

If you need the information in this leaflet in another language or in a special format, such as braille, large print or audio-cassette, please contact us at the address below.

Ky botim jep të dhëna për prindërit që kanë fëmijë me nevoja të veçanta mësimore. Është përgatitur nga Shërbimi i Partneritetit të Prindërve (Parent Partnership Service). Ky shërbim i ofron prindërve përkrahje të besueshme dhe të paanëshme. Nëse këto të dhëna ose këshilla ju nevojiten në gjuhën amtare, ju lutemi të na kontaktoni në adresën e mëposhtme.

এই প্রকাশন বশিষে শিক্ষার আবশ্যক হওয়া শিশুদের পতি-মাতাদেবকে তথ্য প্রদান করে। পতি-মাতা অক্ষীদার সবে এইটি প্রকাশ করে। এই সবে পতি-মাতাদেবকে গোপন এক পক্ষপাতশূন্য সমর্থন প্রদান করে। যদি আপনাকে নিজের ভাষায় এই তথ্য অথবা উপদেশের আবশ্যক, অনুগ্রহ করে নীচের ঠিকানায় আমাদেবকে যোগাযোগ করুন।

Cette publication offre des informations aux parents d'enfants qui ont des besoins particuliers en matière d'éducation. Elle est publiée par le Parent Partnership Service. Ce service offre un soutien confidentiel et impartial aux parents. Si vous souhaitez recevoir ces informations ou des conseils dans votre propre langue, veuillez nous contacter à l'adresse reprise ci-après.

આ પ્રકાશન વિશેષ શૈક્ષણિક જરૂરિયાતો ધરાવતા બાળકોના વાલીઓને માહિતી આપે છે. એ પેરેન્ટ પાર્ટનરશિપ સર્વિસ દ્વારા બનાવવામાં આવ્યું છે. આ સેવા વાલીઓને ખાનગી અને તટસ્થ ટેકા આપે છે. જો તમને આ માહિતી કે સલાહ તમારી ભાષામાં જોઈતી હોય, તો કૃપા કરીને નીચે આપેલા સરનામા પર અમને સંપર્ક કરો.

Questa pubblicazione informativa è rivolta ai genitori di bambini con necessità educative speciali. Essa è prodotta dal Parent Partnership Service, ente che offre sostegno ai genitori ispirandosi a criteri di riservatezza e imparzialità. Se desiderate ricevere informazioni o consigli nella vostra lingua, potete contattarci all'indirizzo sottostante.

**The Parent Partnership Service**  
Westfield Middle School  
Queens Park  
Bedford  
MK40 4HW

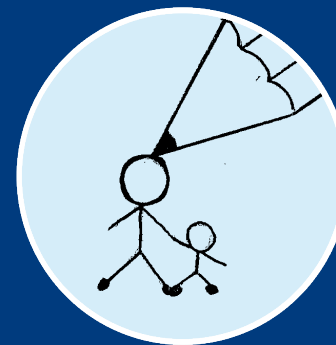
Tel: (01234) 316353  
Fax: (01234) 316352  
Email: [parent.partnership@bedscc.gov.uk](mailto:parent.partnership@bedscc.gov.uk)  
Web: [www.bedfordshire.gov.uk/parentp](http://www.bedfordshire.gov.uk/parentp)

ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਵਿਸ਼ੇਸ਼ ਵਿਦਿਅਕ ਜਰੂਰਤਾਂ ਵਾਲੇ ਬੱਚਿਆਂ ਦੇ ਮਾਪਿਆਂ ਨੂੰ ਜਾਣਕਾਰੀ ਦਿੰਦਾ ਹੈ। ਇਹ ਮਾਪੇ ਸਾਂਝੀਦਾਰੀ ਸੇਵਾ ਵਲੋਂ ਪ੍ਰਸਤੁਤ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਇਹ ਸੇਵਾ ਮਾਪਿਆਂ ਨੂੰ ਸੁਪਣ ਅਤੇ ਨਿਰਪੱਖ ਸਹਾਇਤਾ ਮੁਹੱਈਆ ਕਰਦੀ ਹੈ। ਜੇਕਰ ਤੁਹਾਨੂੰ ਇਸ ਜਾਣਕਾਰੀ ਜਾਂ ਸਲਾਹ ਦੀ ਤੁਹਾਡੀ ਮਾਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਲੱਭ ਹੈ, ਤਾਂ ਸਾਡੇ ਨਾਲ ਹੋਰ ਦਿੱਤੇ ਪਤੇ 'ਤੇ ਸੰਪਰਕ ਕਰੋ।

Niniejsza publikacja zawiera informacje kierowane do rodziców dzieci o specjalnych potrzebach edukacyjnych. Została przygotowana przez serwis partnerstwa rodziców. Oferuje on poufną oraz bezstronną pomoc dla rodziców. Jeżeli potrzebujesz informacji lub porady we własnym języku, prosimy o skontaktowanie się z nami pod adresem podanym poniżej.

یہ اشاعت خصوصی تعلیمی ضرورت والے بچوں کے والدین کو معلومات فراہم کرتا ہے۔ اسے پیرنٹ پارٹنرشپ سروس نے تیار کیا ہے۔ یہ خدمت والدین کو آزادانہ اور غیر جانبدارانہ تعاون فراہم کرتا ہے۔ اگر آپ کو یہ معلومات یا مشورے آپ کی اپنی زبان میں درکار ہوں تو، براہ مہربانی ہم سے ذیل کے پتے پر رابطہ کریں۔

## Parent Partnership Service

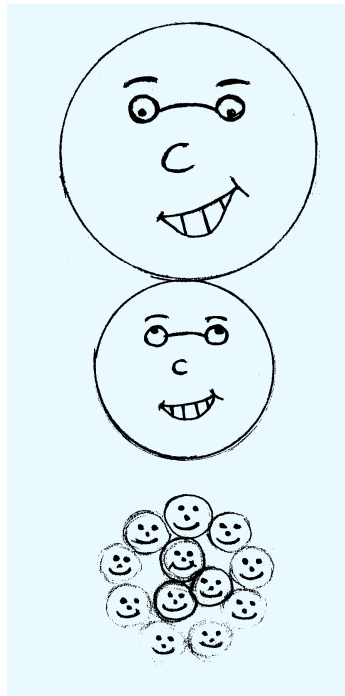


Putting **you** in the picture

# Individual Education Plans (IEPs)



Bedfordshire  
county council



This booklet is for parents and carers of children with special educational needs. It tells you about Individual Education Plans (sometimes called IEPs for short). It explains:

- when a child will need an IEP; and
- what an IEP involves.

## What is an Individual Education Plan (IEP)?

An IEP is a written plan with short term targets made to help your child's learning or behavioural needs. The IEP is a working document to help all teaching staff.

Children from Westfield Middle School, Bedford, drew the illustrations in this series of leaflets.

## Individual Education Plans

### Should my child have an Individual Education Plan (IEP) and what would this mean?

Most children do not need an IEP. The National Curriculum allows for children to learn at their own pace and in their own way. But your child should have an IEP if they need extra help at school. An IEP is a document that reminds everyone working with your child what the goals for your child are. It should be written in language parents understand and will set out about 4–6 targets that your child is working towards.

### When should my child have an IEP?

Your child's school will write an IEP if your child has a Statement or is at School Action or School Action Plus (or, if your child is under five, at Early Years Action or Early Years Action Plus).

### Why do parents need to be involved?

IEPs are most useful when parents, teachers, teaching assistants and children all work together.

### How will an IEP work if my child is at School Action?

An IEP will set out the action your school will take to help your child. Your child's class teacher will be in charge of writing the IEP and reviewing it with the Special Educational Needs Co-ordinator (SENCo), the teaching assistant, the parent(s) or carer(s) and the child. These targets will be reviewed, ideally each term but at least

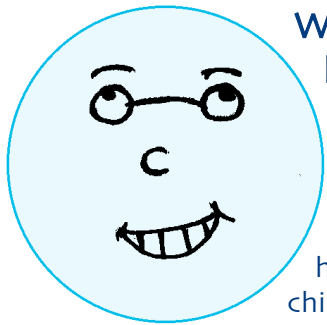
twice a year. Each school will have its own way of reviewing IEPs but the school should give the parent the chance to talk about the IEP with the class teacher. This might happen at a parents evening. If you feel you need more time for this, do ask the class teacher.

### How will an IEP work if my child is at School Action Plus?

The IEP will carry on setting out the action your school will take to help your child. At School Action Plus, outside agencies will be asked for their help and advice. These agencies may include the Educational Psychology Service, the Social, Emotional and Behaviour Support Service, Advisory Teachers or the Health Service. The child's class teacher or SENCo will write the IEP using information from the parent, child and other agencies.

### How will an IEP work if my child has a Statement?

This is like School Action Plus but there will be a proper Annual Review of your child's targets and the Statement.



### Will my child always receive help?

Together, School Action, School Action Plus and Statementing are called the "Graduated Response." Your child may move between these stages depending on how they are doing at any time. Some children may get extra help for short periods; some may get extra help throughout

their school life. Your child may move from School Action Plus to School Action or no longer get extra help because they have made good steps forward and no longer need the help. There may also be times when your child may need extra help and they move from School Action to School Action Plus.



### Should my child be involved in the IEP?

Pupils have a right to join in and have a view in any matter affecting them. Their views should be taken into account, bearing in mind their age, maturity and capability. Your child may need help to do this and to become involved.

### What will the targets be like?

The targets will cover the main areas that your child is working towards, and how the school will help your child.

Targets may cover:

- **cognition and learning difficulties** – for example reading, writing, maths;
- **emotional and behavioural difficulties** – for example getting on with others and feeling good about themselves;
- **communication and interaction difficulties** – for example talking and listening;
- **physical and sensory difficulties** – for example hearing, seeing or moving around.

Targets should also be **SMART**:

**Specific** – exact and very clear about what your child is being asked to do.

**Measurable** – everyone will agree what the difference will be when the target has been reached and they will know the child has reached it.

**Achievable** – in steps your child is able to take.

**Relevant** – to do with your child's needs.

**Timed** – a time is set for when your child is likely to reach the target.

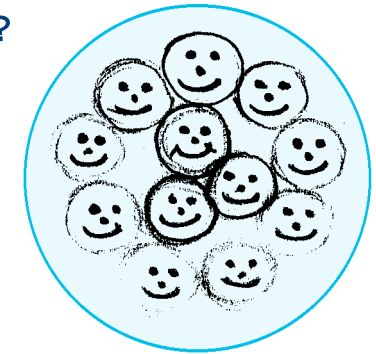
## What will the IEP say?

The IEP will say:

- What your child's learning or behavioural needs are;
- What your child should be taught – and how;
- Which members of staff will be taking the action;
- How much help is being given;
- If specialist materials, equipment or activities are needed;
- What help you can give;
- If there is help for medical, social or emotional difficulties;
- What short-term targets are being set for, by or with your child;
- How the steps forward are going to be checked;
- The date of the next review when your child's steps forward will be checked; and
- Who will be taking part in the review or meeting to talk about the progress.

## How long will the IEP last?

The IEP usually lasts for one or one and a half terms, after which it will be checked and new targets set, along with the date for the next review. You will also be asked your view and told the outcome. If your child has an IEP, you should be involved in the review process.



## Questions you might like to ask at the IEP Review

- How does the school keep an eye on my child's progress?
- How much can I add to make up the IEP?
- Have my child's views and ideas been taken into account?
- Are the targets sensible and do-able for my child's needs?
- Are the targets connected to my child's needs?
- Is there a sensible time limit for the targets?
- If my child does not reach the targets set, what happens then?
- Who will be involved in my child's review meetings?
- How can I help my child and the school?

## After the IEP Review

If you are still concerned about your child's progress, the school may need to take other action.

Any new targets or changes will be written in the new IEP.