

Individual Education and Behaviour Plans

Every child who is supported at School Action and School Action Plus, or who has a Statement of Special Educational Need, should have an **Individual Education Plan (IEP)** or **Individual Behaviour Plan (IBP)**.

The IEP or IBP will record the strategies to be used to help the pupil to progress and will set out the targets that the pupil should be working towards. The IEP/IBP should only record provision or strategies that are different from, or additional to, those that are already recorded in the differentiated curriculum plan. This sets out the ways in which the curriculum will be adapted (or differentiated) to ensure that *all* pupils can learn and progress at their own pace.

The Plan should focus on three or four clear targets relating to the key areas of communication, literacy, numeracy and behaviour and social skills. These targets should be SMART targets i.e.

Specific
Measurable
Achievable
Realistic
Time limited

The IEP/IBP should include:

- Baseline information about the pupils curriculum levels and needs
- A broad long term objective for the pupils progress
- Three or four specific targets which are related to the objective
- The teaching strategies to be used
- Any additional provision or resources that will be required
- Criteria for success
- Dates for the review and evaluation of the plan.

Objectives should be directly related to the pupil's needs as identified through the assessment process. IEPs/IBPs for pupils at School Action Plus should be developed with the help of outside agencies e.g. Educational Psychologist, Speech and Language Therapist.

It is good practice to discuss the IEP/IBP with parents/carers and the pupil (at an age appropriate level). Parents should be given the opportunity to carry out activities to support the plan and pupils should be encouraged to record their own progress towards the targets and to determine and prioritise these if appropriate.

Formal reviews of the plan should be held at least twice per year, though targets may be reviewed and adapted informally at any time. Formal reviews should be held more frequently if there are concerns about a pupil's progress. Parent's views on the pupil's progress should be sought and wherever possible the pupil should also take part in the review process and be involved in setting new targets.