

Alfreton Park Community Special School
Learning Together for Personal Success
Individual Learning Plans

Introduction & Rationale

Individual Learning Plans (ILPs) are a vital part of our collaborative, personalised, pupil-centred ethos. They are at the heart of assessment, learning, support and achievement of each pupil and fundamental to their holistic development. The 4 key areas are: communication, social, personal and academic. Although progress may look different for our pupils we passionately believe that the progress of our pupils should not be left to chance. ILPs are:

- A personalised, flexible guide each learner's journey focussed specifically on the individuals key next steps
- A dynamic working document, owned by the learner, supported by school, families and other professionals
- A record of learning goals and progress and achievements within different contexts for learning
- A communication aid between those who support the learning process in various contexts

Guiding Principles

ILPs must:

- Listen to learners' voices and respond to learners' needs;
- Listen to the hopes and aspirations of families;
- Record what pupils need to achieve on their learning journey – their next key milestones;
- Match teaching and learning to learners' strengths and needs;
- Negotiate and plan exactly what they are going to do, how and when;
- Ensure that learners are provided with the right support in order to progress;
- Respond to changing needs and key life events;
- Make connections between all areas of a pupils world so that learning can be generalised;
- Set SMART or SCRUFFY targets depending on (a) the needs of the pupil and/or (b) the nature of the target.

Assessment, Recording and Reporting

There are a number of processes that take place during the academic year to ensure that ILPs remain relevant:

- ILPs are written following discussion with the pupil, their families and class teams so that they record the expectation for progress over the academic year in each area;
- An interim review of the targets and progress is undertaken and targets may be modified meet the changing needs of the pupils and their families;
- Class staff will collate a small evidence portfolio for each pupil to demonstrate progress over time;
- Judgements on progress relate to whether pupils are making:

Emerging Progress

Expected Progress

Exceeded Target

- An agreed judgements is made following discussion with pupils, school staff and families;
- Judgements are made having discussed both qualitative and quantitative evidence;
- A final review of progress will be reported to parents;
- Progress will be reported to key stakeholders, including the Governing Body and shared on the website.

Progress Portfolio

A small portfolio of evidence will be collated for each pupil. Evidence may take many forms and could include:

- A representative selection of work samples;
- Assessment grids and record sheets;
- A range of written observations;
- Annotated photographic evidence;
- Certificates, accreditations and qualifications;
- Reports from other professionals;
- Evidence from home, including those recorded in home school diaries.

Monitoring and Evaluating

- The validity of each target is ensured through the detailed discussions held between home and school;
- The quality of the written targets is monitored by phase leaders before being distributed to parents/carers;
- Final judgements are moderated annually within each phase team to ensure consistency and accuracy;
- We seek opportunities to moderate our judgements with other special schools locally;
- The quality of the evidence is evaluated by SLT twice per year through an audit process;
- Progress in relation to the targets is analysed throughout the year by SLT.

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Annual ILP Process and Timeline

Individual Learning Plans (ILPs) are a vital part of our collaborative, personalised, pupil-centred ethos.

Each year the following process will be followed to ensure that they remain at the heart of assessment, learning, support and achievement of each pupil, which is fundamental to their holistic development.

Term	Actions
Autumn Term 1	<ul style="list-style-type: none"> • Class staff to familiarise themselves with pupil ILP information and pupil files • Distribute <i>ILP Planning Sheet</i> to parents/carers • Discuss ILP with pupils as appropriate and with parents/carers at parents' evening • Formulate ILP to reflect pupils next steps • Print 2 copies of the ILP: one copy to be sent home; one copy for the pupil file • Save electronic copy of ILP to curriculum server
October Half Term: ILPs to be sent home to parents/carers	
Autumn Term 2 Spring Term 1	<ul style="list-style-type: none"> • Classes to devise mechanism to capture evidence to support ILP progress • Plan regular opportunities for pupils to develop necessary competencies • Monitor and record progress in relation to ILPs regularly – perhaps weekly • Distribute <i>ILP Progress Monitoring Sheet</i> to parents/carers • Discuss evidence to date and agree level of progress in each area: • Complete ILP Progress Review Sheet (<i>Interim</i>) and submit to SLT
February Half Term: ILP Interim Progress Review to be submitted to SLT	
Spring Term 2 Summer Term 1	<ul style="list-style-type: none"> • Review mechanisms used to capture evidence to support ILP progress • Plan regular opportunities for pupils to develop necessary competencies • Monitor and record progress in relation to ILPs regularly – perhaps weekly • Distribute <i>ILP Progress Monitoring Sheet</i> to parents/carers • Discuss evidence to date and agree level of progress in each area • Complete <i>ILP Progress Review Sheet (Final)</i> and submit to SLT
May Half Term: ILP Final Progress Review to be submitted to SLT	
Summer Term 2	<ul style="list-style-type: none"> • Use ILP information to inform annual reports to parents/carers • Discuss progress and possible next steps with parents/carers at parents evening • Phase Leaders to organise a meeting to moderate progress judgements • SLT to seek opportunities to moderate ILP evidence across Derbyshire Special Schools • SLT to analyse progress to identify patterns and trends and inform future planning • SLT to review ILP procedures to ensure it remains robust, rigorous and relevant

This process will be reviewed annually to ensure that it continues to meet the needs of the pupils.

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ILP Planning Sheet

The following information provides an overview of the purpose of an Individual Learning Plan (ILP).

What is an ILP?

An effective ILP is at the heart of assessment, learning, support and achievement for each pupil, providing:

- A personalised, flexible plan that guides and supports each learner's progress;
- A dynamic working document, owned and used by the learner, supported by families and the school;
- A record of learning targets progress and achievements within different contexts for learning;
- A communication aid between the learner and others who support the learning process;
- A way of making and reinforcing links and connections between all areas of a pupils' life.

What is included in the ILP?

- A brief summary of where the learner is currently at and where the learner hopes to be in the future;
- Targets in the areas of communication, personal, social and academic;
- A summary of the actions that will be taken to help achieve these targets;
- A summary of the progress made in relation to these targets (learner, family and school views);
- A summary of the next steps in the learning journey for the learner in each area;
- An overview of the learners' annual curriculum targets (these are for all relevant subjects and strands);
- An overview of progress in relation to annual curriculum targets.

Please use the spaces below to think about targets for your child in the key areas. The more information you can give us the more specific we can be in supporting your child's continued progress.

Pupil Name:	Date:
Communication Targets (e.g. developing strategies to communicate wants and needs):	
Personal Targets (e.g. developing independence, reducing specific behaviours):	
Social Targets (e.g. participating in social activities, turn taking, sharing, winning and losing):	

Please return this sheet to your child's class teacher as soon as possible.

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ILP Progress Monitoring Sheet

- We are in the process of reviewing your child's progress in relation to their ILP targets.
- We would be grateful if you could provide us with any information on your child's progress at home.
- We will use this information to respond to your child's needs in order to support their progress appropriately.

Pupil Name:	Date:
Communication Targets (e.g. developing strategies to communicate wants and needs):	
Personal Targets (e.g. developing independence, reducing specific behaviours):	
Social Targets (e.g. participating in social activities, turn taking, sharing, winning and losing):	

Please return this sheet to your child's class teacher as soon as possible.

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ILP Progress Review Sheet

- Use this sheet to record the progress in relation to ILP targets
- C – Communication Target; P – Personal Target; S – Social Target; A – Academic Target

Academic Year		Class	
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Pupil Name	Progress	Interim (Feb ½ Term)			Final (May ½ Term)			Comments / Notes
		C	P	S	C	P	S	
	Emerging							
	Expected							
	Exceeded							
	Emerging							
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	Expected							
	Exceeded							

- Photocopy this record sheet and provide SLT with a copy after both the interim and final reviews.
- Keep the original sheet in an appropriate class / planning file.