Individual Learning Plans

Appendix 1 of Curriculum, Teaching and Assessment Policy

| Four Areas of Need | Four Areas of Learning |
| Communication and Interaction | Cognition and Learning | Social, Emotional and Mental Health | Physical and/or Sensory Development |

Introduction

In order to translate EHCPs into effective classroom practice, each pupil at Alfreton Park has their own Individual Learning Plan (ILP). The ILP consists of a set of medium-term targets alongside an overview of the provision in place to support pupils to make progress. It is reviewed and updated on a termly basis, and is the method by which we ensure that the EHCP itself remains a 'living document'.

This document contains important information about our system for designing, delivering and reviewing ILPs.

Contents

1) ILPs Termly Cycle

This is a rough guide of what happens when each term, although exact timescales may vary.

	Term Begins
First Half Term	Teachers plan a weekly timetable and daily lessons to teach pupils according to their **Individual Learning Plans**. Targets and provision maps are ready to use from the beginning of term, as they are updated at the end of the previous term. All pupils have the opportunity to work on all of their ILP targets at least on a weekly basis, and usually more frequently, in accordance with their ILP Provision Map. Formative assessment, planning, teaching, record keeping and evaluation of progress take place on an ongoing basis throughout the term, in accordance with whole school policies and each class's own systems.
	Half Term Break
5 Weeks To Go	This is **Assessment Week**, and the deadline for reviewing progress towards ILP targets is this Friday. Teachers use their ongoing evaluations, evidence and records to inform summative assessments, and all targets are judged to be 1) Unmet, 2) Partially Met, 3) Met, or 4) Exceeded. Following their assessments, teachers use the ILPs Target Setting Guidance to consider next steps in pupils' learning and draft provisional new ILP targets for the next term.
4 Weeks To Go	ILPs **Moderation Meeting** takes place this week. This exercise is designed to ensure that a) assessments, and b) target setting, are taking place in the same way and to the same agreed standards across the school. Teachers are asked to bring a representative small sample of relevant documents from their class, and the structure of the meeting allows colleagues to offer feedback on each other's assessments and provisional targets. In some cases, this will lead to assessments and targets being 'moderated' after a professional conversation.
3 Weeks To Go	**Pupil Progress Meetings** take place this week (although some may already have taken place the previous week). Every class teacher meets 1:1 with the assessment lead to discuss each pupil's progress with their ILP. Assessments, target-setting and moderation have already taken place, so this meeting provides an opportunity to celebrate successes, troubleshoot concerns, and discuss any other general issues relating to each pupil's education. Information is entered into the central ILPs spreadsheet, and senior leaders analyse ILP data at a whole school level and by cohort. Trends and patterns are identified and used to inform school development planning.
2 Weeks To Go	Once all assessments and new targets have been entered into the central spreadsheet (usually by the end of the previous week), the assessment lead uses a mail merge template to generate an updated ILP for every pupil in the school. The ILP consists of two pages: 1) a review of progress against previous targets and a list of new targets, and 2) a provision map of strategies and interventions to use with each pupil to support them to meet their targets. Page 1 is sent home to parents and carers as a **Progress Report** with a cover letter on Monday this week, and they are then able to confirm their approval of the new targets or offer comments by returning a form to school. Meanwhile, teachers begin to complete the **Provision Map.**
Last Week	By the end of the final week of each term, all **Individual Learning Plans** have been updated to include final agreed targets for the new term, and a completed **Provision Map** has been written by class teachers. Class teams are able to hit the ground running at the beginning of the new term, working on targets that have already been set, according to the strategies planned in each pupil's ILP. At the end of the summer term, these complete and updated documents are handed over to a new class or staff team if applicable.
	Term Ends

2) ILP Target Setting Guidance

All pupils at Alfreton Park have an Education, Health and Care Plan (EHCP). These documents set out the child's needs, the support they should receive, and the long-term outcomes they are working towards. In order to translate the EHCP into effective classroom practice, pupils also have their own Individual Learning Plan (ILP). The ILP consists of a set of medium-term targets alongside an overview of the provision in place to support pupils to make progress. The guidance below provides information and expectations for ILP target-setting at APCSS.

All termly ILP targets should be clearly linked to at least one of the long-term outcomes set out in pupils' EHCPs. This applies in all cases where there is confidence in the quality and relevance of the EHCP as it currently stands, and where amendments to the EHCP outcomes are not required. Occasionally, for example, at the request of the family or where other priorities obviously exist, it may be more relevant to use targets that are not obviously connected to a current EHCP outcome.

One target is set in each of the four areas of learning from the SEND code of practice;

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory Development

These areas of learning form the central pillars of our curriculum at APCSS, and more information about them can be found in our Curriculum, Teaching and Assessment Policy. It is important to note that pupils' targets do not represent the only work they do in each area, and that the selection of a particular ILP target does not exclude pupils from other learning opportunities in that area. ILP targets are intended to reflect only the current *priorities*.

Targets are set and reviewed on a termly basis, and it is always the case that all pupils at school have four current ILP targets. The level of challenge we aim for is '*something we might reasonably hope for pupils to achieve over the course of a full term, when given a bit of a push!*'. In other words: **Target = Prediction + Challenge**. This applies regardless of a pupil's overall level of ability, and we moderate target setting across the school to ensure that the goals we set for each pupil are both ambitious and realistic.

When it comes to assessing progress towards the end of each term, then deciding on next steps and thinking about new targets, we use the following guidance:

Assessment Criteria			
Unmet	**Partially Met**	**Met**	**Exceeded**
1	2	3	4
Progress is limited or has not taken place with this target.	*Progress is substantial, but this target is not yet fully met.*	*Progress is at the expected rate, and the target is fully achieved.*	*Progress is significantly better than expected with this target.*

Next Steps		
Continue	**Amend**	**Replace**
Target remains relevant for this term	*Adjust target for more suitable level of challenge*	*A completely new target needs to be set*

To aid us in setting meaningful and precise targets, we draw heavily on some of the ideas contained within the Mapping and Assessing Personal Progress document (Sissons 2018) published by Equals, although we do not operate this programme exactly as set out in their guidance. There are two main ways that we draw upon the valuable MAPP resource:

1) We advise teachers to consult the MAPP Semi-Formal Milestones when they consider new targets for their pupils. This is a well-considered collection of major development milestones, which are '*not strictly hierarchical and, though they increase in complexity within each section, there is no assumption that learners will work through all of them or approach them in a fixed order. They are intended to guide thinking when writing personal learning intentions; they are not intended to be exclusive and teachers should refer to other relevant resources*'. The MAPP Semi-Formal Milestones offer an informal 'progression model' that matches our school curriculum and is relevant to the needs of our pupils. See page 7.

2) We advise teachers to consider the four 'aspects' outlined in the Assessment of Lateral Progress section of the MAPP document; **Independence**, **Fluency**, **Maintenance** and **Generalisation**. Well-crafted targets will usually contain embedded success criteria, expressed in terms of progress in relation to one or more of these 'aspects'. In other words, targets will usually include some combination of; reducing prompts, improving speed and accuracy, gaining consistency over time, or performing in different settings. See page 8.

More details on how we use MAPP are provided in the next section of this document, although we do not reproduce all the materials within our publicly available curriculum documents as these are copyrighted resources.

Where we depart from the MAPP model is that we want our ILP targets to be quite specific and not so broad. When it comes to planning for and assessing progress, we want enough detail to be able to agree what success looks like as objectively as possible. A target with clear success criteria in some of the areas above might look something like this:

E.g. To independently request a drink at least twice a week, by going to his PECS book and finding the correct symbol to exchange from a page full of symbols.

E.g. To be able to correctly spell at least 10 of the first 20 high frequency words in a weekly spelling test, 3 weeks in a row.

Ambiguous targets should be avoided as they are too open to interpretation. Assessing progress becomes too subjective when targets are worded too vaguely:

E.g. To develop her walking.

E.g. To communicate a choice.

Sometimes, it may be appropriate to consult resources from the whole school assessment framework we use (B Squared) for inspiration and ideas when setting targets. Gaps in learning might be identified this way, but as a rule, targets / descriptors from B Squared should not simply be copied into ILPs. The MAPP Milestones will generally offer a better source of inspiration.

When setting targets, teachers should consider the sort of evidence they might need to collect in order to demonstrate progress. It is important to have a clear idea from the start, of how we will know and prove whether targets have been met. Well-written targets with embedded success criteria are part of the answer, but this must be supported by effective record keeping and evidence. More guidance can be found in the Teachers' Handbook and the Marking and Feedback Policy.

3) MAPP Milestones

The previous section of this document refers a collection of resources called MAPP (Mapping and Assessing Personal Progress). Information about MAPP can be found here:

https://equals.co.uk/mapp2-mapping-and-assessing-personal-progress/

At Alfreton Park we use some elements of MAPP, but not all of it. The elements of MAPP that we engage with are:

1) MAPP Semi-Formal Milestones
2) Aseessment of Lateral Progress 'Aspects'

We do not reproduce the full MAPP resources within our publicly available curriculum documents as they are copyrighted materials. We have however copied some basic information onto the next two pages to help explain a little more about MAPP, and the particular aspects of these resources that we make use of at Alfreton Park.

Please note:

We do not use the MAPP 10-point scale and spreadsheets for assessment and tracking progress.

MAPP (Semi-Formal) Milestones

Introductory Notes

The aim of the milestone statements is to support the writing of personal learning intentions by helping to identify sets of significant skills within the areas of communication, cognition and personal development. The milestones are not assessment items, and their purpose is not to identify what a learner can or cannot do in relation to a set of pre-determined criteria, but *to assist in planning the next steps in learning based on an individual's strengths, needs and motivations*. The numbering of the milestone statements is made solely to facilitate referencing, and on no account should this numbering be taken to imply a fixed order of progression: the milestones should *inform* planning bottom up, starting with the learner, and must not *lead* planning, top down, as from a checklist. Progress in MAPP is evaluated using the Assessment of Lateral Progress (Section 3 below) and not through the accumulation of ticks on a checklist.

A distinction must also be drawn between curriculum planning and learning intentions. Learning intentions, (and the milestone statements which inform their writing), should be delivered as part of a curriculum which is relevant and engaging and must not themselves become objectives which determine curriculum content. Failure to observe this distinction will transform learning intentions into objectives which are un-related to the individual's motivations and wider experiences, leading to subsequent problems in generalisation, independence and engagement. For discussion of this last point see page 8 of the *Additional Guidance* in Routes for Learning (WAG, 2010).

The milestones are divided into sixteen areas under the broad categories of *communication*, *cognition* and *personal development*. The rationale behind this structure is, firstly, to avoid the impression that the milestone statements form a single continuous scale along which all individuals should progress in the same sequence as one another and, secondly, to provide a framework which can be used to highlight a learner's strengths and interests by focusing on areas which are of greatest significance to them. These areas need to be identified through careful observation, discussion between professionals and parents/carers and through listening to, or representing, the views of the learner.

Although there is a notional hierarchy of skills *within* each area, and some areas, (particularly 'Pre-intentional Behaviours' and 'Interaction') identify very early skills, the areas themselves are not hierarchical.

There are a few close links between milestone statements across areas, and where these occur the reference from one to another is noted (for example 4.6 in 'Handling Information' is referenced to 9.3 in 'Understanding Instructions')

A final note relating to pedagogy: learning intentions should be achievable with support - in the form of prompts, cues or modelling - and with scaffolding - in the form of modifications to the task or the environment. This space, which lies between the present level of attainment and what is achievable with support, is the Zone of Proximal Development (ZPD) as defined by Vygotsky (Vygotsky,1978). This does not mean that support should be provided to such a high degree that *all* learning is errorless and indeed in some areas, most notably 'Problem-Solving' and 'Independent Living Skills', it may be necessary to allow learners to make (safe) mistakes as an integral part of the learning process.

2 The Assessment of Lateral Progress

The Assessment of Lateral Progress (ALP) assesses the development of four *aspects* of skill using a ten-point rating scale.

These four aspects are: **independence, fluency, maintenance** and **generalisation.**

No aspect is intrinsically more challenging than another and the level of complexity of each aspect will vary with the demands of the learning intention and the needs of the learner.

Independence

Independence is about reduction in prompting.

There is progression from being able to perform a task given maximum support to being able to complete the task independently. Types of support may include:

Physical prompts

Spoken prompts

Gestural prompts.

Fluency

Fluency is about combining speed and accuracy.

For example:

Hitting a switch with increasing speed and/or accuracy

Signing with greater accuracy and fluency

Speaking – producing speech sounds with increasing clarity

Walking on uneven surfaces with increasing control

Maintenance

Maintenance is about becoming more consistent over time.

For example:

An isolated response or action is repeated and repetitions become more consistent and reliable

Generalisation

Generalisation is about performing in different settings with different people.

Skills which have been learnt in one context are applied in an increasing range of contexts.

For example:

Using a communication aid to ask for a drink in a café

Approaching staff to ask for assistance in the local college

Individual Learning Programme TEMPLATE

Name: <FIRST NAME> <SURNAME>

Class: <CLASS>

Date: <NEW TERM>

Overview

This Individual Learning Plan sets out <FIRST NAME>'s current learning priorities and the associated support <HE/SHE> needs to be able to succeed. Medium term targets have been set in each of the four areas of learning from the SEND Code of Practice, and these are connected to the long term outcomes set out in <FIRSTNAME>'s EHCP (formerly the Statement of SEN). Progress towards these targets is reviewed on a termly basis.

Progress Review

<OLD TERM> ILP Targets

Area of Learning	Targets	Status	Action
Communication and Interaction	<Communication and Interaction Target>	<stat1>	<act1>
Cognition and Learning	<Cognition and Learning Target>	<stat2>	<act2>
Social, Emotional and Mental Health	<Social, Emotional and Mental Health> Target	<stat3>	<act3>
Physical and/or Sensory Development	<Physical and/or Sensory Development Target>	<stat4>	<act4>

<NEW TERM> ILP Targets

Area of Learning	Target
Communication and Interaction	<NEW Communication and Interaction Target>
Cognition and Learning	<NEW Cognition and Learning Target>
Social, Emotional and Mental Health	<NEW Social, Emotional and Mental Health> Target
Physical and/or Sensory Development	<NEW Physical and/or Sensory Development Target>

Key

Status	
Exceeded	Progress is significantly better than expected with this target.
Met	Progress is at the expected rate, and the target is fully achieved.
Partially Met	Progress is substantial, but this target is not yet fully met.
Unmet	Progress is limited or has not taken place with this target.

Action	
Continue	Target remains relevant for this term
Amend	Adjust target for more suitable level of challenge
Replace	A completely new target needs to be set

Provision Map TEMPLATE

Name: <NAME>

Class: <CLASS>

Date: <DATE>

<NEW TERM> Targets and Associated Support

Area of Learning	Targets	Interventions and Strategies
Communication and Interaction	<Communication and Interaction Target>	Teachers fill this in…
Cognition and Learning	<Cognition and Learning Target>	Teachers fill this in…
Social, Emotional and Mental Health	<Social, Emotional and Mental Health> Target	Teachers fill this in…
Physical and/or Sensory Development	<Physical and/or Sensory Development Target>	Teachers fill this in…

Additional/General Provision

Interventions and Strategies - *What other support is important for <FIRST NAME>?*
Teachers fill this in…

ILPs Assessment Moderation Form

Assessor Section	
Class teachers use this side of the form to provide details relating to one target for one pupil. *Please attach any supporting evidence to this form.*	

Pupil Initials:		**Year Group:**	
Class:		**Specific Needs:**	
Area of Learning:			
ILP Target:			

Summary description of starting point for this assessment window: *What could they already do?*	
Provision and strategies used: *What help have they had?*	
Progress evidence provided for moderation: *Observations? Photo? Video? Evaluations? Work? Charts?*	
Summary description of current abilities with respect to target: *What can I do now?*	

Indicate your assessment of the progress made with this target in the assessment section of the reverse side of this page, using the criteria below. During moderation meeting, describe progress and present evidence to moderator by showing them <u>this side of the page only</u>. Do not reveal your assessment to them until they have first formed their own opinion.

Assessment Criteria			
Unmet	**Partially Met**	**Met**	**Exceeded**
1	**2**	**3**	**4**
Progress is limited or has not taken place with this target.	*Progress is substantial, but this target is not yet fully met.*	*Progress is at the expected rate, and the target is fully achieved.*	*Progress is significantly better than expected with this target.*

Moderator Section	
Based on the evidence you have seen and your conversation with the assessor, please indicate your opinion of the target status in the assessment section below.	
Explain your assessment, and detail your conversation with the assessor: *Did you agree with the assessor? If not, what appears to be the source of the disagreement? Have either of you changed your mind?*	

Assessment Section

Assessor, Moderator and SLT all indicate assessments on this table by circling number.
If you change your mind, put a cross through original assessment and circle a new one.

	Unmet	Partially Met	Met	Exceeded
Assessor	1	2	3	4
Moderator	1	2	3	4
SLT	1	2	3	4
	Progress is limited or has not taken place with this target.	*Progress is substantial, but this target is not yet fully met.*	*Progress is at the expected rate, and the target is fully achieved.*	*Progress is significantly better than expected with this target.*

SLT Section

Review the evidence and information provided by both the assessor and the moderator.

Did the assessor and moderator originally agree?		Yes ☐	No ☐
Did the assessor and moderator agree after conversation?		Yes ☐	No ☐
Who changed their mind?	Assessor ☐	Moderator ☐	Neither ☐

Comment on evidence and explain SLT final decision on target status:	

Final Target Status:	1 / 2 / 3 / 4	**Moderation Outcome:**	Up ☐	Down ☐	Same ☐

ILPs Target Setting Moderation Form

Target-Setter Section			
Class teachers use this side of the form to provide details relating to one target for one pupil.			
Pupil Initials:		**Year Group:**	
Class:		**Specific Needs:**	
Area of Learning:			
Previous ILP target in this area:			

Target Status *(circle number to indicate your assessment)*			
Unmet	**Partially Met**	**Met**	**Exceeded**
1	**2**	**3**	**4**
Progress is limited or has not taken place with this target.	*Progress is substantial, but this target is not yet fully met.*	*Progress is at the expected rate, and the target is fully achieved.*	*Progress is significantly better than expected with this target.*

Target Action *(tick box to indicate next step)*		
Continue	**Amend**	**Replace**
☐	☐	☐
Target remains relevant for this term	*Adjust target for more suitable level of challenge*	*A completely new target needs to be set*

Proposed new ILP target in this area:	
Reasons for proposing this new target: *Include a summary of current abilities, and an explanation of the action taken.*	
Does this target relate to any EHCP outcomes? *If so, which ones? If not, why not?*	
Planned provision: *How will we teach this pupil?*	

Moderator Section			
The target setter should talk you through their thinking using the reverse side of this form. *Please answer these questions afterwards, using APCSS target setting guidance as reference.*			
Is there a clear link between this ILP target and EHCP outcome/s?: *If not, is there a suitable explanation for why not?*			
Are success criteria embedded within the target? *Is it clear what it will look like for this target to be met?*			
Does the planned provision look suitable? *Have you got any other suggestions for things to try?*			
What do you think about the level of challenge presented by this target?	**Too Easy** ☐	**Just Right!** ☐	**Too Hard** ☐
Would you suggest any amendments to this target? *If so, please re-write the target here.*			
Does the target setter accept this amendment?			
SLT Section			
Has the moderator proposed an amendment?		Yes ☐	No ☐
Has the target setter accepted an amendment?	Yes ☐	No ☐	N/A ☐
Moderation Outcome: *Recommended course of action.*			