



Individual Education Plan - Policy

The IEP is a planning, teaching and reviewing tool. It is a working document for **ALL** teaching staff. It entails key short-term targets and strategies for an individual student, that are different from or additional to those, which are in place for the rest of the group. The interventions are provided by School Action, School Action Plus and Statements of SEN.

1. Individual Education Plans incorporate and record strategies that are employed to enable the student to make progress. They contain information about:

- short-term targets;
- teaching strategies;
- provision to be put in place;
- review dates;
- success criteria;
- outcomes (recorded at review point).

1.1. Targets are chosen from the key areas of literacy, mathematics, organisation, communication, behaviour and social skills.

1.2. Individual Plans, which address exclusively the area of behaviour and social skills, are classified as Pastoral Support Plans. PSPs are managed by the Keystage Managers. The Inclusion Manager takes responsibility for the PSP process in cases where outside agencies are involved (eg. CAMHS, Y-PASS, Barnados).

2. IEPs are discussed with the student and the parents/guardians. It is an important aim that students take ownership of their IEPs and strive as much as teachers and parents do to reach their targets. Students are involved in the target setting process and in the reviews. Parents' views are also sought and valued. Regular SEN/Inclusion Parents Days (twice per year) give parents the opportunity to present their views.

2.1. New formal IEPs are produced in September and March; for the new intake, the first IEPs can only be recorded after sufficient information about the students has been collated, usually no later than the end of October. Review points are usually March and July.

3. Students will require an IEP if one, or several, of the following criteria are met:

- The student's standardised scores for literacy fall on or below 85
- If the student's level of attainment Maths and English in terms of National Curriculum Levels is significantly below the expectations. Significantly below is defined as:

KS3

- at or below Level 3 in Year 7;
- at or below Level 4b in Year 8;
- at or below Level 4a in Year 9.

KS4

- at or below a grade D in Year 10;
 - at or below a grade D in Year 11.
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- If a student has been identified to be severely dyslexic either through an internal (dyslexia screening test) or external assessment.

4. Alongside the formal IEPs, which use formal language, every student will have a child-friendly version. **The child-friendly IEPs enable the student to take ownership of their learning. As the goals are achievable within shorter periods of time, depending on the student's dedication and determination, a sense of success and achievement can be obtained regularly.**

4.1. In the student's IEP the targets come from various areas (such as Literacy and Maths), they use a language that is easily understood by the child, they only record what is relevant to the student, the targets are broken down into smaller chunks and they are even more short-term than the formal IEP. In some cases all targets on them might be achieved within a fortnight, depending on the child's progress. The targets will have been agreed with the student as well as the appropriate achievement criteria.

4.2. The student keeps their IEP in their planner. They can ask any subject teacher to test them on one or several targets. Subject teachers should also ask a student to check and test on the targets in the IEP. Depending on the outcome, the student receives either a tick or a cross for it. Once the student has collected the necessary number of ticks on different dates, they can obtain a credit note for this from a teacher in the Inclusion Department.

4.3. The advantages of a child-friendly version of IEP are:

- they are written in a language that is easily accessible to the student;
- they record only what is necessary and relevant for the student;
- they do not contain more than three targets from different areas (such as mathematics, literacy, communication, organisation, behaviour and social skills);
- the targets are very much short-term;
- all subject teachers will be actively involved in the review process;
- they visualise the successes of the student;
- they reward the student for their successes by linking them directly to the incentive and reward system of the Academy.

5. Review

This policy will be reviewed annually and when there are changes in the law, or in accordance with the schedule drawn up by the Principal and agreed by the ATB.

Last Revised and Modified: May 2010



My individual education plan

Name:	Form:	Stage:	IEP No:	
I am good at:				
Start Date:		Review Date:		
<u>Learning Targets:</u>	How will I know when I have reached my target?	How am I doing? Date/Initial and ✓(☺) or × (☹) (Ticks have to come from different dates)		
What did I do well?				
What do I need to do next?				