



# Individual Education Plan (IEP)

## *Information for parents and carers*

### **What is an IEP?**

An IEP is produced by the early education setting or school to record the strategies being used to enable your child to make progress. It is a teaching plan for all staff working with your child and should specify:

- what special help is being given
- how often your child will receive the help
- who will provide the help
- what the targets for your child are (usually three or four specific short term targets)
- how and when your child's progress will be checked
- what help you can give your child at home.

The style and content of an IEP will vary according to the needs of the child and each early education setting's or school's policy and practice. For example, in a secondary school, a pupil may have targets listed in his/her school diary rather than within an IEP.

### **Where may an IEP exist?**

In early education settings, maintained schools (mainstream schools and special schools) and education centres.

### **What does an IEP describe?**

It describes the provision that is being made for your child, which is different from and additional to the general curriculum. The general curriculum has been designed to support the normal range of progress and ability of children. When this is proving inadequate for your child different or additional provision is made and recorded in an IEP.

### **Why have an IEP?**

The purpose of an IEP is to assist your child in making progress with learning and to help raise his/her achievement. It also assists staff in providing additional support for your child. For most children, the introduction of an IEP and the arrangements made by staff will be sufficient.



## **Who benefits from an IEP?**

Children and young people who have their special educational needs met through one of the following approaches:

### **Early Years Action/ School Action**

Description of need: Complex needs

Type of action: Support which is additional to and different from that provided as part of the usual differentiated curriculum.

### **Early Years Action Plus/ School Action Plus**

Description of need: Significant/ long term needs

Type of action: Targeted support based on evidence and advice from external specialist(s), e.g. an educational psychologist.

### **Statement of special educational needs**

Description of need: Severe/long term needs

Type of action: A statement of special educational needs is made at the conclusion of a statutory assessment if it is decided that all the special educational help a child needs cannot reasonably be provided from within the resources normally available to the mainstream school. The statement document is reviewed annually.

## **When is an IEP reviewed?**

At least twice a year but in most cases it is reviewed termly.

## **Who can be involved in the review of an IEP?**

- child/young person
- parent/carer
- key worker/teacher/learning support assistant/special educational needs co-ordinator.

## **As a parent/carer, what can I expect from the early education setting or school?**

- to be informed when your child has an IEP
- your child's targets will be discussed with him/her and that he/she will be encouraged to participate in decision making, at an appropriate level, about future options
- to be encouraged to participate in the implementation and review of your child's IEP – for example, what help you could give your child at home
- all staff who are regularly involved with your child in the early education setting or school to be aware of his/her IEP

- targets to be S.M.A.R.T.E.R.  
**S**pecific  
**M**easurable  
**A**chievable  
**R**elevant  
**T**ime bound  
**E**valuated  
**R**eviewed
- targets to be relevant to the needs of your child. Targets will normally be set in the areas of language/literacy/numeracy/ behaviour/social skills
- the early education setting or school will interpret the IEP for you when necessary, e.g. provide an explanation of content, clarification of targets, etc. IEPs should be jargon free. If you have any concerns about the content of the IEP, you should in the first instance discuss these with your child's key worker, class teacher or the special educational needs co-ordinator.

### **What can the early education setting or school expect from you as a parent/carer?**

- you will be encouraged to contribute your own ideas about how your child's needs could be met and what helps him/her to learn
- you will be expected to share with the school any success when targets are met at home
- you should try to attend any meeting called by the early education setting or school to review the IEP. At least one review in the year could coincide with a routine parents' evening.

### **For more information on IEPs**

Department for Education (DfE) website: [www.education.gov.uk](http://www.education.gov.uk)

The Code of Practice for Special Educational Needs (2001) (DfE)  
 ISBN 1 84185 5294. A copy of this publication is available to download from the DfE website (details above) or telephone 0845 60 222 60.

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