

From mountain to sea

Individualised Educational Programme

Guidance for Schools, Parents/Carers
Children and Young People

April 2024



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Guidance written by the Aberdeenshire Education and Children's Services Inclusion, Equity and Wellbeing Team

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2012	Guidance	1.0	
July 2017	Guidance	2.0	Transfer to new corporate format and update
Sept 2017	Guidance	2.1	Update including GIRFEC and enable hyperlinks
February 2023	Guidance	2.2	Update templates and emphasis of addressing barriers to learning
April 2024	Guidance	2.3	Update to align with Education Scotland terminology of: Individualised Educational Programme

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Introduction: the staged approach to assessment and intervention

The staged approach to assessment and intervention is a framework for ensuring all the principles below on identifying and managing learning needs are adhered to. Throughout this staged model approach, it should be noted that consultation from any agency/service should advise school based action. School staff must keep records of the work undertaken at each level to evidence a staged response to identifying and meeting needs.

Any assessment and/or intervention should apply the following underlying principles:

- Take a holistic view of the child or young person and as such take into account their circumstances and what they need to know to successfully grow and develop.
 - Take into account the issues of diversity and equality and therefore must not discriminate against race, disability, gender, sexual orientation, language, religion, belief or age.
 - Must involve the child or young person and include parents/carers and other key people.
 - Be integrated with the assessment of other agencies. The process of integrated assessment should aim to achieve a single, shared and comprehensive view of a pupil's educational needs.
 - It must be viewed as an ongoing process of gathering and making sense of information. The purpose of assessment is to identify ways of promoting effective learning and development. As such assessment is a continuous process not a discrete activity.
 - It should be seen as an integral part of teaching and learning and its purpose is to identify actions or interventions to support development and learning.
 - Must consider aspects such as environmental issues, events/ circumstances, pupil groupings, teacher practices, school systems and family factors.
 - Should be carried out within the learning context.
 - It should limit the effects of any barriers to learning and enable the pupil to reach their full potential.
 - Should explore a pupil's learning skills and strategies to identify both cognitive (mental processes) and affective factors that may be creating a barrier to learning.
 - It should include a range of assessment methodology and may also include standardised tests.
 - Should acknowledge the expertise and professional judgment of Education and Children's Services staff conducting assessment with children and young people.
 - Outcomes should be presented in a clear and accessible manner and this information should comply with relevant data protection legislation.
 - Should ensure any intervention put in place is evaluated by a review cycle.
-

GIRFEC

Children and young people have their needs assessed on an individual basis and support will be provided as required in line with [GIRFEC](#). Aims from GIRFEC which particularly apply in this guidance are:

- Put the child or young person at the centre of any assessment, planning and support, actively promoting their participation and engagement in any processes.
- Proactively seek the views of children, young people and their families, providing information and support which encourages involvement.
- Increase prevention and earlier intervention so all children and young people are supported to achieve their potential
- Achieve high standards of multi-agency working, based on a co-ordinated approach to identifying Wellbeing concerns, assessing need, and agreeing outcomes and actions.
- Embed individual and unique professional responsibility and accountability towards supporting children and young people

Please refer to Appendix 6 for more information about GIRFEC and the 5 questions, together with [Aberdeenshire GIRFEC website](#).

Allied Health Professionals provide targeted interventions to secure outcomes as detailed in [Ready to Act](#) (participation and engagement, early intervention and prevention, partnership and integration, access, and leadership for quality improvement). There is a statutory requirement for education authorities and their partners to work together to ensure the wellbeing needs of the child/young person as detailed in the [Children and Young People \(Scotland\) Act 2014](#).

Individualised Educational Programme

Who requires an IEP?

Where a child or young person faces barriers to learning which cannot be catered for simply by normal day to day planning, differentiation or where furthermore extended support is required as identified through the assessment and intervention process, an Individualised Educational Programme (IEP) should be considered. It would normally apply to a child or young person who is receiving some form of additional support for learning beyond the ordinary classroom experience for identified specific needs.

“Where children or young people require more detailed planning for learning than can be catered for through personal learning planning, or where substantial adaptation to the arrangements for learning and teaching is being considered.”

Supporting Children’s Learning – Code of Practice 2010

Aberdeenshire guidelines state that any child or young person who is identified as being ‘Looked After’ should automatically be considered for an IEP in consultation with the involvement of the appropriate agencies.

What is an IEP?

An IEP is a comprehensive working document which gives specific guidance on a pupil's barriers to learning and the specific learning and teaching strategies to be used to overcome them. The Additional Support for Learning Act, 2004, as amended 2009 defines the role of an IEP as:

“Describing in detail the nature of a child’s or young person’s additional support needs, the ways in which these are to be met, the learning outcomes to be achieved, and specifies what additional support is required, including that required from agencies out with education. Where appropriate, an education authority should work with health, social work or voluntary agencies to draw up the programme so that objectives and services can be co-ordinated into such a plan.”
Supporting Children’s Learning Code of Practice (revised edition) page 54

The key functions of an IEP are therefore to:

- detail a child or young person’s additional support needs
- identify the ways in which a child or young person’s needs will be met
- describe how barriers to learning will be supported
- identify what additional support is required – including that from agencies out with education.

Principles included in the drafting of an IEP

Aberdeenshire educational establishments must ensure that the creation of IEPs sit within the following principles:

- Planning and reviewing learning goals related to the pupils barriers to learning is a collaborative process involving pupils, parents/carers, school staff and other professionals. A lead person in school is identified to oversee the process of setting targets within IEPs and to manage co-ordinating monitoring, review, recording and reporting arrangements.
 - The process of creating an IEP enables pupils to become more involved in their own learning and in working towards personal goals related to their barriers to learning.
 - The implementation of strategies to meet targets in an IEP involves all staff and other services and partners as necessary.
 - The review cycle for IEPs places an emphasis on monitoring and evaluating pupils’ responses to the targets set and provides clear evidence about the progress of pupils and the effectiveness of learning and teaching opportunities.
 - Individual plans should be constructed in such a way as to avoid creating a programme in which the pupil has a separate curriculum and constant
-

individual teaching. Focus should be placed upon supporting a pupil to develop the skills necessary to access the curriculum more independently and manage curriculum tasks.

- IEPs should set clear and relevant targets. School staff must consider the nature and pattern of the IEPs they are maintaining, with a view to considering whether this tells them anything about where they need to improve the quality of the curriculum and differentiation. The identification of pupils' additional support needs may give rise to professional development needs for staff.
- IEPs should be a working document that is flexible and responsive to pupils needs

Best practice

An IEP should be carefully constructed for it to be effective and manageable. However it should not be cumbersome or filled with endless targets. Targets should be limited in number to three or four long term targets per year (see [Curriculum for Excellence Core Briefing 13](#)) in order to retain a focus, give clear direction, allow for purposeful deployment of staff and resources and above all else allow the child or young person to gain a sense of achievement.

Schools are advised to use Aberdeenshire's generic form for IEPs (see Appendix 3). This format for planning and recording IEPs aims to streamline the support process and make it suitable to meet the range of needs. Schools should be mindful of the medical information contained within an IEP and store them securely and have a clear management plan in place. To ensure all staff supporting the pupil have access to the long and short term targets it may be appropriate to have a paper copy of the targets for reference.

An IEP does not replace curriculum planning for a pupil but is an additional document to detail how a pupil's barriers to their learning are being addressed and supported to help the pupil access the curriculum.

Overall responsibility for the IEP

The ultimate responsibility for the IEP and the related management and reporting is with head teachers, their senior management teams and Principal Teacher ASL. The day-to-day management may be delegated to another member of staff within the school who is more directly involved with the pupil e.g. class teacher, additional support for learning teacher.

Implementation of the IEP

This should be a shared responsibility. If the identification and planning stages are collaborative, then it follows that the management and implementation of the IEP should be equally collaborative. No one person owns the IEP - it belongs to all who contributed to it. The implementation of an IEP is **not** the sole preserve of the additional support for learning teacher. Class teachers will link whole class forward plans with targets set out in IEPs. IEPs should be working documents that influence everyday teaching and are created collaboratively by those working closely with a child or young person. This includes consultation advice from partner agencies that informs target setting.

Where appropriate, the additional support for learning teacher **may** act as a facilitator, co-ordinate the pupil's learning experiences and manage the overall process. She/he may also do some of the teaching but will not necessarily be the sole or main teacher for the pupil. Part of this co-ordinating role will involve determining who else will teach which elements of the programme, and in which way they will do so (e.g. through co-operative teaching, class teaching, targeted support etc.).

It is essential that the roles of the additional support for learning teacher are well understood. These include: tutoring and class teaching; consultancy support; co-operative teaching with class and subject teachers; contributing to staff development and provision of specialist services.

The following features should be incorporated into IEPs:

Checklist for contents of an Individualised Educational Programme

Child or young person's personal details	
Named co-ordinator	
Child or young person's aptitudes and abilities	
Holistic profile of development including educational achievement	
Child or young person's additional support needs listed under the 4 headings: Health/disability, Learning environment, Social/emotional, Family circumstances Long term targets: short term targets - related to the barriers to learning	
Approaches to teaching and learning to address the barriers to learning	
Possible resources, techniques and key strategies	
Adaptations to the physical environment / specialised resources	
Success criteria	
Agreed review date	
Role and input of specialist teachers, support staff and other professionals and agencies	
Comments / next steps	
Child or young person's comments	
Parents / carer's comments	

A flow chart '**Constructing an Individualised Educational Programme**' and forms to support the process detailed below can be found in [Appendix 1](#)

Child or young person's personal details

This information should be gathered from SEEMIS by the school administrator. The print off could be used as a front page to the IEP if felt appropriate. Name, gender, date of birth, age, ethnicity, religion, family information, medical information and school information.

Profile

This should be a positive pen portrait of the child as a person, and not with reference to their additional support needs. It includes the child's likes, abilities, aptitudes and achievement. It is important to stress the child or young person's strengths and build upon these to gain a sense of achievement and success. This might include strengths in behaviour, personality, learning and social areas. The *All About Me* and *Your Views are Important* forms can be used as part of pupil and/or parent consultation, along with the '[Information gathering sheets](#)'.

Factors giving rise to additional support needs

This should include the area(s) from which the learning barrier is arising. The nature of the support needs may be bulleted and include a brief descriptor of how they present and any subsequent impact on the child's ability to access education. A *Support Overview Form* can be completed at an IEP planning meeting to help focus IEP content.

Long term targets: short term targets

Whether long or short term targets, the child or young person and parents should be involved in setting targets in order to promote ownership and a sense of motivation to achieve. A review date should be set in order that any work carried out is reviewed within a measurable timescale.

Long term targets should be SMART in order to allow the child or young person to develop and experience success. Short term targets should clearly show how the Long Term target is broken down in order for the pupil to achieve success. SMART targets are further detailed later in the document.

Short term targets need to demonstrate progression and breadth.

All targets should be written from the perspective of the child i.e. 'Mark will....' Or alternatively 'I will....'

Examples of the areas of learning for which targets may be appropriate include:

- Communication (in collaboration with Speech and Language Therapy)
 - Cognitive skills
 - Sensory skills
 - Motor skills / Movement Opportunities Via Education (in collaboration with physiotherapy)
 - Functional use of equipment and motor skills (in collaboration with Occupational Therapy)
 - Life skills such as - shopping, cooking, personal organisation, independent travel, personal hygiene, use of toilet, resilience etc.
 - Transition – moving on
 - Literacy/numeracy/support with other curricular areas (e.g. for pupils with dyslexia, dyscalculia)
 - Self-regulation
 - Self-esteem
-

Approaches to teaching and learning

There is a need to be specific in which teaching approach would benefit the child or young person in order to best match their learning style. There is also a need to detail strategies and interventions that will be used with the pupil – being specific about resources will also help focus any support required. However, it should always be emphasised with staff, parents etc. that resources are not fixed.

Approaches and techniques should be indicated that will allow the child or young person to see progress and have their achievements acknowledged. This may take the form of a list which can be highlighted or ticked to provide an easy reference document for all involved or a passport style summary card which holds key strategies for accessing targets. For some children it is appropriate to create a document using visual supports to enable their engagement with and ownership of learning.

Strategies

Consideration should be given to strategies such as:

- Practical ways to encourage and support learning
- Praise for effort and skill not outcome
- Teach pupil to recognise learning skills (split screen teaching)
- Give pupil information about brain development and mind-set e.g. how we learn – interest, watching, imitation, practise etc.
- Provide opportunities to practise skills and strengthen pathways

Adaptations to the physical environment / specialised resources

Details of any specific adaptations or resources that a child or young person requires to have their needs met. Resources may include such as a workstation, visual supports, equipment and/or personnel. State the names and services of those who are involved so it is clear who is responsible for what in supporting the child or young person. This may include the type of input, time blocks and frequency.

Success criteria

It is important that the child or young person is involved, is clear and understands what he/she is aiming to achieve. This should include steps to get there, who is there to support them, what resources they can use and how he/she will know what success looks like. Consideration should be given to criteria such as:

- Pupil will demonstrate...
 - Increasing independence
 - Ability to repeat the learning within the same context
 - Transferability of skills to other contexts / environments
-

Agreed review

The long term targets should be reviewed annually as a minimum, and short term targets should be reviewed termly or earlier if pupil need requires it.

Review/Evaluation

The review needs to consider everyone's point of view of how successful the child or young person has been in achieving the targets set out at the previous meeting. If they have been successful then a differentiated curriculum may be all that is needed to continue further progress. If the progress has been unsatisfactory, then timescales, approaches or resources will need to be discussed in order that future targets can be successfully met. However, it is expected that interventions will be made prior to the meeting if the targets within the IEP have been too ambitious.

Parents and the child/young person are entitled to a fully evaluated IEP to be sent home at the end of the review detailing achievements, dates and evidence in support. The evaluation may be hand written on the existing IEP, and best practice would include suggested next steps arising from the current targets or a new direction for the next academic year if appropriate.

Child or young person's comments

There should always be a record of the child or young person's comments. This should be appropriate to their needs and ability. (*All About Me, Your Views are Important*)

Parents / carer's comments

As the IEP is a working document, comments regarding the child's progress can be recorded at any time. (*Helping my Child to Learn* forms can be used to gather parents' views)

Next steps

Determine whether future IEP targets are needed, or need to be modified and if changes to approaches or strategies are required and if further assessment or intervention is needed, etc.

For examples of completed IEPs please refer to Appendix 5.

IEP target setting (SMART targets)

Targets identified in an IEP must be relevant to addressing the barriers to learning the pupil faces

Achievable Long Term targets must also be realistic (appropriately challenging). They should then be broken down into short term targets. Success criteria should be embedded in the expression of an individual target. The use of SMART targets will help the child or young person achieve success.

Specific

Setting out a clear aim so that the child/young person, parents and staff all supporters understand what is being aimed for.

'Specific' is the what, why and how of the SMART model.

'Specific' helps us to focus effort and clearly define actions and resources.

What are we going to do?	Use action words such as direct, guide, organise, co-ordinate, lead, develop, plan, etc.
Why is this important to do at this time?	This will aid the priority of the target and provide clarity in determining what is being sought for the child and/or young person to ultimately accomplish.
How is this to be done?	Identify the approaches to be used, the resources required and set roles and responsibilities of those providing support
How do we know we have achieved success?	Agree how the target is to be measured and set out quality indicators of success.

Measurable

Set out agreed clear criteria to allow for success to be quantified.

If you can't measure it, you can't manage it!

What is the goal statement?	In the broadest sense, the goal statement is a measure of the robustness of the IEP.
Why is it important to have clear agreed criteria?	A clear goal with measurable progress involving several short term measurable tasks and/or small measurements built-in identifies for all concerned any change that occurs and/or successes made.
How is it to be done?	Acknowledgement and praise in reaching or 'near reaching' of targets spurs on continued effort which in turn raises esteem and aids motivation. Recognised and measured progress aids the child and/or young person to stay on track.
How do we know we have achieved success?	If the goal is accomplished there is success. However, ensure that all achievements are accurately recorded even if the overall aim is not fully achieved

Achievable

Present a level of challenge within the child/young person's reach.

Why would a goal be set with an inherent challenge?	Any set goal should allow for the appreciation of a child and/or young person's ability, as well as plan to stretch and enhance those skills to heighten interest and spur on commitment for their completion.
How is this to be done?	Collation of information and dialogue from the child and/or young person, parent/carer, school staff and other key professionals, along with resource allocation is central in the setting the challenge within a given target.

Relevant

Pertinent to the child and/or young person.

Build upon priority needs.

How is this to be done?	Establish concrete criteria for measuring progress toward the attainment of each goal you set. Reference to previous strengths and skills along with consideration to resource availability is important.
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Timed

Achievable short term targets, particularly at the initial stages of the intervention process may last from a couple of days to a term in duration. Usually very short term targets are more successful to continue engagement.

Why is this important?	Acknowledgement of success continues the momentum of motivation for those involved to remain positive. If progress has been hindered the timely review allows reflection and planning for 'next steps' to be pro-active and appropriately responsive <i>not</i> reactive.
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A limited number of long term targets should be made (three to four) and these should be limited to agreed priorities for the pupil. They should specifically address the barriers to learning the pupil presents with.

Cognitive domains

Where this is appropriate for some pupils, schools may wish to develop 'cognitive' targets for IEPs. This allows targets to be generated that are relevant to all curricular areas. This is possible by exploring the cognitive functions or 'thinking skills' that underpin the pupil's learning across all curricular areas.

The following are examples of cognitive skills:

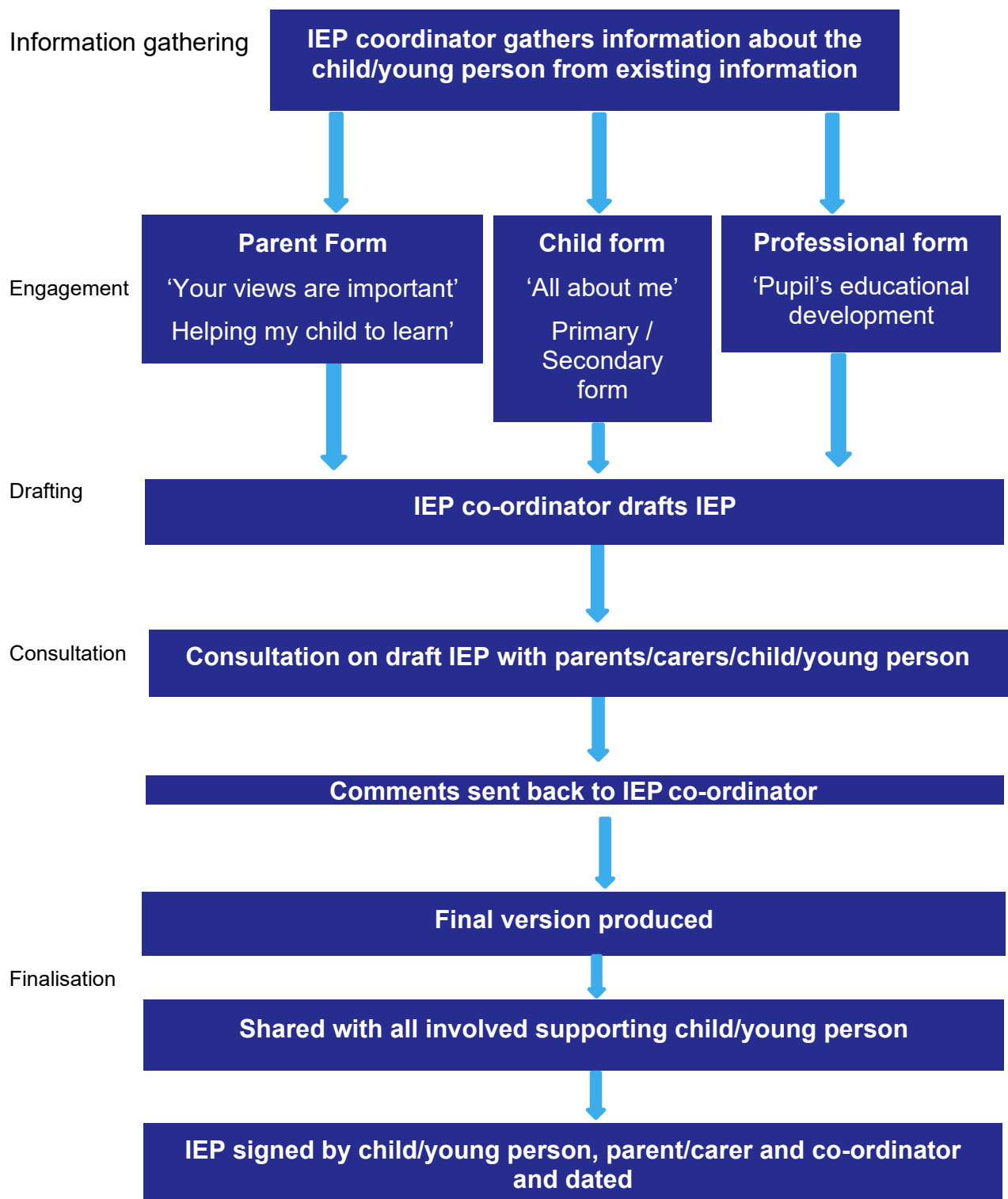
- **Attention** – regulation, selective, shifting, sustained
- **Perception** – Visual, auditory, kinaesthetic, spatial, temporal relationships
- **Memory** – short term / long term / working
- **Language and Communication** (receptive, expressive, needs to learner, structure – sentences, phrases, grammar)
- **Reasoning and Logic** – comparison, categorisation, conserving constancies, cause and effect, analogy and inference
- **Meta-cognition** – understanding what to do, selection of relevant information, creating/testing hypothesis, systematic planning, precision and accuracy, flexibility, transfer and generalisation, self-evaluation

Examples of targets for cognitive skills includes:

- Gathering information effectively
- Using that information appropriately
- In all tasks define what the problem is
- Detail what I am being asked to do
- In all tasks be precise and accurate when it matters
- Always use a system or a plan so I don't miss anything out

For more information please see Appendix 4, or consult with the Educational Psychology Service.

APPENDIX 1: Flowchart for drafting an Individualised Educational Programme



APPENDIX 2: Information Gathering Sheets

The following documents can be used to help gather information to help write an IEP- they are not part of the IEP. The IEP is a standalone document detailing the barriers to learning and how they are addressed.

APPENDIX 2: Information gathering sheets

Information gathering

I am good at...

I enjoy...

All about me

My name is

I was born on

I live at

I go to school

Signed

What helps me to learn...

I am learning to...

What I do to help myself at school...

What I would like people at school to do to help me with learning...

All about me

My name is

My date of birth is

My address is

I attend

school

I am good at:

I am learning to:

What I would like people at school to do to help me with my learning:

I enjoy:

What helps me to learn:

Everyone will know that I am doing well because:

Other important things I want others to know about me:

What I do to help myself at school:

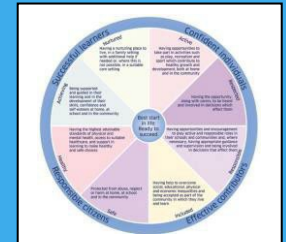
Additional Support Needs – your views are important!

This form is for us to gather your views and opinions about your child which can help us plan to meet their needs in the best way possible.

On the opposite side we need you to complete the information so that we can check that we have all of the correct details about your child.

Over the page is a map which we would like to complete filling in all of the boxes with your views and opinions. This will help us when we come to discuss and plan how we can support your child's

Additional Support Needs.



My name is

My child's name is

His/her birthday is

He/she lives at

He/she goes to

School

I understand and give permission for the information in this form to be shared with people who are helping my child at school.

Signed

date

<p>He / she is learning to:</p>	<p>What helps my child to learn is:</p>
<p>What helps my child to learn is:</p>	<p>Other important things I would like others to know about my child are:</p>
<p>Everyone will know that my child is doing really well because:</p>	



PUPIL'S EDUCATIONAL AND WELLBEING DEVELOPMENT: Teacher and Professional information

Strengths

-

Achievements

-

Summary of curricular progress to date

-

Current areas of support

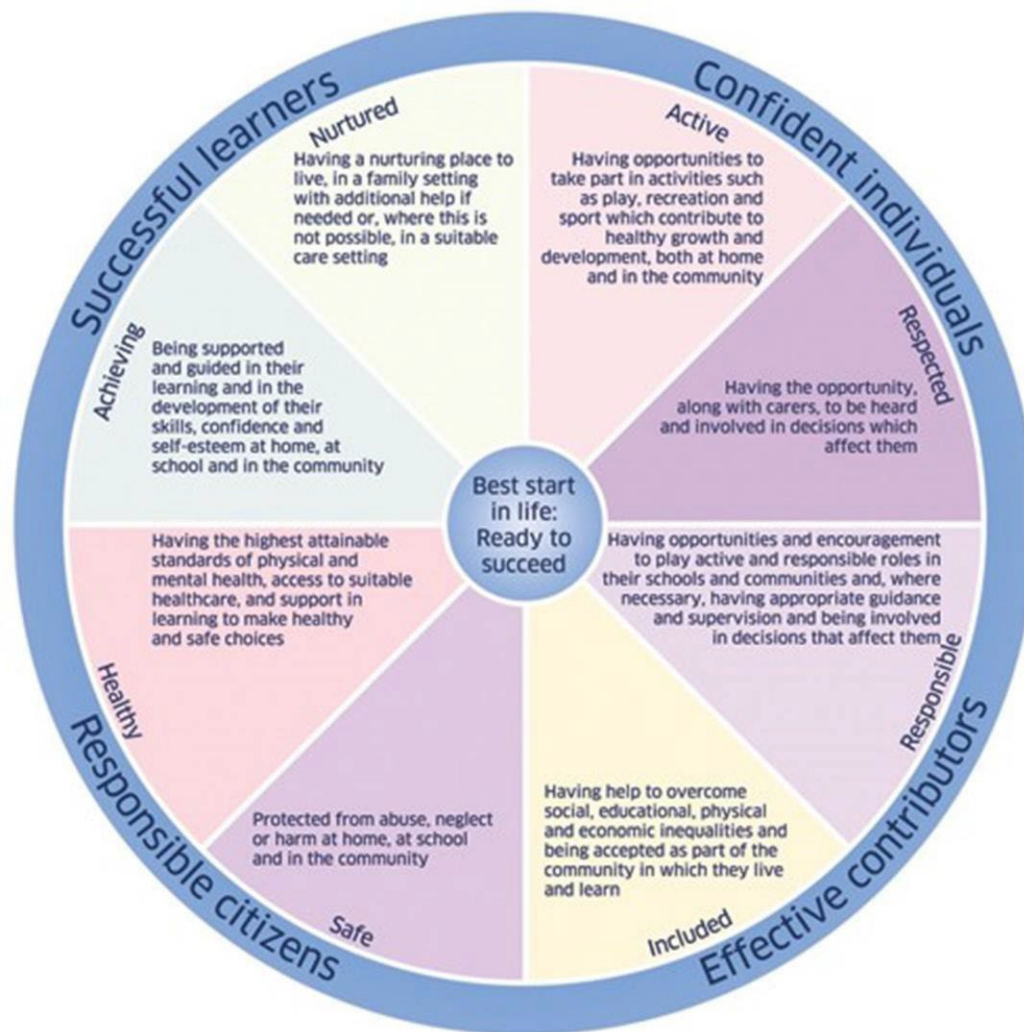
-

Nurtured

Achieving

Healthy

Safe



Active

Respected

Responsible

Included

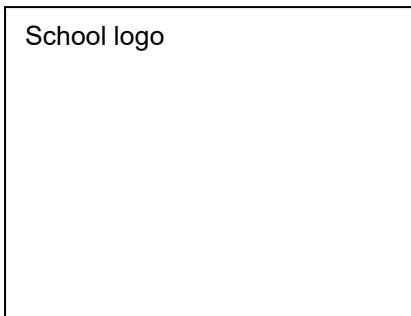
Support overview - What are the additional support needs?

This should be used as a professional planning tool and should not be included in the IEP.

<u>Factors which are causing barrier(s) to learning</u>	Description
Learning environment	<input type="checkbox"/>
My wider world	<input type="checkbox"/>
Disability or health	<input type="checkbox"/>
Social and/ or emotional	<input type="checkbox"/>
<hr/>	
<u>Current support and strategies used to support learning</u>	Description
Adaptation of classroom work or curriculum	<input type="checkbox"/>
Advice and/ or support from ASL	<input type="checkbox"/>
Advice and /or support from Health Services	<input type="checkbox"/>
Advice and/ or support from SLT	<input type="checkbox"/>
Advice from educational psychologist	<input type="checkbox"/>
Advice from other ECS services	<input type="checkbox"/>
(EAL, Sensory Support, ASPECTS, CLD etc.)	<input type="checkbox"/>
other e.g. RDA, disability sport etc.	<input type="checkbox"/>
<hr/>	
<u>Additional Support Required</u>	Description
Adaptation of classroom work or curriculum	<input type="checkbox"/>
Specialist teaching support	<input type="checkbox"/>
Specialist non-teaching support	<input type="checkbox"/>
Access to ICT	<input type="checkbox"/>
Alternate Assessment	<input type="checkbox"/>
Arrangements	<input type="checkbox"/>
Adjustment to resources	<input type="checkbox"/>
Adjustment to physical environment	<input type="checkbox"/>
Specialist equipment	<input type="checkbox"/>
Multi Agency support	<input type="checkbox"/>
Other	<input type="checkbox"/>

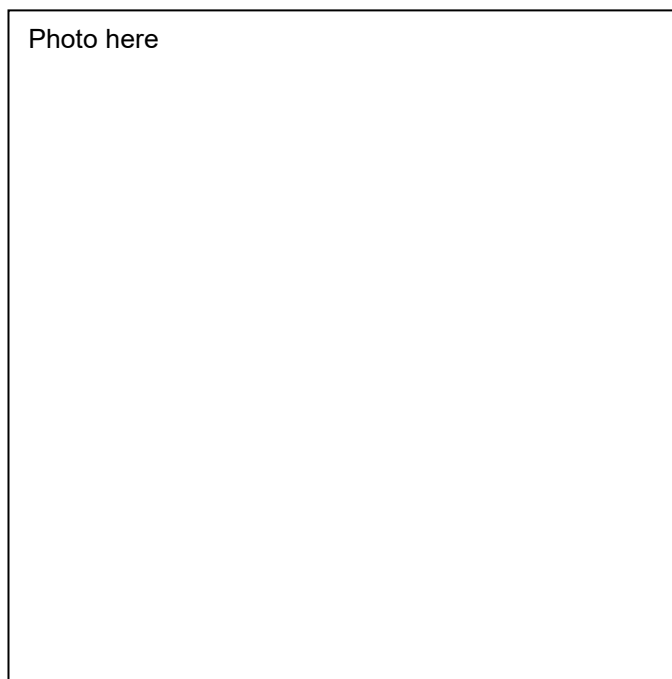
APPENDIX 3: The Individualised Educational Programme Template

School logo



Name

Photo here



Individualised Educational Programme

Start date

Review date

INDIVIDUALISED EDUCATIONAL PROGRAMME (IEP)

For:

Home Address:

Contact telephone number:

Date of Birth:

Gender:

School currently attended:

Date of entry to current school:

Family information

Surname:

Other names:

Home address:

Contact telephone number:

Relationship to child / young person:

Surname:

Other names:

Home address:

Contact telephone number:

Relationship to child / young person

Named persons responsible for IEP

Name	Designation	Telephone number	email

Individual Education Plan (IEP)

For:

Profile:

Factors giving rise to additional support needs:

Disability or health

-

Social and/or emotional

-

Learning environment

-

Family circumstances

-

Target 1

Pupil name		Date target started		Review date
Long term target •				
Short term targets	Strategies to support	Resources and techniques including adaptations to physical environment	Success criteria	Evaluation
			August-October	
			October to January	
			January-March	
			April-June	
Anticipated difficulties •			Possible solutions •	

Target 2:

Pupil name		Date target started		Review date	
Long term target					
Short term targets	Strategies to support	Resources and techniques including adaptations to physical environment	Success criteria	Evaluation	
			August-October		
			October to January		
			January-March		
			April-June		
Anticipated difficulties:			Possible solutions:		
•			•		

Target 3:

Pupil name		Date target started		Review date	
Long term target					
Short term targets	Strategies to support	Resources and techniques including adaptations to physical environment	Success criteria	Evaluation	
			August-October		
			October to January		
			January-March		
			April-June		
Anticipated difficulties:			Possible solutions:		
•			•		

IEP sheet 3

Agreed review date:	
IEP agreed by	
Pupil:	Date:
Parent / Carer:	Date:

Individualised Educational Programme (IEP)
For:
Other plans in place for the child / young person:
<i>(Attach other plans or provide details)</i>

Contact information for people contributing to the IEP:

Name:	Designation:	Telephone number:	Email:	28

Date of meeting:

Review / Evaluation:
Child or young person's comments:
Parent / Carer's comments:
Next steps:

APPENDIX 4: Cognitive Domains

The following information was provided by the Educational Psychology Service to clarify cognitive domains. The educational psychologist who is assigned to the school will when required be able to provide training and assist with consideration of appropriate cognitive skills targets.

Attention

- Regulation of attention – focused on the task
- Selection of attention – filtering out distractions
- Shifting attention – shifting attention in order to complete the task
- Sustained attention – sustaining attention in order to complete the task

Perception

- Gathering different types of information:
 - ✓ Visual / Auditory / Kinaesthetic
 - ✓ Spatial relationships
 - ✓ Temporal relationships
- Being able to consider more than one source of information at a time

Memory

- Short-term memory – immediate recall of information
- Working memory – holding information in your head while working with it
- Long-term memory – remembering past experiences, prior learning
 - ✓ Autobiographical
 - ✓ Procedural
 - ✓ Semantic

Language and Communication

- Receptive language – understanding
- Expressive language – could be verbal, sign or symbols
- Communicating a response – being able to take account of the needs of the learner
- Language structure – using sentences and phrases and correct grammar

Reasoning and Logic

- Comparison – being able to compare two or more items/concepts in a systematic way
- Categorisation – putting items/concepts into classes, sets or groups
- Conserving constancies – being able to conserve constant features while others may change
- Cause and effect relationships – being able to recognise and establish relationships
- Using analogy to solve problems and make predictions
- Inferring a relationship that is not obvious or directly given in the information provided and make predictions

Metacognition

- Understanding what to do – knowing what to do when presented with a task
- Selecting what is relevant to the task – being able to identify what is relevant to a particular task and being able to ignore what is not
- Creating and testing a hypothesis – creating alternative hypotheses
- Systematic planning behaviour – being able to plan the stages of a task and showing a systematic approach/being able to control impulsivity or trial and error
- Demonstrating a need for precision and accuracy and showing an appropriate level according to the task
- Flexibility – being able to consider and apply alternative strategies
- Transfer and generalisation – generalising strategies and principles from one situation to another
- Self-evaluation – evaluating and adjusting performance

Behaviours affecting learning

- Openness to intervention
- Self-regulation of emotions (blocking/frustration) and movement
- How easily the learner is motivated by a range of learning experiences
- Curiosity in a range of experiences
- Response to challenge
- Persistence and task completion

APPENDIX 5: Examples of the information gathering sheets being completed and the associated IEPs

Example 1: Girl with cerebral palsy (hemiplegia) primary 1

Information Gathering

Aberdeenshire
COUNCIL



I am good at...

Storytelling, singing

Playing on the computer,
dancing

Drawing pictures

My numbers and letters

Whizzing around

All about me

My name is LX

I was born on February 2015

I live at Newtown

I go to Newtown school

Signed L

Date August 2020

I enjoy...

Role playing with my sister

Imaginative play

Communicating and
interacting with my friends

Doing my homework

What helps me to learn...

Homework

Phonics on the computer

The same things as for
my brother and my
friends.

I am learning to...

Become independent for
my personal needs (toilet)

Sit with my back to the sofa
and my legs out to the front

Strengthen my trunk

What I do to help myself at school...

I ask for things that I need, but might require some
prompts later in the day as I get tired.

I can pull myself along the floor to reach things

What I would like people at school to do to help me with learning...

I need help with transfers from my seat to standing frame to K walker and power chair.
I need adults to notice when I am getting tired and help me to sit down.

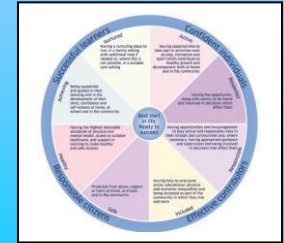
The same things as other P1s, I need you to be patient, observant, friendly, kind and treat me like my friends

Additional Support Needs – your views are important!

This form is for us to gather your views and opinions about your child which can help us plan to meet their needs in the best way possible.

On the opposite side we need you to complete the information so that we can check that we have all of the correct details about your child.

Over the page is a map which we would like to complete filling in all of the boxes with your views and opinions. This will help us when we come to discuss and plan how we can support your child's Additional Support Needs.



He / she is learning to:

Become independent for her personal needs

Increase her mobility through use of her Kaye walker

Improve her control when using her power chair

Stand for a time in her standing frame

Enjoy and participate in all of the activities, interests and curricular opportunities alongside her sister and friends in P1.

What helps my child to learn is:

The same support as for all other children for access to the curriculum, as L's only barrier is her mobility.

Treat L in a similar way to her peers, expecting the same ability, with the only allowance made being for her mobility around the classroom and school.

**Helping
my
child
to
learn**

What I think needs to happen in school to help my child to learn is:

Adults need to be observant but not to overcompensate for L – assist when needed but allow L to be independent. Don't anticipate L's needs and do everything for her. L will let adults know when she needs help.

Other important things I would like others to know about my child are:

L may get tired and then require a prompt and assistance to move to her chair in the classroom. When tired she may need to be asked if she needs the toilet.

L tolerates pain and discomfort, so staff need to be observant and remind her to change position if she has remained static for a time, particularly if she is on the floor and kneeling in a W position. L may be a bit quiet initially as like other P1 children she may be a little overawed by her new environment.

Everyone will know that my child is doing really well because:

L will be happy, chatting with new friends and very actively participating in all activities in school.

L will be confident to use her Kaye walker, power chair and standing frame in school and will be maintaining and improving her mobility and independence.

PUPIL'S EDUCATIONAL DEVELOPMENT***Teacher and professional information*****Strengths**

- Strong will
- Determination
- Positive approach to everything
- Sense of humour
- Friendly
- Communicative
- Well behaved
- Joins in with everything

Achievements

- Using a Kaye walker to move around
- Rising up onto her knees (raised knee position)
- Stability to participate in floor activities using W kneeling position
- Improved trunk control
- Getting in and out of a low bed by herself
- Independence for many personal needs

Summary of curricular progress to date

- Can use a pencil using correct grip to overwrite letters and numbers and for colouring
- Good knowledge of letters and numbers appropriate to age and stage
- Communication and academic skills on a par with her peer group
- Good listening and talking skills
- Good imagination and interaction with peers and adults

Current areas of support

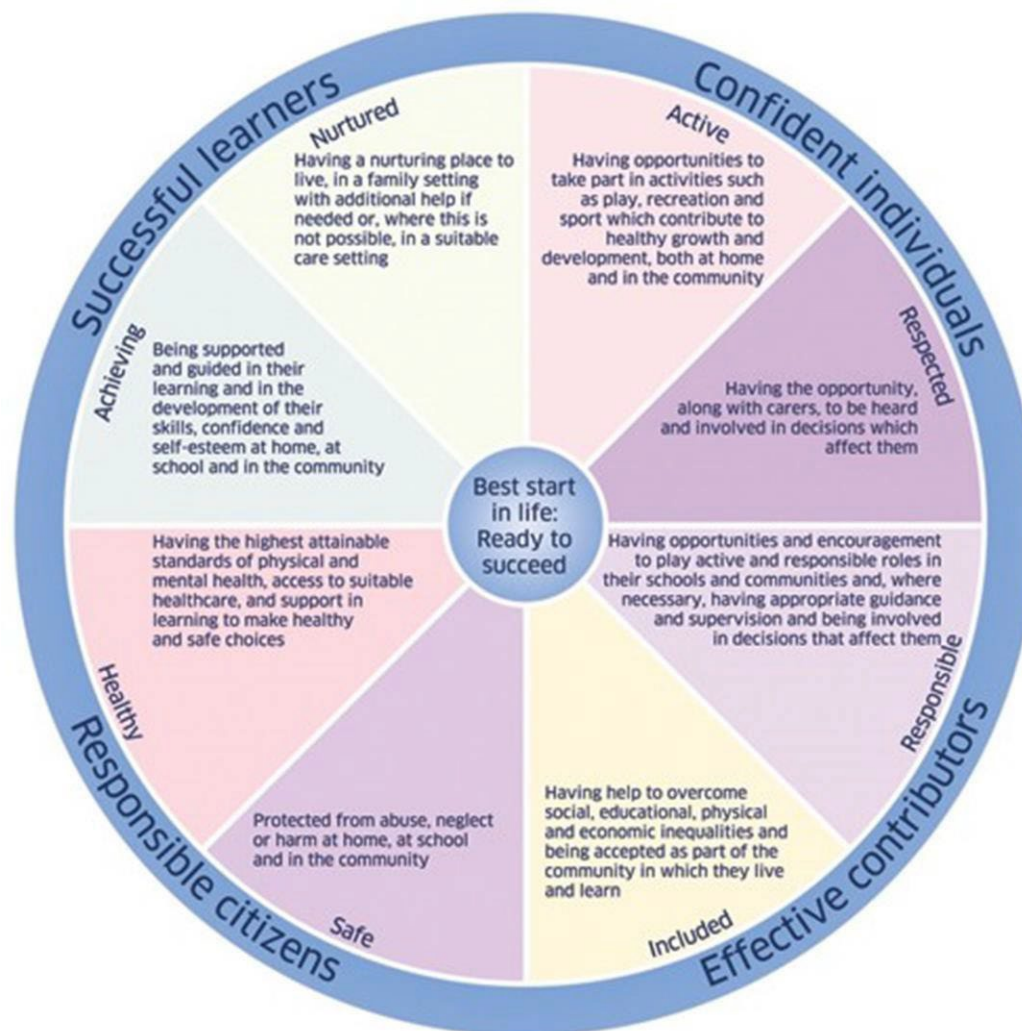
- Requires physical support for transfers between pieces of equipment
- Use of a power chair, Kaye walker and Leki standing frame
- Use of a special classroom chair with appropriate support and attached table with adjustable angle (tilting board)
- Use of therapy bench with support from behind (cupboard, sofa or other) to rest back, and peers on either side in case L slips sideways
- Physical support for personal need (toilet)

Nurtured

Achieving
L will increase her independence by participating fully in school with minimal assistance for her physical needs only

Healthy

Safe



Active
L will improve her mobility by use of her standing frame for up to 1½ hours per day and Kaye walker as required

Respected

Responsible
L will learn to control her power chair to move it safely and to position it accurately.
L will request appropriate help from adults / peers when required

Included
L will settle into P1 as a happy and integrated member of her class, with her curricular targets being the same as those of her peers

Support overview - What are the additional support needs?

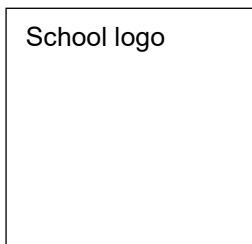
This should be used as a professional planning tool and should not be included in the IEP

<u>Factors which are causing barrier(s) to learning</u>			Description
Disability or health	<input type="checkbox"/>		L has cerebral palsy with diplegia resulting in difficulties with motor skills for the lower part of her body. She requires apparatus to enable her to move independently, and some physical assistance from an adult to effect transfers. L may get tired more quickly than her peers and require a change of position or activity. Differentiation is required for gym and physical activities, and thought given to planning for movement. Some adaptations to environment have been completed – accessible toilet upgraded and wider classroom doors. Ramp installed to fire exit and back door.
Social and/ or emotional	<input type="checkbox"/>		
Learning environment	<input type="checkbox"/>		
My wider world	<input type="checkbox"/>		
<u>Current support and strategies used to support learning</u>			Description
Adaptation of classroom work or curriculum	<input checked="" type="checkbox"/>		L requires clear space in the classroom for moving in her Kaye walker, and access to all activities. A support must be positioned behind her therapy bench to support L's back and enable her to sit with peers on the floor in front of the whiteboard. Adults must be aware of needs and not overcompensate for physical difficulties in order for L to develop her independence and increase her self-help skills. Physiotherapy and occupational therapy will offer advice and practical support.
Advice and/ or support from ASL	<input checked="" type="checkbox"/>		
Advice and /or support from Health Services	<input checked="" type="checkbox"/>		
Advice and/ or support from SLT	<input type="checkbox"/>		
Advice from educational psychologist	<input type="checkbox"/>		
Advice from other ECS services	<input checked="" type="checkbox"/>		
e.g. EAL, Sensory Support, ASPECTS, CLD etc.	<input type="checkbox"/>		
other e.g. RDA, disability sport etc.	<input type="checkbox"/>		
<u>Additional Support Required</u>			Description
Adaptation of classroom work or curriculum	<input checked="" type="checkbox"/>		Targeted support will be required for L to transfer between pieces of specialist equipment and to access the toilet. Access to ICT within the classroom will be similar to that of her peers, no additional resources are required at this stage.
Specialist teaching support	<input checked="" type="checkbox"/>		
Specialist non-teaching support	<input checked="" type="checkbox"/>		Space must be created and maintained to enable L to move around the classroom in her Kaye walker and access all areas / activities. Space identified in the corridor to store the standing frame and power chair when not in use. A specialist classroom chair will be supplied via occupational therapy, with a tilting table top. L will wear a supportive suit under her school clothes to assist with trunk strength for posture.
Access to ICT	<input checked="" type="checkbox"/>		
Alternate Assessment Arrangements	<input type="checkbox"/>		
Adjustment to resources	<input checked="" type="checkbox"/>		
Adjustment to physical environment	<input checked="" type="checkbox"/>		
Specialist equipment	<input checked="" type="checkbox"/>		
Multi Agency support	<input checked="" type="checkbox"/>		
Other...Access to horse riding through RDA	<input checked="" type="checkbox"/>		Physiotherapy and occupational therapy will advise as required. All supports are targeted at L's physical needs as these are her only barrier to

learning.

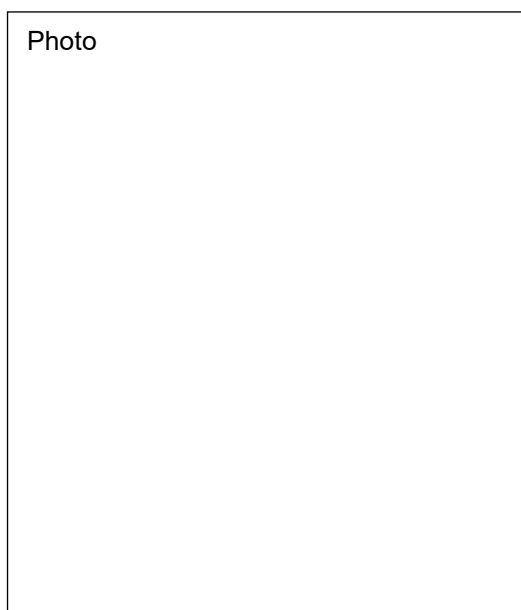


School logo



LX

Photo



Individualised Educational Programme

Start date August 2020

Review date July 2021

INDIVIDUALISED EDUCATIONAL PROGRAMME (IEP)

For: LX

Home Address: 9 Newtown Road, New Town, Aberdeenshire

Contact telephone number: 12345 345678

Date of Birth: February 2015

Gender: Female

School currently attended: Newtown School

Date of entry to current school: August 2020

Family information

Surname: Mrs X

Other names: Y

Home address: As above

Contact telephone number:

Relationship to child / young person: Mother

Surname: Mr X

Other names: Z

Home address: As above

Contact telephone number:

Relationship to child / young person: Father

Named person responsible for IEP

Name	Designation	Telephone number	email
	Class Teacher ASfL teacher	12345 987654	Enquiries@Newtown.aberdeenshire.sch.uk

Individualised Educational Programme (IEP)

For: LX

Profile:

L is a bright, happy and chatty 5 year old, who enjoys interacting with her peers. She is very imaginative and loves role play activities, storytelling and singing. L plays on the computer taking turns with her brother, and her favourite game is Harry Potter.

L is independent in many aspects of her life: getting out of a low bed in the morning and moving to the sitting room without assistance before breakfast. She is independent eating and drinking, and enjoys social interaction. She has a strong will and determination, and approaches all activities with a positive attitude, including physiotherapy and exercises regardless of any pain or discomfort that these may cause.

Favourite activities include homework: writing letters and numbers, and colouring pictures. L is a very good communicator and capable of giving others explicit instructions, and can request assistance when required from her peers.

Although L has different pieces of equipment to assist with her movements, she is capable of pulling herself along on the floor, and kneeling in a W position to free her hands for activities. She can use her Kaye walker to good effect for moving in an upright posture, and when leaning against a sandpit, water tray or similar height activity and can rest against it to free her hands to participate.

L is academically on a par with her peer group and all curricular targets will be the same as those of her P1 class with the exception of those for some aspects of PE and movement.

Factors giving rise to additional support needs:

Health/disability

- L has cerebral palsy with diplegia affecting her lower limbs only, giving rise to the need for support with all movement activities requiring use of her legs, and some support with balance when seated due to lack of strength in her trunk.
- She has a variety of pieces of equipment to support movement (Kaye walker, power chair), and posture (Leki standing frame, therapy bench, and a special classroom chair).

- L wears glasses and should be seated with a clear view of the interactive whiteboard.

Social/emotional

Learning environment

- L is attending a mainstream primary school without any enhanced provision facilities.
- Clear floor space must be maintained to facilitate movement around the classroom
- Seating should be facing the whiteboard

Family circumstances

- L has a brother who attends the same school. The brother is very supportive but parents are keen that the two children are encouraged to be independent of one another.

Individualised Educational Plans Guidance for Schools, Parents/Carers Children and Young People February 2023

Pupil name LX		Date target started August 2020	Review date Termly	
Long term target				
<ul style="list-style-type: none"> L will quickly settle into school routines and participate fully in all curricular activities 				
Short term targets	Strategies to support	Resources and techniques including adaptations to physical environment	Success criteria	Evaluation
L will talk about named adults and friends and describe the different areas of her school	Games and activities with peers on theme of 'getting to know you', 'treasure hunt' or similar	School leaflet with photos of staff and class / other areas. Planned games and activities for new intake of pupils	August-October L will name friends and staff and will find her way around in her power chair / Kaye walker	Achieved. L can name the teachers/PSAs who work with her and goes into her classroom with her power chair with a little adult support
L will access Literacy and Numeracy curricular activities with her peers with minimal adult support	Adults to expect L to participate fully with her peers and not to over-anticipate needs. L to be encouraged to ask peers for things (colouring pencils etc.) that are outwith her reach	Targeted support when required for transfers only. Verbal encouragement and support with curricular tasks as for her peers	November-January L will participate in Literacy and Numeracy curricular activities with minimal targeted assistance	Achieved. L was initially a little shy but has gained confidence. Peers required encouragement not to anticipate L's needs.
L will participate in physical education activities with a little differentiation	Differentiation of activities in physical education appropriate to needs Encouragement to join in group games. Use of power chair to access the playground and some outdoor areas	Extra time and power chair required to travel to the village hall for PE lessons. Kaye walker to be taken to hall for use in PE	February-April L will join in with appropriate PE and other physical activities with her peers with minimal support from an adult	Achieved. L is taking part in group games that are suitable and when some activities are not accessible to her Mrs G works on additional physiotherapy exercises or alternative games

Individualised Educational Plans Guidance for Schools, Parents/Carers Children and Young People February 2023

L will play a board game with two peers	L will choose who she wants to play with L will demonstrate taking her turn and sharing the resources	Staff to monitor the game ensuring L reaches for pieces of the game and plays her turn with minimal physical support from peers or adult	May-July L will demonstrate playing three different board games cooperatively	Achieved- L demonstrated good skill at sharing resources. Her peers had to be reminded not to keep passing her the dice but to ensure all resources were in everyone's reach. L particularly enjoyed Ker Plunk
<p>Anticipated difficulties</p> <p>L may ask for things that she should be able to reach herself</p> <p>Support staff may anticipate needs thus preventing L from taking responsibility for herself and her own requirements</p> <p>Physical activities not challenging as staff are anxious that L may fall whilst participating in a physical activity.</p>		<p>Possible solutions</p> <p>Staff to assume that L can do tasks, and encourage her to be independent.</p> <p>Staff to be very aware of creating 'learned dependency' and regularly review practice and evaluate levels of L's independence.</p> <p>Risk assessment of general activities in and around school to identify hazards and minimise, and consultation with parents if in doubt about a specific task</p>		

Individualised Educational Plans Guidance for Schools, Parents/Carers Children and Young People February 2023

Pupil name LX	Date target started August 2020	Review date Termly		
Long term target				
<ul style="list-style-type: none"> L will be independent in participating in most activities in school 				
Short term targets	Strategies to support	Resources and techniques including adaptations to physical environment	Success criteria	Evaluation
L will reach for equipment that is within her grasp	<p>Verbal encouragement to stretch for pencils, toys and other things that are within reach</p> <p>Gentle prompting for peers to allow L to reach for her own equipment</p>	Pencils for colouring and similar equipment to be within reach but not immediately in front of L.	August-October L will request items that are out of reach, and takes responsibility for obtaining her own equipment	Achieved, L has the confidence to request items out of reach
L will access activities / classroom areas independently	<p>Verbal encouragement to demonstrate independence</p> <p>Ensure that L has opportunities to use her Kaye walker</p> <p>Allow L to move along the floor on her knees / bottom if she wishes</p> <p>Some planned activities at low level for everyone to participate together</p>	<p>Ensure that the floor is kept clear of obstacles at all times</p> <p>Equipment for movement to be available, particularly the Kaye walker to be kept in the classroom</p>	November -January L will move around the classroom as she wishes independently (by using equipment or moving on the floor)	L can access areas in the classroom by pulling herself along the floor, but the use of the Kaye walker is likely to be stopped at present following physiotherapy instruction
L will choose her own lunch and the friends who will keep her company	Menu options to be discussed with all P1 and 2 children together	Menu	February- April L will choose her lunch and eat it in the company of her own friends (minimal adult support)	Achieved. Adult support only for opening packets or cutting food if hot lunch.

Individualised Educational Plans Guidance for Schools, Parents/Carers Children and Young People February 2023

L will develop her independence at using cutlery to cut her food	L will practice her motor skills to cut soft items. This can be practised with soft foods and playdough	Playdough Soft food items	May- July L will cut soft food items at lunchtime with a knife and fork. (minimal adult support)	L only requires help when the food is a tougher texture. She requires further practice at using her fork to hold the food in place allowing her to cut tougher pieces
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<p>Anticipated difficulties</p> <p>Peers / staff will wish to help L and get things for her</p> <p>Perceptions of how appropriate it is for a youngster to be moving along the floor to reach their chosen activity</p>	<p>Possible solutions</p> <p>Teacher to indicate appreciation for kindness but encourage each child in the class to be independent, so L is no different.</p> <p>Understanding by all of the goals associated with independence which include having control of situations and the feeling of confidence that results..</p>
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Pupil name LX		Date target started August 2020	Review date Termly	
Long term target				
<ul style="list-style-type: none"> L will access different areas of school by use of specialist equipment 				
Short term targets	Strategies to support	Resources and techniques including adaptations to physical environment	Success criteria	Evaluation
L will use her Leki standing frame for up to 1½ hours per day, split into 2x45 minute sessions	<p>Planning for activity</p> <p>Staff to monitor tiredness when using frame in the afternoon</p> <p>Targeted support for transfers agreed between staff</p>	<p>Weekly timetable to be planned for inclusion of this activity.</p> <p>Identify specific activities to be undertaken whilst in the standing frame</p> <p>Regular consultation with physiotherapists / parents regarding time spent in standing frame</p>	August-October L will manage to stand for the requisite time in her standing frame	Achieved – evidence recorded of time spent daily in the standing frame. This will continue as per the guidance from Physio
L will develop her skill of using her Kaye walker independently, turning it herself in the required direction	<p>Encouragement to use the Kaye walker</p> <p>Planned progression with physiotherapy / OT / parents for L to learn to turn the walker independently</p>	<p>Kaye walker</p> <p>Initial help with turning by adult nudging the walker</p>	November-January L will move her Kaye walker independently around the classroom	Work stopped in December due to balance and coordination problems

<p>L will develop her muscle strength through a daily physiotherapy programme</p>	<p>The Physiotherapist supported by education staff will complete a daily physiotherapy programme with L</p>	<p>Physiotherapy programme provided for school and use at home</p>	<p>January- March L will complete the physiotherapy programme on a daily basis in school</p>	<p>L completed the programme and the physiotherapist has advised it must continue until the end of term</p>
<p>L will improve her directional control of her power chair to effect close manoeuvres</p>	<p>Planned opportunities for L to follow chalked lines on the playground, or move around the corridors L to follow lines of masking tape on sitting room carpet at home</p>	<p>Occupational therapist to work with L in school on occasion and offer advice and support. Targeted support for practice sessions Parental support at home with practice sessions</p>	<p>April- July L will direct her power chair with precision in the school grounds, and when travelling to the village hall</p>	<p>Achieved. Use of power chair very successful to promote independence</p>
<p>Anticipated difficulties</p> <p>L gets tired standing in her frame depending on the activities that have preceded this</p> <p>L has difficulty turning her Kaye walker</p> <p>L has difficulty in pulling herself up using her K walker to a standing position</p> <p>L has difficulty in controlling her power chair in the playground initially</p>		<p>Possible solutions</p> <p>Careful timetabling of standing sessions, and gradual build up to the full time</p> <p>Seek advice from physiotherapist / OT regarding ways of training L to increase her weight bearing in order to take the pressure off her arms and allow her to slide the walker around</p> <p>Seek advice from physiotherapist / OT regarding staging of pulling upright such as W kneeling to upright on knees, or use of therapy bench as intermediate stage to standing</p> <p>Ensure sufficient time and opportunity provided for learning the new skill. Risk assess regarding safety of L and other children. Seek opportunities before or after school for additional practice with L and parent.</p>		

Agreed review date: April 2014

IEP agreed by L, Mr and Mrs X, the class teacher, ASL teacher and head teacher

Pupil: LX (signature)

Date: 31st August 2020

Parent / Carer: YX (signature)

Date: 31st August 2020

Co-ordinator:

Date:

Individualised Educational Programme (IEP)

For: L X

Other plans in place for the child / young person:

Risk assessment for physical activities and access around the school and to the sports hall

Personal Emergency Evacuation Plan

Co-ordinated Support Plan Process initiated

(Attach other plans or provide details)

Contact information for people contributing to the IEP:

Name:	Designation:	Telephone number:	Email:
	Head teacher		schoolemail@aberdeenshire.gov.uk
	Class teacher		Enquiries@Newtown.aberdeenshire.sch.uk
	ASL teacher		Enquiries@Newtown.aberdeenshire.sch.uk
	Physiotherapist		
	Occupational therapist		
	Educational psychologist		
	Sensory Support Services		

Date of meeting: 22nd June 2021

Review / Evaluation:

LX settled quickly into Newtown School and has made friends easily. She is making good progress academically in line with her ability and parent expectations, and is looking forward to becoming a primary 2 pupil in August. She has completed early level of the Curriculum for Excellence in Literacy and Numeracy (secure) and has started Level 1 work.

As LX wears glasses and has a mild visual impairment, support is now provided by a teacher from the Sensory Support Service, but this is just termly to ensure that resources are suitable. The teacher has conducted staff training on visual support awareness with the staff at Newtown school.

Progress with physical equipment has been more varied. Due to a setback with balance and stability, the work with the Kaye walker has temporarily ceased. Physiotherapy have provided some different exercises for school and home to try to build up the necessary muscle to enable independent mobility. The power chair has been very successful, but there are some access difficulties in the wider school environment – the business support officer is investigating the cost of another ramp to assist with access to the school garden.

A new mat has been ordered for use in emergency evacuation from the building.

LX will stay in the same room next year and this will become the P2 classroom and the class teacher will remain unchanged.

Child or young person's comments:

I am very happy at Newtown School.

I like reading, art and music and playing with my friends.

I'd like to be able to get into the school garden with my friends on my own.

I'm really excited about going into Primary 2 after the holidays.

Parent / Carer's comments:

We are delighted with the progress that L has made since starting school. The school staff are very supportive, in particular Mrs B who is L's class teacher and Mrs Q who is the PSA.

It would be helpful if a ramp could be created to the school garden as L would really like to be able to go there with her friends. We appreciate the adjustments made at school to accommodate L's equipment, including the disabled parking space provided in the car park for us to use when dropping off and collecting L from school.

L is looking forward to beginning horse riding, and we are happy to transport her to and from the riding school. If a swimming session could be made available, we are also willing to transport her and accompany her in the pool.

Thank you to all who have made this such a good year.

Next steps:

- Continue with exercises provided by physiotherapist to develop muscle strength
- Advice from occupational therapist to promote more independence with access and use of the toilet
- Begin the place at horse riding (RDA local group) as this will assist with L's core strength
- Investigate opportunity for swimming as part of the curriculum
- Encourage use of IT at home and school as L gets tired easily when using a pencil to write. Target would be knowledge of keyboard layout and working towards touch typing

Example 2: Boy with ADHD entering S3 in academy

Information Gathering

Aberdeenshire
COUNCIL



All about me

My name is PX

My date of birth is 22.10.2006

My address is Oldtown Road, Oldtown, Aberdeenshire

I attend Oldtown School

Signed PX

Date: 31st August 2020

I understand that all of this information will be shared with the people who are helping me at school.

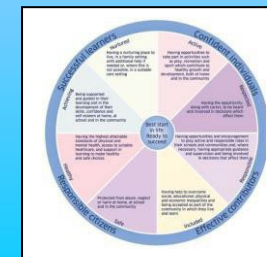
<p>I am good at:</p> <p>I am polite and caring. I have a good relationship with the adults who support me. Playing Minecraft and other games on my computer. Reading and understanding the text. Swimming and cycling. I am very good at maths. Archery, chess and darts. Word recognition and memory which helps with modern languages</p>	<p>I am learning to:</p> <p>I understand consequence and will apologise for my actions, and am learning to move on from incidents with support.</p> <p>Accept and make written corrections to my work</p> <p>Become more flexible</p>	<p>What I would like people at school to do to help me with my learning:</p> <p>Use a visual timetable, visual cues and social stories to prepare me for changes and events, this preparation is critical. Teachers to share the outline of a lesson with my PSA so that they can support me if things change, with what happens next</p>
<p>I enjoy:</p> <p>Reading, playing Minecraft and other computer games. Mathematics and problem solving. I enjoy playing board games with friends in my class. -Typing my work and playing on an I-pad. Chess, darts and archery. Monday nights at the Oldtown Club</p>	<p>What helps me to learn:</p> <p>I need to know what happens next – I follow a timetable in school Social stories can help me to understand how and why I should behave in a certain way. I am trying to use anger management strategies</p>	<p>Everyone will know that I am doing well because:</p> <p>I will be doing well, staying out of trouble and I will be happy.</p>
<p>Other important things I want others to know about me:</p> <p>I don't like writing and use my laptop for recording information</p> <p>I may not have slept well and may be tired, this affects my concentration</p>	<p>What I do to help myself at school:</p> <p>I have a routine with my support assistant in a morning and at lunchtime, when I go through my timeline and prepare my visual timetable. When anxious, I am trying to talk to myself (in my head) to de-escalate. I talk with my support assistant to discuss episodes and learn how to handle anxiety and disappointment.</p>	

Additional Support Needs – your views are important!

This form is for us to gather your views and opinions about your child which can help us plan to meet their needs in the best way possible.

On the opposite side we need you to complete the information so that we can check that we have all of the correct details about your child.

Over the page is a map which we would like to complete filling in all of the boxes with your views and opinions. This will help us when we come to discuss and plan how we can support your child's Additional Support Needs.



My name is Mr X

My child's name is PX

His/her birthday is 22nd October 2006

He/she lives at Oldtown Road, Oldtown Aberdeenshire

He/she goes to Oldtown School

I understand and give permission for the information in this form to be shared with people who are helping my child at school.

Signed Mr X

date 20th September 2020



**Helping
my
child
to
learn**

He / she is learning to:

Develop strategies to defuse his anxiety and anger if he is finding something difficult or is unsure of what to do.
Develop his social skills to help him to make new friends.

Develop more emotional maturity and resilience to help him to be relaxed.

Develop more self-belief and confidence

Ways to express his anger or anxiety in a safe way that is acceptable to everyone.

What helps my child to learn is:

Restrict his choices as he finds choosing very difficult.
Give him short, clear instructions and check his understanding. Use multisensory teaching methods to assist his learning.

Give him a variety of short focused tasks, designed to meet his needs and access to technology to support his learning.

Give him time to do most research tasks in school with support.

What I think needs to happen in school to help my child to learn is:

He needs support for social situations.

He needs positive reinforcement and the opportunity to discuss concerns with someone he trusts.

He may need to use headphones and his i-pod to reduce distractions whilst writing in class

Other important things I would like others to know about my child are:

Avoid putting him into a competitive environment as it causes a distraction from the work he need to do. Give him access to a low stimulus environment to allow him to focus his attention on learning, and not be distracted. He may not have taken his medication for ADHD, and this affects his impulsivity. You need to help him to spot the triggers that affect his anxiety in order for him to avoid getting angry. Research tasks for homework need to be highly structured as he is very tired at the end of a school day

Everyone will know that my child is doing really well because:

He will be happy and achieving his potential – succeeding with his targets (academic, social and cognitive)

He will be relaxed and able to process information

His behaviour will be consistently calm

PUPIL'S EDUCATIONAL DEVELOPMENT

Teacher and professional information

Strengths

- Reading and comprehension
- Use of computer and ICT
- Academic ability, requires little support for academic work.
- Word recognition and memory for modern languages
- Use of humour and sharing ideas with one particular peer
- Empathising with peers, he finds it difficult to choose a friend as he doesn't like to see others left out

Achievements

- Polite and caring
- Good relationships with supporting adults
- Quick and capable reader, good at mathematics
- Cycling proficiency
- Scouts
- Archery and darts
- Translation for modern languages (German)

Summary of curricular progress to date

- Language and Literacy, achieving level 2 (middle) for all elements. Listens attentively, becoming more confident when sharing responses to questions. Fluent reader and sound understanding of what he has read – can select key elements. Will write at length but needs support to structure work and chunk the task. Can read a paragraph in German and work out meaning from context
- Mathematics and Numeracy, achieving at level 2 (consolidating) for all elements. Enjoys numeracy activities and able to work independently. Can successfully complete activities focusing on addition and subtraction of number within 1000, money and change from £20, read 12 and 24 hour clocks and calculate duration, identify 3D shapes and properties, interpret information from bar / line graphs, tables, tally charts and graphs. Can solve mathematical problems mentally
- Increased knowledge and understanding about World War 2, developed skills in online and book research, make comparisons between historical events and today. Enjoys computer games and completion of written tasks. Contributes original ideas to drama, but prefers to observe rather than participate.

Current areas of support

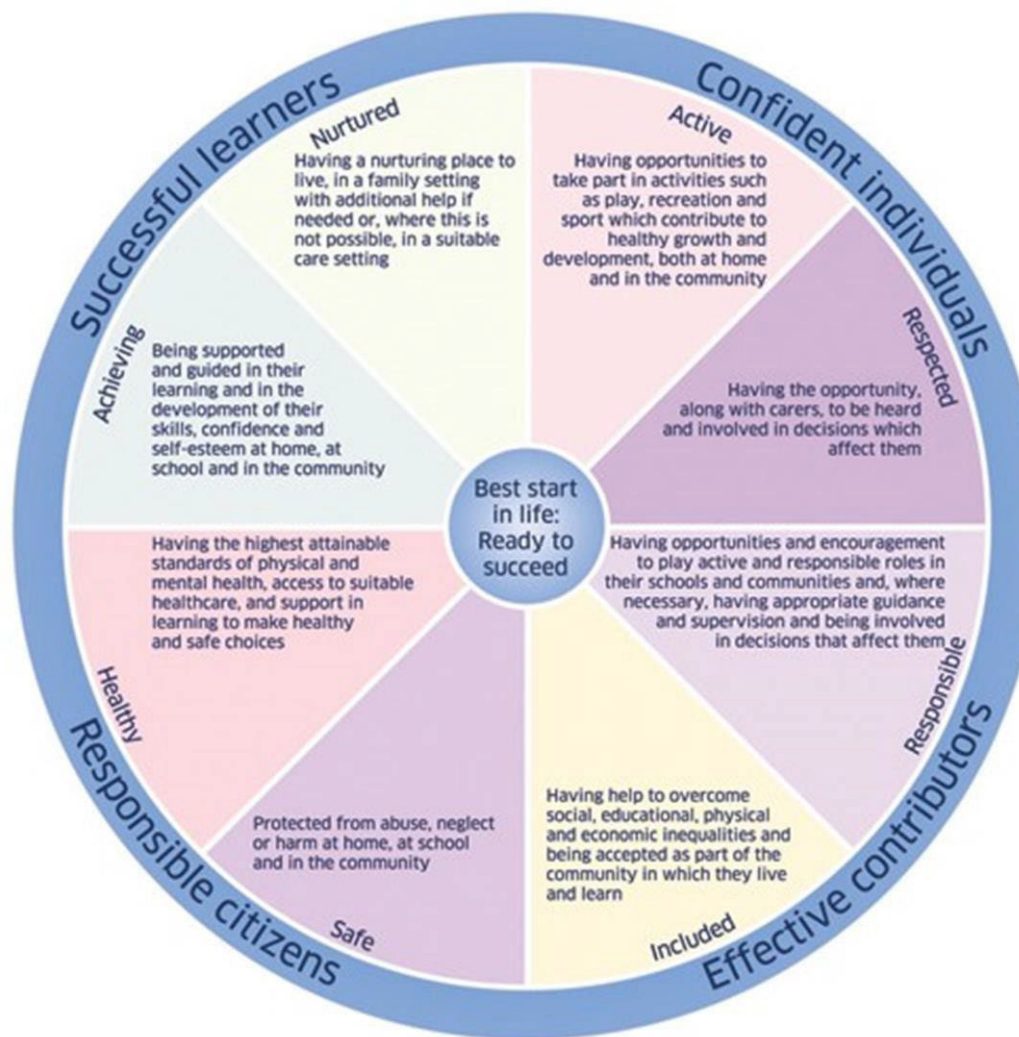
- Support from Mrs X with PSE and social skills
- Targeted support for PX in school for most work in class and break / lunch times
- Use of a quiet space adjacent to the S3 ASL classroom to work
- Laptop provided by ASPECTS for writing
- Visual timetable and preparation for lessons
- Early lunch to avoid busy canteen, and supported socialisation with peers
- Preparation for all activities and changes to routines / expectations
- Organisation for activities
- Structured break and lunch times with facility for reading and withdrawal to a quiet area

Nurtured
 PX will feel secure with finding his way around the school and with the routines at Oldtown Academy

Achieving
 Appropriate timetable and level of support to enable PX to achieve at school, in a relaxed environment. Working towards National 3 assessments.

Healthy
 PX will recognise his feelings, circumstances and settings which encourage him to interact with others, and use this positively to reduce stress and anxiety

Safe
 PX will feel safe and understood by being supported by people who have training in Autism and awareness of his requirements.



Active
 PX will participate in activities during his learning such a swimming and PE to maintain his fitness

Respected
 PX's views will be respected, and he will learn to understand and respect the needs of others.

Responsible
 PX will be responsible for planning his day, collecting and organising his equipment, and communicating with adults and peers appropriately

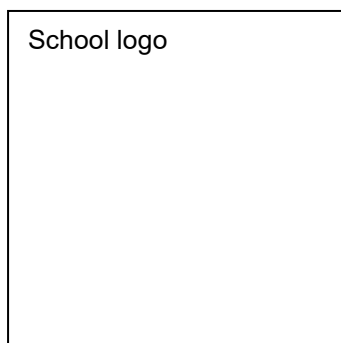
Included
 PX will be included in appropriate mainstream classes at the academy, and receive supported learning to meet his needs.



Support overview - What are the additional support needs?

This should be used as a professional planning tool and should not be included in the IEP

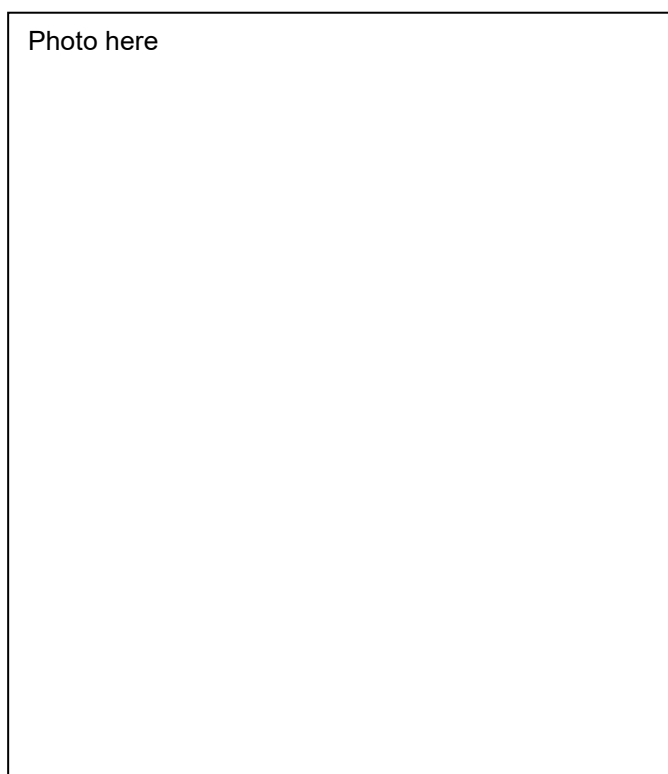
<u>Factors which are causing barrier(s) to learning</u>		Description
Learning environment	<input checked="" type="checkbox"/>	Requires structure in learning environment, and routines – predictability, ensure comprehension, give clear and direct instructions. Sensory problems result in over-stimulation in noisy and busy environments particularly when he is finding a task requires his full concentration. Lack of social awareness and behaviours lead to vulnerability and misunderstanding, anxiety triggers anger and loss of self-control. Perception of fairness and behaviour of others is inflexible. Impulsive behaviours result in a tendency to act without thinking about consequences.
My wider world	<input checked="" type="checkbox"/>	
Disability or health	<input checked="" type="checkbox"/>	
Social and/ or emotional	<input checked="" type="checkbox"/>	
<u>Current support and strategies used to support learning</u>		Description
Adaptation of classroom work or curriculum	<input checked="" type="checkbox"/>	Curriculum is differentiated to meet needs and can include a separate learning environment when required. PX attended enhanced provision at STV academy. Small class / group work / individual support when required. Dr V / Medical advice for medication and its effects, and support to Mrs X regarding the need for consistency in administration of medication. Use of Playdough, Blutack or similar as stress-buster. EP advice for transition. PSA who is knowledgeable regarding ADHD to support PX
Advice and/ or support from ASL	<input checked="" type="checkbox"/>	
Advice and /or support from Health Services	<input checked="" type="checkbox"/>	
Advice and/ or support from SLT	<input type="checkbox"/>	
Advice from educational psychologist	<input checked="" type="checkbox"/>	
Advice from other ECS services	<input checked="" type="checkbox"/>	
e.g. EAL, Sensory Support, ASPECTS, CLD etc. other e.g. RDA, disability sport etc.	<input type="checkbox"/>	
<u>Additional Support Required</u>		Description
Adaptation of classroom work or curriculum	<input checked="" type="checkbox"/>	Differentiated curriculum appropriate to needs. Teaching support in small group to learn strategies for social situations. Targeted support when required to assist with mainstream inclusion and support inclusion in social situations and following instructions. Resources to be flexible and curriculum to include RDA, focus on thinking and understanding of feelings and needs, and development of skills in line with his academic potential, and the need to achievements to be frequent to maintain encouragement to PX. ICT supports visual learning style and access to the curriculum. Separate learning environment – flexibility to work at work station / identified quiet area or in small groups / different room. Multiagency involvement for advice e.g. community paediatrician. Flexibility with curriculum delivery, for example working on the lighting, props, camera of as director for drama due to inability to cope with acting. Very structured activities for art and opportunity to view others' finished products. Focus in PE on athletics / swimming and competing against his own time for improvement. Use of own headphones and I-pod to listen to music and remove background noise whilst writing in mainstream classes.
Specialist teaching support	<input checked="" type="checkbox"/>	
Specialist non-teaching support	<input checked="" type="checkbox"/>	
Access to ICT	<input checked="" type="checkbox"/>	
Alternate Assessment Arrangements	<input type="checkbox"/>	
Adjustment to resources	<input checked="" type="checkbox"/>	
Adjustment to physical environment	<input checked="" type="checkbox"/>	
Specialist equipment	<input checked="" type="checkbox"/>	
Multi Agency support	<input checked="" type="checkbox"/>	
Other	<input type="checkbox"/>	



Aberdeenshire
COUNCIL



PX



Individualised Educational Programme

Start date August 2020

Review date June 2021

INDIVIDUALISED EDUCATIONAL PROGRAMME (IEP)

For: PX

Home Address: Oldtown Road, Oldtown, Aberdeenshire

Contact telephone number: 23455 986745

Date of Birth: 22nd October 2006

Gender: Male

School currently attended: Oldtown School

Date of entry to current school: 21st August 2020

Family information

Surname: Mr X

Other names: C

Home address: As above

Contact telephone number:

Relationship to child / young person: Father

Surname: Mrs X

Other names: D

Home address: As above

Contact telephone number:

Relationship to child / young person : Mother

Named person responsible for IEP

Name	Designation	Telephone number	email
Mr G	PT ASL	23455 849931	@aberdeenshire.gov.uk
Mr H	ASL teacher	23455 849931	<u>enquiries@Oldtown.aberdeenshire.sch.uk</u>

Individualised Educational Programme (IEP)

For: PX

Profile:

PX is an articulate boy who shows great interest in reading, playing Minecraft and other computer games. He also enjoys mathematics and problem solving. PX enjoys playing board games with his friends in his current supported class, and going swimming and cycling. During social activities PX prefers chess, darts and archery. Out of school he attends Monday night sessions at the Oldtown Club and Scouts with his local troupe.

PX describes himself as polite and caring with states that he has a good relationship with the adults who support him.

He has particular strengths in word recognition and memory which helps with modern languages. PX uses a visual timetable, visual cues and social stories to prepare him for changes and events, this preparation is very important. He likes teachers to share the outline of a lesson with his support staff so that they can help him if things change, with what happens next. He needs to know what happens next and follows a timetable in school, this keeps PX calm.

PX has achieved Language and Literacy, level 2 (consolidating) for all elements. He listens attentively, becoming more confident when sharing responses to questions. He is a fluent reader and has a sound understanding of what he has read and can select key elements. PX will write at length and accepts support to structure work and chunk the task. He prefers to type his work and play on an I-pad. He can read a paragraph in German and work out meaning from context.

PX has achieved level 2 (consolidating) in mathematics and numeracy. He enjoys numeracy activities and is able to work independently. PX can successfully complete activities focusing on addition and subtraction of number within 1000, money and change from £20, read 12 and 24 hour clocks and calculate duration, identify 3D shapes and properties, interpret information from bar / line graphs, tables, tally charts and graphs. He can solve mathematical problems mentally. PX has selected subjects at National 3 level and work towards attainment of these next academic year.

Factors giving rise to additional support needs:

Disability or health

- Attention Deficit Hyperactivity Disorder

Social and/or emotional

- Self-regulation and resilience require to be developed

- Develop his social skills to help him to make new friends.
- Develop more emotional maturity and resilience to help him to be relaxed
- Develop more self-belief and confidence
- Ways to express his anger or anxiety in a safe way that is acceptable to everyone.

Learning environment

- Need for supported learning in small groups as well as access to mainstream
- Use a visual timetable, visual cues and social stories.
- Restrict choices as he finds choosing very difficult.
- Give him short, clear instructions and check his understanding.
- Use multisensory teaching methods to assist his learning.
- Give him a variety of short focused tasks, designed to meet his needs and access to technology to support his learning.
- Give him time to do most research tasks in school with support.

Pupil name PX		Date target started 21 st August 2020		Review date Termly	
Long term target					
<ul style="list-style-type: none"> PX will participate in supported learning tasks and gradually be included into appropriate mainstream classes 					
Short term targets	Strategies to support	Resources and techniques	Success criteria	Evaluation	
PX will participate in supported learning for literacy and numeracy in a designated area	Specific activities, flexible timetable and curriculum to meet needs. Targeted support to overcome barriers to learning e.g. cognitive skills, knowledge and use of language for expression of feelings, personal and social skills	Identified areas, targeted support, work station / quiet area when appropriate, use of ICT	August-October PX will undertake all tasks in supported learning in a relaxed and productive manner with minimal adult support	Achieved with minimal support within enhanced provision for literacy and numeracy work	
PX will participate in supported learning groups for literacy and numeracy delivered by specialist teachers	Careful selection of peer group to access specialist teacher. Use of visual and multisensory teaching and learning, highly structured activities and good preparation for each activity	Additional support to group from PSA or Debbie, differentiated materials, pupil passport to mainstream teacher, visual supports provided by ASL team PSA phased in to support and replace Mrs Z over period of Autumn term	November – January PX will participate readily in lessons with supported learning groups delivered by specialist teacher	Achieved for small group work delivered by maths and literacy teachers and beginning National 3 work	

<p>PX will participate in several periods of supported learning in mainstream classes with his peers</p>	<p>Careful selection of class for participation, small groups when possible, supported learning Use of visual and multisensory teaching and learning, highly structured activities</p>	<p>Subjects may include English, maths, science, modern language. Support from teacher / PSA with group, differentiated materials, shorter initial session, pupil passport to mainstream teacher, visual supports provided by ASL team</p>	<p>February- April PX will participate in several periods of mainstream classes each day with appropriate support</p>	<p>Achieved in part but ongoing – PX has achieved this in English, maths, science and modern languages but needs further consolidation</p>
<p>PX will develop his experience of attending and engaging in his learning in mainstream classes (English, maths, science, modern languages and PE</p>	<p>Careful selection of class for participation, small groups when possible, supported learning Use of visual and multisensory teaching and learning, highly structured activities</p>	<p>Subjects may include English, maths, science, modern languages and PE. Support from teacher / PSA with group, differentiated materials, pupil passport to mainstream teacher, visual supports provided by ASL team</p>	<p>May-July PX will attend and engage in four periods of mainstream classes each day with appropriate support</p>	<p>Achieved and PX has shown positive engagement in all classes particularly PE</p>
<p>Anticipated difficulties</p> <p>Initial stress of being in a larger mainstream class</p> <p>Comprehension limitations causing difficulty in maintaining progress, due to lack of understanding of the needs of others</p>		<p>Possible solutions</p> <p>Any inclusion to mainstream class must be dependent on PX’s readiness to participate, and a completely flexible approach adopted to time spent within class, withdrawal if required, targeted support within the mainstream class</p> <p>Appropriately differentiated work, targeted support, use of supported study group to maintain progress</p> <p>ABC (antecedent, behaviour and consequences) record kept to highlight triggers that lead to anxiety and resulting behaviours. Immediate action to reduce effects, such as permitting PX to lead a line, ensuring that the computer is available when a piece of work is completed.</p>		

Pupil name PX		Date target started 21 st August 2020		Review date Termly	
Long term target					
<ul style="list-style-type: none"> PX will participate in supported opportunities for social interactions and activities which foster learning of appropriate social conventions 					
Short term targets		Strategies to support		Resources and techniques	
Success criteria		Success criteria		Evaluation	
PX will interact with a small group of peers in a supported setting,		ASL / guidance staff to identify potential friends from supported school group and set up opportunities for joint activities		Check information for pupils with similar interests Convene opportunities with a focus for discussion or game	
August-October PX will participate in board games and other activities with peers and will be able to talk about new friends by name and give information about them		Achieved, PX enjoys playing games and is beginning to form friendships			
PX will interact appropriately in a structured task with peers from mainstream classes		ASL / guidance staff at Academy to identify potential friends from mainstream classes and set up structured group activities to be completed		Check information for pupils with similar interests Convene stimulating opportunities with a focus for discussion or game	
November - January PX will demonstrate positive interactions within mainstream classes whilst completing a structured activity		Achieved for maths class and same peers in most other subjects			
PX will interact appropriately in the setting of the reading club with others, discussing books		Supervision and encouragement to participate in the reading club at lunchtimes supported by a member of staff. Encouragement with turn taking during discussions and maintaining focus when others are speaking		PSA or other supporting the reading club. Microphone or other 'talking' tool to prompt turn taking for discussion	
January- March PX will demonstrate taking his turn in discussion and listen attentively to others		PX did not choose to join the reading club, but did go to chess and IT and has interacted appropriately with peers in these settings.			

<p>PX will continue to develop his interaction skills with peers across all setting in the school</p>	<p>Supervision and encouragement by staff. Praise given to PX to help him recognise his success</p>	<p>Consistency of approach Praise and encouragement</p>	<p>April-July PX will demonstrate appropriate interactions in all settings of the school</p>	<p>Target achieved successfully. However during less structured times e.g. playtime there have been a few instances of inappropriate interaction that has required staff support to resolve</p>
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<p>Anticipated difficulties</p> <p>Difficulty interacting in unstructured settings Interrupting others to offer his opinion</p>	<p>Possible solutions</p> <p>Set up games and activities with targeted support (ice-breakers and other) Use of speaking 'tool' for turn taking</p>
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Pupil name PX	Date target started 21 st August 2020	Review date Termly		
Long term target				
<ul style="list-style-type: none"> PX will recognise his own needs, and the feelings, circumstances and settings which encourage him to interact with others, and use this positively to reduce stress and anxiety 				
Short term targets	Strategies to support	Resources and techniques	Success criteria	Evaluation
PX will demonstrate an awareness of the feelings happy, anxious and angry and how it affects him personally	Staff to discuss how these feelings can present, share their experiences and encourage PX to give his personal views	Visual prompts, games Staff trained in Autism awareness and support	August-October PX will identify what makes him happy anxious and angry	Achieved with some support in HWB
PX will explore feelings through discussion in different settings to identify more relaxing environments	Opportunities for interactions and discussions in different environments e.g. sensory room or quiet area, library, etc.	Sensory room or quiet area, library etc. Staff trained in Autism awareness and support	November-January PX will identify environments that assist in him feeling relaxed	Achieved – PX identified that the sensory room helps him relax-particularly with all lights off and the bubble tube on blue.
PX will be encouraged to request to go to the sensory room to help him self-regulate and reduce his feeling of stress	Staff to be observant and prompt discussion when it appears that PX may be getting stressed (use of ABCs), prompt card and identified quiet area for relaxation	Use of visual prompts and cards to assist PX to express his needs Staff trained in Autism awareness and support	February- April PX will demonstrate using his prompt card on 5 occasions to request the sensory room when he feels anxious	Achieved on 6 occasions with support – staff prompted PX to use his prompt card before his anxiety escalated.

<p>PX will independently request to go to the sensory room to help him self-regulate</p>	<p>Staff to discuss with PX his feelings regarding anxiety and how he can identify he needs a more relaxing environment. Staff to initially prompt when PX may need to go but gradually reduce prompting and praising PX showing initiative to seek solace</p>	<p>Use of visual prompts and cards to assist PX to express his needs Staff trained in Autism awareness and support</p>	<p>May-July PX will use prompt cards to request to move to the sensory room on 5 occasions without staff support</p>	<p>Achieved with minimal adult support on 4 occasions and completely independently on 3 occasions (one occasion he asked verbally to go).</p>
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<p>Anticipated difficulties</p> <p>Difficulty in recognising his own feelings Reluctance to move to another environment because he does not wish to appear different to others</p>	<p>Possible solutions</p> <p>Staff must be vigilant and observant, and very supportive in their approach All experiences in the chosen relaxed environment must be very positive and therefore create a desirable place to go</p>
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Pupil name PX	Date target started 21 st August 2020		Review date Termly	
Long term target				
<ul style="list-style-type: none"> PX will have opportunities to develop his understanding of others' needs, and develop his own skills for communication 				
Short term targets	Strategies to support	Resources and techniques	Success criteria	Evaluation
PX will participate in horse riding (RDA) to develop his thinking skills and understanding of the needs of the horse, and for communication using body language	Supported group visit to RDA once per week. Encouragement to groom the horse when the opportunity is available. Planning and collection of all necessary equipment (boots, helmet, appropriate clothing)	Completed medical forms for RDA, appropriate clothing and foot ware, bus transport and accompanying pupil support assistants	August- November PX will participate in RDA confidently communicating with his horse by using his legs, voice and posture.	Achieved with great success, confidence and communication has improved. Continue next year.
PX will develop his skills in planning, independence and communication with others	Supported group learning with ASDAN / enterprise and opportunities to undertake projects. Work to include planning with and working with others, sharing tasks and effective communication. Tasks could include gardening projects	ASDAN resources, enterprise resources, garden projects and tools	October- January PX will demonstrate skills in planning, independence and communication with others by successfully working as part of a group	PX needed reminded to spend time on the planning but once that was completed he worked effectively as part of a group and he adhered to the planning of the tasks well
PX will develop his collaborative skills in working with others	Supported group learning with ASDAN / enterprise and opportunities to undertake projects. Work to include planning with and working with others, sharing tasks and effective communication. Tasks include tending the allotment, harvesting and selling the produce	ASDAN resources, enterprise resources, garden projects and tools	February- June PX will work collaboratively with a small group to meet the requirements of the enterprise task	PX worked collaboratively with others to tend, harvest and sell the produce. He showed good skill at harvesting the produce and preparing it for sale. He shared this responsibility well with two other pupils.

Anticipated difficulties

Following instructions for preparation for work tasks. Perception of fairness when dividing the tasks amongst peers

Criticism of others if tasks not perceived to be of similar standard

Problems due to perception that others are criticising work delivered by PX

Possible solutions

Use of visual prompts, checklists etc. Preparation for tasks to include lists of jobs to be done. Encouragement to make positive verbal comments to others about their contributions, or positive suggestions for improvement. Encouragement to others to make positive verbal comments and suggestions to PX. Encouragement to PX to suggest improvements to his own work.

Individualised Educational Programme (IEP)

For: P X

Other plans in place for the child / young person:

Risk assessment for behaviour

(Attach other plans or provide details)

Contact information for people contributing to the IEP:

Name:	Designation:	Telephone number:	Email:
	DHT pupil support	23455 909767	@aberdeenshire.gov.uk
	PT ASL	23455 909767	Enquiries@Oldtown.aberdeenshire.sch.uk
	ASL teacher		Enquiries@Oldtown.aberdeenshire.sch.uk
	Guidance teacher		Enquiries@Oldtown.aberdeenshire.sch.uk
	Educational psychologist	23455 455677	@aberdeenshire.gov.uk

Date of meeting: 22nd June 2021

Review / Evaluation:

PX has had a successful year and settled well into the routines at Newtown academy. He has made a small selection of friends and is very comfortable interacting with them at chess and IT clubs with minimal supervision required from adults. PX is confident in navigating his way around school, recognises those staff who support his learning and is happy to have started his S3 timetable and subject choices.

He has continued to make good progress in maths and literacy, and in turn this has supported his learning in other subject areas. He has now begun the National 3 courses for literacy, numeracy and science. PX will take National 4 in IT and shows a flair for this subject, which he states is his favourite. PX also enjoys science and technology, and has progressed with PE especially swimming and cross country running.

Work on self-regulation and control will continue with his HWB class during guidance sessions and with the ASL department. There is evidence of PX beginning to use strategies to remove himself from situations with a little adult support, and this work requires consolidation for independence.

Child or young person's comments:

I am happy at Newtown academy. I have made some friends through chess and IT and we have been bowling together at the weekend. I really like IT and science and would like to do something with computers when I leave school.

Parent / Carer's comments:

We are pleased with the progress that PX is making and delighted that he has settled so quickly into his new school. He is already enjoying the new classes for S3 and the supported maths class and the peers within this class should be a better combination with PX as he did have some clashes with the group last year. Appreciative of the ASL department and of the guidance teacher who have been very approachable and supportive. Also appreciate the support from Mrs G who has been able to prompt PX to make some better choices.

Next steps:

- National 3 awards in most subjects and National 4 in IT
- Continuation of horse riding through RDA
- Continuation of work on emotions and strategies to apply self-control and self-regulation
- Continuation of work on building resilience

APPENDIX 6: GIRFEC information and the 5 questions

Within GIRFEC the flowing information applies to staged intervention and planning:

Being healthy: all aspects of a child's development including additional support needs, health care, nutrition, exercise, physical and mental health, sexual health and substance abuse

Learning and achieving: cognitive development, how additional needs are supported, personal learning plans and other educational records, further education and training needs and potential for employment opportunities for young people moving towards semi- or full independence.

Confidence in who I am: emotional and behavioural development, resilience, self-esteem, knowing views are listened to, taking pride in achievements, confidence in managing challenges, sense of identity and skills in social presentation

Being able to communicate: development of language and communication; ability to express thoughts, feelings and needs; preferred language or communication method, aids to communication

Learning to be responsible: learning appropriate social skills and behaviour, values, sense of right and wrong, consideration for others, ability to understand what is expected, social and emotional development

Becoming independent, looking after myself: acquisition of skills and confidence needed to move from dependence to independence; early practical skills of feeding, dressing etc. Acquiring skills and competence in social problem solving, getting on well with others, effects of impairment or disability or social circumstances and how these may be compensated for

The Five GIRFEC Questions

A child or young person's Wellbeing is influenced by everything around them, and by different needs they will have at different points of their life. Wellbeing concerns may arise from a child or young person's individual experiences or circumstance, or be posed by the impact of a family member or significant person's situation (this could include a non-resident partner of a parent/carer, or a peer).

When a Wellbeing concern is identified or raised for a child or young person, you should ask yourself the 5 GIRFEC questions:

1. **What is getting in the way of this child or young person's wellbeing?**
2. **Do I have all the information I need to help this child or young person?**
3. **What can I do now to help this child or young person?**
4. **What can my service or organisation do to help this child or young person?**
5. **What additional help, if any, may be needed from others?**

If you don't have all the information you need, you may need to gather further information either by speaking with the child or young person themselves, their parents or carers, or from other people within your own, or other agencies. This will ensure you

have as full a picture as possible to inform your own assessment, and informs any Request for Assistance made to other agencies if needed.

Findings from recent Significant Case Reviews tell us that sharing the right information at the right time can help improve outcomes for children, young people and their families. It can often help prevent low level concerns growing into more serious or entrenched difficulties. In the majority of cases, Wellbeing concerns should be openly discussed with the child, young person, family members or other person, including explicit discussions* around what information may need to be shared, why, and with whom.

**Unless there are child protection concerns*.*

Child Protection Prompt: If at any point concerns are raised which suggests a child or young person is at risk, of harm or neglect, or potentially at risk of harm or neglect, Child Protection Procedures must be followed without delay.

Please refer to the [Aberdeenshire GIRFEC](#) website for more information.