Education and Learning Directorate

Dumfries and Galloway Council

A Guide to Supporting Learners through the use of Individual Educational Plans (IEPs)

August 2022

Rationale

All children and young people need the support of the education system in order to achieve to the fullest extent possible. The Additional Support for Learning Act 2009 provides a structure for supporting children's learning and is based on the idea of additional support needs: learning environments; family circumstances; disability or health needs; and social and emotional factors.

Some children and young people need additional help in order to gain the maximum benefit from education. This additional help can be structured through an Individualised Educational Plan (IEP), where identified needs are met through planned strategic intervention. It is essential that children, young people and their parents are involved at all stages of this process.

What is an IEP?

An Individualised Educational Plan (IEP) is an operational/working curricular planning tool. It describes in detail the nature of a child's or young person's additional support needs, the ways in which these needs can be met, the learning outcomes to be achieved, and specifies what additional support is required. It will be either a paper or electronic document that is shared with the parents twice or three times a year in line with school planning and reporting procedures. It should be developed collaboratively by the learner, parents/carers and relevant school staff and professionals. It is important to share what the plan might look like for parents before any formal meeting so parents attending any IEP meeting have a level of confidence around their engagement. An IEP should be a dynamic response to individual needs and rooted within the planning for the learner. It should be inclusive in context.

The key functions of an IEP are therefore to:

- Detail a child or young person's additional support needs.
- Look at the ways in which a child or young person's needs will be met
- Describe how learning outcomes will be achieved
- Identify what additional support is required – including that from agencies out with education.

Who should have an IEP?

An IEP may be appropriate where children or young people require more detailed planning for learning than can be catered for through routine personal learning planning, or where substantial adaptation to the curriculum is being considered. The young person will already have been identified and supported at Stage 2 of the Stages of Intervention Process and due to the lack of progress and outcomes of previous support, should be considered for Stage 3 and an IEP. Reviews and evaluations at Stage 2 of planning will indicate a clear lack of progress. This evidence of the level of additional support needs will indicate that significant planned intervention in the form of discrete targets is now required.

Pupils within Stage 2 will be supported within their school or nursery setting by existing staff. The need for further assessment and support will be identified and planned. Specialist advice from within education or from partner services may be sought. Planning formats will be more specific and detailed and may utilise specialist planning documentation e.g. Additional Support for Learning Plans.

Pupils within Stage 3 will be supported within their school or nursery setting by existing staff in liaison with other specialist education or partner agency services. Planning will largely be done collaboratively and utilising planning formats such as the Child's Plan or an Individual Educational Programme.

Where a mainstream establishment finds it necessary to produce a large number of IEPs it may be beneficial to review the level and quality of differentiation and ensure that there is a shared understanding of the level of need at Stage 3 of the Stages of Intervention.

The use of the Flow Chart in Appendix 1 can support the decision making process.

How is an IEP compiled?

The Head Teacher has overall responsibility for ensuring that an appropriate curriculum that reflects the values and aims of the establishment is in place. Head Teachers will identify an IEP Coordinator who should be a member of staff based within the school to have day-to-day responsibility, for example, Head Teacher, Depute Head Teacher, Principal Teacher, Class Teacher or in some cases Additional Support for Learning Teacher. The IEP coordinator will ensure that the IEP is completed in conjunction with all members of the inter-disciplinary team involved with the child or young person. Long-term and related short-term targets will be set, and regularly reviewed, in collaboration with pupils, parents, teachers and key workers.

An IEP should be carefully constructed for it to be effective and manageable. It should not be cumbersome or filled with endless targets. The IEP should give clear direction, allow for purposeful deployment of staff and resources and above all else allow the child or young person to gain a sense of achievement. The learner should have a strong feeling of ownership in any plan that relates to their education and well-being.

What is the process of IEP development?

The process begins with an information gathering phase to identify the factors giving rise to the additional support needs. This information will inform whether a single agency IEP is required or if a multi-agency IEP as part of a Child's Plan would better meet learners' needs. Information about the specific additional support needs may be gathered by:

- Reviewing personal learning plans
- Holding a review meeting that includes the parents, other agencies who may be involved, and the learner.
- Undertaking classroom observations and specific assessments
- Examining information provided at transition.

Targets are identified in the core areas of the curriculum relevant to the child, and may include targets in:

- Communication and Language
- Knowledge and Understanding of the World
- Emotional, Personal and Social Development
- Expressive and Aesthetic Development
- Physical Development and Movement

Targets set are both long term (one year) and short term (2/3 times per year – depending on circumstances).

Targets must be SMART:

- Specific
- Measurable
- Achievable
- Relevant
- Timed

Once targets are established, the means of supporting the child or young person to achieve these targets are also identified.

- Resources
- Methods/approaches
- Personnel
- Success Criteria

Quality Assurance and Moderation

As part of quality assurance processes, IEPs will be routinely audited and moderated to ensure a consistent approach and that provision is equitable throughout Dumfries and Galloway.

Storing and Sharing IEPs

IEPs can be stored in the confidential folder on the school system. All staff should know where these can be accessed. School office staff can offer advice if required. On a child's SEEMIS record, an IEP should be indicated. Please liaise with the school office to check current information and add any updates regarding SEEMIS. The achievement of targets can be tracked in line with school tracking and monitoring procedures – see Appendix 4. If a child moves school during an academic session, IEPs/tracking information should be transferred along with all other relevant information. It is safe to do so via Glow email, but upon receipt schools should save these documents into their school confidential area.

Format of an IEP

An IEP should be a working document which:

- identifies the needs of the child
- identifies the factors giving rise to individualised support
- details assessment data
- identifies long term and short-term *SMART* targets and how these will be achieved
- identifies timescales of targets.

Further guidance can be found in Education Scotland IEP Briefing Paper - *https://education.gov.scot/Documents/cfe-briefing-13.pdf.*

Whilst an IEP can be either be a paper or electronic version, relevant information needs to be shared and easily accessed by all relevant parties. Parents can be sent an electronic or paper copy for them to use when discussing the IEP with staff. Within an empowered system, A Headteachers' Charter for School Empowerment (2021), school leadership is a key driver for improvement therefore, variation is expected. IEPs should complement existing school planning and profiling systems and processes. Sample formats are shown in Appendix 2 and 3 which can be used or adapted as necessary.

Workload Implications

Within each Primary School's workbook, an allocation of management support time of 3 minutes per IEP per week is given. The 35-hour working week agreement should reflect appropriate allocation of planning hours.

APPENDIX 1

Flow Chart to give a general guide to decide whether a learner requires an IEP.

Is the Learner supported at Stage 2 of the Stages of Intervention and being considered for Stage 3 and/or have a Coordinated Support Plan and/or Care Experienced?

Yes

No

Does the Learner require one or more of the following?

- Significantly enhanced adult support (for basic care needs, for behaviour support, for curriculum support).
- Complex Needs
- Agreed action from a Child's Plan
- Highly specialised resources (adaptations to the environment,
- Highly specialised method of communication (sign language, Braille)
- Multiple significant needs which collectively create barriers to inclusion.

Yes

No

An IEP is not required.

Highly effective differentiation at classroom level can meet learners needs

An IEP is required

(With some exceptions such as)

- Care Experienced learners can be exceptions due to them already receiving all they need to thrive at school.
- Learners with a Coordinated Support Plan can be exceptions due to the CSP already meeting the learners needs.
- A group of learners have similar needs which can be met through group plans which are part of existing school planning.

Adapted from the Manual of Good Practice 2012

APPENDIX 2 – Sample IEP Format

Supporting Learners

In Dumfries and Galloway

Individual Education Plan (IEP)

School Badge

School Name

Effective Planning for Learning

through an

Individual Education Plan (IEP)

"Working together we aspire to meet the needs of all pupils by providing them with a nurturing environment and the best learning and teaching experiences, so they are valued, included and achieving their full potential".

Example of a possible Vision Statement

Working together in partnership with you as parents, we strive to meet your child's learning and developmental needs during their learning journey. In Dumfries and Galloway every child's needs are assessed as part of a Staged Intervention Process where requirements which cannot be met by their class teacher through effective differentiation are identified. This level of need is then expressed in an IEP.

An IEP allows all those involved to:

- Create a profile of your child's strengths, learning preferences and areas of development.
- Identify short and long term targets that allow for progression in learning to be measured.
- Help your child to become better involved in their learning.
- Work together and share responsibility to support your child to meet these targets.

An IEP is a non-statutory document used to set reasonable learning goals. An IEP is not a complete curriculum planner; rather it is for planning those aspects of the curriculum which need to be individualised for your child. Your child, who is directly involved in decisions that affect their learning, will work together with their Class Teacher, Learning Assistant, Additional Support Needs Specialist, you as their parent and other relevant professionals where appropriate, to create long term and short-term targets. Our IEPs are designed to bring together your knowledge of your child with the school's knowledge about learning and teaching and any specific specialist knowledge of identified needs to promote positive outcomes for your child.

Meetings will be scheduled so that all relevant stakeholders can be involved in setting and reviewing specific learning targets twice this academic session as a minimum expectation.

Learner Selfie

PHOTO

I learn best when …

My strengths are …

Things you should know about me

Include me by …

Dumfries and Galloway Council **Individual Education Plan**			
School			
Name:	d.o.b.:	Class:	
Pupil Profile & strengths: Factors arising for IEP.			Stage of Intervention: **3** or **4**
ASN factor 1	**DISABILITY OR HEALTH** Down's Syndrome, Visual Impairment, Language or speech disorder, Autism Spectrum Disorder, ADHD, Health Needs, Physical and Motor Impairment, Hearing Impaired, Selective Mutism, Global Developmental Delay		
ASN factor 2	**LEARNING ENVIRONMENT** EAL, Highly Able Pupils, Dyslexia, Dyscalculia		
ASN factor 3	**FAMILY CIRCUMSTANACES** Travelling Communities, Young Carers, LAC, Interrupted Learning		
ASN factor 4	**SOCIAL AND EMOTIONAL** Experience bullying behaviour, Social and emotional behavioural needs, Bereavement, Substance Misuse, Risk of Exclusion		
Adults involved:	IEP Coordinator: Parent/Carer: Class Teacher: Named Person: Additional Support Specialist: Learning Assistant: Other:		

Long Term Targets: Literacy H & W Numeracy	Date set: **Literacy**	Evaluation:	Date achieved:
	Date set: **Numeracy**	Evaluation:	Date achieved:

	Date set: **HWB**	Evaluation:	Date achieved:

IEP Review Date: _____ Continue with IEP – Yes/No

Short Term Target – September - December

	My Short Term Targets	How I will achieve this:	How I think I am doing.	Learning Assistant Observations
1.				
2.				
3.				
4.				
5.				
6.				

My Parents'/Carers' Thoughts	My Thoughts	My Teacher's Thoughts.

Short Term Target – January - March

	My Short Term Targets	How I will achieve this:	How I think I am doing.	Learning Assistant Observations
1.				
2.				
3.				
4.				
5.				
6.				

My Parents'/Carers' Thoughts	My Thoughts	My Teacher's Thoughts.

Short Term Target – April – June

	My Short Term Targets	How I will achieve this:	How I think I am doing.	Learning Assistant Observations
1.				
2.				
3.				
4.				
5.				
6.				

My Parents'/Carers' Thoughts	My Thoughts	My Teacher's Thoughts.

Chronology of Assessments:

Date	Assessment	Data	Comment

APPENDIX 3 – Sample IEP Format

Pupil Name		Date of Birth	
School		Year Group	
Staff involved		School Session	

Single Agency Education

Dumfries & Galloway Council

Stage of Intervention (3/4)	
Primary ASN Factor(s)	DISABILITY OR HEALTH, LEARNING ENVIRONMENT, FAMILY CIRCUMSTANACES, SOCIAL AND EMOTIONAL
Please ensure that the completion of all IEPs are logged on the SEEMiS Personal Tab, including the Stage of Intervention and identification of the relevant ASN Factors which are necessary for data collection at a local and national level.	

Pupil Profile: *Consider SHANARRI wheel*			
What can help: *Consider strategies to support Inclusion. Partner services involved.*			
Assessment Information			
Long Term Target	*Experiences and Outcomes. Personalised, differentiated and specific. SMART.*	Evaluation:	Target Met: Y/N (Date)
ShortTerm Targets (Highlight when completed)	*Consider: Say/Write/Make/Do. Independent learning.*	Strategies/Resources/Tasks *These should provide the opportunity for the intended learning to take place.*	

Long Term Target	*Experiences and Outcomes. Personalised, differentiated and specific. SMART.*	Evaluation:	Target Met: Y/N (Date)
ShortTerm Targets (Highlight when completed)	*Consider: Say/Write/Make/Do. Independent learning.*	Strategies/Resources/Tasks *These should provide the opportunity for the intended learning to take place.*	
Long Term Target	*Experiences and Outcomes. Personalised, differentiated and specific. SMART.*	Evaluation:	Target Met: Y/N (Date)
ShortTerm Targets (Highlight when completed)	*Consider: Say/Write/Make/Do. Independent learning.*	Strategies/Resources/Tasks *These should provide the opportunity for the intended learning to take place.*	
Parent/Pupil Views	Parent Views:	Pupil Views:	
Next Steps			
Review Dates	Plan Agreed:	Plan Reviewed:	End of year review:

APPENDIX 4 – Example of Tracking Document

SCHOOL

ACHIEVEMENT OF IEP TARGETS Session 2022/2023

	Primary 1						Primary 2						Primary 3						Primary 4						Primary 5						Primary 6						Primary 7						Running Total % Achieved
Pupil Name	Dec		April		June		Dec		April		June		Dec		April		June		Dec		April		June		Dec		April		June		Dec		April		June		Dec		April		June		
	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	A	NA	
Achieved %																																											

A = Achieved NA = Not Achieved