

Individual Education Plans (IEPs)

What is an Individual Education Plan (IEP)?

An IEP is an important document that shows a few targets, what will be done at school to help your child reach those targets and what you can also do at home to help your child make progress. There is no standard format for IEPs. It does not even have to be called an IEP and may be produced in a different format (ie Provision Map) as long as it shows the outline and detail of the intended or provided support.

All children receiving special educational needs support should have an IEP. Some IEPs will be quite short while others will be more detailed. When pupils have similar difficulties and get extra help in a small group a group learning plan may be drawn up rather than producing IEPs for each child.

An IEP should:

- Be made available to parents and everyone in school who works with your child.
- Be easy to understand.
- Contain three or four agreed 'SMART' targets to be achieved by your child (see below).
- Detail provision additional to or different from those for most pupils.
- Promote effective planning by enabling planned progression and action or agreed interventions.
- Help your child monitor their own progress.
- Monitor, review and evaluate the effectiveness of additional or different input and/or provision.
- Allow parents/carers, school staff and other professionals to work together.
- Result in good planning and intervention by staff.
- Help your child make progress.

'SMART Targets' - Teachers should generally aim to include SMART targets:

- Specific - the targets need to be very precise
- Measurable - you can see if a target has been achieved
- Achievable - agreed by all - parent, child and school
- Relevant - realistic - the child can achieve them
- Time - the targets should be met and reviewed in a set time

All IEP targets must be achievable for both the pupil and the teacher. Pupil and Parents should be made aware of the individual targets and the planned strategies to help them reach those targets. Targets should be in small steps so that success is clearly visible to the pupil, the parents and the teacher.

IEPs are also used by the local authority in considering whether a statutory assessment is required and to monitor progress for children with Statements of Special Educational Needs at an Annual Review.

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What should always be included in an IEP ?

[Please remember: It does not have to be called an IEP by the school as long as the content is the same it doesn't matter what it is called.]

- 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 be teaching and learning plans that set out Who ? Does what ? When ? 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.]

IEP's should include information about:

- The three or four agreed 'SMART' targets to be achieved by your child
- Details of the provision to be put into place:
 - Who ?* - who will provide the help
 - Does what ?* - what special help is being given
 - When ?* - how often your child will receive help
 - To what degree of success ?* - how and when will your child's progress be checked
- What you can do with your child at home to help them make progress
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the IEP is reviewed).

Parents should be involved in the IEP meetings and should always receive a copy of the IEP.

Monitoring and Reviewing: When should an IEP be reviewed ?

Ideally IEPs should be continually monitored and should be evaluated at least twice a year. The schools' Special Educational Needs Co-ordinator (SENCo) will normally arrange review meetings.

Reviews should include:

- Your child's progress
- Your views
- Your child's views
- Shared understanding of help given to your child by both the school and you
- The effectiveness of the Individual Educational Plan
- Any specific issues that impact on a child's progress and how they will be addressed
- Updated information and advice
- Future action, including changes to targets and strategies, addressing particular identified issues and when and how additional information and/or advice will be accessed.
- When the next review will take place.