



DURANTS SCHOOL – POLICY DOCUMENT

IEP Policy

October 2022

Reviewed & updated: October 2022 (Jackie Burke)

Next review date: October 2025

Individual Educational Plans Guidelines

INTRODUCTION

An IEP is a working document that identifies a carefully prioritised set of enabling goals, each of which reflects the pupil's learning needs and offers a key to further progress for the pupil; it sets out how these can be met and in what timescale. It should promote effective planning and team work, help pupils understand their own progress and result in action.

LEGAL REQUIREMENTS

The Local Authority is bound by a moral and legal obligation to safeguard and promote the welfare of children within their local areas. Children with special educational needs are given a Statement of Special Educational Needs and an Individual Education Plan. The needs should be agreed between the parents, the school and anyone else who is involved such as the educational psychologist. Once these are agreed the school and LA have a duty to ensure they are acted upon and reviewed annually during the Annual Review process.

DEFINITION

The term 'IEP' (Individual Education Plan) is widely used and represents:

- the complete cycle of assessment, planning, provision and evaluation
- the meeting at which the individual needs of a student are discussed
- a plan for an individual student
- a documented programme for an individual student.

PRINCIPLES

In Durants School, IEPs are viewed as a document that support pupils in achieving the objectives set out in the statement of special educational needs and the educational priorities identified in consultation with teachers, parents, carers and other professionals.

IEPs are therefore:

- A tool for collaborative planning between the school, the parents/caregivers, the student (where appropriate) and other agencies as necessary
- An effective means of identifying and prioritising learning outcomes
- A consensus agreement on the student's current learning and development focus
- A statement of learning objectives, which contains targets, provisions and outcomes
- A concise and usable summary of the student's educational programme
- A summary of teaching strategies, and related resources for curriculum areas and essential skills
- A commitment to supporting the student to achieve identified goals
- A tool for tracking individual student learning in terms of agreed goals and objectives
- An element in reviewing the effectiveness of the teaching and support programme

During the annual review process, the Individual Educational Plan and Programme should:

- identify the present needs of the student in relation to the important aspects of their life
- identify the achievement objectives and specific learning outcomes that will address these needs
- allocate the roles and responsibilities for planning and implementing programmes to help the student achieve the outcomes
- set a review date where the programmes will be evaluated and further planning will take place.

PROCEDURES

An Entry Review is usually held within the second part of the Autumn term, for a pupil joining Durants School. Before this meeting the teacher writes an entry review report setting out the school's assessment of the pupil's attainments. This report is discussed with parents.

An IEP is agreed at this stage specifying a minimum of four targets, set the following areas:

- Social, Emotional and Mental Health
- Sensory & Physical
- Cognition and Learning
- Communication & Interaction

each to be worked on between the Entry Review and the next Annual Review. IEPs are then reviewed as part of the pupil's Annual Review and new targets identified, to be worked on over the following twelve months.

Purpose of Targets:

- To record agreed priorities
- To provide a common focus for teaching and learning
- To strengthen links between policy, planning and provision
- To provide realistic challenges
- To provide clear criteria for assessing and reporting progress

Writing Targets:

Targets must relate to the needs of the individual pupil and support the pupil to access the curriculum. Targets are not necessarily bound by the content taught to the class as a whole and should be relevant for the pupil in a wide variety of contexts. They should be achievable before the next Annual Review.

An IEP may differ markedly from one year to the next as the child's needs change and different priorities are set. In any event the same target should not be set twice running.

RECORDING REPORTING AND ASSESSMENT

The procedures for assessment, recording and reporting will be in line with school practice for the whole curriculum. Procedures will take into account the statutory requirements and examples of good practice.

Parents are given the opportunity to comment on IEPs. Before an annual review is due to take place, parents and carers will receive a copy of the review and IEP targets, which will then be discussed and agreed during the annual review meeting.

RESOURCES

Strategies and resources include any special materials or approaches that should be used, plus any support arrangements e.g. 'initially with adult support'.

GOOD PRACTICE

Involving the Learner

Wherever possible, IEP targets should be discussed and reviewed with pupils, supporting the principle that our pupils have a right to be heard and to participate in decision making. Where possible, pupils should:

- Know that they have an IEP
- Know what their targets are.
- Be helped to put their targets into their own words, using an appropriate medium e.g. writing, photographs, drawings, and symbols, thereby producing a 'pupil friendly' IEP.

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- Receive feedback on their progress, presented in a form that they can understand.

Where this is not possible, teachers should still ensure that pupils are supported to give their best in learning activities, to experience success and to have feedback on the quality of their work in a form that is accessible to them.

Teachers must make targets available to all entitled to know about pupils' educational Programmes.

The pupil friendly IEP should be on display in classrooms to remind pupils of their targets and to share targets with all involved adults in an accessible format.

Working with families

Teachers should take account of the views of pupils' families when setting and reviewing targets.

This is incorporated into the formal process by:

- requesting parents' views before the Annual Review meeting, which include access to the annual review report and IEP.
- discussing the IEP at the Annual Review and amending it as appropriate

Multidisciplinary working

IEPs should also take account of the advice given by other professionals working alongside the teacher (i.e. speech and language therapist's input).

IEPs should be shared with other relevant professionals such as key workers in respite provision, social workers or family carers.

Systems in place in the school which promote good practice are:

- PBS (Positive Behaviour Support) including Individual behaviour plans if necessary.
- The Child Protection system.
- CPOMS Safeguarding software (Child Protection Online Management System)
- The IEP system.
- E-Tips (Trauma informed Practices in schools)
- PRICE (Protecting Rights in a Caring environment)
- SoSAFE (Visual and conceptual tools designed to promote social safety for people with a Learning Disability / Autism)
- AET (Autism Education Trust)
- Close parental liaison with reference to cultural and religious sensitivity.

Please see an Example of the IEP forms used for Durants school below.

Whole school IEP Template

DURANTS SCHOOL IEP FORM

PUPIL: ////

UPDATED: ////

	TARGET	ACTIVITY / TIME	TARGETED SUPPORT	MONITORING: Not yet developed, Developing, Established & Generalised						
				TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	ACHIEVEMENT
COMMUNICATION & INTERACTION										
COGNITION & LEARNING										
SENSORY & PHYSICAL										
SOCIAL, EMOTIONAL & MENTAL HEALTH										