

6. Understanding Individual Education Plans (IEPs)

An IEP is a document that provides a systematic way to plan for and monitor and assess the progress of a pupil with special educational needs. An IEP needs to include:

- Strengths of the child
- A description of the difficulties faced by the child
- A plan of action to enable the pupil to overcome these difficulties
- Clear goals for the pupil to achieve within a set timeframe
- Specific activities and actions to help the pupil achieve the goals
- How the pupil's progress will be evaluated



Below are IEPs for 4 pupils (Daniel, Fatmata, Hussein and Grace) who are experiencing learning difficulties. Their IEPs have targets for different actions and forms of support. These actions will need to be evaluated by the teacher and other professionals to inform the follow up IEP. You can see how this is done by looking at Grace's IEP.

Read these IEPs.



What can you do in your role as a teacher?

As you read through these examples of IEPs, think about what actions you might include for any of your own pupils who are experiencing difficulties.

Remember IEPs include actions for the pupil's parents to carry out as well as involving the other pupils in the class. This is very important – when you produce an IEP it is essential to consider as many aspects of a pupil's learning as possible, both inside and outside of the classroom.

Daniel

Daniel is 10 years old. He does not learn like other pupils. He cannot write well. He can only write a few letters and complete very simple maths problems. In class Daniel gets up and wanders around the classroom, especially during writing lessons. He will only sit down for a few minutes at a time. The other pupils often tease Daniel and call him 'stupid'. Sometimes Daniel wets himself, and then goes home for the rest of the day.

Name: Daniel Age: 10 Date of assessment:	Description of learning difficulty Daniel does not learn like other pupils. He has great difficulty with writing. <i>He may have an intellectual disability.</i>
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Goals	Plan of action	Target date	Evaluation
1 Daniel will stop wandering around the class 2 Daniel will be more included in activities in class	1 Teacher will talk to the class and explain why they should not tease Daniel. 2 Daniel will sit at the front. 3 Teacher will prepare simpler tasks for Daniel to do. 4 Teacher will ask Daniel to tell a story instead of writing it. 5 Daniel's parents will send him to school with a spare pair of shorts. 6 Teacher will set time targets for Daniel to stay seated. If he achieves them he will be given an award.* 7 Teacher will sometimes ask more able pupils to help Daniel with his work. 8 Teacher will use praise to encourage Daniel as often as possible.		

* e.g. spend time in his favourite part of the room; do a motivating activity such as colouring with crayons or beading.

Fatmata

Fatmata is 7 years old and started school last year. She has not developed like other children. She cannot walk well, and finds it difficult to hold things like a pencil. When she speaks it is difficult to understand what she says, but she is able to understand what other people say to her. She can recognise letters, but becomes frustrated when she tries to write. During playtime she usually stays in class. Often she seems to stop listening in class and lays her head down on her desk.

Name: Fatmata Age: 7 Date of assessment:	Description of learning difficulty Fatmata cannot walk or hold her pencil well. She finds writing very difficult. It is hard to understand what she says. Other children do not play with her, and she is reluctant to participate in lessons. <i>She may have cerebral palsy.</i>
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Goals	Plan of action	Target date	Evaluation
1 Fatmata will participate more in lessons 2 Fatmata will hold her pencil	1 Teacher will talk to the class and encourage them to be kind to Fatmata. 2 Fatmata will sit at the front. 3 Teacher will ask the class for volunteers to be friends with Fatmata. 4 Teacher will wrap tape around Fatmata's pencil to make it easier to hold. 5 Pupils who have volunteered will help Fatmata in some lessons. 6 Teacher will simplify writing tasks for Fatmata, and focus in particular on writing individual letters. 7 Teacher will use encouragement and praise regularly to motivate Fatmata.		

Hussein

Hussein is 9 years old. He had polio when he was two years old, and as a result his right leg is smaller than his left leg. He uses a crutch to get around. He sits in the middle of the row at the back of the classroom, and this makes it difficult for him to get in and out. At breaktime he often stays in the classroom. Hussein is very clever, and he usually finishes his work before the other pupils. Often he calls out loud in class and sometimes he hits other pupils with his crutch. Some of the other pupils are afraid of Hussein.

Name: Hussein Age: 9 Date of assessment:	Description of learning difficulty Hussein has polio. He often behaves inappropriately in class and is violent towards other pupils.
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Goals	Plan of action	Target date	Evaluation
1 Hussein will behave appropriately in class 2 Hussein will mix with other pupils outside at breaktime	1 Teacher to discuss with Hussein why he does not go out at breaktime, and why he behaves inappropriately in class. 2 Teacher to discuss Hussein's behaviour with his parents. 3 Teacher to talk to the class and encourage them to be kind to Hussein. 4 Hussein to sit at the end of the row where he can get in and out easily. 5 To give additional activities to Hussein when he has finished the class tasks. 6 When Hussein finishes his work before the others, he can choose an appropriate favourite activity.*		

* e.g. reading a book, or drawing

Grace

Grace is 6 years old and has recently started school. She sits at the back of the class and holds her books very close to her face when she is reading. She often bumps into desks. During maths lessons, Grace often does not participate when the problems/questions are written on the board. Now she has fallen behind the other children in her class.

On Grace's IEP, the 'Target date' and 'Evaluation' columns have also been completed. The evaluation will help to determine what will be included in her next IEP.

Name: Grace Age: 6 Date of assessment: 5 th April	Description of learning difficulty Grace does not participate in maths lessons. She is falling behind her classmates. <i>She may have a visual impairment.</i>
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Goals	Plan of action	Target date	Evaluation
1 Grace will participate in maths lessons 2 Grace will find reading and moving around school easier	1 Grace will sit at the front of the class. 2 Teacher will write larger numbers on the board and read out the problems aloud. 3 Grace will be encouraged to ask for help when she needs it, either from the teacher or a pupil sitting next to her. 4 Grace will be given small objects (e.g. small stones) that she can touch to help with counting. 5 Teacher will talk to Grace's parents and suggest they take her to the Eye Clinic in town to have her eyesight examined.	5 th July	15 th May – Grace had an eye examination, at which visual impairment was diagnosed, and glasses were prescribed. 10 th June – Grace's parents buy her glasses. 20 th June – Glasses are helping Grace. She no longer bumps into furniture. 5 th July – Grace is participating more in maths lessons, but is still behind the other pupils. She will require further support to catch up.

Reference:

Adapted from: *Inclusive Education Training in Cambodia Teacher training guide: Module 4*, Disability Action Council

<https://www.eenet.org.uk/resources/docs/cambodia.pdf>

Acknowledgements

Grateful acknowledgement is made to the following sources:

Photo: Hannah Corps © Humanity & Inclusion

Extract from *Inclusive Education Training in Cambodia*,: Thomas, P. and Vichetra, K. *Inclusive Education Training in Cambodia*. Disability Action Council

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