



St. Mary's Catholic High School, Dubai – Muhaisnah

POLICY ON EFFECTIVE INDIVIDUALIZED PLAN (IEPS)

Written by:	IST	Reviewed:	June 2019
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Policy on Effective Individual Educational Plan (IEPs)

What is an IEP?

An Individual Educational Plan, commonly known as an IEP, is a personalized plan and record of action undertaken to ensure that students will be given the proper intervention with a given duration to improve learning overtime.

In line with the Knowledge Human Development Authority (KHDA) and SMM School Policy, IEPs at the school are written and implemented according to the following principles:

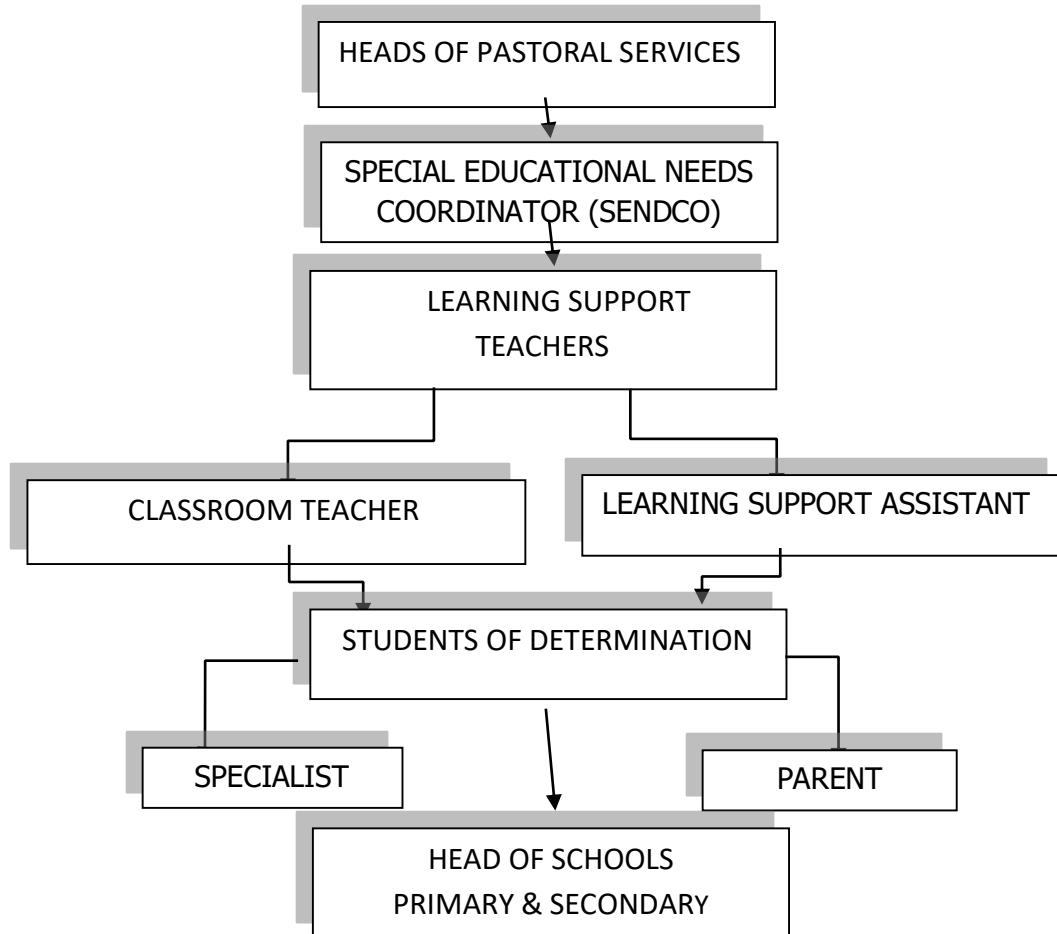
- IEPs should be working documents with a practical value in the present moment – they should not be a ‘paper exercise’.
- IEPs should act as a profile outlining a student’s particular strengths and difficulties.
- IEPs should outline specific accommodation and support strategies that will ensure students’ learning takes place.
- IEPs should actively involve the student, parents / carers, colleagues and where necessary, external agencies.
- IEPs should work towards the outcome of ‘*every teacher is a teacher of students of determination*’ as well as specific outcomes for Learning Support staff.
- IEPs should outline action *additional and different* to everyday classroom practice, taking into account what the student can already do independently inside the classroom.
- IEPs should be accessible to all involved - using ‘Plain English’, avoiding jargon and ‘information overload’.
- IEPs should include appropriate home intervention and parental/carers involvement.

Who is entitled to an IEP?

MEMBERS OF THE IEP CORE TEAM

1. Head of Pastoral Care Services
2. SEND Coordinator
3. Learning Support Teachers
4. Learning Support Assistant
5. Classroom Teacher
6. Student
7. Parents
8. Others (Heads of Departments) HODs, Head of Schools

MEMBERS OF IEP CORE TEAM FOR IMPLEMENTATION



How is an IEP created and maintained?

The following process is adhered to in the creation and maintenance of IEPs:

1. SEND identifies the additional needs of the student through early assessment during admission, upon referral of teachers, parents and HODS/HOKS and the HOS.



2. SEND Team arranges an IEP Meeting with parent/s or carer/s, involved colleagues and any involved external agencies – invitations to the meeting are sent one to two weeks prior to the proposed date.



3. SEND Team chairs an IEP Meeting with relevant parties in which additional needs are explained/discussed, outcomes and action agreed – involving the student where appropriate.



4. Notes of the meeting are taken by SENDCO or other Learning Support Staff and kept in individual student profile for reference.



5. SEND Team and Teacher drafts the IEP based on the notes from the IEP Meeting. The Learning Support Teacher and the class or subject teacher collaborates to set targets. Long term and short-term targets.



6. Where necessary, the IEP is discussed with parents and with the student which they agree with the set targets then parents review and returns the IEP with their signature. Then the SENDCO, Learning Support Teacher, Head of Pastoral and Head of School will countersign the IEP.



7. Each IEP is scheduled to be, initially by the. An IEP may also be reviewed should the student present with heightened / changed additional needs or if they are due to exit or graduate the Additional Needs Register.

Responsibilities of Classroom Teachers

1. Together with the Learning Support Assistants, developing and implementing the Individual Educational Programme (IEP) of students with Individual Educational Needs and participating in IEP and Individual Transition Plan (ITP) meetings;

2. Be willing to try new approaches in working with students of determination based on the IEP targets.

3. Be willing to ask for additional assistance when this is needed to meet the baseline target of the IEP.

4. Record the behaviors objectively in order to help IEP teams track these students' progress.

5. Accommodations and support strategies must be reflected in the Lesson Plans. Differentiated activities for the student of determination must be clearly reflected.

6. Annotate any progress in line with the objectives to be written in the “outcome” at the end of the term. Include dates where targets were achieved. Remarkable comments must also be in place, it must also be written in the “outcome” portion of the IEP.

Make use of the following **Evaluation Code** to quantify level of progress with the corresponding parameters:

FA (Fully Achieved) - Understanding of the of the concept is well established and widely applied knowledge across different subjects. Student can confidently explain the concept using own words.

SA (Substantially Observed) - Has developed an understanding of the concept and can apply concept when asked. Accuracy in written task is above 70%.

PA (Partially Achieved) - Student is aware of the concept but is consistent in applying skills learned. Student needs frequent reminder to apply the skills learned.

TR/C (Target Retained/Continued) - Student has no or low understanding of the concept; relies on the feedback or maximum assistance to get correct response. If a child is absent for a prolonged period of time.

M (Modified) - If circumstances result in a target having to be changed.

How is the effectiveness of an IEP reviewed?

Each Individual Educational Plan begins by outlining the intended outcomes of the action undertaken.

For some students (Identified) – particularly those under the wave 3 support. The specialist formal evaluation is taken into consideration in the target setting and profiling of the students. Strategies in accommodating the students of determination in the classroom are in place in collaboration with the external specialist.

For other students (Wave1 & Wave 2 Intervention) – particularly those at the School Action stage with milder difficulties – there will be a more generalized outcome focused on facilitating full access to teaching & learning in the classroom and any other opportunities for development & achievement.

Fulfillment of intended outcomes will be measured through consultation with the Teacher, HOD, HOS, Monitoring Forms, screening / standardized assessments, IEP Meetings for students of determination, self-evaluation of the student.