SCHOOL

INDIVIDUAL EDUCATION PLAN

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| Name:Dave | Date of Birth:29.09.98 | Year Group:Yr 12 |
| Class Teacher:Nina Thirtle | Residential Area:Queens gate |
| Class Size:4 | Age Range:16-19yrs  | Key Worker:Ryan Mitchell  |
| Summary of Child’s Needs:Summary of Child’s Needs: Dave has a diagnosis of Autism Spectrum Disorder resulting in complex communication needs for both expressive and receptive language, obsessive behaviours, poor self-help skills and social development delay.Dave needs:* A structured educational environment i.e. the TEACCH environment, with access to an adapted and differentiated curriculum with an emphasis on developing communication, social and self-help skills, which facilitate independence and learning within the National Curriculum.
* An individualised education programme with specialised teaching and ready access to individual learning support (LSA) assistance.
* Support and monitoring from the communication facilitator, Jayne Arnold, in the planning and delivery of communication targets.
* A consistent approach to his behaviour (see Behaviour Management Plan and Risk Assessment)
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| Learning Support Assistants: Role: Dave needs 1:1 support in all classroom activities. All LSA’s are aware of Dave’s learning outcomes and targets for each lesson. Staff will support Dave to access all areas of the curriculum. |
| Speech and Language Therapist/Communication Facilitator Name(s): Boris, MichaelRole: Boris and Michael are the communication facilitators; they provide weekly communication sessions as a class group.Dave receives weekly Speech and Language sessions from Cameron |
| Additional Therapies: |

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| Medical Needs:Dave has Asthma and has a ventolin inhaler. Beginning 21st September: Risperidone reduction Week 1:1.5mg am/1.0mg pmWeek 2: 1mg am/1mg pmWeek 3: -1.0mg am/0.5mg pmWeek 4: 0.5mg am/0.5mg pm (subject to changes) | Social Worker/Care Manager:Role: |
| Curriculum Mix Statement:Dave follows a broad and balanced curriculum, adapted specifically to allow him access to all National Curriculum subjects. Targets are set with reference to the QCA Performance Levels (P’Scales) which are set three times per annum, and are used to assess Dave’s progress. Throughout the curriculum there is an emphasis on literacy and numeracy as well as social, communication and life skills which include ASDAN Towards Independence modules. All students are also accessing AQA Awards linked to numeracy, literacy and ASDAN. |
| Individual Termly Targets:Numeracy - To be able to put the correct number of objects 1-5 into containers marked with the numeral (working towards PG Target level P7)Literacy / Communication: - To identify the letters of the alphabet by their sound(working towards PG Target level P7Social / Behaviour – to be able to use PECS to communicate feelings.Communication Target: IEP TARGET:For Dave to use a combination of two attributes and a noun to request a variety of objects in a range of different activities |
| Special Plans/Equipment:Dave has an individual weekly timetable and uses an individual TEACCH schedule to inform him of what will be expected of him throughout the day. This schedule helps Dave to cope with any changes to his routine or structure by pre-warning him. Dave also uses a ‘now and then’ board which breaks down his daily routine even further to provide more structure to his day. | Annual Review Date: 10th June 2014 |
| Student Involvement:Targets and assessments are carried out with Dave in order to involve him as much as possible in his education choices |
| Parental Involvement:Dave mother Sharon takes an active interest in her son’s school life. Dave’s parents and staff communicate via a home-school liaison book which is completed every day teacher phones his parents on weekly basis to ensure good home/school communication. Dave’s mother Tanya also makes contact with Dave’s Residential Flat and his new placement during weekends and holidays. |
| Signed (Parent/Carer) | Date | Signed (Class teacher) | Date23rd September 2015 |

Updated 23rd September 2015