



IEP - FACTSHEET

WHAT IS AN INDIVIDUAL EDUCATION PLAN?

Many children with special educational needs require some teaching which is additional to or different from that provided to the other children in the class. The Individual Education Plan sets out what, how, and how often this should be done.

The IEP will concentrate on 3 or 4 achievable targets. These will be based on current priorities and will change over time to cover all areas of need. Targets are used to break skills down into small steps and can be important in showing that progress is being made. They can be used to help with all aspects of the curriculum and learning from counting and spellings to behaviour and self esteem.

IEPs should include **SMART** targets, these are:

- Specific
- Measurable
- Achievable
- Relevant
- Time bound

The targets will be set by your child's teacher and the schools SEN Co-ordinator, other support services may be asked for advice.

Depending on whether the child has educational needs or additional needs, the child's plan may be called:

- IBP - Individual Behaviour Plan
- PSP - Pastoral Support Plan
- PEP - Personal Education Plan

Whilst the format of these forms may vary between schools and LEA's, quality documents will:

- Describe your child's special educational needs
- Set realistic and achievable targets for your child to work towards



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- Outline the extra help your child will get in school
- Say when the plan will be reviewed
- Record the outcomes

How your child can be involved:

- They can tell school of any worries they have
- Share information with school about themselves and how they learn best
- Attend the meeting and be involved in reviewing progress and setting the new targets.

How can you be involved?

- Meet the teachers and discuss the plan
- Give information that might be helpful

CARRYING OUT THE IEP

What will the school do?

- Make sure all your child's teachers know about the IEP and how to support it
- Record progress and keep you up to date
- Listen to any worries or good ideas your child has about the IEP

What parents can do:

- Be positive, optimistic and avoid criticism of progress
- Listen to any worries your child has and let school know about them if necessary
- Take an interest and give praise for achievements - even small ones
- Help your child practise new skills at home that you have agreed with the school



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REVIEWING THE IEP

What the school will do:

- Make sure your child knows what will happen at the review and who will be there
- Discuss with your child the progress they have made and any problems they have come up against
- Invite your child to attend at least part of the review meeting, if this is appropriate

What parents can do:

- Explain to your child about the review before it happens
- Listen to any worries your child might have about it
- If attending the meeting support your child and help them to express their feelings
- If you do not attend, make sure the people at the meeting know you and your child's wishes and feelings
- Talk through the experience afterwards and discuss what was decided with your child

Regular or formal review meetings may not be planned, but IEPs should be reviewed at least twice a year. The views of the child and parents should be sought as part of the review process.

If you do not have a copy of your child's current IEP their class teacher or the SEN Co-ordinator at the school will be able to provide a copy.