special educational needs and disability (SEND) system please visit:

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### Meeting Special Educational Needs

# INDIVIDUAL EDUCATION PLANS

Early Years ◆ Primary ◆ Secondary

#### Contents:

- General guidance
- Blank proformas
- Exemplars for a range of needs.

This content is no longer current and was archived on 14 June 2016.

For the statutory guidance on the special educational needs and disability (SEND) system please visit: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.

### Contents

#### **IEPs**

- 1. General guidance
- 2. Sample proformas early years, primary, secondary phases
- 3. Completed exemplars for early years, primary, secondary phases, including:
  - Communication, language and literacy skills
  - Expressive language and motor skills
  - Social interactional skills
  - Attentional skills, co-operative working
  - Spelling, comprehension, free writing
  - Literacy fluency, phonics, handwriting
  - Phonological skills, letter formation, early spelling
  - Numeracy mental arithmetic, place value, tens and units
  - Independent working, following instructions, personal hygiene
  - Conversational skills, group working, completion of work
  - Moderate visual impairment independent learning
  - Moderate hearing loss self-confidence, oral language skills
  - Organisational skills, completion of work, spelling
  - Literacy high frequency words, phonics, use of ICT for independent working
  - Time-keeping, homework, social skills
  - Spelling, telling the time, organisational skills
  - Moderate visual impairment responsibility for own learning.

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INDIVIDUAL EDUCATION PLAN (IEP): GENERAL GUIDANCE

Name:	Date of Birth:	Age:	Staff Involved:	SENCO:			
IEP Start Date: beg. term	Review Date: end to	erm	Signed:	Signed:			
Strengths:  > Positive attributes to activities  > Preferred learning style  > Interests			Areas to be developed (each area should have a corresponding target):  > Area/s to be prioritised > The aspect of the prioritised area/s to be targeted				
Targets	Stro	ıtegies	Provision	Succes	ss Criteria Achieved		
To be addressed in an appropriate specified time	Any specifi approach/n programme	nethod/	Is extra adult support r If so, who is to be invol- delivery?		notes to		
<ul> <li>Specific</li> <li>Measurable</li> <li>Achievable</li> <li>Realistic/achievable</li> <li>Time related</li> <li>(Easily negotiated)</li> </ul>	be differer the individu - by the presented - equipme used	way it is ent/materials enal to and	> Additional materials/eq necessary	uipment > How achiever measured	ment can be		
<ul><li>Usually begin with:</li><li>'To know'</li><li>'To be able'</li><li>'To produce'</li></ul>			<ul> <li>When and where the superaction take place, e.g. in class of group time</li> <li>The time allocated for the session, e.g. 20 min.</li> </ul>	during - 'By (do achieve the - 4/5 time - with 80%	ate) (name) will .' e.g. .s		
Parent/Carer Involvement:  > Home/school link arrangem  > Strategies/activities for h		Pupil's View:  ➤ The view sho	own/expressed by the pupil	Additional Informa  > Other agencies  > Relevant medica	involved, e.g. EP, SALT, etc.		

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Nursery/Pre-school: INDIVIDUAL EDUCATION PLAN (IEP) Early Years/School SEN Support Staff Involved: Name: Date of Birth: SENCO: Age: Signed: IEP Start Date: Review Date: Signed: Areas to be developed (each area should have a corresponding target): Strengths: Targets Strategies **Provision** Success Criteria Achieved 1. 2. 3. Child's View: Additional Information: Parent/Carer Involvement: Evaluation and future action:

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Name:	Date of Birth:	Yr group:	Classteacher:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
Strengths:			Areas to be developed (	each area should have a correspond	ing target):
Targets	Strate	egies	Provision	Success Cr	riteria Achieved
1.	•		•	•	
2.	•		•	•	
3.	•		•	•	
Parent/Carer Involvement:		Pupil's View:		Additional Information	:
Evaluation and future action:					

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Name:	Date of Birth:	Уr gr	roup:	Form:				
IEP Start Date:	Review Date:			KS2/3 SATs	English:	Maths:	Science:	
Strengths:			Areas to b	e developed (ea	ch area shou	ld have a correspon	nding target):	
Targets	Strate	gies		Provision		Succes	ss Criteria	Achieved
1.	•		•			•		
2.	•		•			•		
3.	•		•			•		
		T						
Parent/Carer Involvement:		Pupil's View:			A	dditional Informat	rion:	
Evaluation and future action:					<u> </u>			
Names of all staff involved:								
			Signed:			(SENC	O)	

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Nursery/Pre-school:

#### INDIVIDUAL EDUCATION PLAN (IEP)

Early Years/School SEN Support

Name: Sarah Black	Date of Birth:	<b>Age</b> : 4.6	Staff Involved:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
<b>Strengths</b> : Enjoys making things, construc	tion toys. Likes food.		Areas to be developed (each area should have a corresponding target): Communication, language and literacy.		
Targets	Strate	egies	Provision	Success Criteria	Achieved
<ol> <li>To be able to recognise own name.</li> </ol>	<ul> <li>Play at hunting for try to find it.</li> <li>Match name card made, book bag.</li> <li>Find name on reg</li> </ul>	or the name - toy I to name on items	<ul> <li>Favourite toy.</li> <li>Name cards.</li> <li>Adult to support - individually and then in group.</li> </ul>	To take name card to register/task board every day for one week.	
<ol><li>To be able to listen and follow one instruction.</li></ol>	<ul> <li>Establish eye contact when name said.</li> <li>Give one instruction to do in role</li> </ul>		<ul> <li>All relevant adults.</li> <li>Adult support and observation when following an instruction.</li> <li>Appropriate stimulus.</li> </ul>	To establish eye contact, repeat the request and follow the instruction 4/5 times.	
3. To join in with a story.	<ul> <li>Read repetitive s group time.</li> <li>Predict the story a 'big' book before</li> <li>Repeat with small text.</li> </ul>	y from pictures of ore reading.	<ul> <li>A bank of books with clear pictures, repeating predictable text.</li> <li>Adult to model with small book and expect response.</li> </ul>	<ul> <li>To 'read' from the pictures 4/5.</li> <li>Predict the word if a pause is left.</li> <li>Join with the group story.</li> </ul>	
Parent/Carer Involvement:	44 1	Child's View:		Additional Information:	I
Match name to labels at home. things known/ photographs - pr		Wants to find no of pets and toys.		SALT involvement - regular checks.	

#### Evaluation and future action:

Will follow one instruction but does not repeat the request. 'Reads' pictures alone to toy but not with others. Reluctant to make eye contact. Continue targets - bring toy in group, adult use toy as a puppet to gain attention, communication.

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Nursery/Pre-school:

#### INDIVIDUAL EDUCATION PLAN (IEP)

Early Years/School SEN Support

Name: Charlie Smith	Date of Birth:	<b>Age</b> : 4.1	Staff Involved:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
Strengths: Riding a trike and playing in the at a book with an adult.	sand. Self-help skills	good. Will look	Areas to be developed (each of Expressive language. Motor ski	area should have a corresponding target): ills.	
Targets	Strate	gies	Provision	Success Criteria	Achieved
To be willing to talk to Sue when playing in the sand. Using appropriate vocabulary in a shared conversation.			Sue to focus on Charlie ever in child-led play and to meet regularly with Mum to talk a the things she talks about w him.	in the sand on 3 occasions in a bout week.	
To be able to jump from small benches landing safely, and to be able to climb up the slide with an adult.      Encourage activities with benches and slides demonstrating how to jump - see attached plan for developing motor skills.		Story time with Sue and a sigroup - focus on books about lorries and diggers.			
3.					
Parent/Carer Involvement:  Mum to look at picture books with Charlie and Gran will take him to the park at the weekend  Child's View:  "I got a digger a nursery, don't like."		It home - Mum says I take it to ke painting."	Additional Information: Waiting for a hearing check. Contact also speech therapist. Mum will take Charlie t clinic.		
Evaluation and future action:		1		l	

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Nursery/Pre-school:

#### INDIVIDUAL EDUCATION PLAN (IEP)

Early Years/School SEN Support

Name: Greta Gun	Date of Birth:	<b>Age</b> : 3.2	Staff Involved:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
Strengths: Relates well to adults. Enjoys r talk about father in the army.	ole play. Expressive la	nguage - likes to	Areas to be developed (each are Positive social interaction with pe	ea should have a corresponding target): eers.	
Targets	Strate	gies	Provision	Success Criteria	Achieved
To sit for 2 minutes at story time.	<ul><li>Space to sit.</li><li>Toy to hold.</li><li>Own copy of smal supporter.</li></ul>		Small version of big book used     Practitioner sit near during statime.		
2. To line up without pushing in at home time.	<ul> <li>Remind of rule prior to time.</li> <li>Ensure time in queue is short.</li> <li>Praise all 'good soldiers'.</li> </ul>		<ul> <li>Practitioner to monitor and give immediate praise.</li> <li>Allow 'good soldiers' to go first</li> </ul>		
3. To separate from parent without a tantrum, with support	See 'Building Brid     Allow to bring in a	•	<ul> <li>Name card.</li> <li>Photographs.</li> <li>Visual task board.</li> <li>Consistent key worker.</li> </ul>	<ul> <li>To join group with parent 3/5 times.</li> <li>To join group with key worker 2/5 times.</li> </ul>	
Parent/Carer Involvement: To encourage social activities, children.	l playing with other	Child's View: Enjoys attendin soldier'.	g nursery. Wants to be a 'good	Additional Information: Only child. Father often away from home.	
Evaluation and future action:					

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Name: Dot Hand	Date of Birth:	Yr group: 3	Classteacher:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
Strengths: Enjoys competitive sports. Rela achieve when kept on task.	ites well with younger	pupils. Can	•	ch area should have a corresponding target): ass activities and work co-operatively demanding	less
Targets	Strate	aies	Provision	Success Criteria	Achieved
To ask relevant questions following a class lesson.	<ul> <li>Use cue cards with pupil to choose fr</li> </ul>	th questions for rom - generic se explain what to	Set of cards with question prepared.		
2. To put up hand for attention without calling out.	Immediate praise     Team point given occasions.		Chart for points given.  The control of the contro	Team point for every day of one week.	
3. To join in and play a team game.	<ul> <li>Circle time activi</li> <li>Opportunities for motivate and are</li> </ul>	games which	<ul> <li>TA monitor games.</li> <li>Allow to join next game if to rules.</li> </ul>	Positive response from T. A. following games.	
Parent/Carer Involvement: To praise after reading of succidiary.	ess in home-school	Pupil's View: Likes to join in g achieve targets.	ames and gain points. Will try	Additional Information:  to Catarrhal deafness.	
Evaluation and future action:					

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School (primary) CENI Cunnort

Name: Jenny Small	Date of Birth:	Yr group: 2	Classteacher:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
Strengths: Positive attitude. Good mechanical reader.		Areas to be developed (each area should have a corresponding target):  Spelling, comprehension, free-writing - structuring.			
Targets	Strate	gies	Provision	Success Criteria	Achieve
<ol> <li>To spell the followin words correctly: son these; could; should; boy; they; about; downat.</li> </ol>	write, check with who; No more than 3 w	peer partner.	<ul> <li>2 x 10 min per week with TA, during registration.</li> </ul>	■ 10/10 on 3 consecutive occasions.	
<ol> <li>To answer questions literal level on text previously read.</li> </ol>	at	guided reading. uring	TA to prompt and encourage during 2 sessions weekly.	<ul> <li>Volunteers answers, raises hand regularly.</li> <li>80% of responses correct.</li> </ul>	
<ol> <li>To produce a story v beginning, a middle of end.</li> </ol>		ts, then	<ul> <li>Supported group work by teache during literacy hour for planning.</li> <li>Independent story writing.</li> </ul>	·	
Parent/Carer Involveme Support spelling by revis and ask literal questions.	ing known words. Read daily	Pupil's View: Would like to be story writing.	be peer partner. Will work hard on	Additional Information: Intermittent hearing loss in left ear - sec accordingly.	ıt .

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TNDTVTDUAL FDUCATION PLAN (TFP) School (primary): SEN Support

Name: Peter Brown	Date of Birth:	<b>Yr group</b> : 3	Classteacher:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
Strengths: Good at maths. Relates well with peers. Enjoys swimming.		• •	rea should have a corresponding target): ; spelling phonetically regular words; handwri	ting	
Targets	Strate	gies	Provision	Success Criteria	Achieve
<ol> <li>To be able to read additional high frequency words in isolation and in context: 'said', 'what', 'come', 'about', 'they'.</li> </ol>	<ul> <li>Multi-sensory appr alphabet letters.</li> <li>'Key into Key Wor games, make sente books using target</li> </ul>	ds' pockets and ences, make	<ul> <li>TA withdraw 5 min daily.</li> <li>Peer to check words.</li> <li>Complete in literacy hour independent work.</li> </ul>	<ul> <li>Look, trace, make and read 5/5.</li> <li>Read 5/5 consecutive occasions.</li> <li>Complete and read 4/5.</li> </ul>	
2. To correctly form all the ascending letters in joine script.	Verbalise the letted write - tactile surse. Proof read and corand position of let Peer check and col	faces. rrect formation ters.	<ul> <li>Wipe-clean board, different surfaces.</li> <li>Lined paper.</li> <li>Motivation chart to colour.</li> </ul>	All ascending letters to be correctly positioned and formed 9/10 in a piece of writing.	
3. To be able to spell phonically regular words containing 'ch'.	<ul> <li>Read words contain and final phoneme.</li> <li>Look, say, trace, many spelling log - highlimates.</li> <li>Games and ICT research</li> </ul>	nake, write in ight 'ch'.	<ul> <li>'PM' alphabet books introduce by TA.</li> <li>Spelling log.</li> <li>Time and materials available literacy hour.</li> </ul>	words learned in spelling log.	
Parent/Carer Involvement:  To support in learning high frequency words. To read and find targeted words as reads.  Pupil's View:  Wants to achieve home.		 e targets and read with dad at	Additional Information: To have eyes re-checked and hearing te	sted.	

needed, hearing still to be checked.

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Name Alex Tesler	Nata of Disabi	V 2	Øl-antarakanı	·	- Сарро
Name: Alex Taylor	Date of Birth:	Yr group: 3	Classteacher:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
Strengths: Reads 40+ words from YR list of stories from Oxford Reading 7 ideas in science and technology	Tree independently. Co	ntributes good	Areas to be developed (each and Phonological skills - auditory discontinuous Letter formation.  Spelling of NLS Year R words.	rea should have a corresponding target): crimination and recall.	
Targets	ets Strategies		Provision	Success Criteria	Achieve
<ol> <li>To spell 8 more words form YR list (see attached)</li> </ol>	Multi-sensory games and activities as in Word Workshop and Key into Key Words		<ul> <li>20 minutes daily in small grouwith TA.</li> <li>1 session with the computer.</li> </ul>	To spell 8 targeted words correctly 5/6 times.	
2. To be able to identify, read and write all vowel letter-sounds in CVC words.	<ul><li>Use of PAT level</li><li>Listening games.</li></ul>	1 programme.	Paired reading with buddy fro Year 6.	To identify all vowel sounds and read them in and out of context.	
3. To be able to write all letters correctly.	Handwriting shee sensory activities Precise Ed.			Written work to show letters correctly formed. To reduce reversals of 'b' and 'd'.	
		my home-school book and read to	Additional Information: Teacher to provide alternative ways of a Alex's ideas.	recording	
Evaluation and future action:					
Evaluation and future action:					

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Name: Angela Turner	Date of Birth:	<b>Yr group</b> : 5	Classteacher:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
Strengths: Literacy skills are good. Strong	visual learner.		Areas to be developed (each area should have a corresponding target):  Maths - mental arithmetic, place value, tens and units, shape.		
Targets	Strate	egies	Provision	Success Criteria	Achieve
Perform addition bands to 20 with automaticity.	<ul> <li>Direct questions during starter sessions, daily.</li> <li>Play games with TA during independent work sessions.</li> </ul>		Full participation in daily nu session.	meracy • 2/2 questions correct daily.	
2. Addition of tens and units with conversion units-tens.	<ul> <li>Use multibase tens and units apparatus with grid.</li> <li>Use money - 10p and 1p coins.</li> </ul>		TA support in group of 5 3x weekly during numeracy sessions.	<ul> <li>Tens and units addition completed correctly using apparatus 9/10 on 3 consecutive occasions.</li> </ul>	
3. To correctly identify right, acute, and obtuse angles in 2D shapes.	<ul> <li>Games - snap, don</li> <li>Make angles - str paper, etc.</li> <li>identify in environ</li> </ul>	raws, card, sticky	TA support in group of 5 3x weekly during numeracy sessions.	<ul> <li>9/10 angles correctly identified on 3 consecutive occasions.</li> </ul>	
Parent/Carer Involvement: Will play games sent home.		Pupil's View: "I will try hard t good at maths."	o achieve the targets, but I'm i	Additional Information: no Epilepsy well controlled by medication.	
Evaluation and future action:					

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School (primary): INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Jenny Farr	Date of Birth:	Yr group: 1	Classteacher:	SENCO:		
IEP Start Date:	Review Date:		Signed:	Signed:		
Strengths: Can dress herself after PE. Wil class. Looks at big book and list vocabulary including her name.		•	Areas to be developed (each area should have a corresponding target): Following instructions. Working independently within a group. Responding to adults. Personal hygiene.			
Targets	Strate	gies	Provision	Success Criteria	Achieved	
To follow basic instructions in PE.	Sit near CT in hall and Tell the TA what she I Teacher calls her nam are given. Prompt her to look at Praise and reward for achieves target until s	listen carefully. nas to do. e before instructions the other children. each time she	<ul> <li>TA to support listening/talk through what she has to do.</li> <li>TA to encourage looking/following actions of other children (visual).</li> <li>CT rewards/praise.</li> </ul>	<ul> <li>Carries out correct activity 3x per lesson.</li> </ul>		
<ol> <li>To be able to work for 5 minutes on a table, with a group of children, independently.</li> </ol>	The task should be of eels confident with. She is sitting by a 'f TA sits with her untithen withdraws for 24mins, 5mins) (done of time).	riend'. I she is confident mins (3mins,	<ul> <li>Careful choice of task.</li> <li>Table to be situated in area of few distractions.</li> <li>Pupil to choose a 'friend'.</li> <li>Use of sand timers.</li> <li>TA appropriate support.</li> </ul>	To work for 5 minutes (each day) without assistant.  To work for 5 minutes (each day)  To work for 5 minutes (each day)  To work for 5 minutes (each day)		
<ol><li>To answer her name at registration.</li></ol>	<ul> <li>To give non-verbal rewhen called.</li> <li>To hold up a card wit CT calls it.</li> <li>To answer 'Yes' when To answer 'Yes, Mrs.</li> </ul>	h her name on when	<ul> <li>Name card.</li> <li>Support from TA.</li> <li>Give her time to respond.</li> </ul>	<ul> <li>To answer 'Yes, Mrs' when her name is called at registration times.</li> </ul>		
<ol> <li>To wash her hands after using the toilet.</li> </ol>	<ul> <li>Picture sequence of drying hands (talk t</li> <li>'Social stories' tecl</li> <li>Use of bowl and wat</li> <li>Using taps/soap/pap</li> <li>Reward for carrying out/remembering.</li> </ul>	hrough). nnique. er first. oer towel.	<ul> <li>Photos of her going through the process of washing/drying hands. Short 'story book'.</li> <li>TA support.</li> <li>Taps that turn easily.</li> <li>Paper towels.</li> <li>Stickers/chart etc.</li> </ul>	<ul> <li>To wash hands and dry them without TA's support, following each toilet visit.</li> </ul>		
Parent/Carer Involvement:	es mum' when called.	Pupil's View:		Additional Information: High anxiety. Fear of hand dryer noise.		

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School (primary):

#### INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Harry Thompson	Date of Birth:	<b>Yr group</b> : 6	Classteacher:	SENCO:		
IEP Start Date:	Review Date:		Signed:	Signed:		
Strengths: Enjoys reading and science. Very good at ICT.		Areas to be developed (each area should have a corresponding target):  Completion of work. Taking part in class discussion (appropriately). Develop appropriately conversation skills. Finds difficulty working in a group.				
Targets	Strate	gies	Provision	Success Criteria	Achieve	
To complete a given task without complaint in a given time.	<ul> <li>Choice of task (non</li> <li>Time set for comple</li> <li>All materials and ec</li> <li>Remain at table unt</li> <li>TA support availabl</li> <li>Use of ICT when ag</li> </ul>	stressful initially). etion, e.g. 15 mins. puipment at hand. il finished. e.	<ul> <li>Personal timetable.</li> <li>Sand timers/small clock.</li> <li>Quiet work area.</li> <li>Choice of task.</li> <li>TA/CT support if requested.</li> <li>Computer/printer.</li> </ul>	<ul> <li>To finish a task in the time set two or more occasions during the day.</li> </ul>		
2. To put up hand and answer questions during class discussion.	Listen carefully to CT Check with TA in answ Put up hand and wait f Answer question in ap Keep check on how mo	questions. ver is appropriate. for CT to ask. propriate voice.	<ul> <li>TA support (slowly withdrawn).</li> <li>Coloured cards system to encourage answering.</li> <li>Note book to record number of tries</li> <li>Positive feedback from CT.</li> </ul>	Guerr Session.		
3. To have conversations with others, thinking about their feelings and needs.	<ul> <li>Small social skills g</li> <li>Role play, use of puphotographs.</li> <li>Worksheets to wor</li> <li>Listen to tapes of a within group.</li> </ul>	ppets, k on conversations.	<ul> <li>CT/TA input.</li> <li>Pictures of role play situations/ watching conversations on video.</li> <li>Resources such as 'Talkabout', 'Socially Speaking'.</li> <li>Tape player.</li> </ul>	<ul> <li>Has simple conversations with adults, and other children in school, being aware of their needs.</li> </ul>		
4. To be an active member of a group.	Care in selecting partners or group members. Give each one a clear role. Help given with sequence needed for successful completion. Discuss any problems encountered.		<ul> <li>CT/TA support for the group.</li> <li>Give each other their role on paper.</li> <li>Give prompt sheet.</li> <li>Start with one curriculum area, e.g. science.</li> </ul>	<ul> <li>To carry out group activities successfully as an active member, once daily.</li> </ul>		
Parent/Carer Involvement: Parents to encourage him to invite take part in simple family discussion	friends round, and to	Pupil's View:	targets and would like to use my ward."	Additional Information: Likes to work to his own agenda.	1	
Evaluation and future action:				]		

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Name: Darren Jones	Date of Birth: not age s	pecific (primary)	Classteacher:	SENCO:	
IEP Start Date:	Review Date:		Signed:	Signed:	
Strengths: Darren is a friendly and willing pupil who tries hard.		Areas to be developed (each area should have a corresponding target): Independent learning (due to moderate visual impairment).			
Targets	Strat	regies	Provision	Success Criteria	Achieved
<ol> <li>To take responsibility sitting in an approprial place on the carpet if order to see the big in literacy hour.</li> </ol>	ate the front; by you (if necessary) ex	i; by the book. planation to rest of they should leave a	None required.	<ul> <li>Darren sits in an appropriate place in literacy hour for one week without needing a reminder.</li> </ul>	
2. To start to take responsibility for ow organisation of learn materials.		rials. Darren is materials and own	<ul> <li>Files.</li> <li>Time to set up files and support initial work on organisation.</li> </ul>	Work filed appropriately by Darren.	
<ol><li>To start to take responsibility for wo in suitable lighting conditions.</li></ol>	Reminder to Dar blinds to be pull switched on or t alternative posit appropriate).	ed/lights to be to move to	<ul> <li>Blinds available and/or alternati position in classroom to be out of glare/in optimum light condition</li> </ul>	of conditions without needing a	
<ol> <li>To wear clean glasse all appropriate times</li> </ol>	Reminder to Dar on (if necessary Observation of	cleanliness: teach glasses daily or to	<ul> <li>Knowledge of when glasses shou be worn.</li> <li>Soft cloth/warm water for cleaning.</li> </ul>	ld • Darren wears glasses at all appropriate times and needs no reminding to clean them.	
Parent/Carer Involvement:  Mr and Mrs Jones will make sure that Darren has  Pupil's View:  Darren wants to		become more independent and ore responsibility.	Additional Information:		
Evaluation and future a	ction:			•	

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School (primary):			(IEF) SEN	N Suppor
Date of Birth:	Yr group: 2	Classteacher:	SENCO:	
Review Date:		Signed:	Signed:	
	njoys school and			
	gies	Provision	Success Criteria	Achieved
<ul> <li>Short meeting - Steacher of the de</li> </ul>	Sarah, CT and eaf.	deaf support at school.	on 60% of occasions.	
begins what she is	s looking for.	•	<ul> <li>When CT questions the group, Sarah raises her hand on 60% of occasions.</li> </ul>	
family and friends sayings.  CT/teaching assis Sarah's attention	s - favourite stant to draw n to these in	•	<ul> <li>Can explain 10 metaphors and similes to TA (very simply but showing greater understanding).</li> </ul>	
Parent/Carer Involvement: Scrap book. Parent to ensure RIA is tested and Sarah is pleased		•	•	
	1		I	
	Review Date:  lot of progress. She enumour.  Strate  Short meeting - Steacher of the de  Praise and encoure  CT to tell Sarah begins what she is  A smile from CT:  A scrapbook to be family and friend sayings.  CT/teaching assis Sarah's attention every day situation	Date of Birth: Yr group: 2  Review Date:  lot of progress. She enjoys school and umour.  Strategies  Short meeting - Sarah, CT and teacher of the deaf. Praise and encouragement.  CT to tell Sarah before lesson begins what she is looking for. A smile from CT to encourage.  A scrapbook to be filled in by family and friends - favourite sayings. CT/teaching assistant to draw Sarah's attention to these in every day situations.  Pupil's View: Sarah is pleased	Date of Birth: Yr group: 2 Classteacher:  Review Date: Signed:  Areas to be developed (e. Self confidence. Oral respondumour.  Strategies Provision  Short meeting - Sarah, CT and teacher of the deaf. Praise and encouragement.  CT to tell Sarah before lesson begins what she is looking for. A smile from CT to encourage.  A serrapbook to be filled in by family and friends - favourite sayings. CT/teaching assistant to draw Sarah's attention to these in every day situations.  Pupil's View: Sarah is pleased to have achieved previous to	Date of Birth: Yr group: 2   Classteacher: SENCO:

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Name: John Smith	Date of Birth:	Yr gı	roup: 8	Form: 85				
IEP Start Date:	Review Date:			KS2/3 SATs	English: 2	Maths: 3	Science: 2	
Strengths:  • Good at maths and enjoys playing chess.  • Relates well to adults.  • Good comprehension.			Areas to be developed (each area should have a corresponding target):  Organisational skills - particularly remembering equipment.  Spelling.  Completing tasks/giving in homework on time.					
Targets	Strate	gies		Provision		Succes	s Criteria	Achieved
To have materials and equipment ready at the beginning of the lesson.	<ul> <li>Cue card available vinstructions, where each subject.</li> <li>Bag with sections for the chart checked at both lesson.</li> </ul>	necessary, for or materials	Subject s necessary monitor o	ard specifying specific additio y - TA to initiat hart with peer provide bag.	ns as e and	Chart complete 80% of week for		
2. To complete written tasks in the time specified.	Use stop watch. Divide work into sm pencil in time taker beat own record. Per Parent to support here.	n to complete - eer to monitor.	- form til	ch. tiate and monit ne Wednesday a home-school (	and Friday.	Tasks complete subjects 4/5     Homework given		
3. To be able to spell 2 additional subject specific words in each subject taken.	<ul> <li>One word in each shighlighted and put</li> <li>Look, say, cover, whearn - x2 at home, ICT.</li> <li>One more word addready - Wed. or Fr</li> </ul>	into spelling log. rite, check and reinforced with led by TA when	<ul><li>the school</li><li>Word gar</li><li>for use a</li></ul>	pose words with ollist of subjec nes and ICT pro t home. on Wednesday o	t words. ogrammes	All words spelt at the end of hi	correct when tested alf term.	
Parent/Carer Involvement:	reday - wed. or in	Pupil's View:				 Additional Informatio	in:	
		and understands the need for the		the	Does not like physical exercise - health check, overweight.			
Evaluation and future action:  • Materials ready for each lesson  • Writing more in given time - bree  • Good partner relationship.  • Able to spell the targeted words  Names of all staff involved:  Teaching assistant; SENCO; Head of	aking into sections worki	ng best. subject books.	d on Tuesday.		1	(SENCC	o) Date:	

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Name: Anna Green	Date of Birth:	Yr gr	roup: 7	Form: 7T				
IEP Start Date:	Review Date:			KS2/3 SATs	English: 2	Maths: 2	Science: 2	
<ul> <li>Strengths:</li> <li>Very good at PE and swimming.</li> <li>Good attitude to learning.</li> <li>Popular with staff and peers.</li> </ul>			<ul> <li>Areas to be developed (each area should have a corresponding target):</li> <li>High frequency words - read and spell.</li> <li>Phonics read and spell.</li> <li>Use of ICT to help independent writing.</li> </ul>					
	Targets Strategies			Provision Success Criteria				Achieved
1. To read and spell the following high frequency words: these; who; could; should; would; they; what; about; from; because.	Daily use of 'Star Spell' with personalised word banks.     Look, say, cover, write, check		<ul><li>TA free word b</li><li>Shared Geograf</li></ul>	• 10/10 on 3 consecutive occasion and set up				
2. To read and spell words containing 'ee' and 'oo' (long and short).	<ul> <li>Daily use of 'Word Shark' with personalised word banks.</li> <li>Appropriate sections from 'Easy Learn' wordbooks.</li> <li>Games.</li> </ul>		<ul><li>Extrac</li><li>Shared</li><li>Geograf</li></ul>	tion 2 x weekly. I in class support phy, History. Iunchtime club d	t in English,	10/10 words correct (chosen randomly) on 3 consecutive occasions.		
<ol> <li>To produce pieces of independent writing using 'Word'</li> </ol>	Use 'Word' in conjunction with 'Wordbar' to provide support with spelling and structuring writing.		<ul><li>indepe</li><li>Use co</li><li>homew</li></ul>	mputer in base f ndent writing - a mputer at home ork. rt from TA when	ll subjects. for	3 pieces of writindependently.	ting produced	
Parent/Carer Involvement:		Pupil's View:	очеро.	7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7			ion:	
Access to computer at home.  To reinforce target high frequency words.  Will try hard to a		achieve all	targets.		Wears glasses for re			
Evaluation and future action:								
Names of all staff involved:								
		5	Signed:			(SENCO)	Date:	

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Name: Alan Thomas	Date of Birth:	Yr g	roup: 9 Form: 9T					
IEP Start Date:	Review Date:		KS2/3 SATs English: 4	Maths: 4 Science: 4				
Strengths:			Areas to be developed (each area should have a corresponding target):					
Is capable of good achievement	in all subjects.		Time-keeping, handing in homework, reduction in use of bad language.					
Targets	Strate	gies	Provision	Success Criteria	Achieved			
<ol> <li>To arrive in the classroom promptly at the start of a lesson.</li> </ol>	<ul> <li>Staff to encourage prompt arrival with positive, welcoming remarks.</li> <li>Prompt arrivals to be celebrated on report sheet.</li> <li>Points given towards school system.</li> </ul>		<ul> <li>Form teacher to monitor report sheet daily at end of school.</li> <li>Number of prompt arrivals sent home to parents.</li> </ul>	To arrive promptly at every lesson.				
2. One piece of homework to be completed and handed in daily.	<ul> <li>Homework handed in to form teacher at morning registration. This to be celebrated on report sheet.</li> <li>Points given towards school system.</li> </ul>		<ul> <li>Attendance at homework club to be encouraged.</li> <li>Parents informed daily.</li> </ul>	Form teacher receiving homework every morning.				
3. Instances of swearing out loud during lessons to be reduced.	<ul> <li>Alan and staff to record number of instances. Both figures to be recorded on report sheet.</li> <li>Points given towards school system.</li> </ul>		Form teacher to monitor daily at end of school. Parents informed of progress daily on note home.	20% reduction over two weeks.				
Parent/Carer Involvement:	1	Pupil's View:		Additional Information:	<b>!</b>			
•			Responds well to individual attention.					
Evaluation and future action:								
Names of all staff involved:								
Form teacher, head of year.		\$	Signed:	(SENCO) Date:				

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Name: Suresh Gupta	Date of Birth:	Уr g	roup: 7 Form:	7F			
IEP Start Date:	Review Date:		K52/3	SATs English: 2	Maths: 3	Science: 2	
Strengths: Very hard working. Wants to succeed.			Areas to be developed (each area should have a corresponding target): Telling the time, spelling, organisational skills.				
Targets	Strate	gies	Provision		Success	Criteria	Achieved
To read the time on a 24 digital clock and understand analogue equivalent.	Use school timeto timetables, TV sc real-life application	hedules, etc. as	TA support in m twice weekly.	aths (small group)	9/10 correct on occasions.	3 consecutive	
2. To spell words containing the vowel digraphs 'ai' and 'ay' correctly, in isolation.	<ul> <li>Multi-sensory spelling practice - Spelling Made Easy.</li> <li>Word Shark.</li> <li>Snakes and ladders game.</li> </ul>		Withdrawal in s     45 minutes 2x w		9/10 correct on occasions.	3 consecutive	
3. To record homework correctly in homework diary.	<ul> <li>Suresh to copy fr partner.</li> <li>Staff to set home of lesson.</li> </ul>		TA to check at	end of school daily	. Homework corre	ctly recorded.	
Parent/Carer Involvement: For target 1, will play snap, dominoes and pelmanism games. SENCO to supply.  Pupil's View: "I always try my home."		best. I will practice		Additional Information SpLD?	n:		
Evaluation and future action							
Names of all staff involved: SENCO, maths teacher, teach	ning assistant.		c:d		(cENCO)	No.	
		;	Signed:		(SENCO)	Date:	

special educational needs and disability (SEND) system please visit: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.

Name: Amy Gold Date of Birth: not age specific (se			dary) Form:				
IEP Start Date:	Review Date:		KS2/3 SATs	English:	Maths:	Science:	
Strengths: Amy has achieved good results in her SATs and enjoys work, particularly science.		Areas to be developed (each area should have a corresponding target): Responsibility for own learning (due to a moderate visual impairment).					
Targets	Strate	gies	Provision		Success Criteria		Achieved
<ol> <li>To use magnifier to access maps in geography.</li> </ol>	<ul> <li>QTVI to ensure A magnifier (may ne referral to Low Vi</li> <li>QTVI to provide to magnifier.</li> </ul>	cessitate isual Aid clinic).	<ul><li>Magnifier (from LVA clir</li><li>Visits from QTVI.</li></ul>	nic).	Amy is able to g information from	ain visual n 'standard' maps.	
2. To take responsibility for sitting in an appropriate place in the classroom in order to see work presented on white board.	<ul> <li>All subject teachers to be informed that Amy needs to sit at front of class.</li> <li>Subject teachers to remind Amy to sit appropriately.</li> <li>Amy to be allowed friends beside her.</li> </ul>		Information/strategy moto all staff.	ade known	Amy always sits place when there access.	in appropriate e is board work to	
3. To take responsibility for working in optimum lighting conditions.	Staff to know that Amy needs good glare-free lighting conditions: to remind Amy to ask for blinds pulled down/lights on or to change seats.		Layout of classrooms add allow seating position in a light.	•	Amy takes contr conditions witho reminder.		
		take more responsibility but riends whenever possible.		dditional Informati	on:	,	
Evaluation and future action:							
Names of all staff involved: SENCO, maths teacher, teachin	ng assistant.						
		\$	Signed:		(SENCO)	Date:	