

Alfreton Park Community Special School  
**Learning Together for Personal Success**  
**Individual Learning Plan Target Review 2014-2015**

### **Context**

New Individual Learning Plans (ILPs) format has been introduced, which replaces Individual Education Plans (IEPs) ILPs are more pupil-centred and take into account the views of the child, the family and the school.

Targets are set in at the October half term and reviewed at February half term and May half term.

Targets are set for the following areas:

- **Communication targets:** These reflect pupils' communication journey/needs and could include access to a new technology, the introduction of a new communication strategy (e.g. PECS) or an appropriate use of language.
- **Personal targets:** These reflect pupils' personal developmental needs and may range from targets associated with physiotherapy programmes, progress in relation to personal hygiene or walking to the shops independently without stopping.
- **Social targets:** These reflect pupils' social requirements and may involve a pupil interacting positively with peers, working in groups, playing appropriately in the playground with friends or being comfortable in new 'social' environments.
- **Behavioural targets:** These reflect a positive behaviour that a pupil is working towards exhibiting and may include targets ranging from behaving appropriately in class and following instructions, to writing with a pen rather than a pencil.

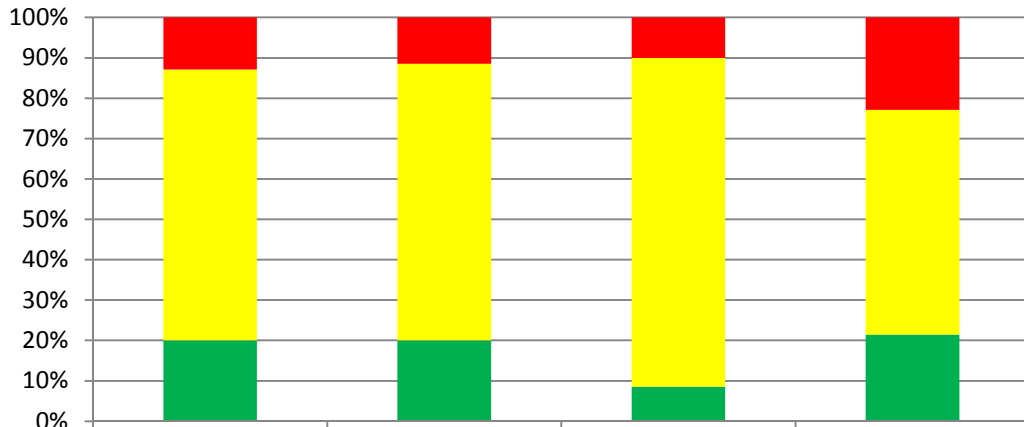
### **Observation and Analysis**

- Overall the vast majority of pupils achieved or exceeded their targets in all areas.
- The most significant area of underperformance appears to be within the behavioural targets.
- It is essential to reiterate that these do not relate to incidents of negative behaviour (see definition above).
- This is a particularly challenging area given that it covers such a wide range of habitual behaviours.
- Class 6 and Sixth Form have the greatest level of underperformance in the behaviour strand.
- In addition to the sited rationales below, the sixth form cohort have had disruption throughout the year.
- This is as a consequence of staff moves resulting from promotion and behaviour resulting in exclusion.
- Other recorded rationales for this underperformance include:
  - Progress towards with pupil demonstrating required behaviour inconsistently
  - Low attendance
  - Less rapid acceptance of PECS than anticipated
  - Lack of stable sleep pattern / routine
  - Lack of confidence resulting in increased resistance
  - Tiredness resulting from degenerative conditions
- Where pupils have not achieved their targets in other strands the reasons are varied and include:
  - Lack of communication / cooperation from parents / carers regarding the target
  - Inconsistent application of knowledge, skills and understanding despite progress being made
  - Historical lack of confidence that has intensified following admission to Alfreton Park
  - Lack of access to appropriate facilities

### **Conclusions and Next Steps**

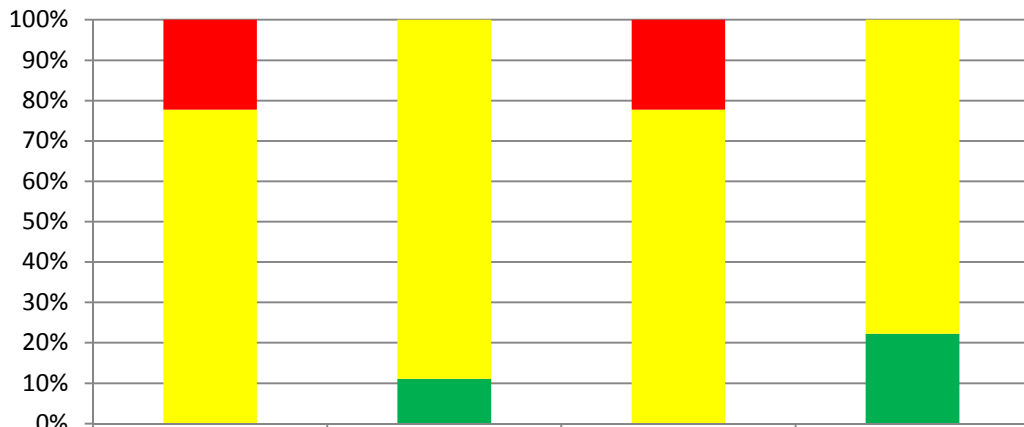
- The new ILP format provides quantitative evidence of progress in relation to softer targets.
- The nature of the targets has highlighted the need to ensure that any agreed target can be met.
- Checks need to be made to ensure that a lack of resources / facilities does not inhibit progress.
- Targets need to be structured such that a lack of communication from home does not hinder progress.
- Staff need opportunities to share methods for recording progress towards ILP targets to shape best practice.
- There has been confusion around academic and behavioural targets; both aspects can be captured elsewhere.
- The number of targets should be reduced to 3 areas: **communication, personal and social.**
- An internal and external moderation process needs to take place to increase validity of data.

**Chart 1: Overall summary of progress in relation to ILP targets**



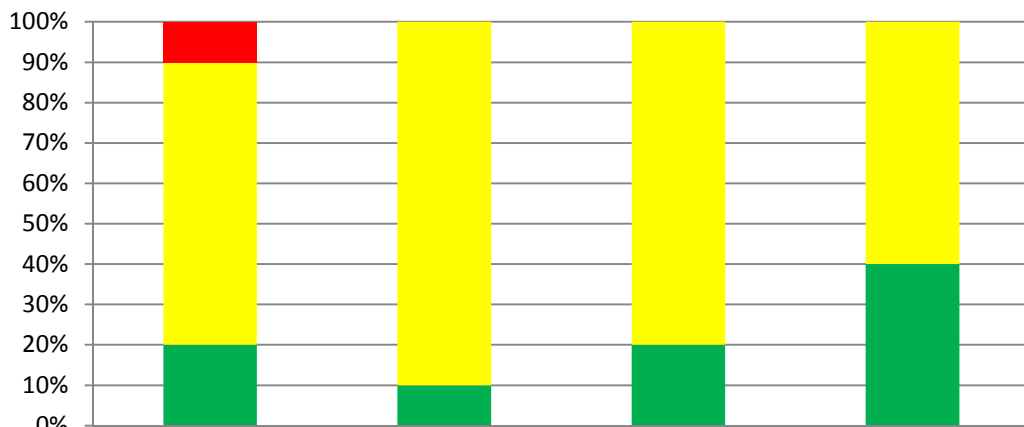
	Communication	Personal	Social	Behavioural
Emerging	9	8	7	16
Expected	47	48	57	39
Exceeded	14	14	6	15

**Chart 2: Class 1 summary of progress in relation to ILP targets**



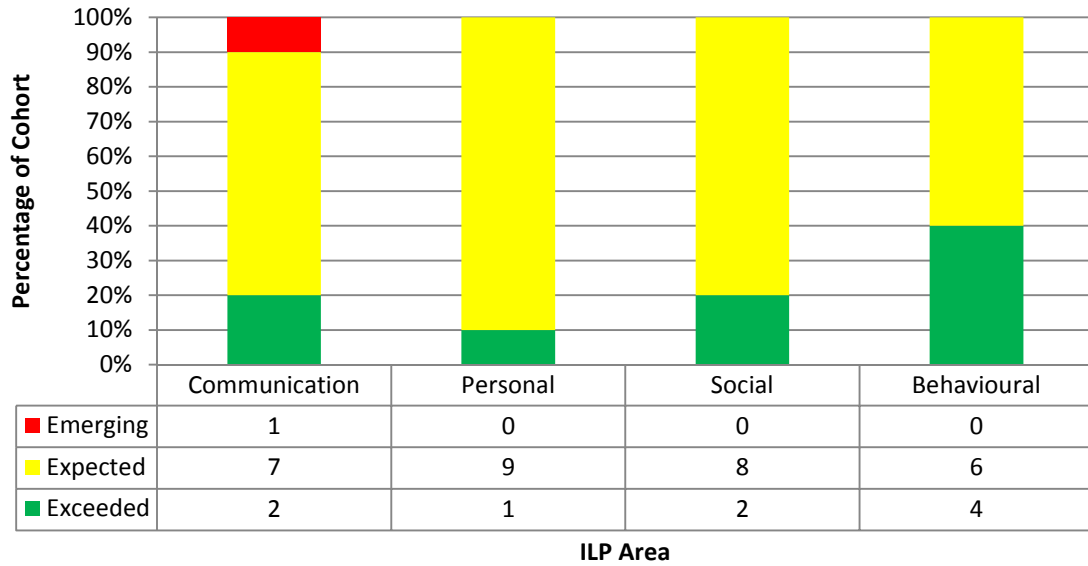
	Communication	Personal	Social	Behavioural
Emerging	2	0	2	0
Expected	7	8	7	7
Exceeded	0	1	0	2

**Chart 3: Class 2 summary of progress in relation to ILP targets**

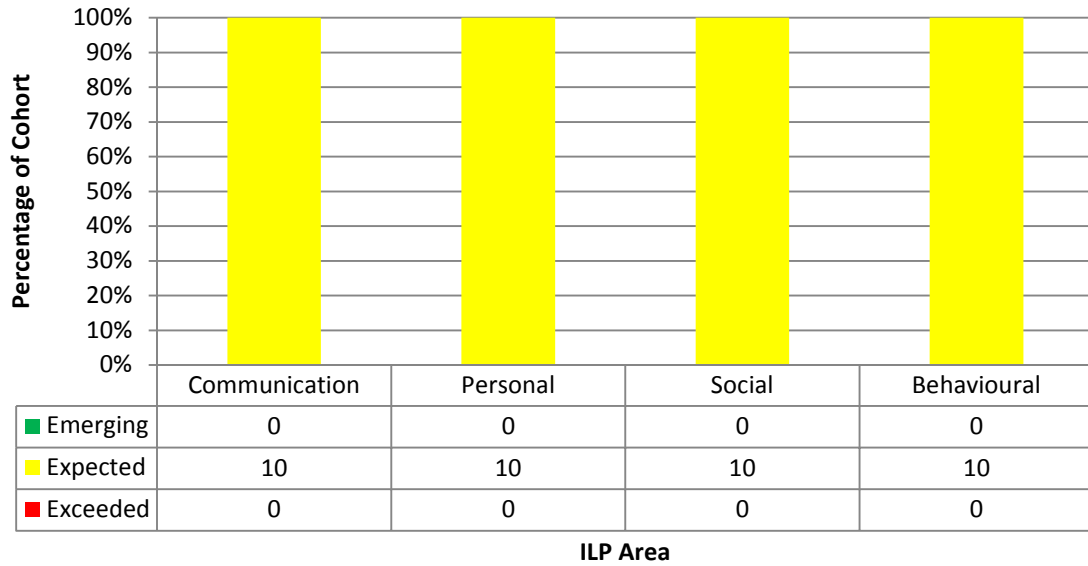


	Communication	Personal	Social	Behavioural
Emerging	1	0	0	0
Expected	7	9	8	6
Exceeded	2	1	2	4

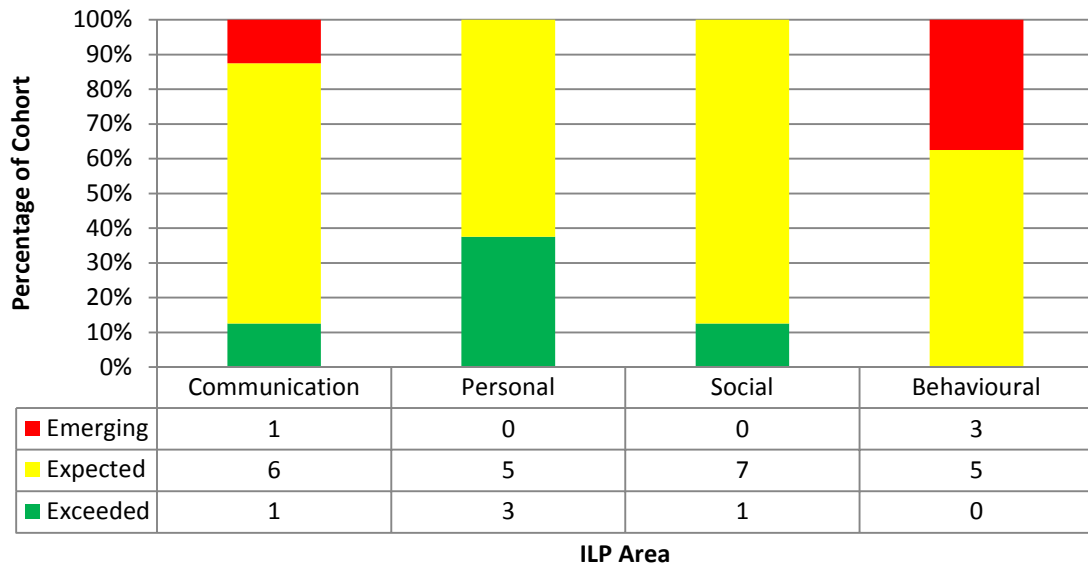
**Chart 4: Class 3 summary of progress in relation to ILP targets**



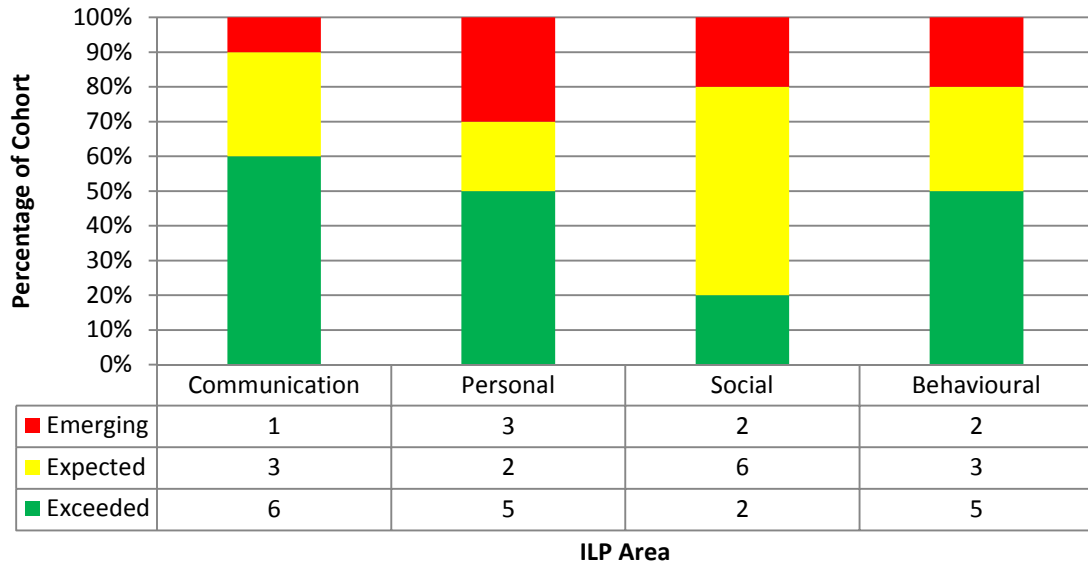
**Chart 5: Class 4 summary of progress in relation to ILP targets**



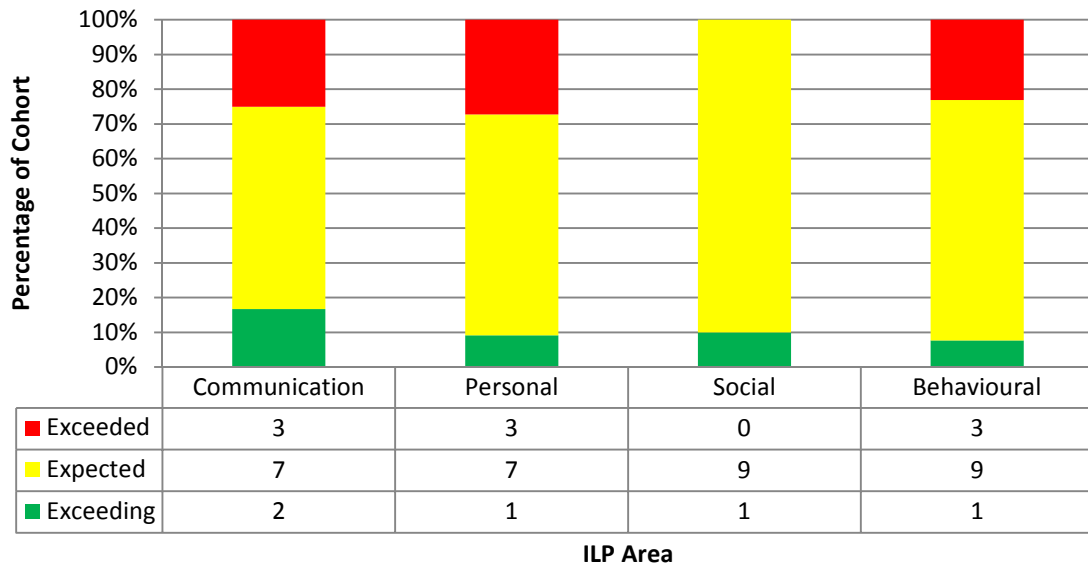
**Chart 6: Class 5 summary of progress in relation to ILP targets**



**Chart 7: Class 6 summary of progress in relation to ILP targets**



**Chart 8: Class 7 summary of progress in relation to ILP targets**



**Chart 9: Sixth form summary of progress in relation to ILP targets**

