

MANAGING INDIVIDUAL EDUCATION PLANS

What is an IEP?

- *The IEP is a planning, teaching and reviewing tool*
- *The IEP should underpin the process of planning intervention for the individual pupil with SEN*
- *IEPs should be teaching and learning plans setting out:*
 - *'what' should be taught*
 - *'how' it should be taught and*
 - *'how often' particular knowledge, understanding and skills through additional or different activities from those provided for all pupils through the differentiated curriculum.*
- *The IEP is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets*
- *The IEP is a working document for all teaching staff*
- *The IEP must be accessible and understandable to all concerned.*

MANAGING INDIVIDUAL EDUCATION PLANS

When should an IEP be used?

To plan the interventions for individual pupils made through:

- *Early Years Action or Early Years Action Plus*
- *School Action and School Action Plus*
- *and for pupils with statements of SEN.*

What should be included in an IEP?

IEPs should focus on up to three or four key individual targets and should include information about:

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

MANAGING INDIVIDUAL EDUCATION PLANS

Managing IEPs

- *Whatever systems are in place in the school or setting, the procedures for devising IEPs and reviewing them must be manageable*
- *All IEP targets must be achievable for both the pupil and the teacher.*

What is a Group Education Plan?

- *When pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up rather than producing IEPs for each child.*

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.*

MANAGING INDIVIDUAL EDUCATION PLANS

IEPs should:

- *raise achievement for pupils with SEN*
- *be seen as working documents*
- *use a simple format*
- *detail provision additional to or different from those generally available for all pupils*
- *detail targets which are extra 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.*

What is an IEP?

1.
 - 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 be teaching and learning plans setting out 'what', 'how', and 'how often' particular knowledge, understanding and skills should be taught through additional or different activities from those provided for all pupils through the differentiated curriculum.
 - The IEP is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets. It is a working document for all teaching staff.¹
 - The IEP must be accessible and understandable to all concerned. It should be agreed, wherever possible, with the involvement of parents and the pupil, depending on the pupil's needs and particular circumstances. IEPs are likely to be most effective when the pupil is fully involved in the process.

IEPs should:

- raise achievement for pupils with SEN
- be seen as working documents
- use a simple format
- detail provision **additional to** or **different from** those generally available for all pupils
- detail targets which are **extra** 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.

¹ In this context teaching staff refers to early years practitioners, teachers, learning support assistants, therapists and any other staff that are involved in delivering the IEP.

When should an IEP be used?

2. IEPs should be used to set out the interventions for individual pupils made through *Early Years Action*, *Early Years Action Plus* or *School Action* and *School Action Plus*, and for pupils with statements of SEN. The IEP should only record key short-term targets and strategies that are different from or additional to those in place for the rest of the group or class. The targets in the IEP are likely to have a specified timescale that will be dependent on the identified need.
3. Where a pupil has a statement of SEN the setting of short-term targets and the strategies employed should be linked to the overall objectives and provision as set out in the statement. In the majority of cases the strategies to meet these targets should be set out in an IEP. As at *School Action* and *School Action Plus* the IEP should record only that which is additional to or different from the differentiated curriculum plan. Therefore there will be children with SEN, with and without statements, who do not have an IEP because their needs are met and recorded through alternative methods. However, their individual targets, the strategies to meet them and their progress must be recorded as part of the overall records of all the children in the group.
4. IEPs are **not** meant to duplicate any other planning including individual target-setting processes or curriculum planning that is recorded for the child elsewhere.
5. When devising IEPs teachers must be clear about their purpose or purposes and their audience. IEPs should be written in straightforward, jargon-free language.

What should be included in an IEP?

6. IEPs should focus on:
 - up to three or four key individual targets set to help meet the individual pupil's needs and particular priorities
 - targets should relate to key areas in communication, literacy, mathematics, and aspects of behaviour or physical skills
 - the pupil's strengths and successes should underpin the targets set and the strategies used.

7. The IEP should include information about:

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

5:60 and 6:58 SEN Code of Practice

8. Setting too many targets at one time is not appropriate. Obviously the full breadth of the curriculum should continue to be offered to the pupil but the IEP targets should be limited to current agreed priorities.
9. Where a child with identified SEN is at serious risk of disaffection or exclusion the IEP should reflect appropriate strategies to meet their needs². A Pastoral Support Programme should not be used to replace the graduated response to special educational needs.
10. Some schools may choose to add overarching long-term aims so as to put the IEP into context. A long-term aim can also help identify the outcomes and the pupil progress, which should be linked to the original targets and inform the setting of the next targets. Success criteria in an IEP mean that targets have been achieved and new targets need to be set, whilst exit criteria mean that not only have the targets been achieved but that an IEP may no longer be required.
11. Teachers should generally aim to include SMART targets:
- **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**elevant
 - **T**ime bound

But, there will be occasions when less measurable but assessable targets that can record progress would be more appropriate.

12. It is often helpful to precede targets with a phrase similar to:
“by the end of the term, John will be able to...”
13. Although not part of the IEP, teachers will need to refer to the pupil’s individual record or pupil profile, which should include baseline or entry level assessment as well as information about a pupil’s particular needs and current strengths. Where appropriate, the profile should also record information about the pupil’s needs in relation to the general strategies to enable access to the curriculum and the school day.

² Guidance is set out in DfES Circular 10/99 ‘Social Inclusion: Pupil Support’.

14. The information about a pupil's particular needs for access to the curriculum will need to be communicated to all staff. In some situations this may be an addendum to the IEP, although issues of confidentiality about certain issues may need to be considered.
15. When pupils have severe and complex needs there will be a number of individual needs of which all staff should be aware. It is a matter for the school, in consultation with parents, professionals and the pupil, to decide how strategies for such activities as eating, dressing and mobility are recorded and disseminated; but targets in these areas may need to be recorded in the pupil's IEP. However such targets and strategies are recorded, they must be shared with parents and reviewed on a regular basis and discussed at the annual review.³

Nature of intervention

16. There is often an assumption that the intervention, the strategies or targeted help recorded in an IEP (the 'how') will take the form of the deployment of extra staff to enable one-to-one tuition. However, this may not be the most appropriate way of helping the pupil. A more appropriate approach might be to provide further differentiated, different or additional learning materials or special equipment or to introduce some group, individual or peer support; or to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness. The teaching strategies and provision could reflect the Strands of Action as described in Section 6 of this Toolkit.

Managing IEPs

17. 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. Timeslots 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.
18. 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.

Roles of class and subject teachers and SENCOs

19. 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

³ Teachers may find QCA's *Guidelines on planning work for pupils with learning difficulties* helpful.

strategies. 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 coordinators and pastoral colleagues.

20. 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.
21. Coordinating the planning of the pupil's IEP, especially setting appropriate targets may be the responsibility of the school or link SENCO, or they may act in a consultative and supportive role to colleagues. 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 class or subject teachers. All staff should be involved in providing further help to pupils. For this reason the arrangements for devising and recording IEPs should be planned and agreed with all the staff, and endorsed by senior management. The effective delegation of IEPs to class or subject teachers requires a regular and cyclic programme of SEN INSET.
22. The SENCO, link workers, subject specialists, and the literacy and mathematics coordinators and any external specialists, individually or in consultation with each other, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of ICT.
23. The SENCO and senior management team will need to ensure continuity. There should be an agreed protocol for providing information about IEPs to new staff when a pupil moves classes, and at school transfer.

External specialists

24. External specialists may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. Better management or alternative arrangements in school, based on advice from outside specialists such as health professionals, may considerably reduce the pupil's special educational needs. When IEPs are developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented, at least in part, in the normal classroom setting.

Class curriculum planning to meet common targets

25. Where a group of pupils are likely to share similar learning needs, some targets may be common to those pupils. A number of pupils within a class or a whole class may have similar difficulties and similar targets. In such situations the teacher should use class curriculum planning as the vehicle for achieving the targets. The class plan should focus on precise learning targets that all the pupils in the group or class can achieve, but the assessment of whether targets have been achieved must be made on an individual basis. This approach could be useful in mainstream settings, but is likely to be more applicable in special schools. In such cases, an IEP would duplicate curriculum targets and would not be required. However, where pupils have significantly different needs from the rest of the group, an individual IEP should be used to record and plan the features that are additional to or different from the general curriculum and lesson plans. In such situations, schools should ensure that parents have access to the class curriculum plans and common targets as well as the pupil's IEP.

Group Education Plans

26. Some LEAs may organise group tuition for pupils with particular needs at an off-site provision on a part-time basis; and some schools may arrange for a group of pupils with similar needs and at least one target in common to be taught together in an appropriate setting, which might include withdrawal for a short period of time. There will frequently be pupils in the same group or subject lesson with common targets and hence, common strategies will be employed.
27. If common strategies beyond the differentiated curriculum, such as additional resources or adult support, are employed, it might be appropriate to consider recording the pupils' common targets and strategies in a group learning plan – sometimes referred to as a group education plan. Where pupils have targets and strategies additional to the group education plan, these together with details of their individual progress in both the common and individual targets should be recorded in an IEP.

IEPs in relation to assessment and recording arrangements

28. 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.

29. Senior leadership teams need to examine the role of IEPs within the school's overall assessment and recording arrangements. Governors and senior leadership teams should consider the application of ICT systems in the context of writing and recording IEPs. Access to such systems needs to be readily available during the school day so that staff are able to plan and review IEPs both with colleagues and the pupils.
30. Teachers need to be clear as to how IEPs should relate to the school's literacy and mathematics action plans and targets.⁴ Planning for the Literacy Hour and the daily mathematics lesson for pupils with SEN should be considered alongside other strategies that are in place as part of the IEP to make sure there is both consistency and continuity for the pupil.
31. There is also a need to consider whether the IEP can be modified to serve as a Pastoral Support Programme (PSP). If a school wishes to link the two processes together the IEP will then need to be expanded to address the particular issues in sufficient detail.⁵

Monitoring and reviewing IEPs

32. 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.
33. The review of an IEP should not be confused with the annual review of a statement of SEN, although the current IEP should be discussed as part of the agenda at an annual review meeting. The statutory annual review process is different from the ongoing teacher review of an IEP. Further information about the statutory annual review process can be found in Section 9 of this Toolkit.
34. The frequency with which the IEP is revised, and the timing of such reviews, including discussion with parents, should always be dependent on the nature of the pupil's needs and the provision being made to meet those needs. It may be that some targets are achieved more quickly than others and hence the total IEP changes gradually.
35. 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 this Toolkit provides suggestions on enabling pupil participation.

⁴ 'The SEN Code of Practice: three years on' OFSTED

⁵ DfES Circular 10/99 'Social Inclusion: Pupil Support.'

36. The evaluation of the success of an IEP needs to be judged in the context of the nature of the strategies employed and the frequency of delivery of the targeted intervention. If targets are not achieved then the teacher will need to consider all the possible reasons – that the teaching strategy or the resources need changing, or even that the target is not appropriate. It may be necessary to break the target down to smaller steps or choose an alternative target within the same area of need, and to return to the original target at a later date.
37. 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. A continuation of inappropriate or unsuccessful strategies should not be continued merely because the IEP review has not taken place.
38. The headteacher should consider whether it is appropriate to provide time for the SENCO to visit classes to oversee monitoring the success of IEPs and classroom practice, or whether alternative monitoring arrangements are more appropriate. The school must have a system for evaluating the overall success of all its SEN provision including planning and delivery through IEPs.
39. ***In reviewing IEPs teachers should consider:***
- the progress made by the pupil
 - the parents' views⁶
 - 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.
40. After considering the pupil's progress, the targets to be achieved by the next review should be set by appropriate staff with the involvement of the pupil and parents where possible.
41. 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 finalized.

⁶ Reference to 'parents' in this Section should be taken to include all those with parental responsibility.

42. For progress to be considered adequate, the targets once achieved need to be maintained, so that the pupil is able to continue to perform the skill over and after a period of time. Teachers should look at classroom practice and plan to generalize skills and knowledge by providing activities that enable the pupil to continue to apply the acquired knowledge, understanding and skills. In some cases it may be clear to the staff and the SENCO that the pupil is not making adequate or reasonable progress.
43. 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
- ensures 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.

6:49 SEN Code of Practice

