follow a "first and then" board to structure her activities throughout the day.	Met	Written observations Record chart	Adapt expected outcome	<input checked="" type="checkbox"/>	Jane is able to use the "first and then" board with support but needs further consolidation for consistency and to develop her independence in using it.	
	Progressing well		<input checked="" type="checkbox"/>	New outcome		<input type="checkbox"/>
	Minimal Progress		<input type="checkbox"/>			
Jane will take part in turn taking games with two other children with adult support.	Met	Written observations Record chart	Adapt expected outcome	<input type="checkbox"/>	New outcome to focus on turn taking and sharing during less structured activities.	
	Progressing well		<input type="checkbox"/>	New outcome		<input checked="" type="checkbox"/>
	Minimal Progress		<input type="checkbox"/>			
PLP Review Status		Date applied for				
Remove from SEN Register		Tick box				
Remain at Stage 1		<input checked="" type="checkbox"/>				
Request a move to Stage X		Tick box				
Request External Support Service		Lookup list				
Submit SAR 1		Tick box				
<b>Pupil's views:</b> Jane says she likes her first and then board and the duplo and pegs.						
<b>Parent's views:</b> Jane's parents report that temper tantrums are not happening as frequently at home now. They are still concerned about her speech and are keen for her to continue to access speech therapy and individual support in this area.			<b>Date shared with parent:</b> 08/12/20			