

Children's Services Authority

Guidance for Schools on
Individual Education Plans
for Children and Young People
with Special Educational Needs

TORBAY COUNCIL CHILDREN'S SERVICES DIRECTORATE

Guidance for Schools on Individual Education Plans for Children and Young People with Special Educational Needs

1. Introduction

This guidance has been developed on the basis of discussion both within the Local Authority and between the Local authority and SENCOs. Other Local Authorities' practice has also informed the current guidance, as have a range of Government publications.

2. Context

The Government's drive for inclusive schooling set out in 'Excellence For All Children – Meeting Special Educational Needs' (October 1997), the National Curriculum (1999) and the section on 'Inclusion: providing effective learning opportunities for all pupils', the new 'Special Educational Needs Code of Practice' (November 2001) and the 'SEN Toolkit', and National Literacy and Numeracy Strategies and Key Stage Three Strategy have, when taken together, changed the context within which individual education planning for pupils with SEN takes place. The National Primary Strategy and the Government's 'Removing Barriers to Achievement – Strategy for SEN' (2004) continue this work.

The previous SEN Code of Practice presented SENCOs with a considerable bureaucratic burden, given its emphasis on movement through five stages, driven by fixed period IEP cycles. This burden has now been significantly reduced by emphasising the part inclusion plays within the delivery of the National Curriculum and the need to produce an IEP only where aspects that are additional to or different from the differentiated approaches and learning arrangements normally provided for all children need to be recorded. Implied in this is the need for schools to carry out provision mapping exercises, so that such approaches and arrangements are clearly specified.

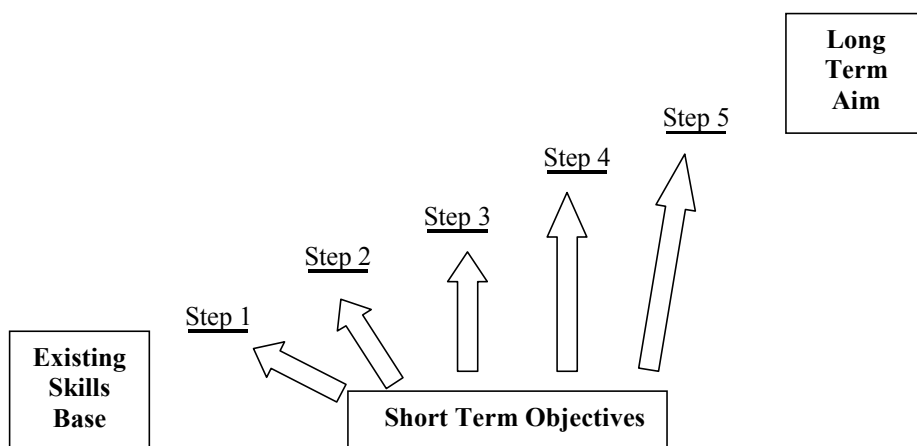
Four broad strands of action are described in the SEN Toolkit and these are referred to in Appendix 1 towards the end of this guidance.

3. Key Ideas Underlying Individual Education Plans

IEPs can usefully be seen as an element in an objectives based approach to learning. The following diagram illustrates how the use of an IEP fits in with, and is informed by, more generic assessment. IEPs should always attend to setting objectives, recording / monitoring and evaluation.

It is also important to be clear about the relationship between the kinds of objectives which would be included in an IEP and the kind of longer term goal which might be included in, say, a KS learning outcome or a long term aim which might be contained in a statement of SEN.

Figure 2



In order to make an objectives-based approach practicable, objectives need to be described in concrete, observable terms. At its most utilitarian, an objective may be framed in these terms:

- Who?
- Does what?
- Under what conditions?
- To what degree of success?

For example:

Jane complies with adult requests / instructions to begin work within 30 seconds in a small group on appropriate curriculum tasks at least 4 times daily.

The SMART(I) targets sometimes referred to in documentation and publications – Specific, Measurable, Achievable, Timed (Inclusive) – are very similar, though they may make some aspects of the ‘Under what conditions?’ more overt.

Objectives also need to be contextualised by qualitative information regarding individuals’ particular strengths and weaknesses, previous learning outcomes, school factors and so on. It also needs to be recognised that achieving a particular objective will not necessarily impact on wider learning or behaviour problems.

4. Aligning the Code of Practice with Intervention Programmes within the NLS, NNS

The SEN Code of Practice describes a ‘graduated response’ to the identification of special educational needs. The NLS/NNS assume three ‘waves’ of support for children. These may be mapped onto the graduated response as follows:

Wave 1

The effective inclusion of all children in a high-quality literacy hour and daily mathematics lesson (quality first teaching).

Wave 2

Small-group intervention (for example booster classes; LEA or school-based programmes; NLS and NNS intervention programmes) for children who can be expected to ‘catch up’ with their peers as a result of the intervention. Wave 2 interventions are not primarily SEN interventions and where they are delivered without modification within the designated year group, there is no need to place the children on *School Action*. Children included in Wave 2 interventions may on occasion, however, already be at *School Action* or *School Action Plus*. This will be where they have special educational needs such as emotional and behavioural difficulties, difficulties in communication and interaction, or sensory or physical impairment, for which they are receiving other forms of support.

Wave 3

Specific targeted intervention for children identified as requiring SEN support. Children receiving Wave 3 support will always be placed on *School Action*, and on *School Action Plus* if an external agency is involved in assessment, planning and review.

5. Writing an Individual Education Plan

An IEP is a planning, teaching and reviewing tool and should show the differentiated steps and teaching requirements needed to help pupils achieve identified targets. An IEP is a working document and as such should be accessible and understandable to all concerned. There may sometimes be a strong case for supplementary ‘child friendly’ IEPs.

IEPs should record short-term targets and strategies that are different from or additional to those in place for the rest of the group or class. IEPs should certainly be used for pupils at *School Action Plus* or with Statements of Special Educational Needs unless their needs are met and recorded through alternative methods. IEPs for children with Statements should expressly link to the content of the Statement.

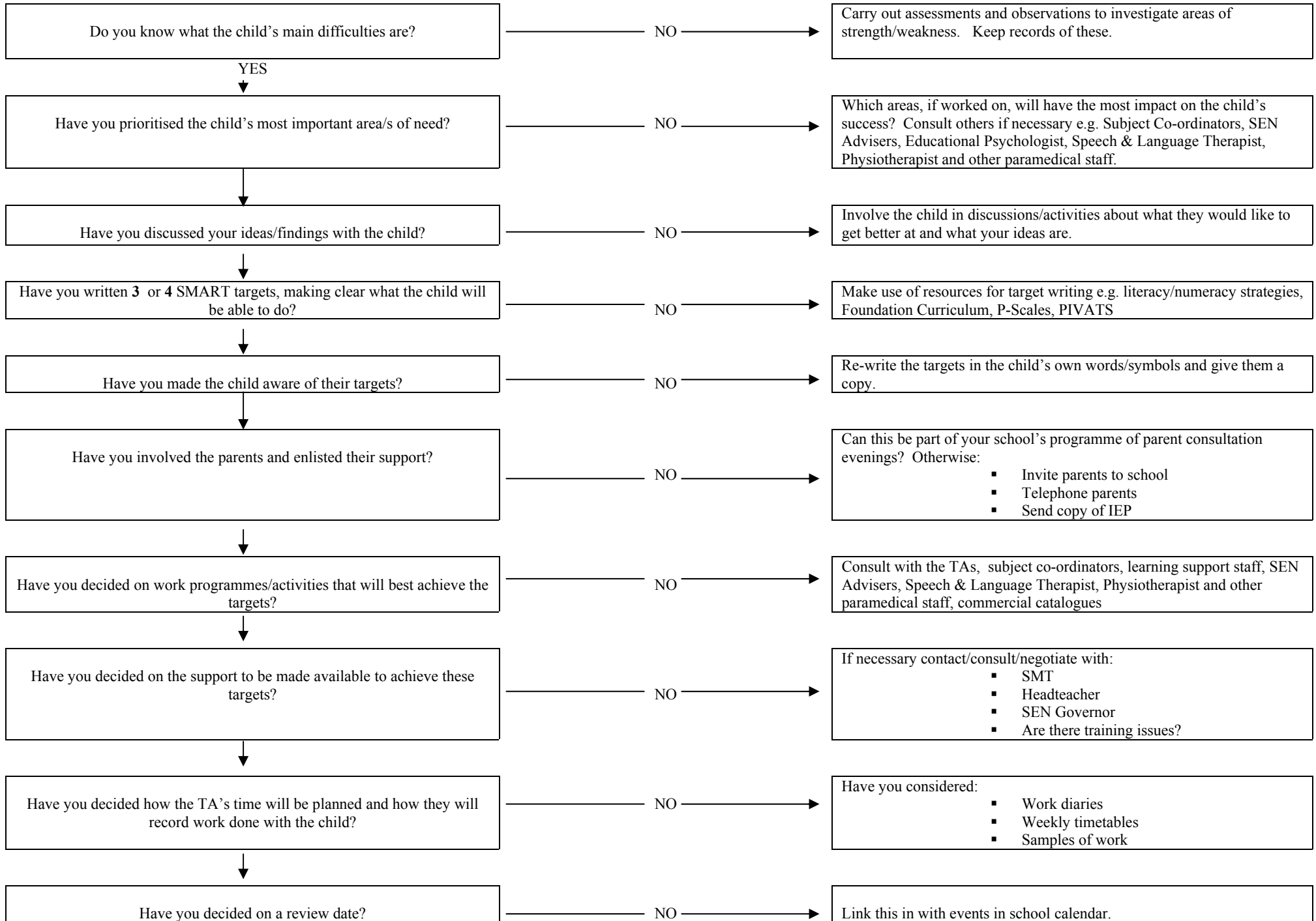
IEPs should focus on:

- Up to 3 or 4 key individual targets to help meet the individual pupil’s needs and particular priorities.
- Targets should relate to key areas in communication and interaction, learning skills, behaviour and physical skills. Cross-curricular targets are particularly helpful.
- Pupil strengths as well as weaknesses should be considered when writing IEPs, as should individual learning styles.
- Where necessary, targets deriving from the P-Scales should be incorporated in IEPs.

IEP targets can often be related to the skills that a pupil needs to master rather than being subject related. Where these targets are cross curricular, it helps children and young people to generalise the skills that they are working on. Learning objectives for the individual pupil during the lesson could then include at least one target skill from the IEP. Examples of cross curricular target setting are presented in Appendix 2 towards the end of this guidance.

The following flowchart sets out a series of questions to be asked when creating an IEP (Figure 3).

FLOWCHART FOR CREATING AN IEP



IEP Formats

There are potentially a great many formats in which IEPs can be written. The Council does not propose to 'impose' a particular format, but it will expect that IEP formats take explicit account of this guidance.

3 examples of IEP formats follow, one of which is clearly 'child friendly', whilst at the same time embodying most of the key elements needed in an effective IEP.

Schools can use proformas or ICT to produce IEPs and programmes such as 'IEP Writer' can be useful, though they require SENCO oversight to ensure appropriate use. A further caveat is that some ICT IEP systems may be limited in their scope for reporting IEP target outcomes in sufficient detail for the Local Authority's Statementing and Resources Panel.






IEPs can sometimes usefully include, or focus on, teacher (and/or other adult) behaviour either in addition to, or instead of, the young person's behaviour; this would need to be recorded and reviewed in the same way as a more 'traditional' IEP.

INDIVIDUAL EDUCATION PLAN					
Name	Child A	DOB	Year 2	Class	Statement
Area/s of concern	Communication as set out on Statement			IEP Number	
Class Teacher		Start Date:	Feb 2003	Review Date	April 2003 but review each week for planning.
Supported by	TAs and SENCO	Proposed Support Before Break: TA literacy/play/social skills. After Break: TA 2-numeracy /play / social skills. Each activity to last no longer than 10 minutes.	Daily – 1 – 1 Literacy/numeracy/speech and Lang/social skills. Also small group but essential to work with children who are good role models for Child A, for communication and understanding.	Support Began	
Targets	Achievement Criteria	Possible resources and techniques	Possible strategies for use in class	Ideas for support teacher/assistant	Outcome
<ol style="list-style-type: none"> <u>Speaking and Listening P5/Number P4.</u> To recognise and complete rhymes. <u>Speaking and Listening P5:</u> to be able to answer “who” type questions. See Part 4 of Sa LT report. <u>Reading P8:</u> To show awareness that each letter corresponds to a sound. <u>Maths number P5.</u> Begin to match a sequence of objects/shapes – objects to object. <u>Speaking and listening P5.</u> To act out situations in imaginative play. 	<ol style="list-style-type: none"> Child A can join in with rhymes and say the rhyming word in a nursery rhyme etc. Observed to answer questions each day. Do 5 minutes of this each session please. Awareness shown each session every day – as recorded. Accurate each session. 	<ol style="list-style-type: none"> Illustrated nursery rhyme/poetry/funny verse books. Tape-recorded rhymes. Action rhymes, songs. Use real situations in and around school with Child A as part of each session. Using Jolly Phonics programme-one letter a day for no more than 8 minutes session. Wooden/plastic letters. Flash Cards. Pictograms. Computer programmes. Logiblocks. Farm animals. Playmobil. Lego. Beads. 	<ol style="list-style-type: none"> Use big books. Share poems. Use rhymes in drama sessions, assemblies, etc. Support Child A in understanding “who” type questions. Use real situations in class, then use books and materials, but start with “real” for a couple of weeks. Talk about letter sounds. Use stories linked to sounds. Set matching/pairs games. Play and model with Child A. Set matching activities e.g. pairs game. Incorporate Key Concepts Level 2 – Space/Preposition and number. Give opportunities for imaginative play in small groups. Tell stories to illustrate situations. 	<ol style="list-style-type: none"> Practise saying/singing rhymes in small group. Ask Child A to supply final word in each line. Play guessing games/description games with Child A. Model question structures. Help Child A to listen to the sounds. Show the letters. Play games to reinforce. Talk about finding the same, and choosing the same sequence. Talk about everyday situations. Encourage Child A to act out what he has seen in visits to shops etc. 	
Parent/carer contribution: Share illustrated nursery rhyme books with Child A. Encourage Child A to join in reciting the rhymes. Encourage Child A to ask questions. Help Child A to learn the letter sounds. Give opportunities for playing with others.					
Student’s contribution:					

IEP Example 2

Name: Child B	Review Date	April 2004
but review each week for planning.		
Present		
<u>Targets</u>	Achievement Criteria	Assessment
1. Speaking and Listening P5/Number P4 : To recognise and complete rhymes.	1. Child A can join in with rhymes and say the rhyming word in a nursery rhyme etc.	
2. Speaking and Listening P5: To be able to answer “who” type questions. See Part 4 of Sa LT report.	2. Observed to answer questions each day. Do 5 minutes of this each session please.	
3. Reading P8: To show awareness that each letter corresponds to a sound.	3. Awareness shown each session every day.	
4. Maths number P5: Begin to match a sequence of objects/shapes – object to object.	4. Accurate each session.	
5. Speaking and listening P5: To act out situations in imaginative play.	5. Child B to develop symbolic play skills in imaginary play with people.	
General Comments		
Recommendations		
New Aims		
Next Review		

My Individual Education Plan

<p>Things I find Difficult</p> 	<p>My Targets</p> 	<p>What do I need to do?</p> 	<p>Who's going to help me and when?</p> 	<p>How did I get on?</p> 

Name:

Date:

School Action / School Action Plus – (Delete one)

IEP agreed by:

Parents

Teacher

Pupil

7. Management of IEPs

Whatever systems are in place in the school or setting, the procedures for devising IEPs and reviewing them must be manageable. The IEP should be considered within the context of the overall class management of all pupils and staff. Time slots for delivery of the IEP should be realistic and integral to classroom and curriculum planning. **Regular periods of time to work with the pupil, or for the pupil to be working at specific IEP targets, should be recorded in the teacher's daily or weekly teaching plans for the class.**

All IEP targets must be achievable for both the pupil and the teacher. Targets should be in small steps so that success is clearly visible to the pupil, the parents and the teacher. As the pupil becomes more self-confident and the rate of progress increases, so the challenges can be made more rigorous.

All relevant staff in the school or setting who may come into contact with the pupil should be made aware of the individual targets and the planned strategies. IEPs are working documents and should be readily accessible to those working with individual young people. In the longer term, and in larger schools, consideration should be given to making IEPs available on school Intranets. They should provide feedback to the SENCO or appropriate class or subject teacher. So far as possible, the IEP should build on the curriculum the pupil is following alongside fellow pupils and should make use of programmes, activities, materials and assessment techniques readily available to the pupil's teachers. The plan should usually be implemented, at least in part, in the normal classroom setting. The SENCO may need therefore to facilitate close liaison between class or subject teachers, curriculum, literacy and mathematics co-ordinators and pastoral colleagues.

The SENCO should not be solely responsible for devising and delivering all IEPs within the school. Depending on the pupils' needs and the complexity and size of the school, the SENCO may need to oversee the management of the process for all pupils with SEN, providing advice and support to colleagues as and when necessary.

IEPs cannot be considered in a vacuum. Schools should have appropriate systems for overall planning and target setting for all pupils. Teachers need to discuss progress, set and review targets for all pupils and record the outcomes. Where this occurs as a whole school process for all pupils, IEPs for pupils with SEN become a 'subset' of the whole. By integrating IEPs within the general organisation of planning, assessment, recording and reporting, the management of IEPs will be less onerous. Thus monitoring the effectiveness of IEPs should be a part of monitoring the school's overall planning and target setting processes. Provision mapping exercises which set out the structured arrangements that schools make for groups of pupils with SEN (including recording and monitoring arrangements) can help to reduce the numbers of IEPs needed in school.

8. Monitoring and reviewing IEPs

Ideally IEPs should be continually kept 'under review' and in such circumstances there cannot be a 'fixed term' or a formal meeting for review. However the success

of all IEPs should be evaluated at least twice a year and for children in early education settings or with particular needs IEPs may need to be reviewed termly or even more frequently.

At least one review in the year could coincide with a routine Parents' Evening, but in such circumstances schools might consider allocating additional time for those particular parents. Reviewing the IEP need not be unduly formal, but parents' views on their child's progress should be sought as part of the process. Wherever possible, the pupil should also take part in the review and be involved in setting the targets. Section 3 of the SEN Toolkit provides suggestions in enabling pupil participation.

Reviewing IEPs on a regular basis and evaluating their success should not take the place of ongoing monitoring of the child's progress. The teacher needs to check that the particular strategies used in a lesson achieve their objective and to ensure that the child understands the content of any additional or different input to a lesson at that time. The continuation of inappropriate or unsuccessful strategies should not be continued merely because the IEP review has not taken place.

The school must have a system for evaluating the overall success of all its SEN provision including planning and delivery through IEPs.

In reviewing IEPs teachers should consider:

- The progress made by the pupil
- The parents' views
- The pupil's views
- The effectiveness of the IEP
- Any specific access issues that impact on a child's progress
- Any updated information and advice
- Future action, including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice about the pupil and how to access it.

If progress remains adequate after two reviews it may be decided to increase the period between reviews. If satisfactory progress continues to be made it may be possible to conclude that the pupil no longer needs special help and their needs can now be met by the differentiated curriculum available to all pupils. Parents should always be consulted before such decisions are finalised.

Adequate progress could be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensure access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.

Pupil progress should not only be judged in relation to IEP targets since these are inevitably limited in scope and an over-emphasis on them might have the effect of lowering expectation.

9. Useful Sources of Information

Publications:

- Special Educational Needs Code of Practice, DfES, 2001
- Special Educational Needs Toolkit, DfES, 2001
- Supporting the Target Setting Process: Guidance for Effective Target Setting for Pupils with Special Educational Needs, DfES, 2001
- Including All Children in the Literacy House and Daily Mathematics Lesson: Management Guide, DfES, 2002
- Removing Barriers to Achievement – the Government’s Strategy for Special Educational Needs, DfES, 2004
- Special Educational Needs – The Bureaucracy Project, Cabinet Office/DfES, 2005
- Pupil Friendly IEPs, Gillian Shotton, Lucky Duck Publishing, 2003
- Special Educational Needs and School Improvement, Jean Cross and Angela White, David Fulton Publishers, 2003

Websites:

- www.teachernet.gov.uk (general)
 - www.education.gov.uk (general)
 - <http://curriculum.qcda.gov.uk>
 - <http://bgfl.org/> (includes Birmingham City Council’s CRISP Framework – Criteria for Special Provision)
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Appendix 1: Strands of action to meet special educational needs

<i>Assessment & Planning</i>	<i>Grouping for teaching purposes</i>	<i>Human Resources</i>	<i>Curriculum and teaching methods</i>
<p>Assessment by class or subject teacher and SENCO; continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests.</p> <p>IEP setting ‘SMART’ targets (some may be shared with other pupils in a Group EP). Regular reviews. Parents informed and may be involved in supporting targets in the home.</p> <p>External services (specialist support service, educational psychologist) undertake specialist assessment leading to a more specifically focused IEP. Parents involved in supporting targets in the home.</p> <p>Involvement of both education and non-education professionals in assessment and planning</p> <p>Longer-term plan for provision, supported by shorter-term IEPs. Parents involved in both long and short term planning</p>	<p>Pupil based in the ordinary classroom.</p> <p>Grouping strategies used flexibly within the classroom.</p> <p>Out-of-hours learning opportunities (homework clubs, lunchtime clubs etc) provided where possible.</p> <p>Pupil based predominantly in the ordinary classroom, supported through flexible grouping strategies.</p> <p>Access to individual or small group tuition to support IEP targets, delivered within the classroom, through limited periods of withdrawal and/or through out-of-hours provision.</p> <p>Pupil works predominantly in a small group or on an individual basis in the ordinary classroom, in a withdrawal situation, in a resource base and/or through out-of-hours provision.</p>	<p>Main provision is by class or subject teacher with SENCO involved in assessment and planning rather than teaching.</p> <p>Pupil support used routinely and some adult support may be provided on an ad-hoc basis, (e.g. if Teaching Assistant or parent helper already working in the classroom).</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies.</p> <p>Main provision is by class or subject teacher. Pupil support used routinely in the classroom, with some limited targeted adult support provided by Learning Support Assistant (LSA) or other adult.</p> <p>Individual or small group tuition provided by LSA (under guidance), specialist teacher (or other specialist), and/or SENCO.</p> <p>Pupil support used routinely in the ordinary classroom with sustained targeted support provided by LSA or other adult.</p> <p>Individual or small group tuition is provided by LSA (under guidance), specialist teacher (or other specialist) and/or SENCO.</p>	<p>Emphasis on differentiation for curriculum access. Possibly some specific reinforcement or skill-development activities in support of IEP targets.</p> <p>Emphasis on increasing differentiation of activities and materials.</p> <p>Some individual programming to support specific targets.</p> <p>Access to ICT and to specialist equipment and materials as necessary.</p> <p>Increasingly individualised programme (though within the context of an inclusive curriculum).</p> <p>May involve the use of specialist teaching and/or communication techniques, supported by appropriate equipment and materials.</p>

Pupils may be at different points on each Strand at different times, in different contexts or during different lessons

Appendix 2: Examples of cross curricular target setting

Skill – IEP target	Cross-curricular examples (the specific detail of each topic is dependent on what the Year Group are working on each term)
<p>Writing</p> <p>To write 1-3 complex sentences using a conjunction.</p>	<ul style="list-style-type: none"> ▪ describe an event from history topic ▪ when writing the science experiment ▪ describing a character in literacy
<p>Memory</p> <p>To be able to recall 3 facts / events in sequential order.</p>	<ul style="list-style-type: none"> ▪ write/draw 3 facts/events from a story they have heard (in history/RE/literacy) ▪ explain what was done in a science experiment ▪ to carry out a simple addition/subtraction sum
<p>Co-ordination (fine motor skills)</p> <p>To be able to use both hands when doing an activity.</p>	<ul style="list-style-type: none"> ▪ opening and closing their lunch box during meal times ▪ putting their book back into their bookbag ▪ copy typing using fingers from both hands ▪ catching a large soft ball when thrown by an adult
<p>Following instructions</p> <p>To be able to follow 2 instructions</p>	<ul style="list-style-type: none"> ▪ collect / put away PE equipment ▪ use a checklist (breaking down a task into small steps) to complete an activity ▪ when adding/subtracting 2 numbers within 10 ▪ when playing a simple board game
<p>Thinking skills / Comprehension</p> <p>To be able to explain why something has happened using “because....”</p>	<ul style="list-style-type: none"> ▪ in science following an experiment ▪ answering questions after reading/hearing a short text (any subject) ▪ when talking about a picture ▪ following an incident on the playground
<p>Thinking skills / Comprehension</p> <p>To be able to predict what might happen next</p>	<ul style="list-style-type: none"> ▪ when carrying out a maths investigation ▪ before doing a science experiment ▪ when talking with an adult about a situation in the playground
<p>Vocabulary extension</p> <p>To be able to explain the meaning of 3 new words (extending subject-specific vocabulary)</p>	<ul style="list-style-type: none"> ▪ in history / literacy / maths / geography/ RE etc <p>New vocabulary/concepts or phrases need to be identified by the Class Teacher and listed in the IEP at the beginning of each term.</p>
<p>Independent working</p> <p>To be able to complete a short task independently after repeating it back to an adult before starting</p>	<ul style="list-style-type: none"> ▪ could be a written or practical activity from any curriculum subject
<p>Speaking and Listening</p> <p>To make a verbal contribution during a discussion</p>	<ul style="list-style-type: none"> ▪ choose an idea from 2 examples provided by an adult during science ▪ during a structured game in Circle Time ▪ during a small group session e.g. maths games ▪ answer a direct question during a class discussion in history/geography/literacy etc