

## The Individual Education Plan (IEP)

The SEN Code of practice for Wales 2004 stresses that all children should have a record of progress; this could be via an individual education plan (IEP). It is used to inform, plan, teach and review individual pupils with Additional Learning Needs (ALN).

All children receiving ALN support at school action or school action plus or those who have a statement of SEN should have an IEP or be included in a group IEP. The IEP should include targets set by Education, Health and Social Care.

The IEP will also be used by the Local Authority when considering whether a statutory assessment (statementing) is required and to monitor progress for children with statements at annual review.

### IEPs should include details of:

- ✓ The nature of the child's difficulties
- ✓ Action to be taken by the school:
  - Provision (what will be done)
  - Staffing (who will do it)
  - Frequency (when and how often it will be done)
  - Specific resources: i.e. programmes/activities/materials/equipment
  - Parental support
- ✓ Pastoral care/medical requirements
- ✓ Monitoring and assessment arrangements
- ✓ Review arrangements and dates

The IEP is not a child's school record and it should look ahead (an action plan) rather than looking back (a review).



The school's Additional Learning Needs Coordinator (ALNCo) usually writes the IEP in consultation with class or subject teachers, parents and any outside professionals who may be working with the child (e.g. speech and language therapists or visiting specialist teachers).

Good practice is that IEPs should be reviewed at least twice a year for school aged pupils and at least termly for pre-school children and that parents should be consulted. Any action parents are to take should also be recorded (e.g. Mrs Jones to play maths game with Daniel at home).

Many schools design their own IEP forms and there are a great variety of formats.

Some schools use a system of provision mapping. This gives an overview of pupils' SEN and provision available throughout the school. Where several children are working towards the same targets and receive the same support, school can then write a group IEP. If that is the case, school must also keep the individual child's school record up to date and protect confidential details about other pupils.

Targets in an IEP should be **SMART** – **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-bonded. It is suggested that there should be no more than 4 or 5 different targets at any one time.

If the pupil has a statement the targets on the IEP should relate to the objectives in part 3 of the statement.

***Further advice on IEPs and involving pupils can be found in the National Assembly Handbook of Good Practice for Children with SEN***

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