



Individual Education Plan (IEP) Policy

The requirement to develop formalised IEPs is an essential component of the EPSEN Act, 2004.

An IEP:

- Allows the student to progress at a level commensurate with ability
- Involves collaboration between all partners
- Focuses teaching strategies
- Ensures records are kept

IEP Principles

The IEP is a working document and should be useful, available and comprehensible to all those dealing directly with the student. It needs to be considered in the context of home, school and classroom organisation.

Effective individual education plans have key characteristics.

These are:

- Individualised and child-centred
- Inclusive
- Holistic
- Collaborative
- Accessible

Sources of information for writing IEP's:

Parents:

Provide a perspective on their children that is different from that of the professionals involved with the child. Parents can often provide valuable information about the child's medical history/requirements, educational history, strengths and gifts and emotional and social needs.

Student:

Students themselves, particularly if older, can be an important source of information about, for example, their learning style, interests, what they like to learn about, what interferes with learning for them and what helps them learn.

School:

The child's class teacher and former teachers are a central source of information about the child's strengths/needs, interests, specific difficulties across curricular areas as well as the programmes and strategies that have been successfully implemented with the child. Teachers can provide details about educational interventions; they can also provide comparative information/data which demonstrate a child's performance relative to other children of the same age/class. Information from school records and school personnel may also provide a profile of a child's social and emotional development.

Other Professionals:

The range of professionals consulted in relation to a child's educational programme may vary as appropriate. The information provided by such professionals may include: information about the child's medical needs, physical or sensory development, cognitive functioning, emotional and/or behavioural development, speech and language, communication, hearing and/or vision. Information gathered from these professionals can help determine the child's strengths and needs across a range of functioning.

IEP s are held once a year and are reviewed on a termly basis.

Members of the Multi-Disciplinary team are invited to the IEP meetings

Ratification, Communication and Review:

This policy was ratified by the Board of Management 22nd June 2020 and communicated to the school community thereafter. This policy will be reviewed in 2 years' time and amended as necessary by means of a whole school collaborative process.