

PERSONAL LEARNING PLAN (SPECIAL SCHOOL) – Part 1 – Personal Profile

Pupil Name* Tom Foster		Date of Birth *11/02/15	Health and Social Care Number 1234556677	School year group* Year 2 Autism Class			
				Academic year* 2020-21			
Code Stage* 3	Primary SEN Category* • Severe Learning Difficulties		Secondary SEN Category/ies* • Communication & Social Interaction Difficulties • Social and Behavioural Difficulties		Medical Category* • Autism Spectrum Disorder		
Attendance (%) * Current Year 94%		EA Educational Psychologist Report		Y	✓	N	
Attendance (%) * Previous Year 95%		SEN Statement		Y	✓	N	
Children in specific circumstances * N/A		Other related documents / Services		Y	✓	N	
		Medical Diagnosis		Y	✓	N	
		Copies of previous PLPs		Y	✓	N	
<u>PUPIL'S VIEWS – Important information about you</u>							
Tom likes his morning routine coming into school and he smiles and greets staff each morning.							
<u>PARENT'S VIEWS - Important information from the pupil's parent/carers</u>							
[Pupil's strengths/ difficulties or concerns/ hopes and aspirations/ parental involvement]							
Tom's parents want him to be able to fulfil his potential and continue at his level of ability and understanding. They are keen for Tom to have further opportunities for experiential learning as this style of learning suits him and is developing his independence.							
<u>SPECIAL EDUCATIONAL PROVISION (SpEP)</u>							
Internal School Action				Outcome of special educational provision			
School Action	SEN Category	Start Date	End Date	Has the SpEP resulted in an improvement?	Yes	✓	No
				Supporting comments in relation to the question above.			
• Individual intervention programme	• Speech, Language and Communication	20/09/20	Ongoing	(Yes) Tom is beginning to engage more with adult led activities			
• Group intervention programme	• Speech, Language and Communication	20/09/20	Ongoing	(Yes) Tom has benefited from the experience of the group activities in the Attention Autism programme.			
• IT/Assistive technology	• Cognition and Learning	20/09/20	Ongoing	(Yes) The specifically chosen IT programmes have capitalised on Tom's strengths in this area and have resulted in very pleasing progress.			
External Special Educational Provision				Outcome of special educational provision			
External Support Service	Special Educational Provision	Start Date	End Date	Has the SpEP resulted in an improvement?	Yes	✓	No
				Supporting comments in relation to the question above			
• Speech & Language (Health)	• Individual intervention programme	02/10/20	15/11/20	(Yes) Speech and Language therapy sessions have helped Tom progress in targeted areas.			
		15/09/20					

• Speech & Language (Health)	• Advice to teacher – individual pupil		15/09/20	(Yes) The advice and guidance given to teachers has built capacity and developed classroom practice.
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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>	Drop down box: <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>			NOT APPLICABLE
	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 (SPECIAL SCHOOL) – Part 2 – School Assessments

Access arrangements: N/A				Approved by: JCQ or school: N/A			
DATA / ONGOING SCHOOL ASSESSMENT (if relevant)							
Date of test							
Name of test							

Individual Score			
Result Set			
Pupil's Engagement		Pupil's Well Being	
1 - Low / 2 - Mixed / 3 - High		1 - Low / 2 - Mixed / 3 - High	

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

Outline the impact of learning difficulty and/or disability in school										
Tom has severe learning difficulties and his cognitive impairment impacts upon his ability to access the curriculum. He has a diagnosis of Autism and this affects his verbal and social communication. Tom presents as a self-directed learner and requires adult assistance to engage with peers and group activities. He is very interested in ICT activities and is beginning to work independently on some ICT programmes.										
Outline the additional 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)										
Tom is a visual and kinaesthetic learner and activities are structured to optimise success. A consistent approach is used and developmentally appropriate learning experiences. Expected outcomes are highly specific and implemented through a range of systematic learning activities which are re-structured in response to Tom's needs.										
Where relevant:		Date the pupil was last seen by an EA Educational Psychologist					February 2018			
		Date of the pupil's current EA statement					July 2018			
Tom's preferred learning arrangements										
Tom participates in some group activities with adult support but he prefers one to one with an adult. He has responded well to the use of both PECS and TEACCH approaches. Tom can work independently at an individual workstation.										
PLP Phase 1										
Start Date for Phase 1:		20/09/20		Review Date:		06/12/20		EVALUATION		
	Targets	Pupil Expected Outcomes	Strategies	Provision	Monitoring Arrangements	Status of Expected Outcome		Evidence	Future Action	
1	Communication	Tom will be able to finger point to the correct photo/ picture of familiar people and activities in response to an adult's verbal cue/instruction multiple times.	- Personal book with family and pet's photos - Personal book with pictures/ photos of preferred activities - Preferred class picture/story book.	-One to One sessions with a range of adults	-Teacher/ classroom assistant observations and recording	Met		Observations show that Tom often uses finger pointing to identify familiar people and activities correctly. Sometimes he points to a preferred picture instead. Tom is beginning to	Adapt Outcome	
						Progressing Well	✓		New Outcome	✓
						Minimal progress			Maintain outcome	
						Experiencing				

								verbally repeat familiar words.		
2	Using ICT	Tom will be able to consistently complete all the pieces of the puzzles in Level 2 of the IWB Jigsaw programme independently.	- Adult modelling of activity. - Timetabled ICT session with Jigsaw programme 3 times per week.	-Adult support initially -Computer in classroom	-Teacher/ classroom assistant observations and recording. - Print out of results from Jigsaw programme.	Met	✓	Tom really enjoyed using the interactive Jigsaw programme and successfully completed Level 2.	Adapt Outcome	
						Progressing Well			New Outcome	✓
						Minimal progress			Maintain outcome	
						Experiencing				
3	Thinking Skills and Personal Capabilities	Tom will be able to sit with a small group and engage in joint attention activities for the complete session.	- Attention Autism programme. -Teacher led activities using the bucket.	-Weekly timetabled session -Joint attention resources	-Teacher/ classroom assistant observations and recording.	Met		Tom enjoyed the sessions and laughed and smiled at some of the activities. Tom is more willing to join the group and focus on the activity the adult is presenting.	Adapt Outcome	✓
						Progressing Well	✓		New Outcome	
						Minimal progress			Maintain outcome	
						Experiencing				
4	Social and Emotional (includes sensory)	Tom will consistently transition co-operatively on a daily basis when requested by an adult.	- First/then board with photos - Transition rhyme/song/object/timer - Preferred activity placed second	-Adult support throughout transition times. -Individualised board and transition resources	-Teacher/ classroom assistant observations and recording. -Checklist.	Met		Current strategies are working well and Tom is co-operating during transition on many occasions.	Adapt Outcome	✓
						Progressing Well	✓		New Outcome	
						Minimal progress			Maintain outcome	
						Experiencing				

PLP Review Status		Date applied for	
Remove from SEN Register	Tick box		
Remain at stage 3	✓		
Request a move to stage X	Tick box		
Request External Support Service	Lookup list		
Submit SAR 1	Tick box		

Pupil's Views: Tom especially enjoyed his personalised photo books and engaged with the teacher and classroom assistants by pointing on request to the adult's instruction. Tom was beginning to imitate some of the names and activities which will be incorporated into the next PLP expected outcomes. Tom chose the happy face symbol for his ICT and physical activities.

Parent's Views: Tom's parents are pleased with the development in his communication skills and that he is still enjoying coming to school.

Date shared with parent: 08/12/20