

Individual Development Plan (IDP)



This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg .

- An IDP should only be developed if:
 - A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
 1. A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:-
 - a) has a significantly greater difficulty in learning than the majority of others of the same age or
 - b) has a disability for the purpose of the Equality Act 2010, which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
 2. A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional provision were made, likely to be within subsection (2) when of compulsory school age.
 3. A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home
 - The definition of Additional Learning Provision
 - 1) Additional learning provision for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in:
 - (a) mainstream maintained schools in Wales
 - (b) mainstream institutions in the further education sector in Wales, or
 - (c) places in Wales at which nursery education is provided
 - 2) 'Additional learning provision' for a child aged under three means educational provision of any kind
- An IDP is a document that contains a description of the ALN that acts as a barrier to a child achieving their educational potential.
- The ALP is necessary to overcome or mitigate that barrier.
- It is a 'plan' in the sense that it plans the action that must be taken, namely the ALP which must be secured for the child. It also provides a record against which a child's progress can be monitored and reviewed.
- Those responsible for maintaining an IDP should be mindful that the IDP only has value if it results in the successful implementation of provision that meets the needs of the child.
- An IDP is intended to be a flexible document. For example, a child with less severe or complex needs is likely to have a simpler (and therefore shorter) IDP. A child with severe, complex, or low incidence needs will likely require specialist input and advice and their IDP is likely to contain contributions from a wide range of agencies and detail a wider range of interventions.
- All information included in the IDP should be written in plain language and without jargon with a view to all who are likely to read the IDP.

The IDP should be:

- developed following a person-centred meeting
- created by agencies and professionals working together to identify the child's ALN and the provision to meet those ALN;
- created through collaboration with the child's parents.
- developed on a flexible, person-centred basis that reflects the needs of the child.
- written in a style that reflects that it is the child's plan and not simply part of an administrative process;
- written in plain language, avoiding the use of jargon and explaining the relevance of any technical terminology that needs to be included;
- kept under consideration to inform whether a review should be conducted ahead of when it otherwise would be.

Make sure the correct version is used

The school logo is correct

PART 1. Details in section 1A and 1B should be kept up to date. Changes to these sections can be made without review. It is not necessary to give another copy of the whole IDP to the parents (but a copy of the updated info can be provided, as appropriate)

SECTION 1A: Basic biographical information about the child or young person and contact details

Full Name	This is the child whose IDP it is	PHOTO
Likes to be known as	The name the child likes to be known as	
Date of birth		
Gender and preferred pronouns	This is the gender with which the child or young person identifies and the pro-nouns they prefer to use (for example, he/him, she/her, they/them)	
Current education setting	Name of school currently attended (together with the address or other details to identify it). If not currently attending it should be marked "not applicable"	
Home address and telephone number		
Name of parents	For young people, only to be completed with their consent and if they agree to information being shared with their parents	
Email address	Only where parents are willing to receive notifications and documents electronically	
Parents addresses and telephone numbers	If different from home address above	
Communication requirements and preferences	These are those of the child or their parents. It should include, where relevant, - language of communication i.e. Welsh language BSL, consideration should be given to whether an interpreter is needed to support participation in the IDP process - means of communication – communication, which is verbal, written, signed, visual and/or electronic should be considered together with specific requirements such as visual aids, font size. - means of engagement. Consideration should be given to practical requirements such as easy access, hearing loops and/or specific forms of lighting.	
For a young person, details of consent to IDP being prepared / maintained	Not applicable	
Capacity Issues	The capacity of the child to understand information or documents that must be given to them; any lack of capacity of parents of children;	

SECTION 1B: Responsibility for the IDP

Organisation responsible for maintaining the IDP	Record the school or local authority (for Looked After, Dual Registered, EY, EOTAS) that maintains the IDP. This section could include relevant contact details, for example the person who is responsible for coordinating the preparation of the IDP.
Date before which the IDP must be reviewed	This is the date on which the 'review period' ends. The review period is a period of 12 months starting with the date on which a copy of the IDP was given to the child or parents.
Proposed review date	This is the proposed date on which the next review of the IDP would take place. The IDP <u>must</u> be reviewed before the end of the review period. The review should be carried out within a time period that reflects: - the intended outcomes set out in the IDP and target date for achievement of these; - the timescales for the delivery of any activities or provision in the IDP; - anticipated significant changes that are likely to impact on the child's ALN or ALP i.e. due to move to a new stage of education

SECTION 1C: Profile (About Me) – This should be an attachment

This section of the IDP is primarily aimed at setting out a summary of the child, child's parent's views, wishes and feelings in relation to their ALN, ALP and education training.

This should include details about play, health, independence, communication, the people that the child considers important to them (family, friends or paid staff), friendships, aspirations about, for example, education and career, independent living and community participation or anything else the child, child's parents considers important.

The One Page Profile should make clear where the child, child's parents are being quoted directly, either from something they have said or written.

They describe a child's character, their gifts and talents, what is important to them and the best way to support them.

One page profiles are developed and revised with active involvement of the child to ensure their voice is heard. They provided a positive rounded picture of their interests and outline what is important to both to and for the child.

For children of compulsory school age, parents might be involved in developing one page profiles and, for very young children, parents will provide the information about the child's interest and support needs.

A good one page profile would include recording:

- What others value, admire and appreciate about the child;
- What is important to the child from their own point of view;
- What is objectively important for the child.

PART 2 includes those elements of the IDP in relation to which appeals to the Educational Tribunal for Wales can be made.
These elements are underlined, bold and red.

SECTION 2A: Description of the child or young person's additional learning needs (ALN)

DOES THE LEARNER MEET THE CRITERIA OF HAVING ALN? What is the evidence that has been used to inform this decision?

The child's ALN should be as clear and comprehensive as possible and include **the impact of the need on the child learning** in as much detail as possible.
Where there is a relevant diagnosis, this should be included as part of the description but give details of the ALN from the diagnosis
Those responsible for drafting the IDP ought to ensure that they do not confuse the description of ALN with the ALP necessary to meet those needs.
Give the reasons as to why you have made the decision the child has ALN.

4 broad areas of need:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical
- Behaviour, Emotional and social development

Schools do not need to write under every heading only those which are relevant to the child's ALN

Each barrier of learning should be addressed in Section 2b with a relevant intended outcome and appropriate ALP

For example: School Name have identified X as having Additional Learning Needs with a significant need within XXX.

For each broad area which is relevant and identified as having an impact on learning:

What can they do? What is the next step that they have difficulty in?

This impacts on his/her ability to...

Top Tips: Avoid education jargon, acronyms, and judgements – stick to facts and evidence

Bullet point or number the areas of ALN (barriers to learning)

Start with what the child can do, then can't do and the impact of this on their **learning**

Keep it as simple as possible- make sure it can be understood by a non-specialist

'Less is more' – avoid too much historical or complex medical information (this could be put in the timeline)

A diagnostic label does not describe need

SECTION 2B: Description and delivery of the child or young person's additional learning provision (ALP)

Where there are different elements to the ALP, the information for each of the following sub sections must be given for each element of ALP

Intended outcome:

Intended Outcome – to be achieved through the provision listed as ALP

Essential to consider what is important to the child and what they want to achieve

Must be person centred and drafted in such a way that can be measured whether it has been successfully achieved.

What does the CYP want to achieve in a year's time that they cannot do now

For some I may be about minimising the impact of an impairment on their learning

This should have a strong focus on enabling children to move towards, long-term aspirations. To this end it is essential to consider what is important to the child and what they want to achieve. IDPS can also include outcomes with a wider focus, such as positive social relationships and emotional resilience and stability. For some children it can be about minimising the impact of impairment on their learning.

All intended outcomes detailed in the IDP should be drafted in such a way that it is possible to measure whether they have been successfully achieved, as well as being realistic and challenging. This should be done by making outcomes "SMART". Guidance on how to develop outcomes, as well as examples can be found in the Welsh Government's:

Person Centred Reviews toolkit: a guide for early years, schools, and colleges in Wales

To determine the progress towards achieving the intended outcomes, it may be necessary to set interim targets or milestones, and to monitor the impact of the ALP on the child's progress. Any concerns raised because of this monitoring might lead to a review of the IDP.

THESE ARE NOT PERSON-CENTRED TARGETS

- X to develop speech and language
- X to increase my literacy scores
- X to progress to the next book band
- X to access the environment
- X differentiated teaching
- X take part in SALT, OT sessions

<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	Organisation service to provide the ALP, and contact details	<u>Start date</u>	<u>End/Review date</u>
This section should where relevant, include details of how regularly the ALP is to be provided. (e.g., daily, school days, once a term) The ALP provided could include a range of activities or types of support, for instance: - A professional providing a strategy or training which other professionals with a day-to-day role with the child will deliver; or - Guidance or support provided by the education setting or others, for the child The ALP that best meets the child the ALN of the child may be different depending on the type of institution they attend. The information recorded should be detailed, specific and quantifiable. This clarity might result from describing the specific task or actions that will be undertaken; it could also detail the training or qualifications any staff will require. Simply stating the support will be provided will not meet the need for clarity. Describing the tasks any staff will undertake or facilitate, what they will be responsible for, and, if necessary what qualifications or training they will require is important. The body maintaining the IDP has duties about securing the ALP set out in it. To be able to describe the ALP in sufficient detail and secure it, where others will be delivering and/or funding the ALP, the body maintain the IDP may need to check these matters with those others. The detail of the ALP can then reflect this. Do not Name the resource and individuals e.g. 1:1, Band A funding etc List ALP that cannot be delivered by the school Describe provision which is additional to and different from what is ordinarily available	The body maintaining the IDP has a duty to consider whether ALP should be provided in Welsh and if it should then it <u>must</u> be specified in the IDP and take all reasonable steps to secure the ALP is provided in Welsh	(Where different to the to the body maintaining the plan) If the child is on roll at a maintained school, then the school is named in this section Health, EP and Specialist teachers should not be listed in this column	This is the date from which the ALP will be provided	This is the date until which the ALP will be provided or reviewed
Rationale for the ALP listed above:		This section <u>should</u> provide an explanation as to why certain decisions have been taken. Where there is no difference of opinion, nor other need to explain a decision, this section of the IDP might just refer to the record of information used to develop the IDP.		

SECTION 2C: Description and delivery of to be ALP secured by an NHS body

This section is for recording the description of the ALP that must be secured by an NHS body, having been identified by that body as a relevant treatment or service that is likely to benefit in addressing the child's ALN. The body responsible for preparing the IDP must ensure that the health body is content with the description of any ALP to be secured before finalising the IDP.

ONLY TO BE WRITTEN BY the NHS not private reports

Intended outcome:				
<u>ALP to be provided</u>	<u>Should the ALP be provided in Welsh?</u>	Organisation service to provide the ALP, and contact details	<u>Start date</u>	<u>End/Review date</u>
Where no ALP is to be secured by an NHS body this section <u>should</u> be marked "not applicable"				
Rationale for the ALP listed above:				

SECTION 2D: Places at a named school / institution or board / lodging

If it is the case that the local authority (which is preparing or maintaining the IDP for a child) is naming a maintained school in Wales for the purpose of securing the child's admission to it then this section of the IDP must be completed. In cases where none of the provision set out below is required, or some of it is not required then this section should be marked "not applicable". In cases where such provision has been considered, but it is determined that it is not required, the reasons for the decision could be recorded in this section.

<u>The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school</u>	Only the LA can name a school in this section. Where a school is named, the local authority should set out why it is satisfied that the child's interest requires the ALP identified in the IDP to be made at the school and why it is appropriate for the child to be provided with education there. See Chapter 11 for more information about naming a maintained school for the purpose of securing admission to it. Schools should not write the name of their school unless admission has been secured by the LA Where no school has been secured by the LA – N/A should be written
<u>The name of any particular school or other institution which must be secured</u>	Only the LA can name a school in this section This <u>must</u> be included only if the child's reasonable needs for ALP cannot be met unless the local authority also secures the place at that school or other institution or the board and lodging and is subject to other conditions. See Chapter 11 and 12 for more information about naming a particular school or other institution, residential placements and the provision of board and lodging Schools should not write the name of their school unless admission has been secured by the LA
<u>Board and lodging provision which must be secured</u>	

PART 3.

SECTION 3A: Record of information used to develop the IDP

If information is included as an annex to the IDP, please list it here.

This section must include a summary record of discussions at meetings held in relation to the preparation or revision of the IDP, any advice and evidence which the body preparing or maintaining the IDP considers relevant and the details of those that have contributed to preparing or revising, or provided information or evidence in relation to, the IDP.

The record of discussions held in relation to the preparation or revision of the IDP need not be a verbatim record; rather a summary of what was discussed and by whom.

The advice or evidence would include any recent reports and assessments undertaken by the school or local authority responsible for the IDP and by other agencies or professionals, such as relevant health and social care reports. It might also include any data which supports the identification of ALN, such as attainment data. The full report(s) can be provided in an annex.

For those IDPs which have been in existence for some time, it would also include information arising from the recent monitoring of the ALP and the tracking of data and targets where this has led to a revision to the IDP.

Where professionals or child's parents have different opinions, these should be recorded. This should be recorded using generic terms such as parents, teachers, or senior leadership team. Specific names or titles should be used only if the individual that holds that view wishes it to be recorded as such.

Where parents have secured advice from professionals directly, this should be clearly recorded, appropriately considered, and can be provided in an annex.

SECTION 3B: Timeline of key events

Significant events or information relevant to understanding the child or young person's ALN and planning the necessary ALP

This section must include a summary of key events in the child's life relevant to their ALN including significant events or information relevant to understanding the child's ALN and planning the necessary ALP.

Examples of such events include:

- Name of school or LA which prepared the IDP (if different to the body currently maintaining it).
- Any school or LA which has previously maintained it.
- Significant decisions previously taken in relation to the child's IDP, including instances where a review has taken place following a request from the parents, or where the LA has reconsidered an IDP maintained by a school, and a decision has been taken not to revise the IDP.
- A referral for assessment by a professional
- Any assessment results and/or advice
- A diagnosis of a condition
- An illness
- Starting to use new equipment or implants to help access education

- An event that has had an emotional, behavioural or attainment impact.

The events do not need to be recorded in detail, but the following information should be noted:

- An indicator of what happened or the nature of the event
- The organisation/service/individual responsible for the event, such as a diagnosis
- The date of the event

Events that occurred prior to the development of the first IDP should also be included where they relate to the child's ALN and ALP.

Events that are expected to take place within the next year which could inform when the next review should take place should also be included. The information should include what is expected to happen, and why it might be necessary to review the IDP in light of it.

Education settings previously attended (and dates)

This should record education settings attended since they were first identified as having ALN.

SECTION 3C: Transition

Set out information or arrangements which might be considered necessary or appropriate for when the child moves on to other stages of education. This section is intended to be a helpful tool for forward planning for the child's transition. It can be used to record:

- Any information which might be relevant to the child's transition and which would be helpful to those involved in delivering the child's education or training to know.
- Any arrangements considered desirable for facilitating the child's transition.

This could include possible future ALP for when the child is in a new setting. However, where ALP can be determined prior to a transition even if it is to continue after the move, it must be included in section 2B of the IDP rather than this section. This section must not be used to set out any ALP – that is for section 2B. The contents of this section cannot be appealed to the Tribunal.

Where information or arrangements to support a child's transition arrangements have been considered, the body responsible for preparing the IDP should set them out in this section. This could include information about:

The transition expected to be made

- Any individual responsible for co-ordinating the transition arrangements
- The agreed actions of all the professionals and/or the agencies involved in supporting the transition
- The objectives and outcomes the transition is intended to support

If the child is not expected to undertake a transition in the near future, this section should be marked "not applicable"

SECTION 3D: Travel Arrangements

Those preparing or reviewing an IDP for a child or young person should, where relevant, record in the IDP any arrangements for the child or young person's travel between their home and the education institution. This may be relevant in some cases, for example, if it informs the delivery of ALP or the child or young person's placement is dependent on specific travel arrangements. However, in many cases there will be no additional benefit in recording travel arrangements in an IDP.

