Inclusion and Special Educational Needs

25 April 2015

Individual Education Plans and Provision Mapping

What is an IEP?

- The IEP is a planning, teaching and reviewing tool

- It should underpin the process of planning intervention for the individual pupil

- It 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.

Who needs an IEP?

- Little or no progress (1/2 sub levels below). Despite provision already being made.
- Show signs of difficulty in literacy/numeracy skills.
- Emotional or behavioural difficulties.
- Sensory or physical problems. SENSS team involved.
- Communication/interaction difficulties.

Who can contribute?

Class teacher

Pupil & Parents

TAs

SENCO

SMT

Other Agencies/Professionals

What's in an IEP?

- Basic details!

- Evaluation.

- Parent and child views and signed by a parent.

- Short term SMART targets set for or by the child.

- Teaching strategies to be used.

- Provision to be put in place.

- Review date.

- Success/exit criteria.

Breaking Tasks Down

In order for targets to be achievable, tasks need to be broken down.

SMART Targets

Simple, **S**pecific – low in number too.

Measurable – or observable.

Achievable

Relevant

Timed

Some examples

- By the end of January, X will read and spell the words: 'and, the, saw, you, said' in and out of context 3 times out of 5.

- To sit on his mat and listen to a story for 3 minutes without shouting out.

- To come in to the room quietly and sit down.

- To recall numerals 1,2,3,4,5 when presented on cards.

Needs to be done:

• With the child and parent.

• Every half term/6 weeks- to closely monitor the child and provision used.

(To refer a child, 2 evaluated IEPs & 1 current one is needed for the next planning meeting)

A copy to <u>parents</u>, <u>SENCO</u> (evaluated copy and new), into <u>Class IEP file</u> and <u>TA</u> made aware.

- IEPs should have all the **basic details** and should be **evaluated**.

- a working document-amendments are good.

- include child and parent views - signed by a parent.

- They should be reviewed every half term/6 weeks.

My teacher	My parents	Me
What I like and admire about	What I like and admire about	What I like and admire about myself

What I struggle with at school	How you can support me	How I can help myself

My dreams and aspirations

My 10 point scale

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Aspiration	I would like to be able to do maths
Outcome 1	I will be able to count to 20

What do I need to know to reach my outcome?

1. I will use counting objects to practice counting 10 things.
2. I will use a maths mat to practice writing the numbers.

Today I am working on:	I have got it!	Yes you have!
Date		

Aspiration	I would like to be able to do maths
Outcome 2	I will be able to count confidently to 20 and write the numbers
What do I need to know to reach my outcome?	
1. I will practice saying the counting words to 20	
2. I will count 20 objects, pointing at each object as I do so.	

Today I am working on:		I have got it!	Yes you have!
Date			

My teacher	My parents	Me
What I like and admire about	What I like and admire about	What I like and admire about myself

What I struggle with at school	How you can support me	How I can help myself

My dreams and aspirations

My 10 point scale

1   2   3   4   5   6   7   8   9   10

Aspiration	I would like to be able to write really good stories
Outcome 1	I will be able improve my handwriting

What do I need to know to reach my outcome?

1. I will use ascenders and descenders correctly 50% of the time
2. I will make sure there is a finger space in between my words 50% of the time.

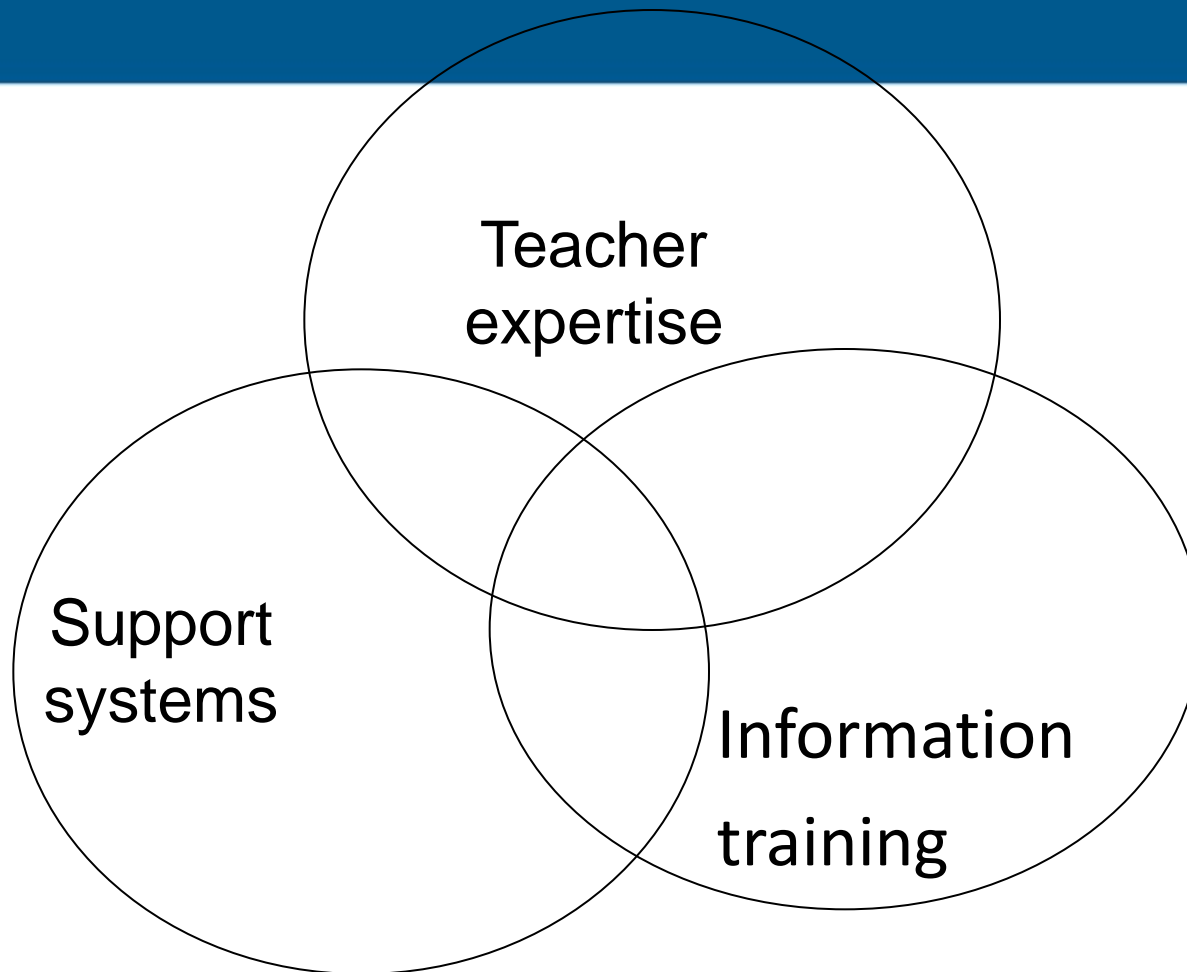| Today I am working on:	I have got it!	Yes you have!
Date		

Provision

Action to meet pupils' SEN tends to fall within four broad strands:

- assessment and planning

- grouping for teaching purposes

- additional adult resources
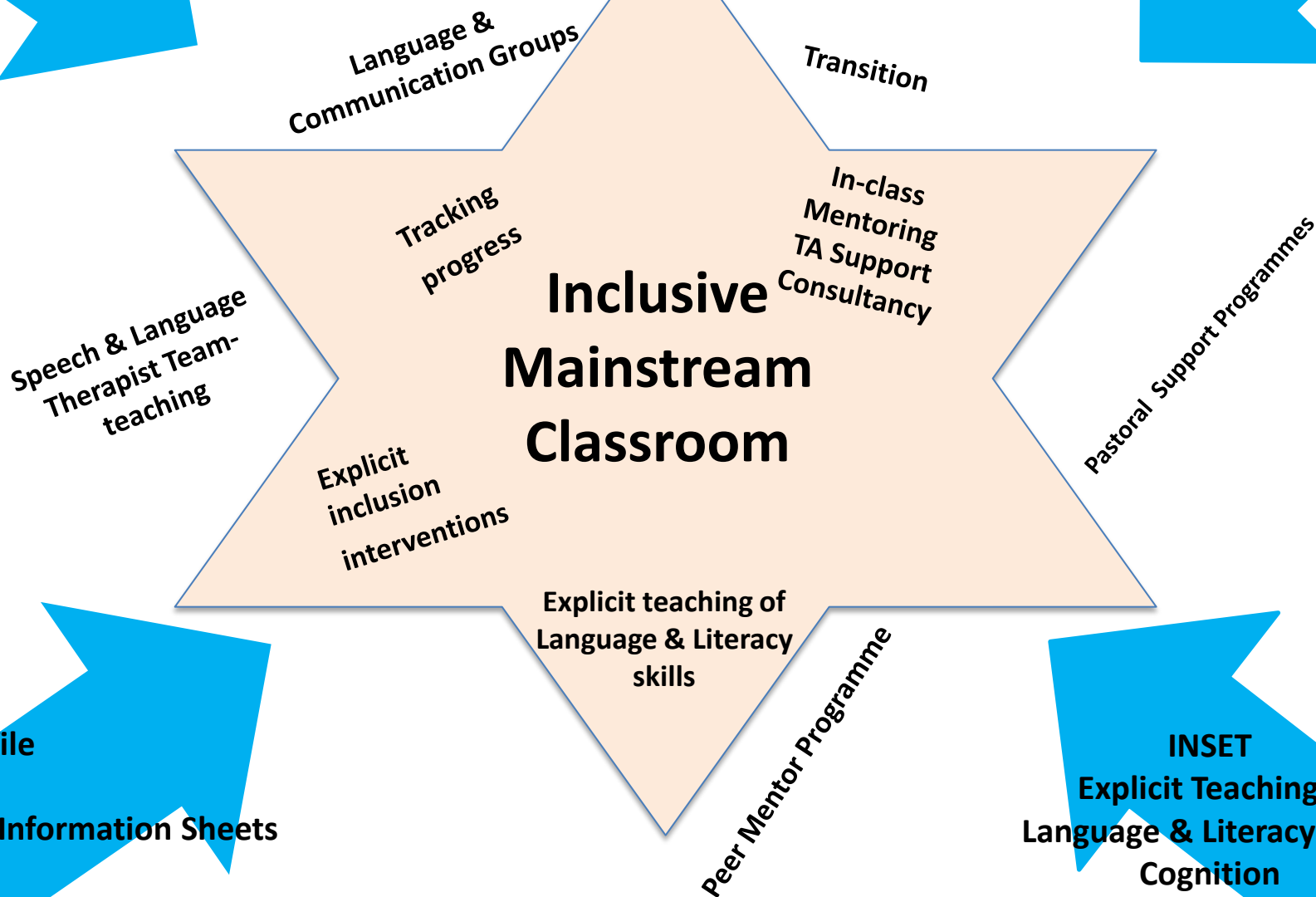
- curriculum and teaching methods

A whole school approach

Teacher expertise

Support systems

Information training

EnglishAgenda

Parents
Educational Psychologist
EWO
External Agencies

The School Ethos

Language & Communication Groups

Transition

Tracking progress

In-class Mentoring TA Support Consultancy

Inclusive Mainstream Classroom

Speech & Language Therapist Team-teaching

Explicit inclusion interventions

Pastoral Support Programmes

Explicit teaching of Language & Literacy skills

SEN Profile
IEPs
Student Information Sheets

Peer Mentor Programme

INSET
Explicit Teaching of Language & Literacy Skills
Cognition
SEN awareness

Provision Mapping and a Cycle of review

Example Provision Map – Key Stage – Years 1 and 2

Pupil Name: Date:

Year	In class specific differentiation strategies (Quality First Teaching)	School Action	School Action Plus
Year 1/2	Enhanced LSA for: • Regular group teaching lit/num • Basic skills over-learning • Sunshine Spiral games • Phonics handbook sheets • Charles Cripps "Hand for Spelling" activities • LDA language cards • Sound Links – segmenting cards • Class linked SMSA • Early Literacy Support (ELS)	Enhanced LSA support for: • Small group teaching lit/num • Specific 1-1 teaching to targets • Phono-graphix group work • Phono-graphix 1-1 • SENCo led Reading Recovery approach to literacy group work • Soundworks/Numberworks • Time-out lunchtime support • Individualised behaviour programme • Specific teaching to targets • Stile Listening Lotto activities • SENCo individual/group support as required • SENCo assessment • LSA language group • Reading Recovery 1-1	• Speech and Language Therapy 1-1/group work • LEA SEN support service observation and advice/input to IEPs • Mental Health nurse counselling • Attendance worker
Evaluation: Date:			

SEN 4. RECORD OF INVOLVEMENT PLAN: DO REVIEW CYCLE FOR:

Pupils Name ………………………………………………

Date Cause for Concern Raised:

Present:

Cause for Concern:

Action:

Date of Meeting to Review Intervention:

Present:

Progress:

Ongoing Need:

Action:

Date of Meeting to Review Intervention:

Present:

Progress:

Ongoing Need:

Action:

Date of Meeting to Review Intervention:

Present:

Progress:

Ongoing Need:

Action:

Identify interventions

INTERVENTIONS	
TA Support	
Language and Comm Group	X
Language and Comm Assessment	X
Literacy Group	
Mentor	X
Pastoral Support Programme	X
Referral to EP	

There will be other interventions available, sometimes specialist support

High expectations of every child to reach their potental

TARGETS AND REVIEW