



Education (Additional Support for Learning) (Scotland) Act 2004 Individualised Educational Programmes (IEP)

Since November 2006 all schools and nurseries in Perth and Kinross have been following guidance on IEPs which has been updated in line with the ASL Act.

What is an IEP?

An Individualised Educational Programme (IEP) describes the nature of your child's additional support needs, the targets they are working towards and the type of support they require.

Who is an IEP for?

Most children and young people who require additional support will have their learning needs met by the day-to-day classroom practice in pre-school and school settings.

Where children or young people require more detailed, individual planning for learning, or where substantial adaptation to the curriculum is needed, an IEP may be appropriate.

What type of information is in an IEP?

An IEP will include the following information:

- Name, address and date of birth of your child
- Contact information for the people who are involved in supporting your child
- a summary of your child's strengths e.g. what they are good at, what they like doing
- Information about your child's additional support needs
- Targets that your child is being supported to achieve
- The name of the person responsible for your child's IEP

What kind of targets may be included?

IEPs will have long term targets (lasting for a year or more) and short term targets (lasting up to a term).

Targets might focus on getting better at a particular skill e.g. reading or spelling or about learning something new e.g. times tables. Often targets will be about helping the child to be able to work with others or to improve behaviour.


Targets are not always about things children are doing in school. There may be things they are working on at home too e.g. being organised for school each morning, following instructions.

Targets should include things the child wants to improve e.g. using the computer to draw pictures.

What will the IEP look like?

All IEPs in Perth and Kinross will have the same front sheets

IEP Guidance Appendix 2: IEP Sheet 1



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Start Date _____
Review Date _____

IEP Sheet 1

Confidential

Individualised Educational Programme (IEP)
for *Insert Name of Child or Young Person*

Home address: *Insert the Home Address and Postcode where the Child or Young Person Resides*
 Contact telephone number: *Insert the contact telephone number*
 Date of birth: *Insert Date of Birth*
 Gender: *Male of Female*
 Preferred language/form of communication: *Preferred language or Form of Communication*
 School currently attended: *School Name* Date of entry to current school: _____


Parental/Carer Details

Surname: _____ Other names: *Insert Other Names*
 Home address: *Insert The Home Address and Postcode Where The Parent/Carer Resides*
 Contact telephone number: *Insert the contact telephone number*
 Relationship to child/young person: *Insert the Relationship To The Child/Young Person*
 Preferred language/form of communication: *Preferred Language or Form of Communication*

Surname: _____ Other names: *Insert Other Names*
 Home address: *Insert The Home Address and Postcode Where The Parent/Carer Resides*
 Contact telephone number: *Insert the contact telephone number*
 Relationship to child/young person: *Insert the Relationship To The Child/Young Person*
 Preferred language/form of communication: *Preferred Language or Form of Communication*

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IEP Guidance Appendix 2: IEP Sheet 2



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IEP Sheet 2

Individualised Educational Programme (IEP)
for *Insert Name of Child or Young Person*

Other plans in place for the child / young person: *(please name plan and key person(s))* _____

Contact information for people contributing to the IEP:


Name	Designation	Telephone Number	Email

Key Person Responsible for IEP:

Name	Designation	Telephone Number	Email

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IEP Guidance Appendix 2: IEP Sheet 3



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IEP Sheet 3

Individualised Educational Programme (IEP)
for *Insert Name of Child or Young Person*

PROFILE

Here set out a summary of the child's/young person's skills and capabilities.

FACTORS GIVING RISE TO ADDITIONAL SUPPORT NEEDS

Here set out the factors which give rise to the child's/young person's additional support needs

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All IEPs will have a sheet which notes targets, the support your child needs to reach these targets and the people who will give your child support. There will also be a space to write in information about the progress made. Schools may use slightly different target sheets but the information will be the same.

IEP Guidance Appendix 3: Examples of completed target sheets

Haven Primary School Individualised Educational Programme					
Pupil	Class	Teacher	Date	Review	
Alison Clark	Nursery	J Donaldson	Jan 06	April06	
Long term target: to develop Alison's ability to play co-operatively with other children in a variety of contexts					
Curricular Area	Short term target	Activities/ Strategies	Resources/ Personnel	Evaluation	Outcome/ Next steps
Personal, social and emotional development	Be able to play with other children in nursery and at home	During free play sessions, encourage other children to join her in her play. Encourage Alison to ask children if they want to play	Early Years Practitioner Parents	Alison has been observed asking other children to join her in her play. Alison allows other children to join her games.	
	Be able to engage in very simple role-play with another child	Discussion with Alison and other children about their experiences at the doctor's Adult to role model being at the doctor's and encourage one other child to join in the role play	Early Years Practitioner Doctor's surgery and props set up in nursery Books about going to the doctor's	Alison will now go independently to the doctor's area and role play with another child.	

How will I be involved?

You should be asked for your views about the targets included in the IEP and what kind of support would help to reach these targets, including help from home. You will also be asked how well you think your child is doing in relation to the targets.

You will be asked to give your views about progress by filling in a review sheet.

How will my child be involved?

Where appropriate your child will also be asked about what targets they want to work on and how well they are doing. They will be helped by an adult to give their views.

How often will the IEP be updated?

The targets in the IEP should normally be updated once a term (three times a year). The new targets might be agreed at a meeting, or the school or nursery might put together a draft target sheet and ask you for your comments. You will be invited to a meeting to discuss the IEP at least once a year.

Will I get a copy of the IEP?

Yes. Everyone who is part of the team supporting your child to reach the IEP targets will get a copy.

What if other people outwith school are involved with my child?

If your child gets help from people who visit the school e.g. Occupational Therapist, Social Worker, Educational Psychologist, School Nurse, this support might also be included in the IEP.

Who is responsible for the IEP?

Your child's teacher or the manager of the nursery has responsibility for identifying targets and checking on progress. They will be helped in this by other people e.g. the Early Years Practitioner, nursery staff, Support for Learning Teacher.

In Secondary Schools, Guidance and Support for Learning Staff will work with subject teachers to identify targets and check on progress.

The Head Teacher or Depute Head Teacher has overall responsibility for all IEPs in school.

How long will my child have an IEP for?

Your child will have an IEP for as long as individual planning for his/her learning is needed. For some children this may be for as little as a term, while for others an IEP may be needed over several years.

If I think my child needs an IEP what should I do?

You should ask your school or nursery if you think your child needs an IEP.

Where can I find more information?

- In the first instance, the school will be happy to respond to enquiries regarding your child.
- Information may be obtained on the ASL Act by contacting ASL Co-ordinator at Pullar House on 01738 476390
- Further information on the Act is available from <http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/>
- Information and advice is also available from Enquire, via their Helpline on 0845 123 2303, or e-mail info@enquire.org.uk, or through their website www.enquire.org.uk
- See other Information Sheets in the series:
 - ❖ Sheet 1 Introducing the Act
 - ❖ Sheet 2 New Rights for Parents, Children and Young People
 - ❖ Sheet 3 Providing Additional Support
 - ❖ Sheet 4 Identifying, Monitoring, and Reviewing Additional Support Needs
 - ❖ Sheet 5 Educational Plans
 - ❖ Sheet 6 Additional Support Meetings
 - ❖ Sheet 7 Resolving Disagreements
 - ❖ Sheet 8 Sources of Support and Advice
 - ❖ Sheet 9 Providing Additional Support for Children under 5
 - ❖ Sheet 11 Transitions
 - ❖ Sheet 12 Preparing for Adulthood – Post School Transitions

These are also available online at www.pkc.gov.uk and follow the path:

Education and Learning, Schools, Schools – Additional Support Needs – Information Sheets

If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting: - Communication Manager on 01738 476873

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