

Towards 2014 – Preparing for Change

Guidance Sheet 10 (July 2014)

Should we write IEPs?

The Issue:

Ofsted Subsidiary Guidance (September 2013 paragraph 54)

Unless individual education plan (IEP) targets are effectively linked to expectations outlined in the *Progression materials 2010–11* and RAISEonline, including the *Transition Matrices*, it is difficult to evaluate the degree of challenge they provide. These IEP targets are, therefore, unlikely to contribute strongly towards the judgement on pupils' achievement unless there is secure external moderation. Inspectors should be aware that while schools are required to review and report progress against the objectives within a statement of special educational needs, **there is no statutory requirement for pupils to have IEPs.**

The (0-25) SEN Code of Practice (July 2014) says:

6.71 A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents. The school's management information system should be updated as appropriate.

6.73 Schools should particularly record details of additional or different provision made under SEN support. This should form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They should ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the pupil's needs will wish to review such information

For:

- IEPs draw together all the information regarding targets, provision, support and strategies for the child
- When reviewed, IEPs provide a detailed record of the pupil's progress and the provision made for them
- IEPs are a working document which guide the work of all professionals working with the child in school
- IEPs provide good evidence if a pupil is referred for a statutory assessment
- IEPs are closely linked and add detail to the information in the school provision map
- IEPs are popular with parents

Against:

- It is now common practice to set targets for all pupils, therefore it is better to bring pupils with SEN in line with the whole school target setting system
- Writing IEPs is time consuming and often duplicates information which is available elsewhere eg in teachers planning or on a provision map
- IEPs are idealistic documents, which do not reflect the work actually being done to support the child. Therefore, they are not looked at and just sit in a file
- Involvement of parents and pupils is tokenistic

Guidance:

The new CofP refers to a 'plan' which is focused on outcomes and support. This plan could be in the form of a person centred plan and should be written **with** the parents and the pupil at the termly meeting. It is unlikely that these plans will be a statutory requirement, but they would be acceptable as evidence of the work which the school has carried out with the pupil, if a statutory assessment is requested. The CofP does recommend Provision Maps as an efficient way of showing all the provision that the school makes, which is additional to and different from that which is offered through the school's differentiated curriculum.