



What is an I.E.P?

The I.E.P is a planning document for pupils who have special educational needs.

5.51 of the SEN Code of Practice states:

The IEP should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. The IEP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the child's needs. The IEP should be discussed with the child and the parents.

The IEP:

- Is a planning, teaching and reviewing tool
- Should underpin the process of planning intervention for the individual pupil with SEN
- Should set out "what" should be taught and "how it should be taught and "how often"
- Is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets
- Is a working document for all teaching staff
- Must be accessible and understandable to all concerned.

It should contain:

- Short term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be revised
- Success or exit criteria - Outcomes



INDIVIDUAL EDUCATIONAL PLAN TARGETS SHOULD BE SMART

- **S**PECIFIC
- **M**EASURABLE
- **A**CHIEVABLE
- **R**EALISTIC
- **T**IME LIMITED



SUMMARY

A GOOD IEP SHOULD:

- BE EASY TO USE
- FOCUS ON KEY DIFFICULTIES
- INCLUDE 3-4 SPECIFIC MEASURABLE TARGETS
 - INVOLVE PUPILS
 - INVOLVE PARENTS
 - MONITOR PROGRESS
 - BE REGULARLY REVIEWED
- LINK WITH EXISTING PLANNING