



Guidance for Individualised Educational Programmes (IEPs).

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Please note links will continue to be updated within this guidance. The version on the Education Scotland website will be the most up to date IEP Guidance.

1. Part 1 – Introduction

This section provides a summary of the purpose and criteria for an Individual Educational Programmes (IEP) set within the totality of the Scottish curriculum.

The curriculum is the totality of all that is planned for children and young people throughout their education and includes:

- Opportunities for personal achievement
- Interdisciplinary learning
- Ethos and life of the school
- Curriculum areas and subjects



1.1 Overview

This guidance provides updated advice for local authorities and practitioners for the use of Individual Educational Programmes (IEP) for children and young people within the additional support for learning planning process. It can also be used to inform partners, children, young people and their parents and carers of when an IEP should be considered, established and used.

Education authorities may use different names for an Individualised Educational Programme (IEP). These are referred to as 'plans' and are sometimes called:

- Individual Support Plans (ISPs)
- Educational Support Plans (ESPs)
- Additional Support Plans (ASPs).

They can be standalone plans or be incorporated into other plans for example a Child's Plan.

Note: An IEP is not a statutory education plan. The only statutory education plan is a Co-ordinated Support Plan (CSP).

1.2 IEP Summary

- An IEP is a non-statutory document used to plan specific aspects of education for a child or young person who need some element of their curriculum to be individualised **beyond** the universal level of Additional Support Needs (ASN) planning already in place.
- The child or young person and their families **must** be involved in the development of an IEP. This is a legislative entitlement and duty.
- Outcomes within an IEP can relate to any aspect of a child or young person's identified need that bridge across the totality of the curriculum. These can include outcomes suggested by the child or young person themselves, their parents/carers or other agencies which can be supported by the school.
- On its own, an IEP is not a curriculum planner for a child or young person who has one; it is only for the aspects that cannot be planned for within educational group or class planning. Wherever possible, differentiation and reasonable adaptations to enable access to curricular subjects should be evident within group or class planning. (link to further guidance/training?)
- An individualised curricular pathway or plan can sit alongside ASL planning (at any level) as part of the teacher's group/class planning.
- IEP outcomes (targets) may already be, or can be, incorporating into the ASL planning already in place and reviewed in line with statutory duties.
- In all cases, it is the way in which an IEP is used, rather than the format of the document itself, that is key to the effective delivery, impact and measurable outcomes for children and young people.

1.3 What is an IEP for?

An IEP is a **non-statutory** document used to plan specific aspects of education for children and young people who need some, or all of their curriculum to be significantly individualised because their needs cannot be met through **whole class** or **group** planning already in place.

The majority of children and young people's needs are met through universal planning in accordance with the [Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(as amended 2009\)](#). Universal planning is completed by the class teacher to meet the needs of all children and young people within a classroom at a whole class or group level. This includes universal ASL planning. Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners to take a child-centred approach which promotes and supports wellbeing, inclusion equality and fairness.

The IEP should be developed **for**, and with the child or young person and their family. This collaborative approach meets legislative duties and entitlements. It also enables everyone to work together to identify and regularly review agreed targets and outcomes in relation to the areas of need which require to be individualised for the child or young person.

To establish an IEP the child or young person's needs will have been identified and assessed, usually as part of a staged intervention process. It also means that it has been agreed that these needs cannot be planned for by their teacher or early years practitioner through universal planning.

An IEP would be considered, **only** when planning for the class or groups within it, cannot meet a specific need. For example, this may include:

- Wellbeing and emotional support
- Adapted learning and teaching supports and strategies that require personalisation.
- Use of personalised technological support.

The IEP outcomes (targets) may be incorporated into a 'Child's Plan' (this ASL plan may also be called something different across education authorities) or an IEP could be a standalone

document in a very small number of cases where the planning for much of the learning for the individual child cannot be facilitated within existing class or group plans.

There should also be a version of IEP outcomes (targets) in an accessible format for the child or young person.

1.4 How does an IEP fit in with curriculum planning more broadly?

The Scottish Education legislative framework places a duty on local authorities to ensure all children and young people with the entitlement to support, have their learning needs met and that this is recorded in the most appropriate planning format.

On its own, an IEP is **not** a complete curriculum planner for the child or young person who has one, rather, it is for planning only those aspects of the totality of the curriculum which need to be individualised for them. The other aspects of their curriculum (such as subject specific progression) will be planned and tracked in the same way as they are for all other children and young people through differentiation of experiences, resources, environment and success criteria.

Local authorities across Scotland use a staged ASN intervention processes for all their children and young people. Where an additional need has been identified through the local authority ASN planning process, if this results in outcomes (targets) that cannot be planned for within the class or group planning, this is when a consideration of an IEP specific outcome (or standalone plan) is required.

IEPs and Children and young people with complex and profound needs.

Many special schools and units/provisions in mainstream schools may use [ASN milestones](#) or other subject specific/life skills programmes to track and plan learning for the children and young people within their groups and classes.

This is therefore the main planning format within the class or group in which the learner is being taught. An IEP for curricular input may **not** be required in addition to this.

A child or young person may still have personalised measurable outcomes (targets) within wider a Child/Young person or ASL plan which may be focussed on cross curricular elements of their development that would be reviewed as appropriate within the local authority's guidelines for this.

Many ASN needs (and outcomes) in a specialist setting may be met at a universal level within due to environmental, support and resources available.

As with all settings, the outcomes (targets) would be related to aspects of the individualised ASN over and above what is available at the universal stage of intervention applicable to that setting.

Taking all of the above into account a standalone IEP would only be required in exceptional circumstances. Most IEP outcomes (targets) should be represented within ASL planning already in place for the child or young person.

2. Part 2 – IEP: Practice and Process

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This section provides some guidance on the development and implementation of Individual Educational Programmes (IEP) set within the totality of the Scottish curriculum.

2.1 What should an IEP contain?

IEPs should be written so as to be easily understood by children and young people and their parents/carers. For example, using plain English.

There should be an accessible version, age and stage appropriate, of the outcomes (targets) for the child or young person to refer to and evaluate themselves

A standalone IEP or a Child's Plan/ASL plan containing IEP outcomes (targets) must contain **all** the following:

Personal Data

- Basic information about the child or young person (name, date of birth, class)
- A Plan/ IEP co-ordinator's name (key or named person)
- A list of relevant staff involved in supporting learning, with contact details (plan partners)

Learner Profile of Need

- Brief outline of the child or young person's strengths
- Brief outline of factors and needs arising for the child/young person
- Reference to the staged intervention, assessment and analysis processes

Evidence of parental and child or young person's voice throughout

Parents/carers and child and young people should be involved throughout the ASL planning process. The following suggest where this can happen:

- Assessing and evaluating a full profile of need.
- Reviewing previous outcomes(targets) and plans
- Deciding which level of planning is most appropriate for example; when a learning profile clearly identifies individualised needs that cannot be planned for within the class or group planning and are not met within universal level of intervention within a setting, this should be clear.
- Prioritising which needs are the focus for next steps directly relating these to identified needs. This may involve outcomes (targets relating to factors outwith the educational setting or at home)
- The role that parents/carers and children and young people, as well as other plan partners can take in the support/actions/resources or adaptations required.
- When exploring the next measurable outcomes (targets) where applicable, if wording is discussed, understood and agreed with the learner and their parent/carer, they are more likely to engage and take ownership of the outcomes (targets)

It is recognised that when writing plans and the measurable outcomes (targets) in the first person, eg I will be able to use my symbolised task lists to organise my resources at the start of known tasks throughout my week, with less support from an adult, over the next term.

If a discussion takes place with the learner around why this would be a good thing for them (in this case, in preparation for a transition to high school), the supports, roles of other and resources that will be available to help them to achieve this and how and when this will be measured, an outcome (target) can avoid being overwhelming and seemingly unachievable.

Relevant details of parental and child and young people's views (discussions, thoughts and any disagreements) can be recorded in accompanying minutes of meetings or within the plan itself dependent on format used as appropriate

Outcome (target) based Learning Plan

A measurable outcome (target) should state what is going to be **different** or **better** for the child or young person as a result of the tasks and adaptations to achieve that **and** state how we are going to know that it has been achieved.

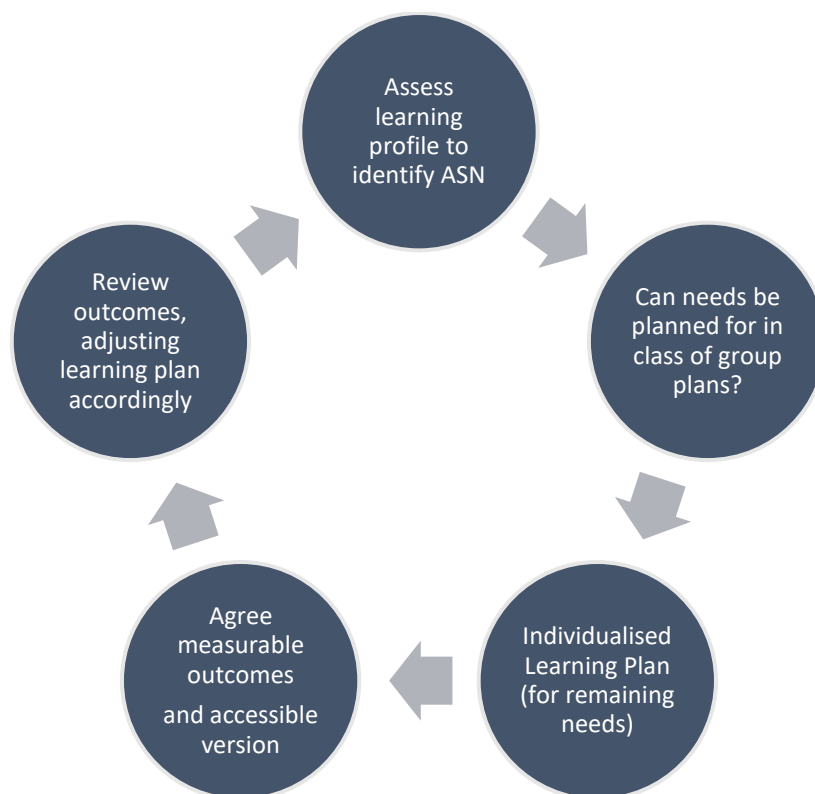
Measurable outcomes (targets) should be:

- Related to overarching needs such as Independence, social skills, regulation or communication
- Relevant to the learner's development /functional levels – directly related to identified needs
- Adding value to what is already in place and building on past outcomes
- Measurable either qualitative or quantitatively eg – measurable increase in attendance or child is communicating that they are happier/more relaxed/less anxious.
- Realistically attainable in specified timescale with indicated time expected for embedding learning and strategies etc before further assessing
- Details of who, how and what will be used to support the child or young person to achieve each outcome and allow the child or young person to access their learning/achieve the outcome (target) including:
 - the child or young person and the parents/carers role in this as appropriate
 - approaches/adaptations will be put in place (that are new/different to what is already happening/ in the plan)
 - what will be explicitly taught/tried/evaluated
 - how this will be measured
- Reviewed within ASL legislation timelines
 - Long-term outcome(s), to be reviewed at least once a year (date noted)
 - Short-term outcome(s), working towards the longer-term outcomes to be reviewed at least termly (dates noted).
- Review dates, comments and updates to show progression and inform next steps.

There is not one nationally agreed format or template for an IEP. As highlighted in Part 1, there are variations in planning to support additional needs across the 32 local authorities, and this includes the IEP formats and templates. However, irrespective of what format is used they should contain the above data set/information.

If the Local Authority ASL planning document for example, an ASL Plan or a Child's Plan, has the required data set already contained within it, IEP specific outcomes (targets) can be incorporated within the learning plan section.

These may sit alongside short-term outcomes (targets) that do not require the same level of planning or review timescales, or this may only contain IEP long term and short-term outcomes (targets) and act as a standalone document where the planning to meet needs cannot be incorporated into class or group planning.



Summary ASL Planning Points

An IEP requires:

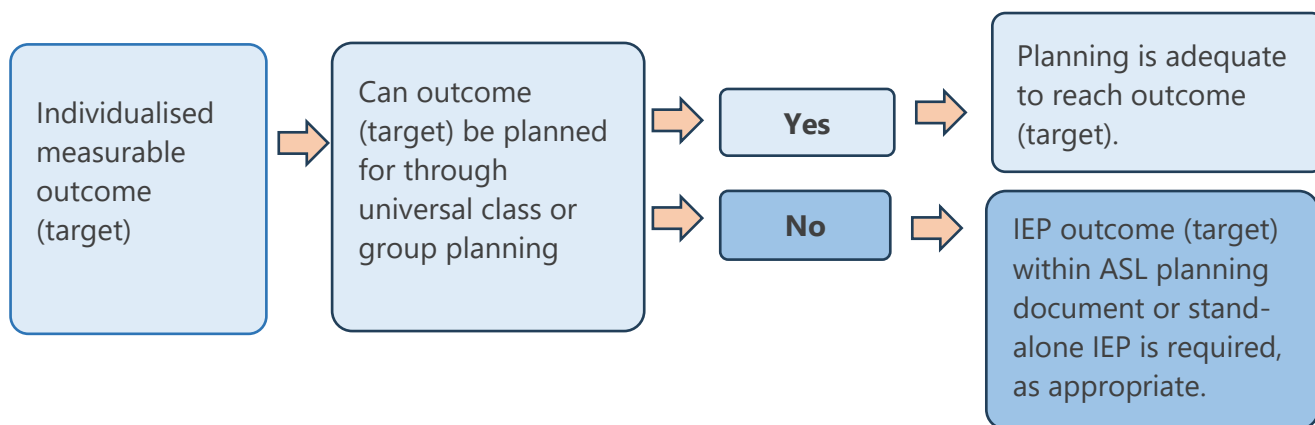
- Personal data
- Key worker/Named person
- Detailed Learner profile
- Learner and parental voice
- Universal class support in place including differentiated planning etc.
- Overarching, Measurable individualised outcomes (targets) related to identified need

An IEP is an outcome-based learning plan.

An IEP:

- States measurable outcomes (targets) for the learner to meet outstanding need(s) that cannot be planned for within class and group planning
- States what supports/activities and who is responsible
- Has an accessible version of outcomes (targets) for the learner.

Exploration to establish if outcomes can be met through universal, class or group.



2.2 Who should be involved in preparing IEPs?

An IEP is coordinated by a key person who is working with the child or young person and prepared in collaboration with the team around the child or young person (all plan partners).

As with all ASL planning, the drafting, writing, implementing and reviewing of an IEP **must involve the child or young person and their parent/carer** using the preferred method of communication Views must be sought, recorded and taken into account in the planning process.

The team around a child or young person may include:

- The class teacher/s or early years practitioner
- Key support for learning staff
- Guidance/ pastoral staff
- Senior manager
- Family supporter or advocate and interpreter if required
- Professionals from other agencies such as:
 - NHS
 - Social Work
 - Educational Psychologist
 - Third sector agencies
 - Independent advocate

This is not an exhaustive list. Anyone involved in supporting a child or young person to fulfil their potential can be involved in planning to meet their needs.

2.3 What processes are needed for an IEP to be effective

All local education authorities must have a set of procedures and processes in place explaining where each level of planning sits, linked to their staged level of intervention, for children and young people who require planning to meet additional support needs.

The following steps should be taken with the child or young person, and their family fully involved throughout and should include the following:

1. A relevant and up to date profile of the child or young person with an analysis of identified factors, needs and how these can be met across all levels of ASL planning.
2. Initial meeting with professionals, parents/carers and the child or young person to agree the areas which require this level of planning.
3. Review of previous outcomes and plans
4. Agreement that outcomes cannot be met through universal class and group planning alone and an IEP is appropriate. (The IEP should be used as or be part of a working document to inform learning and teaching and support the wider ASL planning as appropriate).
5. Prioritising the next measurable outcomes (targets) and appropriate learning plan to meet identified needs if required.
6. An agreed key worker/co-ordinator is identified
7. Circulation of draft and subsequent finalised plan with accessible version(s) devised as appropriate
8. Review dates
9. Review of steps 1 and 2 to inform decision of future planning level required.

Even when the IEP outcome (target) is written as part of a wider planning document, such as the Child's Plan or ASL Plan, the basic IEP principles outlined above need to be followed.

2.4 What is the difference between an IEP and a CSP?

A Co-ordinated Support Plan (CSP) is the **only** statutory education planning document which **must** be put in place for those children and young people who meet all the legal criteria for one.

CSP's are for a small number of children and young people who have additional support needs arising from complex or multiple factors which require co-ordination of support from the education authority and other agencies.

The CSP only contains the educational outcomes that require co-ordination, but only where the significant involvement of one or more agency is required. These outcomes are often the same as those in an IEP or wider ASL plan. Further details regarding CSPs can be found in the revised '[code of practice](#)', [Supporting Children's Learning \(2017\)](#).

The ASL/Child's Plan is **not** a statutory educational plan. An IEP (whether stand alone or incorporated into a Child/ASL Plan) is not a statutory educational plan.

Effective use of ASL plans and IEPs

When reviewing the impact of the planning in place in your establishment, in addition to the prompts embedded throughout this document, you may find it helpful to consider the following challenge questions:

- Has the child or young person and their family been given the appropriate support and opportunities to participate in the development and monitoring of their outcomes?
- Has a staged intervention or equivalent process been used effectively to identify the need for the appropriate level of planning, either initially or to continue?
- Does the document specify up to date strengths and additional support needs clearly in a way that everyone involved can understand?
- Is attainment and achievement of children and young people with ASL plans, tracked and monitored effectively to show impact? How do you know?
- Are outcomes written well? Are they individual to the child or young person? Are they measurable? Relevant to the identified needs of the child? Overarching?
- Is the child or young person aware of the measurable outcomes and what others are planning for and with them? Do they know what their planned outcomes are?
- Are short-term outcomes reviewed, evaluated and updated at least once per term and long-term targets reviewed, evaluated and updated at least annually?
- Is progression in learning planned over time from one IEP to the next, and is it clear and unambiguous?
- Do all staff know which children and young people have IEPs. How do you know?
- Are the child or young person's IEP outcomes evident in staff planning for learning and teaching?
- If the needs of the child or young person change or outcomes are not being met within the timescales, are there mechanisms in place to review and change the plan or the outcomes as appropriate?

- How effectively do IEPs contribute to planning across key transitions, including from pre-school to primary, from primary to secondary, and from secondary to post-school destinations?
- When IEP specific outcomes (targets) are no longer required, what information for staff, parents/carers and children and young people is available?

3. Appendix 1 - Where can I find out more?

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The following links will help further understanding and communication around IEPs:
[asl-guide-parents-carers.pdf \(enquire.org.uk\)](#)

[planning.pdf \(enquire.org.uk\)](#) [Types of plan](#) | [How schools plan support](#) | [Additional support](#) | [Parent Zone \(education.gov.scot\)](#)

[Children's rights](#) | [What is my child entitled to?](#) | [My child](#) | [Parent Zone \(education.gov.scot\)](#)

[Untangling ASL - Enquire](#)



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