

**SPECIAL EDUCATION
SUPPORT SERVICE**

building on ability

Individual Education Planning

Special Education Support Service

Aims:

- To enhance the quality of teaching and learning with particular reference to the education of children with special needs
- To design and deliver a range of professional development initiatives and supports for school personnel
- To consolidate and co-ordinate existing professional development and support

SESS Website



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Special Education Support Service

Welcome to the website of the Special Education Support Service (SESS)

Latest News

Oct 6th - The TEACCH approach to Autistic Spectrum Disorders - a Two-day Seminar

The Special Education Support Service (SESS), under the auspices of Teacher Education Section, Department of Education and Science, and in collaboration with Cork Education Support Centre, is providing a two-day TEACCH course (Treatment and Education of Autistic and related Communication Handicapped Children) in the Oriel House Hotel, Ballincollig, Co. Cork on October 16th and 17th 2008.

contact us

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00-353-(0)214254241

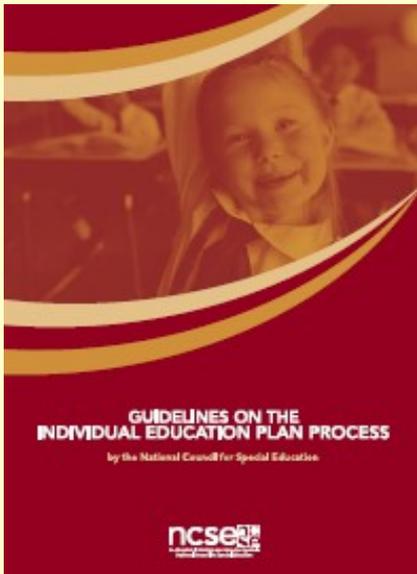
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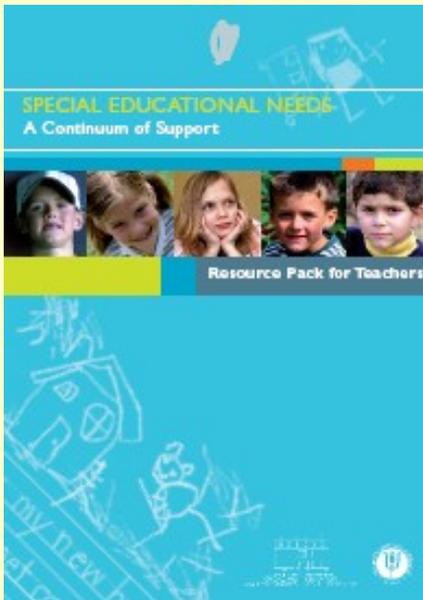
[SESS Newsletter](#)
ISSUE 2 January 2008
(450KB - pdf)

Some Guidelines for Teachers

- General Learning Disabilities (NCCA)
- Exceptionally Able (NCCA)
- Learning Support Guidelines (DES)
- Special Educational Needs: A continuum of Support (NEPS)



- Guidelines on the Individual Education Plan Process (NCSE)
- Inclusion of Students with Special Educational Needs (Post-Primary Guidelines) /
- Guidelines for Developing School Codes of Behaviour - Draft Guidelines for Consultation (NEWB)
- Special Educational Needs – A Continuum of Support (NEPS)
 - Guidelines for Teachers
 - Resource Pack for Teachers



Contact Details

- **Special Education Support Service**
c/o Cork Education Support Centre,
Western Road, Cork
- Telephone: 1850 200 884
- info@sess.ie / feedback@sess.ie

Outline of Seminar

- Individual Education Planning-the 'Process' and the 'Product'
- Collaboration and the IEP

IEPs for pupils with SEN

- Internationally accepted
- Underpinned by law in many countries
- Provided for by EPSEN
- Recommended by NCSE, SESS, Colleges of Education
- 2006 –NCSE issued IEP guidelines - good practice in relation to **preparation, implementation and review**

Category of Special Educational Need



Physical Disability

Hearing Impairment, Visual Impairment

Emotional Disturbance/Severe Emotional Disturbance

**General Learning Disability(Borderline
Mild/Mild/Moderate/Severe/Profound)**

Autism/Autistic Spectrum Disorder

Specific Learning Disability

Assessed Syndrome

Specific Speech and Language Disorder

Multiple Disabilities

NCSE - IEP Guidelines

Introduction

Should be a practical working document

- Incorporating main area of pupil need
- Key interventions planned to meet those needs
- Access to, participation in and benefit from the educational provision

www.ncse.ie

What is an IEP-1 ?

An IEP is:

- a **written plan** for a particular pupil that addresses specific needs,
- developed through a **collaborative process** involving the school, parents, pupil and other professionals
- a **record of adapted** or modified aspects of the educational programme
- a focus on the **priority learning needs** of the pupil
- In **addition** to.....



What is an IEP-2

- Areas of identified need arising from assessment should be included
- Amount of adaptation and support will vary from pupil to pupil
- **An IEP is an ongoing ‘living process’ rather than a finished product**

WHY have an IEP for pupils with special educational needs?

- Supports **access** to a broad and balanced Curriculum
- Provides **Structure**
- Provides for a **continuum of support**
- Ensures **records are kept**
- Identifies **pupil progress** at a level commensurate with ability



IEPs and Transition/Transfer

- Assist with long-term planning
- Promote sharing of information
- Provide for continuity
- Allow for allocation/transfer of resources and specialist services as required
- Reassure pupil/parent
- Highlight issues for teachers /year-heads/
class tutors
- Aids successful inclusion

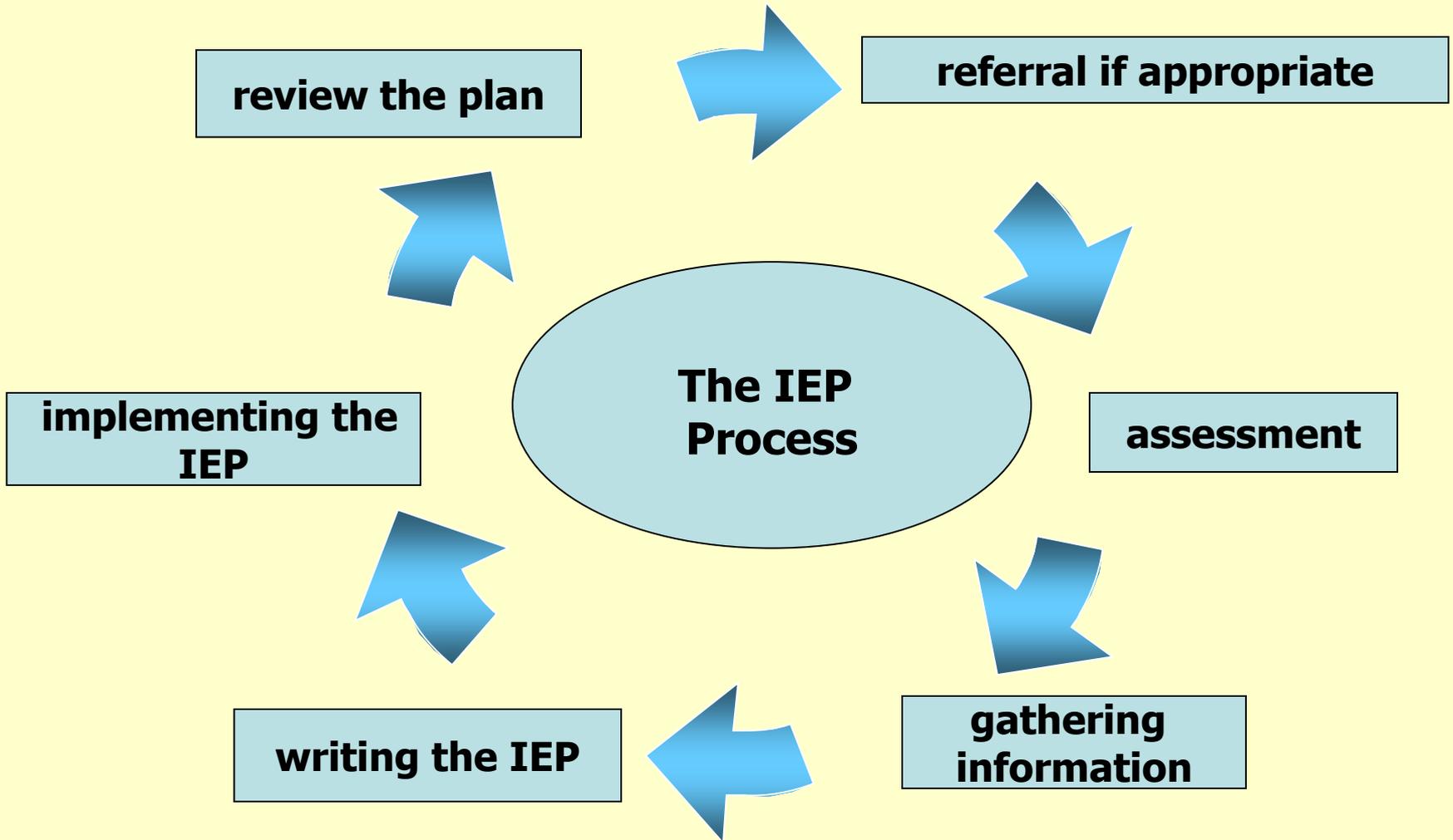
Developing an IEP: (Exemplars)

*Formats may vary: exemplars in Guidelines NCSE
Annex 2 pg 66 -102*

1. **Omar** **Age 5, Autism Spectrum Disorder**, p. 67-70
2. **Melanie** Age 7, Emotional difficulties, p. 71-75
3. **David** **Age 9, Severe hearing loss**, p.76-78
4. **Oisin** Age 10, Dyslexia and ADHD, p. 79-80
5. **Hannah** **Age 12, Severe and Profound GLD**, p. 81-87
6. **Luke** Age 14, Aspergers / dyslexia, p.88-93
7. **Jennifer** **Age 15, Mod. General Learning Disability**, p.94-96
8. **Aoife** Age 17, Physical disability, p.97-99
9. **Gregory** **Age 17, Mild General Learning Disability**, p.100-102

Stages in the IEP Process

- review as appropriate



Information contained in the IEP

An IEP contains information about the

- pupil's **strengths** and **needs**
- pupil's **current level of performance**
- pupil's **priority learning needs**
- **resources** and **personnel** involved
- **implementation** of the plan
- date of **review** of the IEP

Assessment

Finding a Starting Point

- Teacher Observation
- Teacher Designed Tasks/Tests
- Concept Mapping
- Work Samples/ Portfolios/ Projects
- Curriculum Profiles
- Checklists/ Rating Scales
- Interview Pupil (as appropriate)
- Parent
- Case History

Assessment – Finding a Starting Point

- Diagnostic Testing
 - Criterion-Referenced Assessment
 - Standardised tests by teacher
 - Standardised tests by:
 - Educational Psychologist
 - Speech and Language Therapist
 - Occupational Therapist
- (other)

Case Study

Cassie Murphy (Age 13)

Cassie has Down's Syndrome and a moderate general learning disability.

She attends a mainstream school.

Writing targets means identifying:

- What the pupil **will do** and what **material and supports** are required.
- How the pupil **will perform the task** within a **specific timeframe**.
- **Where** the pupil will perform the task.
- **When** the pupil will perform the task.
- **Who** might support the pupil.



Targets

- Avoid Overload
- Prioritise
- Ideally targets should be phrased as statements and where possible state the **behaviour**, **condition** and **criterion**
 - ‘Cassie will **stay in her own personal space at all times when in male company**’
 - ‘When listening to stories, Tom will **sit on the mat for 5 minutes**’

Targets

S.M.A.R.T.

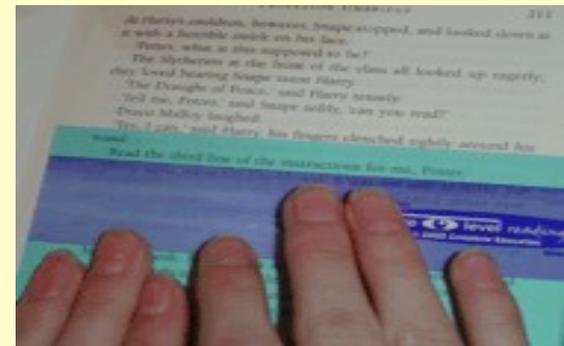


Specific
Measurable
Achievable
Realistic
Timed

.... be agreed by all involved

Strategies

- Strategies are about what the adult will do to support the pupil to achieve his/her targets (including adaptive equipment etc).
- Some of these are across the curriculum affecting all teacher planning.
- Some are more specific to individual situations. (*p. 37 NCSE Guidelines*)



Review of the IEP

It is good practice for schools to review each IEP as appropriate depending on the needs and progress of the pupil but in any case not less than once per year.

Developing/ and Reviewing the IEP

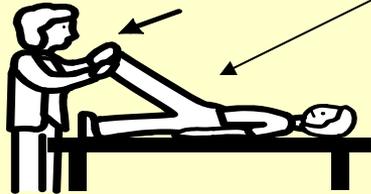


Pupil if possible

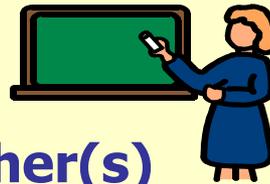


Parents

Who is involved?



Relevant professionals



Teacher(s)



Principal

Parent Involvement based on the EPSEN Act

Parents:

- are consulted about an education plan
- receive a copy of the plan
- are informed of any changes to the plan
- receive a report of any review of the plan



Pupil Involvement in their own IEP

Pupils can be involved in:

- setting own targets,
- providing information about learning style, skills, possible interventions and
- monitoring progress.



Remember...

‘The Individual Education Plan (IEP) tells

Where the child is,

Where he should be going,

How he’ll get there

*How long it will take and how you will know
when he has arrived’*

(Arena 1978)

SUMMARY

When writing IEPs, it is important to

- collaborate
- have a whole-school approach
- involve parents
- involve the pupil where possible

IEPs should include

- pupil strengths, needs and abilities
- priority learning needs and SMART targets
- timeframes

- **Planning for students with Special Educational Needs is ongoing - a 'living process'**
- **An IEP is the actual document that describes and records this process**

Contact Details

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