



Tai Education Centre



PERSONAL DEVELOPMENT PLANS (PDP's) POLICY



How has a PDP replaced an IEP and IBP?

At Tai we combine an IEP and IBP and refer to the document as a Personal Development Plan 'PDP'. A PDP includes educational, behavioural and wellbeing targets.

In line with the SEN Code of Practice, PDP's at Tai Education Centre are written and implemented according to the following principles:

- PDP's should be **working** documents with a practical value in the present moment – they should not be a 'paper exercise'. Whilst the initial PDP is likely to be a word processed document, staff and pupils should handwrite on their copies as progress is made in each individual subject area and/or staff find/implement additional successful strategies to those initially identified.
- PDP's should be collectively written by actively involving **all** stake holding parties - the pupil, parents/carers, school staff and, where relevant, external agencies e.g. Children's Services, Educational Psychologists etc (the list is not exhaustive).
- At Tai every teacher is a teacher of pupils with additional needs and, as such, PDPs should inform their teaching strategies for every pupil, as well as possible strategies for support staff.
- PDP's should be accessible to all involved - using 'Plain English', avoiding jargon and 'information overload' wherever possible.

Who is entitled to a PDP?

At Tai Education Centre, we operate a policy whereby **all** pupils are in receipt of a PDP.

How is an PDP created and maintained?

The following process is adhered to in the creation and maintenance of PDP's:

1. (i) PDP Educational Targets - ALNCo/teachers identify the additional needs of the student through baseline assessments/standardised assessments, ongoing teacher assessments (recorded on INCERTS), initial referral paperwork submitted by the local authority (e.g. Educational Psychology advice), Statements of SEN, any referrals made to/from external agencies and liaison with the referring schools (and any other school(s) the pupil has attended if appropriate).

(ii) PDP Behaviour Targets – For pupils who are attached to mainstream schools, the school should undertake a diagnostic assessment of the pupil's behaviour. Initial targets will then be agreed with the mainstream school. These targets are then written onto each pupil's Smiley Sheet and monitored weekly by Tai's outreach workers. For pupils referred to Tai on a long term basis, the behaviour target will be written using the advice laid out in the referral paperwork and any supporting advice for other agencies/professionals e.g. Educational Psychology.

(iii) Wellbeing targets are identified by using Thrive/ equivalent wellbeing assessment.
2. (i) Following a place being agreed at the BESD panel, invitations/ offers of a place are sent to the parents/carers by SENAS. The Head of Centre arranges a pre – start meeting with all new pupils . their paents/carers and any other relevant stakeholders.



3. (i) The class teacher drafts the PDP based on the educational and wellbeing baseline assessments completed on entry.

4. (i) Where necessary, the PDP is sent to parents/carers and any other external stakeholders to agree on content. The PDP is then distributed to all staff working with the pupil – **EVERY** classroom will display a copy of **EVERY** current PDP and pupils are encouraged to show progress on it.

(ii) A copy of a daily 'points sheet' containing only the targets is distributed to staff. Liaison staff will also be provided with a mainstream 'points sheet' which they will distribute to the appropriate mainstream school.

5. (i) Every PDP is to be reviewed, as a minimum, on a half termly basis on a classroom basis. A PDP review meeting to discuss progress with all pupils, parents/carers and any other relevant stakeholders will be held in educational reviews at least twice per year – this should normally be done with the class teacher and Deputy/Head of Centre. Where heightened learning, wellbeing or behavioural needs are identified an interim review meeting with all stakeholders should be held, chaired by the Head of Centre.

How is the effectiveness of an PDP reviewed?

Each PDP begins by outlining the intended outcomes and the action to be undertaken. Targets are Specific, measurable, achievable, realistic and timed.

Where appropriate, the intended outcomes will be specific and detailed, running in addition to curriculum attainment targets. For pupils with a Statement of SEN, outcomes will be based on the objectives/targets outlined in their in Part 3 of their Statement or most recent Annual Review Report.

For some pupils – particularly those with milder difficulties – there will be a more generalised outcome focused on facilitating full access to teaching & learning in the classroom and any other opportunities for development & achievement.

- (i) Achievement of the intended outcomes will be measured through consultation with colleagues, use of teacher assessments (recorded on INCERTS), screening/standardised assessments, Educational reviews and for pupils with a Statement of SEN, through the Annual Review process.
- (ii) Achievement of the intended outcomes will be measured through staff and mainstream school reviews, reviews and for pupils with a Statement of SEN, through the Annual Review process.
- (iii) Wellbeing outcomes will be measured through wellbeing assessments i.e Thrive/ PERMA profiles

Signed (Chair of Management):

Signed (Headteacher):

Date:.....