

INDIVIDUAL EDUCATION PLANS

The Code of Practice is quite clear about how an IEP should be planned and implemented. It places a heavy emphasis on the involvement of pupils and their parents at all stages of the development and implementation of the IEP. Recent government guidance emphasises that IEPs should only be written for those pupils who have complex and severe needs and should not duplicate normal planning.

The following quotations from the Code clarify what should happen at the development and review stages: -

THE IEP

4:27 The IEP should only record that which is additional to or different from the differentiated curriculum plan that is in place as part of the normal provision. The IEP should be crisply written and focus on three or four key targets. IEPs should be discussed with the child and the parents.

5:50 The IEP should include information about:

- short term targets set for or by the child
- teaching strategies to be used
- provision to be put in place
- when the plan is to be reviewed
- success and or exit criteria
- outcomes (to be recorded when the IEP is reviewed)

5:58 The SENCO and classteacher, together with the curriculum, literacy and numeracy co-ordinators and external specialists, should consider a range of different teaching approaches and appropriate teaching equipment and teaching materials including information technology.

6:55 In the secondary sector, co-ordinating the planning of the pupil's IEP, especially setting appropriate targets, should be the responsibility of the school.... On the other hand devising strategies and identifying appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. All staff should therefore be involved in providing further help to pupils through *School Action*. For this reason the arrangements for devising and recording Individual Education Plans should be planned and agreed with all staff, and endorsed by senior management.

The SEN Toolkit – Section 5 Managing Individual Education Plans makes the following statements:

- The IEP is a planning, teaching and reviewing tool. It should underpin the process of planning intervention for the individual pupil with SEN.

IEPs should:

- raise achievement for pupils with SEN
- be seen as a working document
- use a simple format
- detail provision additional to or different from those for most pupils
- be jargon free
- be comprehensible to all staff and parents
- be distributed to all staff as necessary

- promote effective planning
- help pupils monitor their own progress
- result in good planning and intervention by staff
- result in the achievement of specified learning goals for pupils with SEN

REVIEWS

5:53 IEPs should be reviewed at least twice a year. Ideally they should be reviewed termly or possibly more frequently for some children. Reviews need not be unduly formal but parents' views on the child's progress should be sought and they should be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be involved in the target setting process. If the child is not involved in the review, their ascertainable views should be considered in any discussion.

5:59 The resulting new IEP for the child should set out fresh strategies for supporting the pupil's progress. Although it may be developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher (subject teachers in high schools).

PUPIL INVOLVEMENT

3:9 From an early age children with SEN should be actively involved at an appropriate level in discussions about their IEPs, including target setting and review arrangements, and have their views recorded.

3:18 Schools and professionals need to:

- Help the pupil to understand the agreed outcomes of any intervention and how they can be a partner in working towards the goals. Pupils who play an active part in assessment, and in developing and monitoring agreed targets, will also have greater self-esteem and feel confident that they are making progress.

ALTERNATIVES TO IEPs

The following information can be found in the DfES document 'Leading on Inclusion 2005':

"It is now government policy that IEPs are only one method by which schools can plan for pupils with SEN. They are not statutory and are merely one way of planning and recording the additional or different provision for a child with SEN and recording outcomes for individual pupils. Where schools have arrangements to plan individually for all pupils and record their progress - as will become more common with personalised learning - then IEPs may be unnecessary. The DfES will be promoting this view in order to cut down on unnecessary paperwork and duplication."

Any paperwork submitted with a request for statutory assessment should still include the information outlined in section 5:50 of the Code of Practice as described above.