



Individual Education Planning

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Individual Education Plans for students

▪ Purpose of policy	page 2
▪ Definition of Individual Education Planning	page 2
▪ Who is it for?	page 2
▪ Communication	page 3
▪ Voice of the child	page 3
▪ Linking with other policies	page 3
▪ Training	page 3
▪ Record Keeping	page 3
▪ Appendix one – generic IEP for assessment period	page 4
▪ Appendix two – blank IEP	page 5

Purpose of policy

This policy identifies the approach utilised by Exceptional Ideas to ensure student's educational needs are met through a planning and review process linked to their Statement of Special Educational Needs or EHCP and academic, social, pastoral and therapeutic progress during their time with Exceptional Ideas.

Definition of Individual Education Planning

Individual Education Plans (IEP's) are tailored to match the needs of each student from their admission for assessment and throughout their time on role.

Plans will be brief and run without review for no longer than 10 weeks. They will state clearly the need to be addressed, how it is to be addressed and by whom, success criteria and at the end of the review period outcomes will be recorded. They will also state who is responsible for taking action.

Targets set on IEP's will aim to work for incremental improvements and will be realistic and achievable. All IEP's will state the timescale for achieving targets (the review cycle).

IEP's will be generated at the end of the Induction and Assessment period for all students who will stay with an Exceptional Ideas Ltd school beyond induction.

Who is it for?

Students

Students who are registered pupils with Exceptional Ideas Outreach Service or at an Exceptional Ideas Ltd school.

Staff

Anyone employed by Exceptional Ideas that works either directly or indirectly with the registered students.

Parents/Carers

Parents / carers with parental responsibility of students that are registered with Exceptional Ideas.

Communication

IEP's will be shared with the student, parents/carers and referring agencies as appropriate. They will be discussed at team meetings with all members of staff at Exceptional Ideas when they are written and reviewed.

Voice of the child

The student's input to IEP's, as with all other plans written by Exceptional Ideas, is crucial. Their initial IEP will be discussed with them so they are aware of how they are developed and used during this time. Any review will ask for the view of the student which will be recorded along with any staff or parental outcomes. The strategies to achieve the targets set in the IEP will be discussed with the student whose views will be taken into account before finalising the document.

Link with other policies

This policy links to all curriculum and therapeutic policies. All opportunities for cross curriculum links will be explored and every opportunity to apply the principles of the student's IEP will be utilised fully and inform any timetabling, curriculum and therapeutic planning.

Training

Staff will be trained to read IEP's and work towards the targets therein.

Record keeping

IEP's in current use will be kept in each student's daily file alongside behaviour targets and therapeutic plans. At the end of cycle the IEP's will be reviewed and the old IEP will be filed in the child's planning and progress file.