



The Highland Council
Education, Culture and Sport Service

**Individualised Education Programmes,
Child's Plan**

Guidance



Individualised Educational Programmes/Child's Plan

Purpose of this General Guidance

Many schools have requested general guidance covering Individualised Educational Programmes (IEPs). The IEP itself should be part of the Child's Plan and stored in the more general Additional Support Needs file for a child with significant additional needs. Therefore this guidance is additional to the general guidance on Additional Support Needs files.

The following guidance has been collated by drawing on published sources and materials, and is consistent with the policies and priorities of the Highland Council and with *Getting it Right for Every Child (GIRFEC)*.

This guidance includes the following sections:

1. What is an Individualised Educational Programme?
2. Which pupils should have an Individualised Educational Programme?
3. Deciding whether to write an IEP for an Individual Pupil.
4. Developing an IEP for an Individual Pupil.
5. What should be in an IEP?
6. Recommended IEP meeting format.
7. The Highland Council IEP format.
8. Implementing the IEP.
9. Reviewing the IEP.

Section 1

What is an Individualised Educational Programme?

An IEP is a written Child's Plan outlining the steps to be taken to enable a child/young person with additional support needs to achieve specified targets. An IEP provides the planning framework which underpins the teaching, learning and support processes by which a child's additional support needs can be addressed within an educational context. The nature and scale of IEPs will vary with the needs of the individual. Some IEPs will be short while others will be more extensive documents. Some will be a Single Agency (Education) Child's Plan, some will be part of a Multi-Agency Child's Plan.

An IEP:

- **Is developed collaboratively by parents/carers and the school, and by the child/young person if they have the capacity to participate.** Other professionals who contribute to the child's educational programme should also be involved in this process.
- Contains the targets to be achieved by the child/young person. These may be supported by parents/carers, school staff or by other professionals working directly with the child/young person.
- Enables those involved to plan for progression and informs the action plan or agreed interventions of those working directly with the child.
- Allows school staff and other services to monitor the effectiveness of their input in relation to teaching and learning or additional skills based programmes of work.
- Allows parents/carers, school staff and other professionals to work together to foster the child or young person's educational and personal development, and
- Provides senior management and lead professionals with a tool for monitoring, reviewing and evaluating the effectiveness of provision for additional support needs.

Section 2

Which Pupils Should Have an IEP?

Consideration of whether an IEP is appropriate for a pupil, should be placed within the context of a staged approach with various support strategies being implemented within the classroom in relation to differentiation of materials, groupings or classroom environment before considering the need to individualise the curriculum.

IEPs are required for those pupils whose needs cannot be met by normal classroom differentiation, or those who require significant elaboration to their curriculum provided by another service e.g. Speech & Language Therapy, Occupational Therapy etc.

In practice:

- IEPs will be required for those children/young persons with additional support needs who require significant, planned, individualised intervention to support their progress within an educational context.
- IEPs are likely to be required for those young persons with whom support for learning or other specialist support staff are frequently involved, and who perhaps require tutorial support and/or co-operative teaching, or direct intervention by another agency to deliver part of their curriculum. It could therefore be initially considered at Stage 2 or Stage 3 within the staged approach - (a single agency child's plan GIRFEC Level 2).
- IEPs are required to ensure identified needs are fully addressed.
- IEPs (and CSP if there is one in place) may provide much of the Education element of a Multi-agency Child's Plan where a child has significant additional support needs in the educational context.

Taking account of individual circumstances, a pupil might require an IEP in one school or class, because individual differentiation is required, but not require an IEP in a school or class where many other pupils also have similar needs.

Step 1

Consider the **identified priority needs** of the pupil in relation to educational progress.

Step 2

Consider the extent to which these needs may be met through the curriculum planning for the whole class. If they can, there is no need for an IEP.

Step 3

Consider the extent to which these needs may be met through the planned differentiation for groups within the class. If they can, there is no need for an IEP. (A group planning format is contained within the Support for Learners Policy as part of the paperwork associated with the Staged Approach.)

Step 4

Then consider which needs, if any, remain **unmet**. The pupil will require planned intervention to address these, and the **unmet** needs will form the core of the **IEP**.

It is important to remember that it is possible to overtake targets from an IEP through group and class activities, and wherever appropriate teachers should strive to do this. **It is not always necessary to always address targets through individual activities.**

An IEP is:

- A dynamic response to individual needs.
- Rooted within the planning for all the children in the group/class.
- A programme which provides opportunities for a balanced range of experiences.
- Inclusive in context.
- Positive in tone.

An IEP is NOT:

- A separate programme of disjointed targets.
- Undertaken by the pupil in isolation.
- Negative in tone, concentrating on the child's weaknesses.

Section 4.

Developing an IEP for an Individual Pupil

The process of developing the IEP is not just about writing a document. It offers opportunities:

- To help school staff, other professionals and parents/carers to develop increased knowledge and understanding of the pupil by learning about how the pupil is in other contexts.
- For parents/carers and professionals to develop joint commitments to working to achieve shared and agreed aims and targets on behalf of the pupil.
- For parents/carers to develop their understanding of how the school is working with their child and in collaboration with other professionals to meet their child's needs.
- For the members of the school team and wider support network to identify and own their responsibilities to the pupil.

The key partners who **must** be involved in compiling the IEP for an individual pupil are school staff, the pupil's parents/carers and any other professionals who are regularly involved with the pupil to support their additional needs, for example a speech and language, occupational or physiotherapist, social worker, community paediatrician or educational psychologist.

Wherever possible the child or young person should also be involved in identifying and agreeing the targets, and in implementing, monitoring and reviewing the programme.

Where a pupil is likely to have significant lifelong needs it is imperative to view the IEP as a planning document which co-ordinates action inside and outside school to develop the pupil's social, life and independence skills and wellbeing.

The IEP (can be) the Child's Plan as a Single Agency (Education) Child's Plan or part of a Multi Agency Child's Plan.

Section 5.

What should be in an IEP?

The targets set in an IEP should be: SMART i.e.

Specific

Measurable

Achievable

Relevant

Timed

An IEP should include **Long** and **Short Term** Targets.

- An IEP for a pre-school or mainstream school pupil would usually contain 4-8 short term targets, but may contain less.
- An IEP for a pupil in special education would usually contain no more than 8-12 short term targets, but may contain less.

Long Term Targets:

- Will usually be achievable over one school session.
- Will be addressed by being broken down into a number of short term targets.

Short-term Targets:

- Should be attained in 6-8 weeks or one term.

Some useful publications for use in setting targets in IEPs.

LDA "How to..." series (Hearing Difficulties, Special Educational Needs, Speech and Language Difficulties, Develop Numeracy in Children with Dyslexia, Children with Dyslexia, Dyspraxia, Autism Spectrum, ADHD, Inspire Positive Values, Challenging Behaviour)

Harcourt "Practical Ideas That Really Work..." series (English Language Learners, Dyslexia, Gifted, ADHD, Autism Spectrum Disorders, Disruptive, Defiant or Difficult Behaviours, Asperger Syndrome,

David Fulton "Supporting Children with..." series (Behaviour Difficulties, Co-ordination Difficulties, Fragile X Syndrome, Speech and Language Difficulties, Medical Conditions, Epilepsy, Dyslexia, Downs' Syndrome, Cerebral Palsy, Autistic Spectrum Disorder, Asthma)

Section 6.

Recommended Core Group/ IEP Meeting Format

This meeting format is recommended for the annual meeting where long term targets are being considered. A shorter meeting is more appropriate for more regular meetings where short term targets are being reviewed and updated.

A solution focused format to a meeting where long term targets are to be identified for an IEP, allows everyone involved with the child/young person, to contribute to the planning process and agree targets along with the child/young person where appropriate.

There are several key roles to be taken within a solution focused meeting, which requires the use of a flip chart to record responses from the Core group:

- Chair - chairs the meeting. Usually the HT or DHT. (Named Person under GIRFEC procedures.)
- Facilitator - leads the process, ensuring it remains solution focused and is responsible for recording each stage on the flip-chart. May be the Chair if no one else is available.
- Key Professional - leads Stage 1 discussion. Usually the CT or SfLT.

The Highland Council will no longer be collecting statistics on IEP targets, but may be asked to provide information on pupil achievement and attainment in other ways. This allows a much wider view of IEPs to be taken which can accommodate a wider range of targets to meet individual needs.

Parents, key members of school staff and all professionals who have an interest in or who work with the child/young person i.e the Core Group should be invited to attend this annual meeting. Where appropriate the child/young person should also attend. Invitations for professionals should be sent out well in advance to ensure attendance. It is important to state the purpose of this meeting so that professionals are aware of how important it is to attend. Ideally dates for annual reviews should be set at previous review meetings. Professionals invited to attend should acknowledge receipt of the invitation and indicate whether or not they can attend. If they are working with the child and cannot attend the

meeting they should provide a written report with suggested long and short term targets for the next term clearly indicated.

STAGE 1 (This stage should be limited to 15 minutes maximum)

General sharing of information between professionals and parents, indicating the progress that has been made since the last review meeting, the skills and competencies of the child/young person and any information about reviews/assessments/observations that have been undertaken by those working with the child/young person.

The Key Person leads this discussion, with additional information from others as appropriate.

STAGE 2

From the information shared in Stage 1, brainstorm all possible issues that may need to be addressed to support the educational development and progress of the child/young person in its broadest sense.

On a flip chart the facilitator writes up:

"What really are the issues we need to address to support (child's name) development and progress? We need to"

Each suggestion is written down with a box drawn beside it. Eg:

- Support his reading development.
- Help him develop better motor skills.
- Teach ways of coping with stress and anxiety.
- Help him develop a better understanding of social skills, etc.

Each suggestion should be written in positive terms - any negative suggestions e.g. stop him disrupting the class, should be redefined in positive terms e.g. "help him develop more appropriate behaviours in class".

NB

(Before re-defining the statement, the facilitator should ask the proposer for an alternative, or should check that any alternative the facilitator is suggesting, encapsulates the issue identified by the proposer.

STAGE 3:

When a full list of issues have been identified, the facilitator invites all group members to 'vote' on the issues, using a total of 5 votes, that can be placed in any number, in any of the boxes next to the suggested issues.

In turn, each group member 'casts their votes'. The suggested issues with the greatest number of votes are the issues prioritised by the group and become the long term targets for the IEP. The number of targets will vary from case to case and the group should agree how many to use e.g. the top 2, 3, 4 etc issues. This may be clearly identified by the votes cast, or may be apparent from discussion.

For each long term target identified consideration should be given to the 7 wellbeing indicators- Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible, Included-(SHANARI) and noted along side the long term target.

STAGE 4

For each long term target, a separate flip chart sheet should be used to identify relevant action points which may then be considered short term targets and form the IEP.

The facilitator writes on the flip chart sheet "*In how many ways might we Long term target ...*"

Again, each suggestion provided by the group is written up positively on the flip chart with a box drawn beside it. Since this is also a brainstorm, any and all suggestions should be included without debate.

STAGE 5

When all suggestions have been noted, the group in turn again cast 5 votes to prioritise possible actions. The top scoring suggestions then become the action points for each long term target.

(STAGES 4 & 5 are repeated for all long term targets agreed in Stage 3).

When all action points have been identified, a clear plan will be evident for meeting the needs of the child. The meeting could end at this point, with specific tasks being given to people as appropriate and a date for review set. Any agreed action points that are over and above what would normally be provided in class/school will become the individualised short term targets and contained within an IEP (see section 3 of this guidance).

After the meeting, the paperwork for the IEP is completed by relevant school staff. The agreed short term targets should be expressed as SMART targets and copies of the IEP sent to everyone involved. The IEP should be reviewed at least on a termly basis with parents, pupils and those professionals specifically delivering the programmes agreed upon in the IEP.

Further short term targets that constitute the next steps for a child/young person, should be agreed at these subsequent meetings. (These meetings are likely to be much shorter and involve fewer people than the annual reviews.)

For children/young people with complex needs this meeting process may take up to 1½ hours to complete depending on the numbers of long term targets identified and it is important that staff consider carefully whether a child/young person does require an IEP or if his/her needs can be addressed through group plans or class plans. Most ASNs should be able to be met through differentiation and good practice and will not require an individualised curriculum.

NB: If this process demonstrates that no other professional is involved in delivering IEP targets, except for Education Service Staff (school teachers, Auxiliaries, Educational Psychology, Autism Outreach Service, Assistive Technology Service, Deaf Education, Highland Vision Support Service are all Highland Council Education Service staff), the IEP should

be recorded in the Education Child's Plan summary sheet which is based on the Highland Council IEP format. Staff should be familiar with this format. This can be found at:

<http://www.highland.gov.uk/NR/rdonlyres/4112058F-6E5B-48F4-B3F5-E78EB82D597F/0/ChildsPlan.doc>).

Where there is multi-agency involvement to support the IEP targets this should also be recorded on the Child's Plan summary sheet .

If the complexity of the situation increases and other agencies become involved in the planning process, requiring a Lead Professional to be appointed from another agency, using the Child's Plan Summary Sheet will allow this information to be transferred to another system more easily.

Where the Core Group feel that a Co-ordinated Support Plan should be considered or there has been a parental request that it be considered the steps to take for this statutory process can be found in the Education Guidance-Getting it Right for Every Child through the Additional Support for Learning Staged Approach. This can be found at: <http://www.highland.gov.uk/NR/rdonlyres/C792B2C4-348C-4E0E-8A17-060176138F59/0/educationguidanceversion1.pdf>

Section 7.

The Highland Council IEP Format

The Highland Council format for IEPs contains 5 different sheets.

1. Review Record, keeping track of what types of meetings are called, when and who is invited to attend. This sheet also records when invitations and minutes are sent out. This is a useful organisational tool to record key personnel who are invited and who attend and to ensure that invitations and minutes are distributed appropriately and timeously.
2. IEP - Summary Sheet of Long and Short Term Targets.
This sheet provides a link to the minutes of the meeting where the long term targets were agreed. It provides a summary of all agreed long term targets. It also records all the short term targets across all long term targets for each term/review period. This is the 'working document' and should be readily available and frequently referred to by all professionals and staff members supporting the targets during this period. This is the format of the Child's Plan.
3. Short Term Target Sheet.
This sheet records all the agreed short term targets for each agreed long term target (one sheet for each long term target). These targets will initially be set at the annual meeting and will be evaluated and reviewed at each termly meeting.
4. Pupil Short Term Target Sheet - Evaluation.
This format can be adapted to meet individual needs as a written format may not be appropriate for many children/young people with IEPs.
This sheet should be completed by the pupil (where appropriate), supported by the key professional in school. The agreed short term targets from the IEP meeting (see sheet 3), should be written in 'child friendly' language so that the child is aware of what is being targeted with them to support his/her development and they can consider the strategies they will employ to help. Prior to the next review, the key professional should again review these targets with the child and consider additional strategies that have been employed and "how they got on" in relation to each target.

5. Review of IEP - Pupil & Parent/Carer Comments.
This is contained within the Child's Plan and should be completed at the IEP review as part of the evaluation. Views and comments should be sought from the pupil (where appropriate) and the parents/carers. This information should inform future targets, action points or practice for those involved in supporting the child/young person and his/her family.

Some schools currently use software for writing and formulating IEPs. All schools should use the Child's Plan to record the IEP. This can be found at:

<http://www.highland.gov.uk/NR/rdonlyres/4112058F-6E5B-48F4-B3F5-E78EB82D597F/0/ChildsPlan.doc>

Staff have found the following information helpful in accessing IEP Scotwrite as one free software option.

- 1 Go to www.ltscotland.org.uk/
- 2 Under Quick Links, click on IEP Scotwrite
- 3 At right of page, under Additional Support for Learning Act, click IEP Scotwrite
- 4 To print out instructions (recommended), open the PDF file then print
- 5 Click on registration form, complete and send - Itscotland will send an ID and password to your school email address to allow initial access
- 6 Repeat steps 1-3
- 7 Click on IEP Scotwrite in the text
- 8 Use the ID and password you were sent to access the site.
- 9 Follow the instructions to set your own personal ID and Password, and then go on to create your school.

Learning and Teaching Scotland, have given assurances that this site is totally confidential. The only time LTS would access a school on the browser is if a school reports a problem that they need to fix, the school would then be asked to set up a new ID and Password. LTS do not have any overview of material on the browser in normal circumstances.

Section 8.

Implementing the IEP

While compiling a pupil's IEP it is vital to clarify:

- Who will facilitate, co-ordinate and manage the overall process?
 - in mainstream **primary schools** this will usually be the named person working with the class/nursery teacher in collaboration with SfL staff;
 - in mainstream **secondary schools** the named person, who will work in collaboration with SfL staff and subject specialist teachers;
 - in **special schools or in off-site provision** the named person may work along with a promoted member of staff.

- Who has primary responsibility for delivering the IEP?
 - the class/nursery teacher in a **primary or special school**;
 - the subject specialist teachers in a **secondary school**, in collaboration with other staff where appropriate;
 - **parents/carers** may have primary responsibility for delivering some aspects of the IEP, for example by undertaking activities with the child outside school in order to support achievement of targets within the IEP;
 - **other professionals** may have primary responsibility for delivering some parts of the IEP.

- Who is responsible for making and collecting resources?
 - Class/nursery or support teacher, (possibly directing auxiliary or classroom assistant).

- Who is responsible for evaluation of the effectiveness of the team work?
 - Senior management and those involved.

- Who is responsible for regular liaison with parents/carers and how will this work in practice?
 - Head teacher(Named Person) or support teacher, along with class/nursery teacher in a **primary school**.
 - Principal Teacher(Named Person) or another with this duty delegated, along with support teacher in a **secondary school**.

- Head teacher (Named Person) or principal teacher, along with class teacher in a **special school**.

Section 9.

Reviewing the IEP/Child's Plan

The educational progress of pupils with significant additional support needs should be reviewed annually by their school in collaboration with parents/carers and other professionals involved with the pupil i.e. the Core Group. Pupils with the capacity to understand and contribute to the review process should be invited to attend some or all of this review.

One of the key functions of this annual review is to review the pupil's long-term targets for the year just ended and to revise and up-date them as necessary.

This annual review can then identify the short-term targets which will be the goals during the first stage of working towards achieving the new long-term targets.

The usual evaluation tools included in the IEP format should be used to consider how successfully the current targets have been met. The recommended format for establishing further long term and short term targets at this review meeting is as outlined in Section 5 of this guidance.

Further reviews of the short-term targets should be held termly, both to monitor the pupil's progress and to revise and update the short-term targets. **Parents/carers and the pupil (where appropriate) should always be involved in these termly reviews in addition to any other professionals who regularly provide input to the child/young person's programme.**

In relation to ongoing monitoring and review, the complex or changing needs of a few pupils may make it necessary in some cases for IEP targets to be reviewed more regularly, perhaps even weekly, by the class teacher, with appropriate support staff.