



# Inclusion and Special Educational Needs

13 March 2016





# Individual Education Plans and Provision Mapping





# What is an IEP?

- The IEP is a planning, teaching and reviewing tool
- It should underpin the process of planning intervention for the individual pupil
- It should only record that which is *additional to* or *different from* the differentiated curriculum plan, which is in place as part of provision for all children.



# Who needs an IEP?

- Little or no progress (1/2 sub levels below). Despite provision already being made.
- Show signs of difficulty in literacy/numeracy skills.
- Emotional or behavioural difficulties.
- Sensory or physical problems. SENSS team involved.
- Communication/interaction difficulties.



# Who can contribute?

Class teacher

Pupil & Parents

TAs

SENCO

SMT

Other Agencies/Professionals



# What's in an IEP?

- Basic details!
- Evaluation.
- Parent and child views and signed by a parent.
- Short term SMART targets set for or by the child.
- Teaching strategies to be used.
- Provision to be put in place.
- Review date.
- Success/exit criteria.



# Breaking Tasks Down

In order for targets to be achievable, tasks need to be broken down.



**S**imple, **S**pecific – low in number too.

**M**easurable – or observable.

**A**chievable

**R**elevant

**T**imed





- By the end of January, X will read and spell the words: 'and, the, saw, you, said' in and out of context 3 times out of 5.
- To sit on his mat and listen to a story for 3 minutes without shouting out.
- To come in to the room quietly and sit down.
- To recall numerals 1,2,3,4,5 when presented on cards.



# Reviewing the IEP

Needs to be done:

- With the child and parent.
- Every half term/6 weeks- to closely monitor the child and provision used.




(To refer a child, 2 evaluated IEPs & 1 current one is needed for the next planning meeting)


A copy to parents, SENCO (evaluated copy and new), into Class IEP file and TA made aware.



- IEPs should have all the **basic details** and should be **evaluated**.
- a working document-amendments are good.
- include child and parent views - signed by a parent.
- They should be reviewed every half term/6 weeks.



My teacher	My parents	Me
What I like and admire about	What I like and admire about	What I like and admire about myself
		

What I struggle with at school	How you can support me	How I can help myself
		

My dreams and aspirations




My 10 point scale

1      2      3      4      5      6      7      8      9      10



Aspiration	I would like to be able to do maths
Outcome 1	I will be able to count to 20
What do I need to know to reach my outcome?	
1. I will use counting objects to practice counting 10 things.	
2. I will use a maths mat to practice writing the numbers.	

Today I am working on:	I have got it!	Yes you have!
Date		



Aspiration	I would like to be able to do maths
Outcome 2	I will be able to count confidently to 20 and write the numbers
What do I need to know to reach my outcome?	
1. I will practice saying the counting words to 20	
2. I will count 20 objects, pointing at each object as I do so.	

Today I am working on:		I have got it!	Yes you have!
Date			



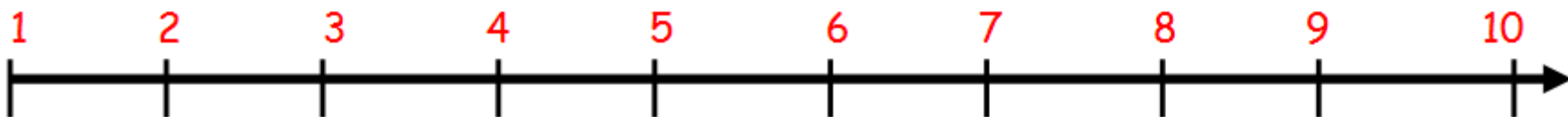
<b>My teacher</b>	<b>My parents</b>	<b>Me</b>
What I like and admire about	What I like and admire about	What I like and admire about myself

<b>What I struggle with at school</b>	<b>How you can support me</b>	<b>How I can help myself</b>

<b>My dreams and aspirations</b>



My 10 point scale



Aspiration	I would like to be able to write really good stories
Outcome 1	I will be able improve my handwriting
What do I need to know to reach my outcome?	
1. I will use ascenders and <u>descenders</u> correctly 50% of the time	
2. I will make sure there is a finger space in between my words 50% of the time.	

Today I am working on:	I have got it!	Yes you have!
Date		

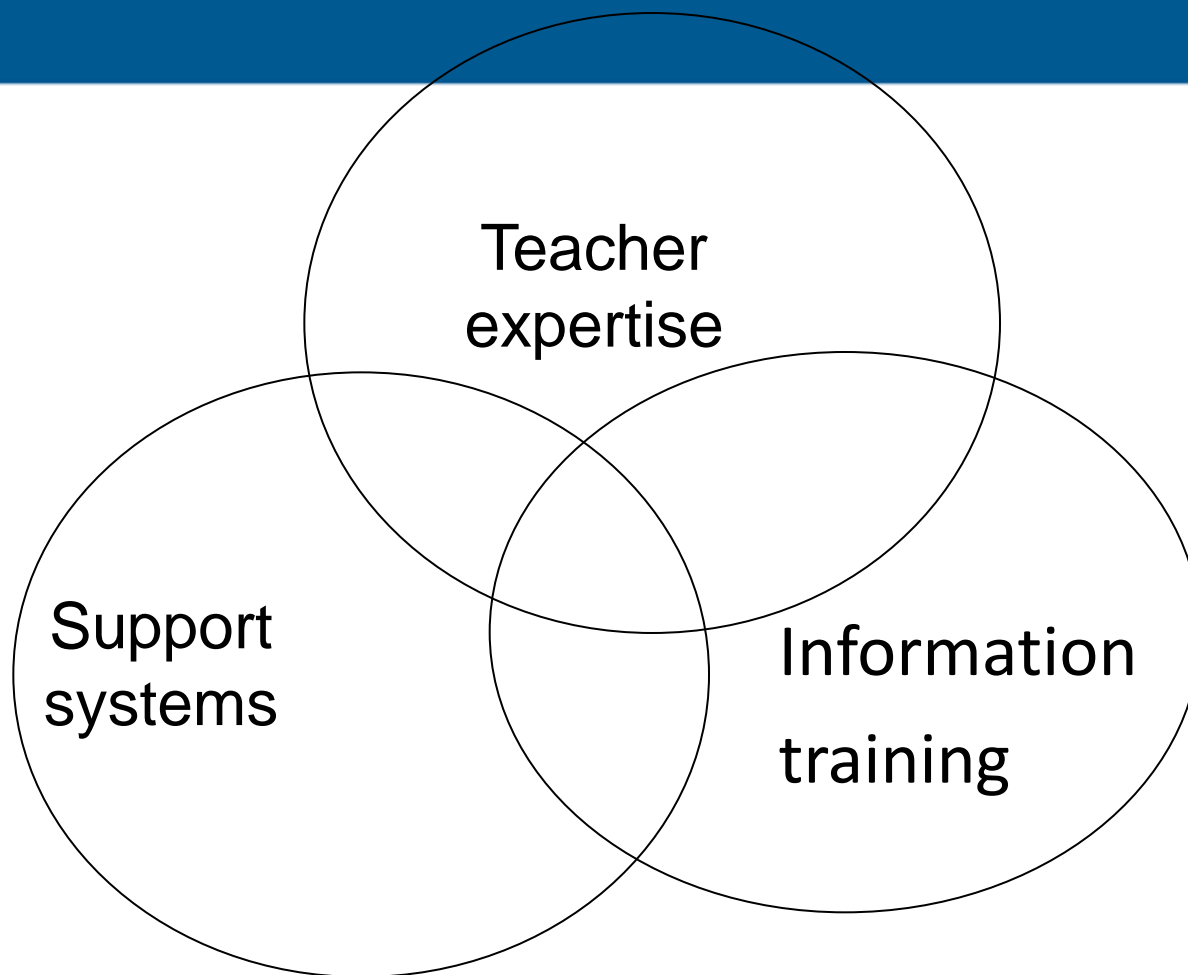




# Provision

*Action to meet pupils' SEN tends to fall within four broad strands:*

- assessment and planning
- grouping for teaching purposes
- additional adult resources
- curriculum and teaching methods



Parents  
Educational Psychologist  
EWO  
External Agencies

EnglishAgenda



The School Ethos

Language & Communication Groups

Transition

Tracking progress

In-class Mentoring  
TA Support  
Consultancy

Speech & Language Therapist Team-teaching

Pastoral Support Programmes

**Inclusive Mainstream Classroom**

Explicit inclusion interventions

Explicit teaching of Language & Literacy skills

Peer Mentor Programme

INSET  
Explicit Teaching of Language & Literacy Skills  
Cognition  
SEN awareness

SEN Profile  
IEPs  
Student Information Sheets



# Provision Mapping and a Cycle of review

Example Provision Map – Key Stage – Years 1 and 2

Pupil Name: \_\_\_\_\_ Date: \_\_\_\_\_

Year	In class specific differentiation strategies (Quality First Teaching)	School Action	School Action Plus
Year 1/2	<p>Enhanced LSA for:</p> <ul style="list-style-type: none"> <li>Regular group teaching lit/num</li> <li>Basic skills over-learning</li> <li>Sunshine Spiral games</li> <li>Phonics handbook sheets</li> <li>Charles Cripps "Hand for Spelling" activities</li> <li>LDA language cards</li> <li>Sound Links – segmenting cards</li> <li>Class linked SMBA</li> <li>Early Literacy Support (ELS)</li> </ul>	<p>Enhanced LSA support for:</p> <ul style="list-style-type: none"> <li>Small group teaching lit/num</li> <li>Specific 1-1 teaching to targets</li> <li>Phono-graphix group work</li> <li>Phono-graphix 1-1</li> <li>SENCO led Reading Recovery approach to literacy group work</li> <li>Soundworks/Numberworks</li> <li>Time-out lunchtime support</li> <li>Individualised behaviour programme</li> <li>Specific teaching to targets</li> <li>Stile Listening Lotto activities</li> <li>SENCO individual/group support as required</li> <li>SENCO assessment</li> <li>LSA language group</li> <li>Reading Recovery 1-1</li> </ul>	<ul style="list-style-type: none"> <li>Speech and Language Therapy 1-1/group work</li> <li>LEA SEN support service observation and advice/input to IEPs</li> <li>Mental Health nurse counselling</li> <li>Attendance worker</li> </ul>
Evaluation: _____		Date: _____	

#### SEN 4. RECORD OF INVOLVEMENT PLAN: DO REVIEW CYCLE FOR:

Pupils Name .....

Date Cause for Concern Raised:  
Present:  
Cause for Concern:  
  
Action:

Date of Meeting to Review Intervention:  
Present:  
Progress:  
Ongoing Need:  
Action:

Date of Meeting to Review Intervention:  
Present:  
Progress:  
Ongoing Need:  
Action:

Date of Meeting to Review Intervention:  
Present:  
Progress:  
Ongoing Need:  
Action:



# Identify interventions

**INTERVENTIONS**

TA Support	
Language and Comm Group	X
Language and Comm Assessment	X
Literacy Group	
Mentor	X
Pastoral Support Programme	X
Referral to EP	

There will be other interventions available,  
sometimes specialist support



# High expectations of every child to reach their potential

## TARGETS AND REVIEW
