

Individualised Educational Plans (IEPs) Guidance

Revised October 2018

Introduction

An IEP is a written plan outlining the steps to be taken to enable a child/young person with additional educational support needs to achieve specified targets. It supplements the information contained within a Child's Plan, which is the main planning document for all children with additional support needs in Highland.

An IEP provides the framework which underpins the teaching and learning process by which a child's additional curricular support can be planned for, tracked and monitored.

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.

Where an IEP exists, it must be referred to within the child's plan, so that partners to the plan are aware that it has been created and that they can access the information within it through the Named Person, if required.

Guiding Principles

An IEP should be developed collaboratively by parents/carers, professionals and the school, and by the child/young person if they have the capacity to participate. It will contain the targets to be achieved by the child/young person and so enables staff to plan for progression and to monitor the effectiveness of teaching and learning.

The planning and reviewing process allows parents/carers, professionals and the school staff to work together to support the child or young person's educational and personal development, and it provides senior managers in the school with a tool for monitoring, reviewing, and evaluating the effectiveness of provision for additional educational support.

An IEP should be a dynamic response to individual needs and be rooted within the planning for all the children in the group/class. It should be inclusive in context and 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
- separate planning in isolation

Which pupils should have an IEP?

IEPs are required for those pupils whose curricular needs cannot be met by normal classroom differentiation. So 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 and these can be accommodated within a group or class plan.

Pupils who require an IEP will have a child's plan, with most of their needs being planned for within this planning format. However, the additional curricular needs they have may require more regular review and specific monitoring by teaching staff and so an IEP is supplementary to a child's plan and should be referenced within it.

Developing, Implementing and reviewing an IEP

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

- to help school staff, parents, carers, and professionals to develop increased knowledge and understanding of how the pupil functions in all contexts;
- for parents, carers, and professionals to work together to achieve shared agreed aims and targets on behalf of the pupil;

The key partners who must be involved in compiling the IEP for an individual pupil are school staff and the pupil's parents/carers. Advice should be sought from others who know the pupil and can advise on individualising curricular targets, for example a speech and language therapist, occupational therapist 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.

Targets set for IEP's should be **SMART**. This means that they should be:

Specific, Measurable, Achievable, Relevant and Timed

- **Long term targets** should usually be achievable in an academic year and will often be achieved via a number of short term targets.
- **Short term targets** should be attained in 6-8 weeks or one term.
- There would usually be no more than 8 targets set for any given time period.

The first IEP meeting should be to set long term targets. This meeting should involve the parents and the pupil if they are able. If parents do not wish to attend or are unable to attend, they should be asked if they have targets they would like to see addressed. If an IEP is produced without the pupil or family, this should be regarded as draft and consultation should take place before this IEP is actioned.

These discussions would ideally be built into the Child's Plan review, to save the family attending two meetings. Making this planning meeting solution focused results in everyone feeling their views have been considered and that the decisions are agreed by all.

Once long term targets have been agreed, the first short term targets should be produced. This can be done at the same meeting or if parents and pupil agree, these can be produced in draft by school and sent to parents and pupil for consultation.

There should be a meeting to review targets and plan next steps once a term.

The pupil should have a copy of their targets which are discussed with them (if they are able to participate in this). They should also review their progress with staff. Parents should be involved in discussions of progress and next steps. Staff need to discuss with families if they wish to meet in school for reviews every term or prefer to have next targets sent to them as a draft for comment, or if they wish supported by a home visit or a telephone conversation.

If targets have not been achieved, discussion should focus on the reasons for this and these comments should be recorded. If it is decided that a pupil has almost achieved a target and only needs time to achieve this goal, this should be clearly stated on the IEP. If the target has to be modified in order for the pupil to achieve it, that should also be noted. In this way the IEP paperwork clearly tracks issues and solutions.

The results of this on-going cycle of planning and implementation gives a growing record of approaches that are successful for a pupil, timescales for progress and a shared understanding with parents, pupils and other professionals.

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 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**.

Individualised Educational Programme (IEP) Targets

Child/Young person details

Name: Click here to enter text.

Level of ASN, 1 – 4: Click here.

Date of birth: Click here to enter DoB

Age: Click here to enter age.

Home address: Click here to enter text.

Postcode: Click here to enter.

Education/Early Years establishment: Click here to enter text.

Year group: Click here to enter.

Evaluation of previous targets

Date previous IEP was created: Click here to enter a date.

Previously agreed curricular targets	Actions taken to address need	Outcome (fully achieved/partially achieved/not achieved)
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.	Click here to enter text.

Long term curricular target (1)			
Click here to enter text.			
Short term curricular target towards long term target (SMART)	Methods/strategies/when/where/whom	Responsibility/resources	We will know when this target has been met when...
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Long term curricular target (2)			
Click here to enter text.			
Short term curricular target towards long term target (SMART)	Methods/strategies/when/where/whom	Responsibility/resources	We will know when this target has been met when...
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Long term curricular target (3)			
Click here to enter text.			
Short term curricular target towards long term target (SMART)	Methods/strategies/when/where/whom	Responsibility/resources	We will know when this target has been met when...
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Long term curricular target (4)			
Click here to enter text.			
Short term curricular target towards long term target (SMART)	Methods/strategies/when/where/whom	Responsibility/resources	We will know when this target has been met when...
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Child/young persons' view of current situation**Details;**

Click here to enter text.

Parents'/Carers' view of current situation**Details;**

Click here to enter text.

Date/Details of next IEP review

Click here to enter text.

Date IEP agreed: Click here to enter a date.

Teacher with responsibility for IEP: Click here to enter text.