

USE OF SIMPLE BUT EFFECTIVE INDIVIDUAL EDUCATIONAL PLANS (IEPS)

What is an IEP?

An Individual Educational Plan, commonly known as an IEP, is a personalised plan and record of action undertaken to ensure that students with additional needs to those of their peers are fully included in the life of our learning community and have equal opportunity to fulfil their potential.

In line with the SEN Code of Practice and contemporary research, IEPs at the school are written and implemented according to the following principles:

- IEPs should be working documents with a practical value in the present moment – they should not be a 'paper exercise'.
- IEPs should act as a profile outlining a student's particular strengths and difficulties.
- IEPs should actively involve the student, parents / carers, colleagues and where necessary, external agencies.
- IEPs should work towards the outcome of 'every teacher is a teacher of special needs' as well as specific outcomes for Learning Support staff.
- IEPs should outline action *additional and different* to everyday classroom practice, taking into account what the student can already do independently.
- IEPs should be accessible to all involved - using 'Plain English', avoiding jargon and 'information overload'.

Who is entitled to an IEP?

At LPEB we operate a policy whereby only those students placed on the Additional Needs Register with multiple additional needs and clearly identified as *currently underachieving* or *having underachieved within the past 12 months* are assigned an IEP.

For many students at School Action who present with milder difficulties, the IEP may act primarily as a 'tip sheet' outlining the nature of their additional needs and strategies (including equipment if necessary) for teachers to implement in the classroom.

For other students at School Action with more moderate difficulties and for all students at School Action Plus, Referred for a Statement of SEN and Implementation of Statement of SEN stages, the IEP will also outline current and past Wave 2 / Wave 3 interventions, access arrangements, involvement of external agencies and any related documents such as a Health Care Plan and/or a Risk Assessment.

How is an IEP created and maintained?

The following process is adhered to in the creation and maintenance of IEPs:

1. SENCo/Teacher identifies the additional needs of the student through distribution of a Monitoring Form to all teachers, screening / standardised assessments, referral to external agencies and liaison with Primary / previous schools.
2. SENCo/Teacher arranges an IEP Meeting with parent/s or carer/s, involved colleagues and any involved external agencies – invitations to the meeting are sent two weeks prior to the proposed date.
3. SENCo/Teacher chairs an IEP Meeting with relevant parties in which additional needs are explained / discussed, outcomes and action agreed – involving the student where appropriate. Notes are taken by SENCo or other Learning Support Staff and kept in a bound book for future reference.
4. SENCo/Teacher drafts the IEP based on the notes from the IEP Meeting.
5. Where necessary, the IEP is sent to relevant parties to agree on content. The IEP is then distributed by Learning Support staff to all staff working with the student.
6. The IEP is also placed in the teacher's folder and in the office.
7. Each IEP is scheduled to be reviewed on a twice yearly (Sept / Oct and Feb / Mar) basis initially by the SENCo/teacher in consultation with colleagues - with an IEP Meeting then called if necessary. An IEP may also be reviewed should the student present with heightened / changed additional needs or if they are due to exit the Additional Needs Register.

How is the effectiveness of an IEP reviewed?

Each Individual Educational Plan begins by outlining the intended outcomes of the action undertaken.

For some students – particularly those at School Action Plus, Referred for a Statement of SEN and Implementation of Statement of SEN stages - the intended outcomes will be specific and detailed, running in addition to curriculum attainment targets. For students with a Statement of SEN, outcomes will be based on the objectives / targets outlined in their statement and most recent Annual Review Summary Report.

For other students – particularly those at the School Action stage 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.

Fulfilment of intended outcomes will be measured through consultation with colleagues, Monitoring Forms, screening / standardised assessments, IEP Meetings and for students with a Statement of SEN, through the Annual Review process.

INDIVIDUAL EDUCATIONAL PLAN (IEP)

Name:		Form:	
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Area of Need/s:	
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Intended Outcome/s of the IEP:

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Monitored by:	Monitoring Forms, IEP Meetings, Annual Reviews, Attainment, Behaviour Watch.
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Strengths & Difficulties:

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Support Strategies:

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School Interventions:	
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Access Arrangements:	
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External Agencies:	
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Related documents:	
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Last reviewed:		by:	
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