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**Chairperson of the Board of Management: Audrey Pidgeon**

**Principal: Sarah McGinley**

# Timetable for Review

As necessary

**Individual Education Plans Policy**

**Introduction**

This policy was drafted at a whole school planning day in June 2004 and amended in February 2009. Our aim is to equip the school community with the knowledge and insight necessary to provide pupils with opportunities to reach their potential whatever their ability, needs or background.

**Rationale**

An individual education plan (IEP) is drawn up for each pupil to:

* Highlight the priority needs of the pupil
* Help staff and parents focus on the pupil’s strengths.
* Make teaching more effective and focussed
* Develop pupil skills and competencies
* Give a structure through which to collaborate with relevant professionals
* To increase parental input into the education of their child.
* To ensure a consistent approach by all personnel involved.
* To give a voice to the pupil.

**The IEP Process**

An overview of the process of writing an IEP

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1. **Gathering Information**

All relevant available information pertaining to the pupil is gathered by the teacher as per our IEP template (Appendix 1). Parental input is recorded at a parent/teacher meeting held each November.

1. **Establishing level of performance**

The teacher uses the information gathered to establish the pupil’s level of performance and to generate a profile of the pupil. Documenting the present level of performance allows for the identification of the pupil’s strengths and needs.

1. **Identification of priority learning needs and time frame for attainment of targets.**

Priority learning needs form the basis for the development of learning targets and represent the anticipated attainment for a pupil over a twelve month period. Priority learning needs are identified only for those areas where the pupil is experiencing difficulty. It is important to concentrate on a realistic number of the pupils most serious needs. When writing the plan the teacher will ensure that the different perspectives of those involved in the IEP process are taken into consideration. A copy of the plan is sent to the parents within two weeks of the parent/teacher meeting.

1. **Setting learning targets**

Targets should relate directly to priority learning needs and should build on the strengths identified. They should be **S**pecific**, M**easurable**, A**greed, **R**ealistic and **T**imebound (SMART). They are written in terms of student outcome and identify the following:

* What the pupil will do
* Conditions under which the pupil will perform a task
* Materials and supports required to achieve a target
* The time frame in which a target will be achieved

Targets are reviewed regularly (See Appendix 2 for examples of appropriate words to use when writing targets (p 36 of IEP guidelines))

1. **Identification of strategies and resources**

Strategies are all the techniques and approaches used by adults to support the targets set for the pupil. Strategies can include information about any materials, special conditions, adaptive equipment, personnel or special organisational arrangements that are required

1. **Setting the date for review**

The teacher has overall responsibility to ensure that the various elements of the IEP are implemented. He/she records progress of the pupil and dates of achievement of specific learning targets. The IEP is reviewed in June and filed in the school records. A copy is sent to Ability West central files.

**Review and Ratification**

The Board of Management is aware that this plan was reviewed in September 2020. The amended document was presented for ratification.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

(Chairperson of Board of Management)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

(Principal)

**APPENDIX 2**

Examples of appropriate words to use when writing targets

* to name (orally or in writing)
* to write
* to match
* to differentiate (by selecting, marking, separating into groups)
* to recite/ say
* to identify
* to find
* to list
* to classify
* to order
* to compare
* to describe
* to construct (draw, make, build)
* to demonstrate (perform procedure with or without verbal explanation)

( Source: *Guidelines on the Individual Educational Plan Process* p. 36)