

IEPs

What are IEPs?

IEPs or Individual Education Plans are written for children deemed to have a special educational need. An IEP is a planning, teaching and reviewing tool. It is a working document for all teaching staff designed to record short-term targets and strategies for an individual child that are *different from* or *additional to* those in place for the rest of the group or class.

An IEP should include three or four precise goals set for or by the child. Where possible, the child's strengths and successes should underpin the targets set and the strategies used.

IEPs are written by the school, and should be regularly reviewed and updated. They are important, and it is essential to recognize what makes good and bad ones. You should ensure that you are included in discussions about your child's IEP, and that you are receiving feedback on their progress.

Who has an IEP?

All children with a statement must have an IEP; Part 3 of the statement (Provision) refers to this under the section on monitoring. Children on School Action or School Action Plus should also have an IEP.

Some schools are introducing a form of IEP for all their pupils; others have group IEPs. However, if your child does have a statement, the setting of short-term targets and the strategies employed should be linked to the overall objectives and provision set out in their statement. Some local authorities are encouraging "Provision Maps" that are effectively just general indications of targets and provision. These are not targeted to the individual child and you should be very wary of them. They are no substitute for a good IEP.

What does an IEP say?

An IEP will usually contain no more than three or four key, individual, short-term targets for the child to focus on (typically these only take up one side of A4 paper). They may relate to aspects of the curriculum (literacy, numeracy, etc.), or they may focus on behaviour or social skills.

The IEP should specify what will be taught, how it will be taught and how often, and should be based on the child's individual needs. Often targets will be set to cover not only a variety of objectives but different situations too, including working with and without support, in and out of class.

The IEP should also say when it will next be reviewed, and what criteria will be used to evaluate whether or not the child has met the targets. The IEP should state whether or not each target set in the preceding IEP has been achieved - most good IEPs include a

column to record this. If the column on yours is blank, you should ask immediately why the information has not been provided, as it is an important guide to your child's progress.

What input can I have on my child's IEP?

IEPs were designed to be developed collaboratively with the child and parents, with relevant school staff, and with outside professionals. You should insist that your views are included. If necessary, ask for a meeting with your child's teacher or SENCO to discuss what targets are written into the IEP and whether or not they are being attained.

How do I tell a good IEP from a bad one?

The IEP must be accessible and understandable. Does it make sense to you? Do you understand what it says about the targets your child is expected to achieve? Are they clearly set out and defined? If not, you should ask for it to be clarified.

Targets must be detailed, specific and time-related. For instance, to suggest that a child must improve their reading ability is meaningless without specific goals. More useful to say something like "by the end of the term, David will be able to..."

If any of the targets are vague, unable to be measured, non-achievable in the time-frame of the IEP, or irrelevant, then the IEP is probably poor. However, if you as a parent can see that - given the resources and equipment which should be included as part of the IEP - the target is achievable, then the IEP is likely to be a good one.

SMART TARGETS

Each of the targets set out in an IEP should be **SMART** - i.e., **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-bound.

S	Specific	Targets must be clearly and precisely defined
M	Measurable	It must be clear how progress is evaluated
A	Achievable	Targets must be realistic and within the child's ability
R	Relevant	Targets must be tailored to the individual child
T	Time-bound	Set times should be given for the attainment of each target

See below for examples of good and not-nearly-so-good IEPs.

What if the IEP is inadequate?

If you feel that your child's IEP is inadequate, insist on a meeting with the teacher or SENCO and ask for it to be rewritten.

Should I sign my child's IEP?

Parents may be asked to sign off an IEP with whatever progress is stated. Don't sign it unless you have clear evidence that progress has been made (for example, results of tests, examples from classwork, etc.). Take your time to think about the document and, if you are concerned, ask questions. If you have any doubt, don't sign it immediately; instead, say that you will consider the IEP overnight and then send it in the next day. Do not be afraid of disagreeing with some of the points, and if full agreement cannot be reached ask for your views to be formally recorded and attached to both the file copy and your copy of the IEP.

How often should the IEP be updated?

The IEP should be reviewed at least twice a year, more often if needs be – a review could take place every half-term or even every three weeks if required. In fact, monitoring a child's progress should be a continuous process and not confined to the time of each review. The IEP is supposed to be a "working document", and changes may therefore be agreed at any time, depending on the child's needs.

The school should involve you in the process, asking you and your child's views and informing you what progress has been made between the last IEP and the current review. When targets are met, new targets will be added. If targets are not met it will be necessary to examine why not, perhaps breaking the task down further or in some instances choosing alternative targets.

When reviewing IEPs, consideration should be given to progress made, how effective the IEP has been, anything that has had a bearing on your child's progress (perhaps he or she has been ill or unsettled), up-to-date information relevant to your child, and the views of you (and your child if possible). After considering progress, the targets to be achieved by the next review should be set by staff, with the involvement of you and your child.

What if my child is not receiving regular IEPs?

Ask for a meeting with your child's teacher or SENCO to discuss why. If necessary, put your request in writing and copy your letter to the local authority.





IEP CHECKLIST

- The format of the IEP may vary from school to school but should always include the following information:
 - child's personal details (name, age, class, year)
 - name of school
 - date when agreed
 - date of next review
 - signatures of parent(s) and responsible person at school, usually the SENCO
 - 3 or 4 short-term targets. In the case of child with a statement, the targets must relate to Part 3 of the statement.
- Parents should be involved in preparing the first IEP and in all subsequent reviews and IEPs
- If possible, the child should be involved in the process too – so that they are increasingly able to take ownership of their own IEP.
- 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.
- Targets must be detailed, specific and time-related.
- Targets should be realistic and provide the child with the opportunity for success and achievement.
- The IEP must define how the targets are to be achieved.
- The IEP must detail the strategies and resources that are to be used.
- The IEP must detail the criteria by which success will be judged.
- The IEP should be reviewed at least twice a year. What/where is the evidence of





- progress towards reaching each target? Have the targets been achieved? If not, why not? What additional support is needed? What new targets should be set?
- The IEP should be made available to all staff working with the child so that everyone can work towards the same objectives.

More information about IEPs can be found in the SEN Code of Practice.

An example of two good IEPs





Name: Peter Piper Class: 4Z SA	<h3>MY TARGETS</h3>			Date from: Feb 10 Date to: May 10
	MY AIMS 	I WILL...	WHO WILL HELP? WHEN? HOW?	HOW DID I GET ON? 
I am good at:  Art P.E. Computers Speaking and Listening	To improve reading accuracy aiming for an improved reading accuracy score by learning phonic sounds: /ow/, /ou/ /oa/ in all spelling variations.	Try to remember to break down the words I am reading into phonic sounds when I practice with my phonics readers	JP 3 x 15 mins weekly Small group 1:3 'Reading Reflex' programme I will be tested in May.	I have improved my reading accuracy by 4 months and now have a standardized score of 80, reading age 6 years 7 months. I have worked very hard on my phonics. I am able to decode the phonic sounds targeted independently.
I want to get better at: Understanding my reading Maths  Reading Spelling	To increase the number of sight words I can spell. Please see attached sheets for the words I will be working on.	Use the words I know in my independent writing and highlight them before showing my work to Mr.Z	JP 3 x 15 mins weekly Small group 1:4 Precision teaching, play dough and sand writing. Wordshark ICT for independent practice 5 mins daily. Vocabulary book. Test at end of each week	I can now spell the first 20 sight words on sheet 1 independently. I am able to spell the next 10 with support and by checking in my vocabulary book.





<p>Date: Feb 2010 Who is at the meeting: Mr Z, Mrs X, Ms. Piper and Peter</p> <p>Review date: May 2101</p>	<p>Place value: To understand the value of 10 in two digit numbers.</p>	<p>I will use my apparatus when my teacher gives me work to do on tens and units.</p>	<p>JP 5 x 5 mins weekly small group 1:4 Numicon number shapes, differentiated worksheets, posting numbers and shapes, building numbers from shapes then number symbols. Number sentence work such as $10 + 3 = ?$</p>	<p>Peter has found this work very challenging despite trying very hard indeed. Peter is able to understand the place value concept using numicon apparatus but cannot work independently. Peter also continues to write numbers in the wrong order e.g. 51 for 15.</p>
<p>Classroom Adaptions: Peter has all his work printed on to cream paper, sits near the front of the class and has an LSA at his table supporting the group for 5 numeracy lessons per week. Peter does not copy anything from the whiteboard. Peter uses a dictaphone at least twice a week to record his stories and other written work</p>				

Name: Peter Piper Class: 4Z SA	<h2>MY TARGETS</h2>			Date from: May 10 Date to: Oct 10
	MY AIMS 	I WILL...	WHO WILL HELP? WHEN? HOW?	HOW DID I GET ON? 
I am good at:  Art P.E. Computers Speaking and Listening	To improve reading accuracy aiming for an improved reading accuracy score by learning phonic sounds /oo/, /ay/, /ee/ in all spelling variations.	Try to remember to break down the words I am reading into phonic sounds when I practice with my phonics readers	JP 3 x 15 mins weekly Small group 1:3 'Reading Reflex' programme. I will now move up a level in my phonic readers	
I want to get better at: Understanding my reading Maths  Reading Spelling	To consolidate the 10 words that I have nearly learned to spell and learn the next 15 on the list.	Use the words I know in my independent writing and highlight them before showing my work to Mr.Z	JP 3 x 15 mins weekly Small group 1:4 Precision teaching, play dough and sand writing. Wordshark ICT for independent practice 5 mins daily. Vocabulary book. Test at end of each week. I will have a formal spelling test at the end of September 2010	
Date: Feb 2010	To write sentences	I will try and write	JP 5 minutes daily in	

<p>Who is at the meeting: Mr Z, Mrs X, Ms. Piper and Peter</p> <p>Review date: Oct 2010</p>	<p>using the words I now know how to spell, aiming to put a capital letter at the start of the sentence and a full stop at the end.</p>	<p>three sentences in my literacy book every day. I will try and remember to use my vocabulary book for difficult words to spell.</p>	<p>literacy hour 1:1 Vocabulary book JP will also test Peter's ability to write all capital letters and teach any that he doesn't know.</p>	
	<p>To write numbers whilst using numicon shapes in order to help me understand how the tens number is written before the units. I will do this with two digit numbers up to 99</p>	<p>I will use my own whiteboard to practice and always set out the number with numicon shapes before I write it down.</p>	<p>Numicon number shapes, dienes rods. JP 5 x 10 minutes weekly 1:2</p>	
<p>Classroom Adaptions: Peter has all his work printed on to cream paper, sits near the front of the class and has an LSA at his table supporting the group for 5 numeracy lessons per week. Peter does not copy anything from the whiteboard. Peter uses a dictaphone at least twice a week to record his stories and other written work</p>				

An example of two not-nearly-so-good IEPs

Name: O. Twist Class: 4B	MY TARGETS			Date from: Feb 10 Date to: May 10
	MY AIMS 	I WILL...	WHO WILL HELP? WHEN? HOW?	HOW DID I GET ON? 
I am good at:  Maths	Improve my reading using phonics.	I will learn the phonics	Mrs. Bumble will see me every week and practice my sounds with me.	Ongoing
I want to get better at: Listening Behaving Reading  Writing	I will sit still and not bother other children.	I will not get out of my chair when I am expected to be working.	I will sit at the front of the class at my own desk and listen carefully. Mrs. Bumble will remind me.	Not achieved
Date: Feb. 2010 Who is at the meeting: Mr. and Mrs. Bumble Review date: June 2010	I will start every letter on the line when I am writing.	I will copy neatly and slowly and take care not to rush.	Mr. Claypole will practice letters with me once a week and I will practice copying them every morning in my writing book.	Oliver misspells most of the words that he copies.

Name: O. Twist Class: 4B	MY TARGETS			Date from: June 2010 Date to: Oct 2010
	MY AIMS 	I WILL...	WHO WILL HELP? WHEN? HOW?	HOW DID I GET ON? 
I am good at:  Maths	Improve my reading using phonics.	I will learn the phonics	Mrs. Bumble will see me every week and practice my sounds with me.	
I want to get better at: Listening Behaving Reading  Writing	I will sit still and not bother other children.	I will not get out of my chair when I am expected to be working.	I will sit at the front of the class at my own desk and listen carefully. Mrs. Bumble will remind me.	
Date: Feb. 2010 Who is at the meeting: Mr. and Mrs. Bumble Review date: June 2010	To spell the first 100 sight words correctly	I will learn 10 a week and get tested on them at the end of each week.	Mr. Claypole will practice them with me regularly	