

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

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This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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.*

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

INDIVIDUAL EDUCATION PLAN (IEP): GENERAL GUIDANCE

Name:		Date of Birth:		Age:		Staff Involved:		SENCO:		
IEP Start Date: beg. term		Review Date: end term		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		Strategies		Provision		Success Criteria		Achieved		
> To be addressed in an appropriate specified time > Specific > Measurable > Achievable > Realistic/achievable > Time related > (Easily negotiated) > Usually begin with: - 'To know' - 'To be able' - 'To produce'		> Any specific approach/method/programme to be used > How the work may need to be differentiated to meet the individual need - by the way it is presented - equipment/materials used - 'additional to and different from...'		> Is extra adult support needed? If so, who is to be involved in the delivery? > Additional materials/equipment necessary > When and where the support will take place, e.g. in class during group time > The time allocated for the session, e.g. 20 min.		> Monitoring and assessment arrangements > How the targets can be evaluated > How achievement can be measured > Usually ends with: - 'By ... (date) ... (name) will achieve...' e.g. - 4/5 times - with 80% success - on 5 consecutive occasions		Date or notes to inform future action		
Parent/Carer Involvement: > Home/school link arrangements > Strategies/activities for home				Pupil's View: > The view shown/expressed by the pupil			Additional Information: > Other agencies involved, e.g. EP, SALT, etc. > Relevant medical information			
Evaluation and future action: What progress/concerns/issues have arisen. The next steps to be made. Further contacts/advice needed.										

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

Nursery/Pre-school:

INDIVIDUAL EDUCATION PLAN (IEP)

Early Years/School SEN Support

Name:		Date of Birth:		Age:		Staff Involved:		SENCO:		
IEP Start Date:		Review Date:		Signed:		Signed:				
Strengths:					Areas to be developed <i>(each area should have a corresponding target)</i> :					
Targets		Strategies			Provision		Success Criteria		Achieved	
1.		•			•		•			
2.		•			•		•			
3.		•			•		•			
Parent/Carer Involvement:				Child's View:			Additional Information:			
Evaluation and future action:										

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

School (primary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

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

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (secondary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name:		Date of Birth:		Yr group:		Form:	
IEP Start Date:		Review Date:		KS2/3 SATs English:		Maths: Science:	
Strengths:				Areas to be developed (each area should have a corresponding target):			
Targets	Strategies	Provision	Success Criteria	Achieved			
1.	•	•	•				
2.	•	•	•				
3.	•	•	•				
Parent/Carer Involvement:			Pupil's View:			Additional Information:	
Evaluation and future action:							
Names of all staff involved:							
Signed: _____ (SENCO) Date: _____							

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

Nursery/Pre-school:

INDIVIDUAL EDUCATION PLAN (IEP)

Early Years/School SEN Support

Name: Sarah Black		Date of Birth:	Age: 4.6	Staff Involved:	SENCO:
IEP Start Date:		Review Date:		Signed:	Signed:
Strengths: Enjoys making things, construction toys. Likes food.			Areas to be developed (<i>each area should have a corresponding target</i>): Communication, language and literacy.		
Targets	Strategies	Provision	Success Criteria	Achieved	
1. To be able to recognise own name.	<ul style="list-style-type: none"> Play at hunting for the name - toy try to find it. Match name card to name on items made, book bag. Find name on register. 	<ul style="list-style-type: none"> Favourite toy. Name cards. Adult to support - individually and then in group. 	<ul style="list-style-type: none"> To take name card to register/task board every day for one week. 		
2. To be able to listen and follow one instruction.	<ul style="list-style-type: none"> Establish eye contact when name said. Give one instruction to do in role play - "I want some apples from the shop" - repeat and complete instruction. 	<ul style="list-style-type: none"> All relevant adults. Adult support and observation when following an instruction. Appropriate stimulus. 	<ul style="list-style-type: none"> To establish eye contact, repeat the request and follow the instruction 4/5 times. 		
3. To join in with a story.	<ul style="list-style-type: none"> Read repetitive stories daily in group time. Predict the story from pictures of a 'big' book before reading. Repeat with small version of the text. 	<ul style="list-style-type: none"> A bank of books with clear pictures, repeating predictable text. Adult to model with small book and expect response. 	<ul style="list-style-type: none"> To 'read' from the pictures 4/5. Predict the word if a pause is left. Join with the group story. 		
Parent/Carer Involvement: Match name to labels at home. Make a book of things known/ photographs - predict.		Child's View: Wants to find name before adult. Likes photographs of pets and toys.		Additional Information: 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.					

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

Nursery/Pre-school:

INDIVIDUAL EDUCATION PLAN (IEP)

Early Years/School SEN Support

Name: Charlie Smith		Date of Birth:	Age: 4.1	Staff Involved:	SENCO:
IEP Start Date:		Review Date:		Signed:	Signed:
Strengths: Riding a trike and playing in the sand. Self-help skills good. Will look at a book with an adult.			Areas to be developed (<i>each area should have a corresponding target</i>): Expressive language. Motor skills.		
Targets	Strategies	Provision	Success Criteria	Achieved	
1. To be willing to talk to Sue when playing in the sand. Using appropriate vocabulary in a shared conversation.	<ul style="list-style-type: none"> Sue to play alongside Charlie in the sand sharing equipment and modelling ways of using it and talking about the activity. Daily small group story with picture books. 	<ul style="list-style-type: none"> Sue to focus on Charlie every day in child-led play and to meet regularly with Mum to talk about the things she talks about with him. 	<ul style="list-style-type: none"> Tells Sue what he is making/doing in the sand on 3 occasions in a week. 		
2. To be able to jump from small benches landing safely, and to be able to climb up the slide with an adult.	<ul style="list-style-type: none"> Encourage activities with benches and slides demonstrating how to jump - see attached plan for developing motor skills. 	<ul style="list-style-type: none"> Story time with Sue and a small group - focus on books about lorries and diggers. 	<ul style="list-style-type: none"> Asks to show Sue or Mum how he can jump safely - to show pleasure in achievement. 		
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 at home - Mum says I take it to nursery, don't like painting."		Additional Information: Waiting for a hearing check. Contact also made with speech therapist. Mum will take Charlie to the clinic.	
Evaluation and future action:					

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

Nursery/Pre-school:

INDIVIDUAL EDUCATION PLAN (IEP)

Early Years/School SEN Support

Name: Greta Gun		Date of Birth:	Age: 3.2	Staff Involved:	SENCO:
IEP Start Date:		Review Date:		Signed:	Signed:
Strengths: Relates well to adults. Enjoys role play. Expressive language - likes to talk about father in the army.			Areas to be developed (each area should have a corresponding target): Positive social interaction with peers.		
Targets	Strategies	Provision	Success Criteria	Achieved	
1. To sit for 2 minutes at story time.	<ul style="list-style-type: none"> Space to sit. Toy to hold. Own copy of small book with supporter. 	<ul style="list-style-type: none"> Small version of big book used. Practitioner sit near during story time. 	<ul style="list-style-type: none"> To sit for 2 minutes 4/5 times. 		
2. To line up without pushing in at home time.	<ul style="list-style-type: none"> Remind of rule prior to time. Ensure time in queue is short. Praise all 'good soldiers'. 	<ul style="list-style-type: none"> Practitioner to monitor and give immediate praise. Allow 'good soldiers' to go first. 	<ul style="list-style-type: none"> To line up appropriately 4/5 times. 		
3. To separate from parent without a tantrum, with support	<ul style="list-style-type: none"> See 'Building Bridges' p.13. Allow to bring in comfort toy. 	<ul style="list-style-type: none"> Name card. Photographs. Visual task board. Consistent key worker. 	<ul style="list-style-type: none"> To join group with parent 3/5 times. To join group with key worker 2/5 times. 		
Parent/Carer Involvement: To encourage social activities, playing with other children.		Child's View: Enjoys attending nursery. Wants to be a 'good soldier'.		Additional Information: Only child. Father often away from home.	
Evaluation and future action:					

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (primary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Dot Hand		Date of Birth:		Yr group: 3		Classteacher:		SENCO:	
IEP Start Date:		Review Date:		Signed:		Signed:			
Strengths: Enjoys competitive sports. Relates well with younger pupils. Can achieve when kept on task.					Areas to be developed (<i>each area should have a corresponding target</i>): Increase participation in class activities and work co-operatively demanding less attention.				
Targets		Strategies		Provision		Success Criteria		Achieved	
1. To ask relevant questions following a class lesson.		<ul style="list-style-type: none"> ▪ Use cue cards with questions for pupil to choose from - generic initially, e.g. please explain what to do, how much has to be written? 		<ul style="list-style-type: none"> ▪ Set of cards with questions prepared. 		<ul style="list-style-type: none"> ▪ To use appropriate questions at the end of a lesson 4/5. 			
2. To put up hand for attention without calling out.		<ul style="list-style-type: none"> ▪ Immediate praise. ▪ Team point given after 3 occasions. 		<ul style="list-style-type: none"> ▪ Chart for points given. 		<ul style="list-style-type: none"> ▪ Team point for every day of one week. 			
3. To join in and play a team game.		<ul style="list-style-type: none"> ▪ Circle time activities. ▪ Opportunities for games which motivate and are achievable. 		<ul style="list-style-type: none"> ▪ TA monitor games. ▪ Allow to join next game if conform to rules. 		<ul style="list-style-type: none"> ▪ Positive response from T. A. following games. 			
Parent/Carer Involvement: To praise after reading of success in home-school diary.				Pupil's View: Likes to join in games and gain points. Will try to achieve targets.				Additional Information: Catarrhal deafness.	
Evaluation and future action:									

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (primary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

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 (<i>each area should have a corresponding target</i>): Spelling, comprehension, free-writing - structuring.		
Targets	Strategies	Provision	Success Criteria	Achieved	
1. To spell the following words correctly: some; these; could; should; who; boy; they; about; down; what.	<ul style="list-style-type: none"> ▪ Daily practice - look, say, cover, write, check with peer partner. ▪ No more than 3 words weekly. 	<ul style="list-style-type: none"> ▪ 2 x 10 min per week with TA, during registration. 	<ul style="list-style-type: none"> ▪ 10/10 on 3 consecutive occasions. 		
2. To answer questions at literal level on text previously read.	<ul style="list-style-type: none"> ▪ Targeted questions during literacy hour - shared and guided reading. ▪ Cloze exercises during independent work time. 	<ul style="list-style-type: none"> ▪ TA to prompt and encourage during 2 sessions weekly. 	<ul style="list-style-type: none"> ▪ Volunteers answers, raises hand regularly. ▪ 80% of responses correct. 		
3. To produce a story with a beginning, a middle and an end.	<ul style="list-style-type: none"> ▪ Plan using simple writing frame. ▪ Cut text into parts, then sentences to re-sequence. 	<ul style="list-style-type: none"> ▪ Supported group work by teacher during literacy hour for planning. ▪ Independent story writing. 	<ul style="list-style-type: none"> ▪ To produce 3 pieces of work with beginning, middle and end. ▪ Plan guided writing independently. 		
Parent/Carer Involvement: Support spelling by revising known words. Read daily and ask literal questions.		Pupil's View: Would like... to be peer partner. Will work hard on story writing.		Additional Information: Intermittent hearing loss in left ear - seat accordingly.	
Evaluation and future action: Continue with high frequency spellings - 3 words weekly. Still not willing to answer questions in class situation, does at home. Use 'time out' with peer to encourage. Can recognise story beginning, middle and end but not yet using this in own independent work - continue with simple writing frames as a prop.					

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

School (primary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Peter Brown		Date of Birth:		Yr group: 3		Classteacher:		SENCO:			
IEP Start Date:		Review Date:		Signed:		Signed:					
Strengths: Good at maths. Relates well with peers. Enjoys swimming.					Areas to be developed (<i>each area should have a corresponding target</i>): Literacy - fluency when reading; spelling phonetically regular words; handwriting formation.						
Targets		Strategies		Provision		Success Criteria		Achieved			
1. To be able to read additional high frequency words in isolation and in context: 'said', 'what', 'come', 'about', 'they'.		<ul style="list-style-type: none"> Multi-sensory approach using alphabet letters. 'Key into Key Words' pockets and games, make sentences, make books using targeted words. 		<ul style="list-style-type: none"> TA withdraw 5 min daily. Peer to check words. Complete in literacy hour independent work. 		<ul style="list-style-type: none"> Look, trace, make and read 5/5. Read 5/5 consecutive occasions. Complete and read 4/5. 					
2. To correctly form all the ascending letters in joined script.		<ul style="list-style-type: none"> Verbalise the letter formation as write - tactile surfaces. Proof read and correct formation and position of letters. Peer check and colour chart. 		<ul style="list-style-type: none"> Wipe-clean board, different surfaces. Lined paper. Motivation chart to colour. 		<ul style="list-style-type: none"> 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 style="list-style-type: none"> Read words containing 'ch' - initial and final phoneme. Look, say, trace, make, write in spelling log - highlight 'ch'. Games and ICT reinforcement. 		<ul style="list-style-type: none"> 'PM' alphabet books introduced by TA. Spelling log. Time and materials available in literacy hour. 		<ul style="list-style-type: none"> To spell correctly all targeted 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 targets and read with dad at home.				Additional Information: To have eyes re-checked and hearing tested.			
Evaluation and future action: To add to the high frequency words learning but change partners. To repeat writing strategies and target descending letters. To spell 'sh' words. Glasses not needed, hearing still to be checked.											

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (primary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

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 and spells 8 of them. Can read level 4 stories from Oxford Reading Tree independently. Contributes good ideas in science and technology - art work outstanding.					Areas to be developed (<i>each area should have a corresponding target</i>): Phonological skills - auditory discrimination and recall. Letter formation. Spelling of NLS Year R words.				
Targets		Strategies		Provision		Success Criteria		Achieved	
1. To spell 8 more words form YR list (see attached)		<ul style="list-style-type: none"> • Multi-sensory games and activities as in Word Workshop and Key into Key Words 		<ul style="list-style-type: none"> • 20 minutes daily in small group with TA. • 1 session with the computer. 		<ul style="list-style-type: none"> • 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 style="list-style-type: none"> • Use of PAT level 1 programme. • Listening games. 		<ul style="list-style-type: none"> • Paired reading with buddy from Year 6. 		<ul style="list-style-type: none"> • To identify all vowel sounds and read them in and out of context. 			
3. To be able to write all letters correctly.		<ul style="list-style-type: none"> • Handwriting sheets and multi-sensory activities. BPD book from Precise Ed. 				<ul style="list-style-type: none"> • Written work to show letters correctly formed. To reduce reversals of 'b' and 'd'. 			
Parent/Carer Involvement: Follow suggestions in reading diary and ensure lots of praise and encouragement. Play games with spellings - as on the Helping at Home sheets.				Pupil's View: "I will remember my home-school book and read to mum at home and I like using the computer for spelling."			Additional Information: Teacher to provide alternative ways of recording Alex's ideas.		
Evaluation and future action:									

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (primary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Angela Turner		Date of Birth:	Yr group: 5	Classteacher:	SENCO:
IEP Start Date:		Review Date:		Signed:	Signed:
Strengths: Literacy skills are good. Strong visual learner.			Areas to be developed (<i>each area should have a corresponding target</i>): Maths - mental arithmetic, place value, tens and units, shape.		
Targets	Strategies	Provision	Success Criteria	Achieved	
1. Perform addition bands to 20 with automaticity.	<ul style="list-style-type: none"> ▪ Direct questions during starter sessions, daily. ▪ Play games with TA during independent work sessions. 	<ul style="list-style-type: none"> ▪ Full participation in daily numeracy session. 	<ul style="list-style-type: none"> ▪ 2/2 questions correct daily. 		
2. Addition of tens and units with conversion units-tens.	<ul style="list-style-type: none"> ▪ Use multibase tens and units apparatus with grid. ▪ Use money - 10p and 1p coins. 	<ul style="list-style-type: none"> ▪ TA support in group of 5 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> ▪ Tens and units addition completed correctly using apparatus 9/10 on 3 consecutive occasions. 		
3. To correctly identify right, acute, and obtuse angles in 2D shapes.	<ul style="list-style-type: none"> ▪ Games - snap, dominoes, etc. ▪ Make angles - straws, card, sticky paper, etc. ▪ identify in environment. 	<ul style="list-style-type: none"> ▪ TA support in group of 5 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> ▪ 9/10 angles correctly identified on 3 consecutive occasions. 		
Parent/Carer Involvement: Will play games sent home.		Pupil's View: "I will try hard to achieve the targets, but I'm no good at maths."		Additional Information: Epilepsy well controlled by medication.	
Evaluation and future action:					

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

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. Will come and sit down on carpet with class. Looks at big book and listens to a story. Has small sight 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		Strategies		Provision		Success Criteria		Achieved	
1. To follow basic instructions in PE.		<ul style="list-style-type: none"> ▪ Sit near CT in hall and listen carefully. ▪ Tell the TA what she has to do. ▪ Teacher calls her name before instructions are given. ▪ Prompt her to look at the other children. ▪ Praise and reward for each time she achieves target until secure. 		<ul style="list-style-type: none"> ▪ TA to support listening/talk through what she has to do. ▪ TA to encourage looking/following actions of other children (visual). ▪ CT rewards/praise. 		<ul style="list-style-type: none"> ▪ Carries out correct activity 3x per lesson. 			
2. To be able to work for 5 minutes on a table, with a group of children, independently.		<ul style="list-style-type: none"> ▪ The task should be one she enjoys and feels confident with. ▪ She is sitting by a 'friend'. ▪ TA sits with her until she is confident then withdraws for 2 mins (3mins, 4mins, 5mins) (done over a period of time). 		<ul style="list-style-type: none"> ▪ Careful choice of task. ▪ Table to be situated in area of few distractions. ▪ Pupil to choose a 'friend'. ▪ Use of sand timers. ▪ TA appropriate support. 		<ul style="list-style-type: none"> ▪ To work for 5 minutes (each day) without assistant. 			
3. To answer her name at registration.		<ul style="list-style-type: none"> ▪ To give non-verbal response to her name when called. ▪ To hold up a card with her name on when CT calls it. ▪ To answer 'Yes' when her name is called. ▪ To answer 'Yes, Mrs...' 		<ul style="list-style-type: none"> ▪ Name card. ▪ Support from TA. ▪ Give her time to respond. 		<ul style="list-style-type: none"> ▪ To answer 'Yes, Mrs...' when her name is called at registration times. 			
4. To wash her hands after using the toilet.		<ul style="list-style-type: none"> ▪ Picture sequence of washing and drying hands (talk through). ▪ 'Social stories' technique. ▪ Use of bowl and water first. ▪ Using taps/soap/paper towel. ▪ Reward for carrying it out/remembering. 		<ul style="list-style-type: none"> ▪ Photos of her going through the process of washing/drying hands. Short 'story book'. ▪ TA support. ▪ Taps that turn easily. ▪ Paper towels. ▪ Stickers/chart etc. 		<ul style="list-style-type: none"> ▪ To wash hands and dry them without TA's support, following each toilet visit. 			
Parent/Carer Involvement: To encourage her to answer 'Yes mum' when called.				Pupil's View:				Additional Information: High anxiety. Fear of hand dryer noise.	
Evaluation and future action:									

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

School (primary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Harry Thompson		Date of Birth:		Yr group: 6		Classteacher:		SENCO:	
IEP Start Date:		Review Date:		Signed:		Signed:			
Strengths: Enjoys reading and science. Very good at ICT.					Areas to be developed (<i>each area should have a corresponding target</i>): Completion of work. Taking part in class discussion (appropriately). Develop appropriate conversation skills. Finds difficulty working in a group.				
Targets		Strategies		Provision		Success Criteria		Achieved	
1. To complete a given task without complaint in a given time.		<ul style="list-style-type: none"> ▪ Choice of task (non stressful initially). ▪ Time set for completion, e.g. 15 mins. ▪ All materials and equipment at hand. ▪ Remain at table until finished. ▪ TA support available. ▪ Use of ICT when appropriate/ reward. 		<ul style="list-style-type: none"> ▪ Personal timetable. ▪ Sand timers/small clock. ▪ Quiet work area. ▪ Choice of task. ▪ TA/CT support if requested. ▪ Computer/printer. 		<ul style="list-style-type: none"> ▪ To finish a task in the time set two or more occasions during the day. 			
2. To put up hand and answer questions during class discussion.		<ul style="list-style-type: none"> ▪ Listen carefully to CT questions. ▪ Check with TA in answer is appropriate. ▪ Put up hand and wait for CT to ask. ▪ Answer question in appropriate voice. ▪ Keep check on how many 'tries' each day. 		<ul style="list-style-type: none"> ▪ TA support (slowly withdrawn). ▪ Coloured cards system to encourage answering. ▪ Note book to record number of tries. ▪ Positive feedback from CT. 		<ul style="list-style-type: none"> ▪ To try to answer two questions in each session. 			
3. To have conversations with others, thinking about their feelings and needs.		<ul style="list-style-type: none"> ▪ Small social skills group. ▪ Role play, use of puppets, photographs. ▪ Worksheets to work on conversations. ▪ Listen to tapes of conversations within group. 		<ul style="list-style-type: none"> ▪ CT/TA input. ▪ Pictures of role play situations/ watching conversations on video. ▪ Resources such as 'Talkabout', 'Socially Speaking'. ▪ Tape player. 		<ul style="list-style-type: none"> ▪ Has simple conversations with adults, and other children in school, being aware of their needs. 			
4. To be an active member of a group.		<ul style="list-style-type: none"> ▪ 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 style="list-style-type: none"> ▪ CT/TA support for the group. ▪ Give each other their role on paper. ▪ Give prompt sheet. ▪ Start with one curriculum area, e.g. science. 		<ul style="list-style-type: none"> ▪ To carry out group activities successfully as an active member, once daily. 			
Parent/Carer Involvement: Parents to encourage him to invite friends round, and to take part in simple family discussions.				Pupil's View: "I understand my targets and would like to use my computer as my reward."				Additional Information: Likes to work to his own agenda.	
Evaluation and future action:									

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (primary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Darren Jones		Date of Birth: not age specific (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	Strategies	Provision	Success Criteria	Achieved			
1. To take responsibility for sitting in an appropriate place on the carpet in order to see the big book in literacy hour.	<ul style="list-style-type: none"> ▪ gentle reminder to Darren to sit at the front; by you; by the book. ▪ (if necessary) explanation to rest of class about why they should leave a space for Darren at the front. 	<ul style="list-style-type: none"> ▪ None required. 	<ul style="list-style-type: none"> ▪ Darren sits in an appropriate place in literacy hour for one week without needing a reminder. 				
2. To start to take responsibility for own organisation of learning materials.	<ul style="list-style-type: none"> ▪ Files provided and labelled for storage of materials. Darren is assisted to file materials and own work appropriately. 	<ul style="list-style-type: none"> ▪ Files. ▪ Time to set up files and support initial work on organisation. 	<ul style="list-style-type: none"> ▪ Work filed appropriately by Darren. 				
3. To start to take responsibility for working in suitable lighting conditions.	<ul style="list-style-type: none"> ▪ Reminder to Darren to ask for blinds to be pulled/lights to be switched on or to move to alternative position (as appropriate). 	<ul style="list-style-type: none"> ▪ Blinds available and/or alternative position in classroom to be out of glare/in optimum light conditions. 	<ul style="list-style-type: none"> ▪ Darren takes control of lighting conditions without needing a reminder. 				
4. To wear clean glasses at all appropriate times.	<ul style="list-style-type: none"> ▪ Reminder to Darren to put glasses on (if necessary). ▪ Observation of cleanliness: teach Darren to clean glasses daily or to check whether necessary. 	<ul style="list-style-type: none"> ▪ Knowledge of when glasses should be worn. ▪ Soft cloth/warm water for cleaning. 	<ul style="list-style-type: none"> ▪ 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 his glasses at school every day.			Pupil's View: Darren wants to become more independent and wants to take more responsibility.			Additional Information:	
Evaluation and future action:							

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

School (primary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Sarah Hill		Date of Birth:	Yr group: 2	Classteacher:	SENCO:
IEP Start Date:		Review Date:		Signed:	Signed:
Strengths: A quiet girl, Sarah has made a lot of progress. She enjoys school and is developing a good sense of humour.			Areas to be developed (each area should have a corresponding target): Self confidence. Oral response. Language - inference due to hearing loss.		
Targets	Strategies	Provision	Success Criteria	Achieved	
1. To remind new CT to switch radio and transmitter on/ off when she forgets.	<ul style="list-style-type: none"> ▪ Short meeting - Sarah, CT and teacher of the deaf. ▪ Praise and encouragement. 	<ul style="list-style-type: none"> ▪ 1 hour per week teacher of the deaf support at school. ▪ To see parent at school most weeks for 10 minutes. 	<ul style="list-style-type: none"> ▪ When reviewed, Sarah has told CT on 60% of occasions. 		
2. To have the confidence to put up her hand and attempt to answer in a whole class situation.	<ul style="list-style-type: none"> ▪ CT to tell Sarah before lesson begins what she is looking for. ▪ A smile from CT to encourage. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ When CT questions the group, Sarah raises her hand on 60% of occasions. 		
3. To understand metaphors and similes. To have some understanding of 10 metaphors and similes.	<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Can explain 10 metaphors and similes to TA (very simply but showing greater understanding). 		
Parent/Carer Involvement: Scrap book. Parent to ensure RIA is tested and ready for CT.		Pupil's View: Sarah is pleased to have achieved previous targets and has own simplified version of these targets.		Additional Information: Sarah already knows new CT. Has returned to school happily and there have been no tears.	
Evaluation and future action:					

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (secondary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: John Smith		Date of Birth:		Yr group: 8		Form: 8S	
IEP Start Date:		Review Date:		KS2/3 SATs English: 2		Maths: 3 Science: 2	
Strengths: <ul style="list-style-type: none"> • Good at maths and enjoys playing chess. • Relates well to adults. • Good comprehension. 				Areas to be developed (each area should have a corresponding target): <ul style="list-style-type: none"> • Organisational skills - particularly remembering equipment. • Spelling. • Completing tasks/giving in homework on time. 			
Targets	Strategies	Provision	Success Criteria	Achieved			
1. To have materials and equipment ready at the beginning of the lesson.	<ul style="list-style-type: none"> • Cue card available with specific instructions, where necessary, for each subject. • Bag with sections for materials • Chart checked at beginning and end of lesson. 	<ul style="list-style-type: none"> • Generic card specifying materials. Subject specific additions as necessary - TA to initiate and monitor chart with peer partner. • Parent to provide bag. 	<ul style="list-style-type: none"> • Chart completed successfully for 80% of week for half a term. 				
2. To complete written tasks in the time specified.	<ul style="list-style-type: none"> • Use stop watch. • Divide work into small sections and pencil in time taken to complete - beat own record. Peer to monitor. • Parent to support homework. 	<ul style="list-style-type: none"> • Stop watch. • TA to initiate and monitor with peer - form time Wednesday and Friday. • Liaison via home-school diary. 	<ul style="list-style-type: none"> • Tasks completed in class - all subjects 4/5 • Homework given in on time 4/5. 				
3. To be able to spell 2 additional subject specific words in each subject taken.	<ul style="list-style-type: none"> • One word in each subject highlighted and put into spelling log. • Look, say, cover, write, check and learn - x2 at home, reinforced with ICT. • One more word added by TA when ready - Wed. or Friday form time. 	<ul style="list-style-type: none"> • TA to choose words with pupil from the school list of subject words. • Word games and ICT programmes for use at home. • TA time on Wednesday and Friday. 	<ul style="list-style-type: none"> • All words spelt correct when tested at the end of half term. 				
Parent/Carer Involvement: Support with timing, organisation of homework. Provide bag and computer.		Pupil's View: Wants to succeed and understands the need for the targets chosen.		Additional Information: Does not like physical exercise - health check, overweight.			
Evaluation and future action: <ul style="list-style-type: none"> • Materials ready for each lesson except for PE - parent to be involved/remind on Tuesday. • Writing more in given time - breaking into sections working best. • Good partner relationship. • Able to spell the targeted words - TA to check in school subject books. 							
Names of all staff involved: Teaching assistant; SENCO; Head of Year; all subject teachers.							
Signed: _____ (SENCO) Date: _____							

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (secondary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Anna Green		Date of Birth:		Yr group: 7		Form: 7T	
IEP Start Date:		Review Date:		KS2/3 SATs English: 2		Maths: 2 Science: 2	
Strengths:				Areas to be developed (each area should have a corresponding target):			
<ul style="list-style-type: none"> • Very good at PE and swimming. • Good attitude to learning. • Popular with staff and peers. 				<ul style="list-style-type: none"> • High frequency words - read and spell. • Phonics read and spell. • Use of ICT to help independent writing. 			
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.	<ul style="list-style-type: none"> • Daily use of 'Star Spell' with personalised word banks. • Look, say, cover, write, check approach 2 x weekly in school, 3 x weekly at home. • Games. 	<ul style="list-style-type: none"> • Extraction 2 x weekly. • TA freed for 1 session to set up word banks for 1, 2, 3. • Shared in class support in English, Geography, History. • 20 min lunchtime club daily. 	<ul style="list-style-type: none"> • 10/10 on 3 consecutive occasions. 				
2. To read and spell words containing 'ee' and 'oo' (long and short).	<ul style="list-style-type: none"> • Daily use of 'Word Shark' with personalised word banks. • Appropriate sections from 'Easy Learn' wordbooks. • Games. 	<ul style="list-style-type: none"> • Extraction 2 x weekly. • Shared in class support in English, Geography, History. • 20 min lunchtime club daily. 	<ul style="list-style-type: none"> • 10/10 words correct (chosen randomly) on 3 consecutive occasions. 				
3. To produce pieces of independent writing using 'Word'	<ul style="list-style-type: none"> • Use 'Word' in conjunction with 'Wordbar' to provide support with spelling and structuring writing. 	<ul style="list-style-type: none"> • Use computer in base for independent writing - all subjects. • Use computer at home for homework. • Support from TA when free. 	<ul style="list-style-type: none"> • 3 pieces of writing produced independently. 				
Parent/Carer Involvement: Access to computer at home. To reinforce target high frequency words.			Pupil's View: Will try hard to achieve all targets.		Additional Information: Wears glasses for reading and writing.		
Evaluation and future action:							
Names of all staff involved:							
Signed: _____ (SENCO) Date: _____							

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (secondary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Alan Thomas		Date of Birth:		Yr group: 9		Form: 9T	
IEP Start Date:		Review Date:		KS2/3 SATs English: 4		Maths: 4 Science: 4	
Strengths: Is capable of good achievement in all subjects.				Areas to be developed (each area should have a corresponding target): Time-keeping, handing in homework, reduction in use of bad language.			
Targets	Strategies	Provision	Success Criteria	Achieved			
1. To arrive in the classroom promptly at the start of a lesson.	<ul style="list-style-type: none"> • Staff to encourage prompt arrival with positive, welcoming remarks. • Prompt arrivals to be celebrated on report sheet. • Points given towards school system. 	<ul style="list-style-type: none"> • Form teacher to monitor report sheet daily at end of school. • Number of prompt arrivals sent home to parents. 	<ul style="list-style-type: none"> • To arrive promptly at every lesson. 				
2. One piece of homework to be completed and handed in daily.	<ul style="list-style-type: none"> • Homework handed in to form teacher at morning registration. This to be celebrated on report sheet. • Points given towards school system. 	<ul style="list-style-type: none"> • Attendance at homework club to be encouraged. • Parents informed daily. 	<ul style="list-style-type: none"> • Form teacher receiving homework every morning. 				
3. Instances of swearing out loud during lessons to be reduced.	<ul style="list-style-type: none"> • Alan and staff to record number of instances. Both figures to be recorded on report sheet. • Points given towards school system. 	<ul style="list-style-type: none"> • Form teacher to monitor daily at end of school. Parents informed of progress daily on note home. 	<ul style="list-style-type: none"> • 20% reduction over two weeks. 				
Parent/Carer Involvement: Encourage homework completion. Ask for daily note home and reward. Following review dad will take to football match.			Pupil's View: Willing to try. Agreed homework, 2x maths, 2x English, 1 of own choice weekly.			Additional Information: Responds well to individual attention.	
Evaluation and future action:							
Names of all staff involved: Form teacher, head of year.							
Signed: _____				(SENCO)		Date: _____	

This content is no longer current and was archived on 23 June 2016.

For latest information from SCE please visit:

<https://www.gov.uk/government/collections/service-childrens-education>.

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>.

School (secondary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Suresh Gupta		Date of Birth:		Yr group: 7		Form: 7F			
IEP Start Date:		Review Date:		KS2/3 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		Strategies		Provision		Success Criteria		Achieved	
1. To read the time on a 24 digital clock and understand analogue equivalent.		<ul style="list-style-type: none"> Use school timetable, bus timetables, TV schedules, etc. as real-life applications. 		<ul style="list-style-type: none"> TA support in maths (small group) twice weekly. 		<ul style="list-style-type: none"> 9/10 correct on 3 consecutive occasions. 			
2. To spell words containing the vowel digraphs 'ai' and 'ay' correctly, in isolation.		<ul style="list-style-type: none"> Multi-sensory spelling practice - Spelling Made Easy. Word Shark. Snakes and ladders game. 		<ul style="list-style-type: none"> Withdrawal in small group (4) 45 minutes 2x weekly. 		<ul style="list-style-type: none"> 9/10 correct on 3 consecutive occasions. 			
3. To record homework correctly in homework diary.		<ul style="list-style-type: none"> Suresh to copy from agreed peer partner. Staff to set homework before end of lesson. 		<ul style="list-style-type: none"> TA to check at end of school daily. 		<ul style="list-style-type: none"> Homework correctly recorded. 			
Parent/Carer Involvement: For target 1, will play snap, dominoes and pelmanism games. SENCO to supply.				Pupil's View: "I always try my best. I will practice the games at home."				Additional Information: SpLD?	
Evaluation and future action:									
Names of all staff involved: SENCO, maths teacher, teaching assistant.									
Signed: _____ (SENCO) Date: _____									

This content is no longer current and was archived on 23 June 2016.
 For latest information from SCE please visit:
<https://www.gov.uk/government/collections/service-childrens-education>.
 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>.

School (secondary):

INDIVIDUAL EDUCATION PLAN (IEP)

SEN Support

Name: Amy Gold		Date of Birth: not age specific (secondary)		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	Strategies	Provision	Success Criteria	Achieved	
1. To use magnifier to access maps in geography.	<ul style="list-style-type: none"> • QTVI to ensure Amy has suitable magnifier (may necessitate referral to Low Visual Aid clinic). • QTVI to provide training in use of magnifier. 	<ul style="list-style-type: none"> • Magnifier (from LVA clinic). • Visits from QTVI. 	<ul style="list-style-type: none"> • Amy is able to gain visual information from '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 style="list-style-type: none"> • All subject teachers to be informed that Amy needs to sit at front of class. • Subject teachers to remind Amy to sit appropriately. • Amy to be allowed friends beside her. 	<ul style="list-style-type: none"> • Information/strategy made known to all staff. 	<ul style="list-style-type: none"> • Amy always sits in appropriate place when there is board work to access. 		
3. To take responsibility for working in optimum lighting conditions.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Layout of classrooms adaptable to allow seating position in optimum light. 	<ul style="list-style-type: none"> • Amy takes control of lighting conditions without needing a reminder. 		
Parent/Carer Involvement: To check lighting conditions for homework.		Pupil's View: Amy is happy to take more responsibility but wants to sit near her friends whenever possible.		Additional Information:	
Evaluation and future action:					
Names of all staff involved: SENCO, maths teacher, teaching assistant.					
Signed: _____ (SENCO) Date: _____					