

INDIVIDUAL EDUCATION PLAN (IEP)

OR

For: SCHOOL ACTION PLUS

Unique pupil number

INDIVIDUAL EDUCATION PLAN (IBP)

NAME	DOB	SCHOOL	DATE PLAN WRITTEN	DATE FOR REVIEW
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
OBJECTIVE		BASELINE ASSESSMENT		
<input type="text"/>		<input type="text"/>		
SPECIFIC TARGETS	STRATEGIES		OUTCOME (including data)	
<input type="text"/>	<input type="text"/>		<input type="text"/>	

* *Targets should be specific, measurable, achievable resourced and within the planned timescale. They should include criteria for success.*

There should be one or more targets for each objective, accompanied by details of strategies and then outcomes.

Page

** See above for information on interventions and strategies.

Copy given to parent on _____

Total pages in Plan

**SCHOOL ACTION PLUS
SUMMARY SHEET: REVIEW OF PROGRESS**
(IEPs compiled since the last review should be attached)

Name of Pupil: Date of Birth:

School: Date of Review:

Persons contributing to this review *(It is essential to invite parents/carers and the pupil, where possible, to contribute):*

Name: Position:

Name: Position:

Name: Position:

Name: Position:

Name: Position:

Area(s) of concern:

- | | | | |
|--|--------------------------|--|--------------------------|
| Cognition and learning difficulties | <input type="checkbox"/> | Emotional, behavioural and social difficulties | <input type="checkbox"/> |
| Communication and interaction difficulties | <input type="checkbox"/> | Sensory difficulties | <input type="checkbox"/> |
| | | Physical difficulties | <input type="checkbox"/> |

Evaluation of the pupil's performance and progress in relation to SEN Criteria and, where relevant, National Curriculum levels:

How much progress has the pupil made against the targets? Which strategies have been successful and which not? How does the pupil's performance compare with the SEN criteria? (it should not necessarily be expected that the child will "catch up" in his or her attainments since some children will always have learning difficulties. What is significant is the extent of the learning difficulties and the rate of progress.)

Note of discussion with pupil (where appropriate):

Note of contact/discussion with parents/carers:

External agencies involved:

Decision following School Action Plus Review

Move to ordinary differentiated curriculum

Move to School Action
(draw up a fresh IEP and leave pupil on SEN Register)

Remain at School Action Plus
(draw up a fresh IEP, leave pupil on SEN Register
and seek specialist advice from SESS)

Request Statutory Assessment
(consult parents/carers and SESS, draw up a fresh
IEP, leave pupil on SEN Register and inform the
Authority)

Signed: _____ **Position:** _____ **Date:** _____

Copy sent to parents/carers on _____ (date)