
How you can support at home:



Talk to your child about trusted adults they can talk to at school and home. Encourage them to draw around their hand and identify 5 trusted adults they can turn to when they feel scared, upset, angry, uncomfortable or worried.



Think about strategies you use at home to help your child and how you can help support school.



Write any ideas, comments or questions you have for school on the notes section.

Glossary of acronyms and words in this leaflet:



EHCP: Education, Health and Care Plan

SEN: Special Educational Needs

PLP: Personalised Learning Plan

SENDCo: Special Educational Needs and/or Disabilities co-ordinator

DHT: Deputy Head Teacher

APDR: Assess, Plan, Do, Review

Notes:



Use this section to write any questions, ideas, comments you may wish to share with school.

Personalised Learning Plan (PLP)

A guide for parents/carers



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Special Educational Needs:

For information about how we support children with special educational needs and their families, visit the school website:

<https://www.fairlands.herts.sch.uk/info/160-send-at-fairlands>

You can also find out more about the county's local offer by visiting:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Alternatively, please feel free to contact the school SENDCo for further help.



Why does my child have a PLP?

If a child needs significant additional and/or different provision, they will be the subject of a Personalised Learning Plan (PLP) and they will be in receipt of SEN support. This means that they are on the school's SEN register. This is not static for their journey throughout education and they can be added/removed at any time in discussion with you. Reasons for needing a PLP range from a child requiring targeted Speech and Language support to a child being assessed as working 3 terms below age related expectations. Full details are explained in our SEND policy (see link in SEN section of this leaflet).

What is a PLP?

A PLP identifies the child's strengths, areas of challenge, support strategies and up to 3 smart termly targets. Teachers are responsible for reviewing the child's progress against these targets and planning future provision. You will be consulted and encouraged to contribute during this process and offer your views. The inclusion team support this process and offer further planning and assessment where necessary and give advice that can be used to support an individual. Teachers use a variety of assessment tools to gain an accurate overall picture of the child. In some cases, more specialised assessments may need to take place such as those completed by an educational psychologist or a speech and language therapist. Our PLPs form our APDR cycle of support and help to inform future planning. PLPs are reviewed termly and include opportunities for your child to contribute. One of their school trusted adults will talk to them in an age-appropriate way about their PLP so they can share their thoughts. They are also shared at teacher handover meetings in the summer term and added to throughout each term.

What does a PLP look like?

Personalised Learning Plan (PLP)		
Name:	Date:	Teacher:
Assess		
Assessment Tools Used (please highlight): Parent / Carer Views Pupil voice Current attainment data Staff observations External assessment Phonics scores/diagnostic tests Wellcomm screening	Strengths •	Needs •
Plan / Do (What support is in place e.g. in class support, 1:1 interventions, small group interventions, reasonable adjustments, external agency involvement)		Review (at PLP review points)
What do we want to see? (Target)	What are we going to do? (Plan) Consider: what, who will deliver, how often	How did it go? (Review)

The ASSESS section is what we know about the child and what has led to needing a PLP and what tools we have used to gather this information.

The PLAN/DO section is what support is/will be put in place and who/when/how this will be delivered. Here, you will also see your child's individual termly targets (up to 3).

The REVIEW section will state the impact of the support and attainment/progress made.

Provision notes		
Year group	Successful provision (positive impact)	Unsuccessful provision (negative or zero impact)
N		
R		
Y1		
Y2		
Y3		
Y4		
Y5		
Y6		

The back page of the PLP is a running record to show what has been tried. If something does not work when your child is in a year group, it doesn't mean that it won't be tried again as we all know that children change as they grow and something may then become more suitable for them.