

PERSONAL LEARNING PLAN (Post primary) – Part 1 - Personal Profile

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|--|---|--|----------|---|-----|----------------------------|----|
| Pupil Name * John Gibson | | Date of Birth * 28/11/07 | | Health and Social Care Number 1234556677 | | School year group * Year 9 | |
| Code Stage * 1 | | Primary SEN Category * Social, Behavioural, Emotional and Wellbeing | | Secondary SEN Category/ies* N/A | | Academic year * 2020-21 | |
| Attendance (%) * Current Year | | 94% | | EA Educational Psychologist Report | | Yes | ✓ |
| Attendance (%) * Previous Year | | 92% | | SEN Statement | | Yes | No |
| Children in specific circumstances* | | N/A | | Other related documents / Services | | Yes | ✓ |
| | | | | Medical Diagnosis | | Yes | ✓ |
| | | | | Copies of previous PLPs | | Yes | ✓ |
| PUPIL'S VIEWS - Important information about you | | | | | | | |
| John says he enjoys ICT, technology and doing science experiments. Outside school John is interested in helping his uncle on his farm and he loves farm machinery. He feels that he is good at finding out how things work and computer programming. At school, he doesn't enjoy writing tasks and having to sit and listen for a long time. He would like to improve at getting his work finished on time and being able to concentrate in class. | | | | | | | |
| PARENT'S VIEWS - Important information from your parent/guardian | | | | | | | |
| [Pupil's strengths/ difficulties or concerns/ hopes and aspirations/ parental involvement] | | | | | | | |
| John's parents recognise that he has attention and concentration difficulties and are keen to work alongside the school to help him meet his full potential. They are concerned that his current behaviours are impacting on his academic work in school. | | | | | | | |
| SPECIAL EDUCATIONAL PROVISION (SpEP) | | | | | | | |
| 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 |
| Individual intervention programme | Social, Behavioural Emotional and Wellbeing | 03/10/20 | 20/01/21 | Supporting comments in relation to the question above | | | |
| | | | | Individualised strategies put into place in the first term have helped John to make progress towards achieving Expected Outcomes. However, he still requires targeted support, prompts and reminders during some lessons. | | | |
| 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? | | | |
| | | | | Supporting comments in relation to the question above | | | |

| 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> | | | 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 (Post primary) – Part 2 – School Assessments

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| Access arrangements <ul style="list-style-type: none"> • Extra time - 25% • Supervised Rest Breaks • Other • Prompter | Approved by: JCQ or school <ul style="list-style-type: none"> • School • School • School • School | |
| DATA / ONGOING SCHOOL ASSESSMENT (if relevant) | | |
| Date of test | May 2020 | May 2020 |
| | May 2020 | May 2020 |
| | May 2020 | May 2020 |

| | | | | | |
|-------------------------|----------|----------|-------------|-------------------|-----------------|
| Name of test | PTM 12 | PTE 12 | CATS Verbal | CATS Quantitative | CATS Non Verbal |
| Individual Score | 92 | 90 | 103 | 102 | 99 |
| Result Set | PTM YR 8 | PTE YR 8 | CAT YR 8 | CAT YR 8 | CAT YR 8 |

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

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| Outline the impact of learning difficulty and/or disability in school | | | |
| John has very good oral skills and contributes well verbally in class. He enjoys practical subjects. Standardised testing shows that he is underachieving. He has a diagnosis of ADHD and has recently started taking medication. He is easily distracted and uses work avoidance tactics especially in subject areas which require more writing and note-taking. John needs to be refocused continually in class and requires prompts and reminders to help him. He is often uncooperative and displays a negative attitude to classwork. He frequently comes to class without the correct resources and with homework missing or incomplete. He finds it difficult to organise his personal belongings and workspace. | | | |
| 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). | | | |
| Organised seating plan and flexible layout. Individual workscreen area. Reminders to stay on task, repeated instructions and chunking information. Consistent and positive approach to behaviour expectations and giving responsibilities. Reduced demands on workload and note-taking. Providing handouts and using alternative methods of recording. Extra time to complete and respond to tasks. Separate invigilation arrangements for completing exams. | | | |
| Where relevant: | Date the pupil was last seen by an EA Educational Psychologist | | 20/11/19 |
| | Date of the pupil's current EA statement | | N/A |
| John's preferred learning arrangements | | | |
| John prefers visual tasks and recording his work using various formats other than writing where possible. | | | |
| PLP Phase 1 | | | Start date for Phase 1: 03/10/20 |
| Pupil Expected Outcomes | Strategies/ provision to meet the expected outcome | | Monitoring arrangements |
| (1) Following the use of verbal prompts to help him settle in each class, John will work independently on agreed written tasks for 15 minutes without further reminders. | <ul style="list-style-type: none"> Meet-greet and gauge John on arrival to class. Verbal prompts. Facilitating timetabled and supervised brain breaks. Individualised task resources. Divide work into small sections and pencil in time taken to complete- beat own record. Personal behaviour book used to teach and remind John of appropriate work behaviours. | | <ul style="list-style-type: none"> Oral lesson feedback, self-monitoring and self-assessment of lesson engagement conducted between John and subject teachers. LSC collaboration with form and subject teachers for consistency of behavioural expectations. Samples of work. Observations/records of classroom behaviours. Feedback to parents and teachers using SIMS Parent and Lesson Monitor app. |
| (2) Using provided organisational strategies and resources, John will arrive to 80% of his daily classes with the resources and materials he needs. | <ul style="list-style-type: none"> Colour coded folders and books. Individualised subject checklists and resources. Print outs of homework sets. | | <ul style="list-style-type: none"> Oral lesson feedback as above. Equipment chart checked. Monitoring of effective use of individualised checklists. |

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| | <ul style="list-style-type: none"> Spare set of books/equipment. Personal behaviour book to collaborate with parents and agree a consistent approach to personal organisation. | <ul style="list-style-type: none"> Subject teacher records/oral feedback. |
| (3) John will follow agreed rules for whole class discussion activities and turn taking within his peer group. | <ul style="list-style-type: none"> Modelling, reinforcement and individualised teaching of appropriate social behaviours. Completing and reviewing a "Think Sheet" for self-reflection purposes. Quiet zone/fidget resources/Time Out pass. Staff focus on positively framed language. | <ul style="list-style-type: none"> Oral lesson feedback as above. LSC collaboration with form and subject teachers for consistency of behavioural expectations. Observations/records of classroom behaviours. Feedback to parents and teachers using SIMS Parent and Lesson Monitor app. |

| Evaluation of Expected Pupil Outcome | | | Evaluation date: | 20/01/21 | | |
|--|---|---|-----------------------------------|--------------------|--|---|
| Status of Expected Outcome | Evidence of progress for this PLP Phase | | Future Actions for next PLP Phase | | | |
| 1. Met | | John has made good progress towards achieving this expected outcome. He still requires verbal prompts to help him settle to tasks. | Adapt expected outcome | ✓ | John will continue to access verbal prompts but there will be an increased focus on the quantity of work he is expected to complete. | |
| | Progressing well | | ✓ | New outcome | | |
| | Minimal Progress | | | | | |
| 2. Met | | Use of subject checklists, colour coding and parental involvement have helped John to be much more organised for class. | Adapt expected outcome | | John needs further focus on self-organisation of his personal work space in class. | |
| | Progressing well | | ✓ | New outcome | | ✓ |
| | Minimal Progress | | | | | |
| 3. Met | | Provision has helped John to exhibit appropriate behaviours during discussions. He still requires the strategies on days that he finds it difficult to self-regulate. | Adapt expected outcome | ✓ | John requires further development of organisational strategies. Place focus on needing fewer reminders. | |
| | Progressing well | | ✓ | New outcome | | |
| | Minimal Progress | | | | | |
| PLP Review Status | | Date applied for | | | | |
| Remove from SEN Register | Tick box | | | | | |
| Remain at Stage 1 | ✓ | | | | | |
| Request a move to Stage 3 | Tick box | | | | | |
| Request External Support Service | Lookup list | | | | | |
| Submit SAR 1 | Tick box | | | | | |
| Pupil's Views: | | | | | | |
| John is pleased with the progress he has made in the first term at school. He thinks that the subject checklists and colour coding really help him to concentrate. He is finding it easier to get his work finished and says he is enjoying school more now. | | | | | | |
| Parent's Views: | | | | | Date shared with parent: | |
| John's mum feels that his organisational skills are improving and she has worked very hard with him at home to reinforce strategies being used at school. She finds the personal behaviour book very useful to keep in touch with his progress in school. | | | | | 22/01/21 | |