

Fields in the PLP Templates	Descriptors (where appropriate)	Educational phase ¹			
		N	P	PP	SS
PLP – Part 1 – Personal Profile					
Pupil Name *	This will be the Preferred Forename and Preferred Surname as recorded for the pupil in SIMS.	✓	✓	✓	✓
Date of Birth *	Date of Birth	✓	✓	✓	✓
Health and Social Care number (HSCN)	For school to populate if the HSCN is available following involvement from a Trust with the pupil or if provided by the parent.	✓	✓	✓	✓
School Year Group *	School Year Group EG Year 9	✓	✓	✓	✓
Academic Year *	The academic year the plan relates to EG 2017/18	✓	✓	✓	✓
Code Stage *	Code Stage to be included on the SEN Register	✓	✓	✓	✓
Primary SEN Category *	SEN Category (as taken from the agreed categories) on the SEN Register.	✓	✓	✓	✓
Secondary SEN Category/ies*	This box will show if there are other secondary SEN Category/ies (as taken from the agreed categories) to be included on SEN Register.	✓	✓	✓	✓
Medical Category/ies*	Medical diagnosis taken from the agreed variable categories as developed by the health sector.	✓	✓	✓	✓
Attendance % Current Year *	The current academic year to date %. Automatically populated through C2K SIMS. The true attendance percentage should be captured, that is, excluding any absences whether authorised or not.	x	✓	✓	✓
Attendance % Previous Year * <i>(Special schools, Post Primary and Primary only)</i>	The previous academic year's % attendance. Automatically populated through C2K SIMS. The true attendance percentage should be captured, that is, excluding any absences whether authorised or not.	x	✓	✓	✓

¹ N = Nursey, P = primary, PP = post-primary, SS = Special Schools

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Attendance Actual/Possible	In nursery settings attendance should be shown as actual against possible eg 25 days out of a possible 37 days and where entered hard copy the date should be provided. The field "Previous" is not relevant for nursery settings.	✓	x	x	x
SEN documents	Y/N box - Indicator that the school holds hard copies of related relevant documents, for example: <ul style="list-style-type: none"> • EA Educational Psychologist report • SEN Statement; • Other related reports/documents/services to the child's SEN. e.g. parental groups, parent attending/receiving support from social services; • Medical Diagnosis – eg doctor's letter. Copies of previous PLPs	✓	✓	✓	✓
Children in specific circumstances	<ul style="list-style-type: none"> • Lookup list in SIMs i.e Looked after child / Child involved in youth justice system / Newcomer child / Child with poor attendance / Child in education otherwise than at school (EOTAS) 	✓	✓	✓	✓
PUPIL'S VIEWS Important information about you - Inside and outside the school	<p>It is anticipated that schools will use a template/ tool to record a child's views before including in the PLP. A few key aspects recorded and in PP completed in discussion with the child at least annually.</p> <p>One box only but may be drawn from questioning lines such as: <i>Tell me about yourself? What you like/enjoy or/and what are you good at? What things would you like to do better? What can the school do to help you? What will you do to help yourself?</i></p>	✓	✓	✓	✓
PARENT'S VIEWS Important information from the pupil's	A few key aspects recorded such as how will the parent/guardian support the child and the school in working towards the child's expected outcomes. This is prompted by wording in brackets: [Pupil's strengths/ difficulties or concerns/ hopes and aspirations/ parental involvement].	✓	✓	✓	✓

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parent/guardians	<p>P, PP and SS may include with the PLP a note, to help provide consistency of responses, with the following more specific questions:</p> <ul style="list-style-type: none"> • <i>What are your child's strengths?</i> • <i>What are your child's difficulties?</i> • <i>What hopes have you for their future?</i> • <i>What progress would you most like to see your child make?</i> • <i>How will you support your child and the school in working towards their expected outcomes?</i> <p>Completed in discussion/liaison with the parent/guardian, at least annually.</p>				
SCHOOL'S VIEWS Important information about pupil's achievements/ participation/ strengths/ difficulties	<p>The main focus here should be positive, although areas of difficulty/weaknesses may also be included. Details recorded here may be for example on the pupil's participation in the wider life of the school/positions of responsibility/ helping out etc. Many children with SEN are highly involved in school councils, have sporting, artistic, musical talents, and commendable personality traits and documenting these helps to portray the full picture of how the child presents in school.</p> <p><i>This field is in development, not yet available in SIMS; as an interim solution users should add school views in Part 3 under "Outline the additional and relevant information/ strategies and reasonable adjustments..."</i></p>	✓	✓	✓	✓
Special Educational Provision (SEP) (<i>School action and External Support Service</i>)	<p>Special Educational Provision is defined in Part 2 of the Education (Northern Ireland) Order 1996 (no. 274) as:</p> <p>"(4) In the Education Orders, "special educational provision" means— (a) in relation to a child who has attained the age of two years, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his age in ordinary schools"</p>	✓	✓	✓	✓

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	<p>Lookup list to allow the school to record the specific types of special educational provision being made available to the child – variables to be provided including:</p> <p>Internal School Action - e.g. staff training, whole school training. The School Action will be matched to one of the relevant five SEN Categories.</p> <p>External Support Service – The external support Service will be selected e.g Literacy Service (EA), Sensory Service (EA), Physiotherapy (Health) and then an option to match it to the SEP e.g Whole school training, Group intervention programme, pathway. More than one variable may be selected. Historical information required.</p>				
Special Educational Provision – start and end date	Date of when the particular special educational provision starts and ends (historical record required).	✓	✓	✓	✓
Outcome of special educational provision (SEP) (School action and External Support Service)	<p>When each phase of the PLP is being reviewed, consideration to be given of both qualitative and quantitative information, in regard to the impact of the type of Special Educational Provision (SEP) on progress made by the child and any improved outcomes.</p> <p>The field includes a question as to whether the SEP has resulted in an improvement. A 'yes' response includes where the SEP has ensured that the child continues to make adequate progress.</p> <p>There is also a free text box to allow for supporting comments in relation to the outcome of the SEP.</p> <p>Historical information required.</p>	✓	✓	✓	✓
Consent Record to Share PLP	<p>Nursery and Primary - by parent/person with parental responsibility</p> <p>SS and PP – by parent/ person with parental responsibility or pupil over compulsory school age</p> <p>Select each relevant scenario depending on who the PLP is being shared with and the purpose, for example Education Authority for statutory assessment. There are separate</p>	✓	✓	✓	✓

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	fields for 'date consent given' and 'date shared'. Date shared means date issued. In the case of a child moving schools, the new school field should only be completed once the child is registered at the new school. Where a school has obtained consent to share a PLP for a particular purpose, the date should be recorded and, under ICO guidance, this should be kept under review and refreshed if anything changes. ² For example, where a child reaches the age where they can consent for themselves (although previous parental consent will not automatically expire). A more granular level of guidance will be provided by the EA during their training sessions.				
Copy of parental or pupil over compulsory school age agreement/s held (signed and dated)	Overall Y/N (for primary, post-primary and special schools and nursery classes attached to a primary school). Tick box to show consent given to only those applicable options ie Other Educational Provision/ Other School/ Education Authority/ Health.	✓	✓	✓	✓
PLP – Part 2 – School Assessments					
Access arrangements	Lookup list of access arrangements and an option to select who approved the arrangement i.e JCQ or school. More than one choice may be selected. Examples - extra time, Supervised rest breaks, Alternative site for the Conduct of Exams.	x	x	✓	✓
Data / Ongoing School Assessment	Taken from SIMS Assessment Manager based on the assessments used by the school i.e date of test, name of test, Individual score, Result Set.	✓	✓	✓	✓

² See <https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/consent/>

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Pupil's Engagement	<p>There are 3 levels of engagement</p> <p>1 – Low - the child displays no interest in or energy for their activities.</p> <p>2 – Mixed - the child is only partially engaged in their activities. They may have moments of intense concentration but can be easily distracted.</p> <p>3 – High - the child is intensely engaged in all their activities for the majority of time.</p>	✓	x	x	✓
Pupil level of well being	<p>There are 3 levels of well-being</p> <p>1 – Low - the child clearly shows signs of discomfort (eg crying or screaming or becoming withdrawn). They may look sad, frightened or angry or hurt themselves or others.</p> <p>2 – Mixed - the child's posture, facial expression and actions indicate a mixed response. At times they may appear ill at ease or display little emotion without obvious reason whilst on other occasions the child shows obvious signs of satisfaction. However, these signals are not constantly present with the same intensity.</p> <p>3 – High - the child looks happy, they smile, are vocal, lively and full of energy. Actions are in large part, spontaneous and expressive without any signs of stress or tension. They are open and accessible to the world around them and show obvious signs of self-confidence and self-assurance.</p>	✓	x	x	✓
PLP – Part 3 – Learning and Evaluation Plan					
Outline the impact of the learning difficulty and/or disability in school	A broad description based on the concerns identified by the teacher about the child's learning difficulties as presented in the classroom setting which calls for SEP to be made. Could also include the impact on the class.	✓	✓	✓	✓

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Outline the additional relevant information / strategies and reasonable adjustments made or recommended for the pupil in school or nursery class (include recommendations made by the EA Educational Psychologist or included in the Pupil's statement)	Includes those approaches and adjustments which teachers should use that are different from the whole school educational provision and personal to the individual child. Could include e.g. information drawn from the EP report or statement. For example, print out notes; audio recording of notes; identify and provide key words to act as reminders. In nursery include any focused observations or assessment tools.	✓	✓	✓	✓
<u>Where relevant:</u> Date that the pupil was last seen by an EA Educational Psychologist	Insert date the child was last seen by an EA Educational Psychologist	✓	✓	✓	✓
<u>Where relevant:</u> Date of the pupil's current EA statement	Insert date of the child's current EA statement.	✓	✓	✓	✓
Pupil's preferred learning arrangements	Informed by discussion with the child/teachers include key points about teaching and learning arrangements to be provided by the school, including, e.g. sitting away from a window, in a small group or paired working, structured teaching, as well as preferences for	x	x	✓	✓

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	e.g. visual strategies.				
PLP Phase 1³ [The fields below are repeated in any subsequent phase reviews during the academic year of the PLP]					
Start date	Start date of the PLP phase and Expected Outcomes	✓	✓	✓	✓
Areas for development	What priority areas of developmental needs (additional or otherwise different from that normally provided) does the child have that holds them back from fully accessing the curriculum. In Nursery Schools this will be a lookup list – Language and communication skills / Physical development (to include gross and fine motor skills) / Organisational Skills/Self-help skills eg toileting / Personal social emotional (includes behaviour).	✓	x	x	x
Areas <i>Special School only</i>	In Special schools this will be under lookup list - Using maths / Communication / Using ICT / Thinking skills and Personal Capabilities / Social and Emotional (includes sensory). The SS template will also have a 'Physical skills' option.	x	x	x	✓
Pupil expected outcomes	Intended learning outcomes during the PLP phase that are relevant and achievable based on the priority area of the need (in the case of primary & post-primary schools it is considered good practice to focus and target a limit of 3 specific areas during each phase).	✓	✓	✓	✓

³ While two PLP phases are suggested for Post Primary (October to January/February to June) flexibility required to include a further PLP phase. For Primary Schools termly PLP phases is broadly the norm and it is suggested that this continues.

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Strategies / provision to meet the outcome (These are split in the SS PLP.)	Relate to strategies the teacher should employ to assist the child in achieving the expected outcomes. Strategies and provision to be implemented by the teacher to help achieve the specific expected outcome e.g. checking the child understands the instruction for a task; Classroom Assistant to remind the child to use homework checklist. Any other strategies used by teachers to be added by the teacher(s) concerned.	✓	✓	✓	✓
Monitoring arrangements	Nursery and Primary – how the teacher will monitor and record ongoing progress towards meeting the expected outcome. Post Primary - this will take the form of the PP monitoring sheet (NB: the monitoring sheet can be used by other settings). The PP will need to assure themselves that appropriate arrangements are in place for teachers to monitor the child's progress against the expected outcome and feedback to the LSC.	✓	✓	✓	✓
EVALUATION OF PUPIL EXPECTED OUTCOME					
Evaluation date of Expected Outcomes	Planned date for the review of pupil's progress within the PLP phase.	✓	✓	✓	✓
Status of Expected Outcome	Status to be recorded for each pupil expected outcome: Met / Progressing well / Minimal progress. (The SS template includes 'Experiencing')	✓	✓	✓	✓
Evidence of Progress for Phase 1 (Evidence only in SS PLP)	Nursery, Primary and Special school includes teacher's evaluation of progress against expected outcome. SS and PP Relevant teachers responsible for reporting back the progress against expected outcome - how and if the special educational provision made has resulted in achievement of the expected outcome for the child.	✓	✓	✓	✓

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Future Actions for next PLP Phase (Action in SS PLP)	Options: Key points of future action/expected outcomes for the next phase of the PLP as suggested by the teacher(s) e.g. adapt outcome/ new outcome which will focus on another priority area of need. (SS Only - “maintain outcome” option – this can only be selected when ‘progressing well’ or ‘experiencing’ has been selected at the ‘Status of outcome’ stage above)	✓	✓	✓	✓
PLP Review Status	Options: Remove from SEN Register / Remain at Stage x / Request a move to Stage x / Request External Support Service ⁴ / Submit request for statutory assessment (SAR 1). More than one choice is possible. In Special School the pupil may be waiting on a Statutory Assessment therefore PLP review status is relevant.	✓	✓	✓	✓
Pupil views	Completed in discussion with the pupil in terms of how they felt they got on during the PLP phase. Did they feel they had made progress / met the expected outcomes set for them? This would include the views of the child who is over compulsory school age.	✓	✓	✓	✓
Parents views (important views from the pupil's parent/guardian)	Completed in discussion with the parent/guardian in terms of how they felt the child got on during the PLP phase. Did they feel they had made progress / met the expected outcome set for the child? Date the PLP review shared with the parent to be noted.	✓	✓	✓	✓

*Automatic read across from the SEN Register (*with the exception of statutory Nursery schools not on SIMS*).

Overarching principle – The class teacher in nursery, primary and special school sector completes the fields with advice from the LSC. In post primary settings the LSC completes the fields.

⁴ External special educational provision look-up list