

St. Dymphna's School Policy on IEP's.

Updated October 2023

Each pupil has in the school has an IEP that specifies the learning needs that are to be achieved by the student over a set period of time and the teaching strategies, resources and support necessary to achieve those goals.

Parents are invited to complete an information form and to attend a meeting with their child's class teacher at the beginning of the year. Where parents choose not to attend their views are sought and recorded and they inform the decision-making process.

All meetings should be outside school hours so that teaching and learning is not disrupted, and adequate time is given to discuss a students' needs and strengths.

IEP's are reviewed at least every six months and new or modified targets put in place.

The IEP is a practical working document which may need to be modified or adapted as the year progresses. Reflection and continuous review is necessary, so the child's needs remain the central focus.

Teachers keep informed notes / assessments to support their review of individual targets.

The IEP may require modification and adaption. Progress may outstrip expectations, or the targets may need to be simplified or the strategies changed.

Targets

These are written in terms of student outcome. Writing targets means identifying.

- a) What the child will do
- b) The conditions under which the student will perform a task.
- c) The material and support required to achieve a target
- d) The time frame in which the target will be achieved.

Strategies

Strategies are about what the teacher/other adults will do to help the child achieve his/her target.

An IEP allows the student to progress at a level commensurate with their ability. It involves

parents and all those working with the pupil and focuses on teaching strategies and ensures a record is kept of progress.

Drawing up the IEP

All professionals involved with a pupil are asked to contribute to their IEP. As there are currently little to no services available to our pupils at this time from the HSE IEP targets are decided by the class teacher and parents.

The IEP once written is sent out to parents for their comments. - If parents are happy with the IEP they are asked to sign it and return it to school. A signed copy of the IEP is then sent to parents and all those who have contributed to the plan receive a copy. We encourage parental involvement.

Older students are also encouraged to take an active role in the process. They are asked to identify appropriate learning targets and to read their plan when it is sent home.

A copy of the IEP is put on the pupils main file in the office and uploaded to the shared drive. Teachers also keep a copy so that it can be used as a working document that can be adapted and modified. Some teachers may also put a copy in the IEP folder in the office.

Role of SNA's

The SNA has a direct involvement in supporting the pupils and support the implementation of targets relating to the care and access needs of the pupils.

They can also provide feedback to the class teacher which will contribute to monitoring and reviewing the child's progress.

Review

As the IEP is a working document, teachers are reviewing the targets and strategies on a regular basis and adapting or modifying as necessary.

Before the February half term teachers will officially review the IEP and update parents and the IEP to show what targets have been achieved/modified.

At the end of the school year a copy of the reviewed IEP will be sent out to parents with their child's school report and parents will be invited to meet their child's class teacher.

See Pupil Profile Document

IEP Format

This policy was adopted by the Board of Management at a meeting on 25 October 2023

Signed: [Signature]
Chairperson of Board of Management

Signed: [Signature]
Secretary/Principal

Date: 25 October

Date: 26/10/23

St. Dymphna's School Pupil Profile.

Name:

DOB:

Parents/Guardians.

Address:

Tel. No:

Class teacher

SNA:

Other Professionals currently working with student:

People Involved in constructing the IEP:

Commencement Date:

Review Dates:

Formal Assessments:

Nature of Special Educational Need:

Health / Medical Information:

Updated Information:

Priority Learning Goals:

Strengths/Interests:

Learning Needs:

Signed: Class Teacher _____ **Date**

Principal _____.

Parent _____.