

PERSONAL LEARNING PLAN (Primary) - Part 1 – Personal Profile

Pupil Name * Ann Jones		Date of Birth * 16/08/11		Health and Social Care Number 1234556677		School year group * Year 5				
Code Stage * 2		Primary SEN Category * Dyslexia/SpLD		Secondary SEN Category/ies* N/A		Academic year * 2020-21				
Attendance (%) * Current Year		98%		EA Educational Psychologist Report			Yes	✓	No	
Attendance (%) * Previous Year		97%		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	
PUPIL'S VIEWS - Important information about you										
Ann says that she likes school and enjoys playing with her friends. She loves Art and being in the school choir. She likes listening to stories and discussing them during Literacy time but finds spelling difficult and worries that she doesn't get her pieces of writing finished on time. Ann would like to get better at reading because she is a big fan of David Walliam's books and she would like to be able to read them for herself.										
PARENT'S VIEWS - Important information from your parent/guardian										
[Pupil's strengths/ difficulties or concerns/ hopes and aspirations/ parental involvement]										
Ann's mum says that Ann is sometimes upset at home during literacy homework tasks and is reluctant to read for her own pleasure. Mrs Jones would like to see Ann gaining confidence in her literacy ability and feels that she needs additional support in school to do this. She is very willing to support the school with any suggested strategies or tasks that will benefit Ann.										
SPECIAL EDUCATIONAL PROVISION (SpEP)										
Internal School Action										
School Action	SEN Category	Start Date	End Date	Outcome of Special Educational Provision						
Group Intervention Programme	Cognition and Learning	20/09/20	05/12/20	Has the SpEP resulted in an improvement?			Yes	✓	No	
				Supporting comments in relation to the question above						
				Ann has been able to transfer the knowledge she has gained during intensive group work on phonics into the classroom environment. Her confidence has noticeably improved.						
External Special Educational Provision										
External Support Service	Special Educational Provision	Start Date	End Date	Outcome of Special Educational Provision						
Literacy Service (EA)	Individual Intervention Programme	20/09/20	Ongoing	Has the SpEP resulted in an improvement?			Yes	✓	No	
				Supporting comments in relation to the question above						
				Ann has become much more motivated to read both in class and during Literacy support sessions with the SpLD teacher. Her reading fluency, intonation and expression is improving and her enjoyment in reading is much more apparent.						

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	<i>Drop down box:</i> Moving school Referred to another school	<i>Drop down box:</i> <i>Consent Sought and Granted</i> <i>Consent sought and Declined</i>	<i>Drop down box:</i> Parent Person with parental responsibility Pupil over compulsory school age			
	EOTAS	Registered pupil attending EOTAS	<i>Drop down box as above</i>	<i>Drop down box as above</i>			
	Entitlement Framework school	Attending course/s at another institution	<i>Drop down box as above</i>	<i>Drop down box as above</i>			NOT APPLICABLE
	Education Authority	Request for Stage 2 provision	<i>Drop down box as above</i>	<i>Drop down box as above</i>			
	Education Authority	Statutory Assessment	<i>Drop down box as above</i>	<i>Drop down box as above</i>			
	Education Authority	Annual review of Statement	<i>Drop down box as above</i>	<i>Drop down box as above</i>			
	HSC Trust	Service request	<i>Drop down box 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 (Primary) – Part 2 – School Assessments

DATA / ONGOING SCHOOL ASSESSMENT (if relevant)					
Date of test	14/10/19	13/05/20	15/05/20	18/05/20	12/05/20
Name of test	NNRIT	PTE 8	NFER	SWST	PTM 8
Individual Score	104	84	87	82	101
Result Set	NNRIT YR4	PTE YR4	NFER YR4	SWST YR4	PTM YR4

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

Outline the impact of learning difficulty and/or disability in school		
Ann has specific difficulties in many areas of literacy. She finds word recognition, phonics and decoding challenging and her reading lacks fluency. Her spelling strategies are not well developed. Recently she has become more aware of her literacy difficulties in comparison to her peers and this is negatively impacting on her self-esteem and confidence. Ann lacks motivation during literacy based activities despite her good verbal skills.		
Outline the additional and relevant information/strategies and reasonable adjustments made or recommended for the pupil in the school (include recommendations made by the EA Educational Psychologist or included in the pupil's statement).		
Ann avails of dyslexia friendly classroom strategies to support her literacy needs. She follows a systematic, cumulative phonic intervention programme. In class she uses word banks, multi-sensory approaches, accelerated reading and paired reading programmes and assistive technology programmes.		
Where relevant:	Date the pupil was last seen by an EA Educational Psychologist	14/05/19
	Date of the pupil's current EA statement	N/A
PLP Phase 1		Start date for Phase 1: 20/09/20
Pupil Expected Outcomes	Strategies/ provision to meet the expected outcomes	Monitoring arrangements
(1) Ann will read a range of familiar level orange band texts to build her reading fluency, confidence and motivation.	<ul style="list-style-type: none"> - Use of reading prompts, e.g. modelling fluent reading, developing awareness of punctuation, what makes sense, use of expression, discussing the key points of a text, etc. - Encouraging Ann to make her own personal choices when selecting texts. - Reinforcement of strategies at home by re-reading familiar texts with an adult. - Orange banded familiar reading fiction and non-fiction texts from a variety of reading schemes. - <i>3x 30 minute small group literacy sessions per week with LST.</i> - <i>1x 1hr individual intervention programme per week with EA Literacy Teacher.</i> 	<ul style="list-style-type: none"> - Running Records to monitor Ann's application of taught reading strategies. - Liaison with LST and EA Literacy Teacher. - Teacher observations of Ann's motivation and enjoyment in reading. - Home-school reading record book to evaluate reading engagement at home. - Pupil self-monitoring of reading through recording and playback.
(2) Ann will be able to segment and blend the following initial consonant blends bl, cl, fl, gl, pl, sl in daily literacy based activities.	<ul style="list-style-type: none"> - Use of Alpha to Omega flashcards, magnetic letters, alphabet arc, paper squares/post it activities, tracking sounds with highlighters, left to right blending, multi-sensory approaches and resources, e.g. multi-phonetic cubes, IWB games, dictated sentences, whiteboards, Nessy programmes. 	<ul style="list-style-type: none"> - Weekly monitoring of acquisition of blends through informal testing during withdrawal sessions and class spelling tests. - Liaison with LST and EA Literacy Teacher.

	- Timetabled provisions (school and EA) as above.	- Blends activities taken home for consolidation.
(3) Ann will be able to consistently read and spell the targeted high frequency words from her individual list with 80% accuracy.	<ul style="list-style-type: none"> - Keyword games to reinforce reading and spelling of keywords, e.g. Go Fish, Beat the Timer, fly-swatter, Connect Four, Word Shark, Lexia, Nussy. - Use of mnemonics/individually created cues to support spelling skills. - Visualisation spelling techniques. - Timetabled provisions (school and EA) as above. 	<ul style="list-style-type: none"> - Informal testing of targeted words. - Liaison with LST and EA Literacy Teacher. - Monitor extent to which Ann correctly uses targeted high frequency words in her own pieces of writing.

Evaluation of Expected Pupil Outcome	Evaluation Date:	08/12/20
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Status of Expected Outcome		Evidence of progress for this PLP Phase	Future Actions for next PLP Phase			
1.	Met	✓	Running records indicate that Ann is ready to move to turquoise band books. Discussions with LST and EA Literacy Teacher confirm this. Evidence in class of increased confidence and reading fluency. Parents report that Ann is enjoying reading at home also.	Adapt expected outcome	New reading outcome to be set to reflect Ann's progress to next reading band.	
	Progressing well			New outcome		✓
	Minimal Progress					
2.	Met	✓	Samples of Ann's work and discussions with LST and EA Literacy teacher show that she has successfully met this Outcome.	Adapt expected outcome	New set of consonant blends to be focused on in next PLP Phase.	
	Progressing well			New outcome		✓
	Minimal Progress					
3.	Met		Ann has achieved 75% accuracy upon testing of targeted high frequency words. She is continuing to use spelling strategies effectively in independent writing.	Adapt expected outcome	New Expected Outcome to reinforce High Frequency words that Ann has not yet achieved and introduce the next set. Amend strategies to include individualised spelling bank.	
	Progressing well	✓		New outcome		
	Minimal Progress					

PLP Review Status		Date applied for
Remove from SEN Register	Tick box	
Remain at Stage 2	✓	
Request a move to Stage X	Tick box	
Request External Support Service	Lookup list	
Submit SAR 1	Tick box	

Pupil's Views: Ann says she enjoys reading much more now and feels that the extra support she has had this term has really helped her. She is really pleased that she can spell more words and feels that writing activities are a little bit easier now. She feels that she still needs help with literacy at school to help her make more progress.

Parent's Views: Mum is pleased with Ann's progress and feels that the extra support provided by school and externally by EA has benefited Ann greatly. She is keen to continue the home-school approaches that have been used this term.

Date shared with parent: 14/12/20