

**Part 3 D**  
**Individual Educational Plans and Resources**

**Teacher Training for Students with Neurodiversity**

**Removing barriers to learning for every student**

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What have we covered?

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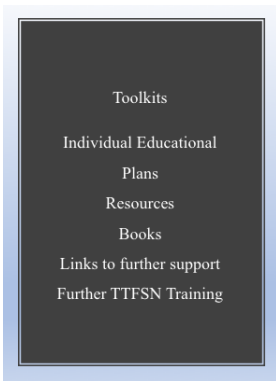
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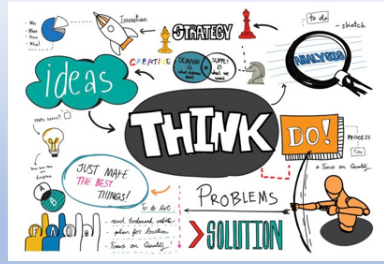
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- The IEP sets out simply what has been decided upon in terms of advocacy and support for the student.



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## Hard basket

- Too long
- Too hard
- Too much



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## Prioritise



With your students help (and maybe even parent for younger students) decide which will have the **most** impact and which are the most important.



Identify between 3-8 of the targets to the IEP. An IEP should never have any more than 3-8 targets on it.



The targets selected need to be the most urgent.

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### Be Realistic

- Not based on how much you can teach the child, but on how much the student will realistically learn.
- Update regularly

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- Specific
- Measurable
- Attainable
- Relevant
- Timely

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Once you have drawn up your profile from your checklist, an IEP might be necessary. This should be drawn up with the Learning Support Teachers at your school. We have provided several examples of these.



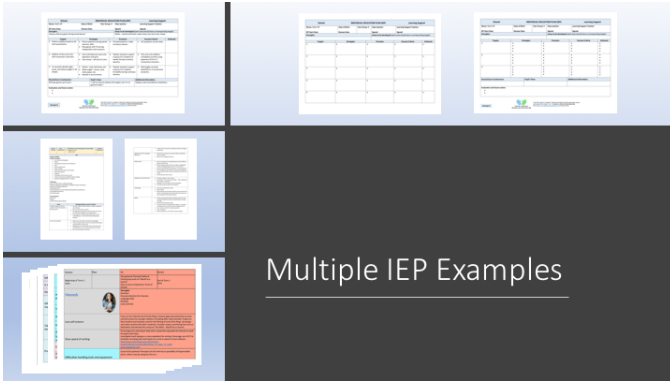
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Multiple IEP Examples

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Issue	Sign	Tip	Notes
Beginning of term 1 Data			Explain the data to the student and ask them to explain it to you. Use the data to plan the student's work for the term.
Low self-esteem			Use the data to identify the student's strengths and weaknesses. Use the data to plan the student's work for the term.
Slow speed of writing			Use the data to identify the student's writing speed. Use the data to plan the student's work for the term.
Difficulties handling tools and equipment			Use the data to identify the student's difficulties with tools and equipment. Use the data to plan the student's work for the term.
Handwriting difficulties (spaced and/or presentation)			Use the data to identify the student's handwriting difficulties. Use the data to plan the student's work for the term.
Lack of stamina			Use the data to identify the student's lack of stamina. Use the data to plan the student's work for the term.
Struggles with team games			Use the data to identify the student's struggles with team games. Use the data to plan the student's work for the term.
Poor time management			Use the data to identify the student's poor time management. Use the data to plan the student's work for the term.
Difficulty forming relationships			Use the data to identify the student's difficulty forming relationships. Use the data to plan the student's work for the term.
Severe issues (e.g. problems with personal care, eating, sleeping, etc.)			Use the data to identify the student's severe issues. Use the data to plan the student's work for the term.
Easily distracted by irrelevant stimuli			Use the data to identify the student's difficulty with irrelevant stimuli. Use the data to plan the student's work for the term.
Difficulty organising or completing tasks			Use the data to identify the student's difficulty with organising or completing tasks. Use the data to plan the student's work for the term.
Difficulty maintaining friendships			Use the data to identify the student's difficulty with maintaining friendships. Use the data to plan the student's work for the term.
Is over sensitive to certain textures or sounds			Use the data to identify the student's over sensitivity to certain textures or sounds. Use the data to plan the student's work for the term.
Dresses/becomes social situations			Use the data to identify the student's difficulties with social situations. Use the data to plan the student's work for the term.

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Difficulty recognising the appropriate mathematical strategy	Use the data to identify the student's difficulty with mathematical strategies. Use the data to plan the student's work for the term.
Takes a long time to complete mathematical tasks	Use the data to identify the student's slow speed of writing. Use the data to plan the student's work for the term.
Problems with estimating	Use the data to identify the student's problems with estimating. Use the data to plan the student's work for the term.
Problems with the planning of maths activities	Use the data to identify the student's problems with planning. Use the data to plan the student's work for the term.
A poor understanding of place value and its use in calculations	Use the data to identify the student's poor understanding of place value. Use the data to plan the student's work for the term.
High levels of debilitating anxiety related to maths	Use the data to identify the student's high levels of anxiety. Use the data to plan the student's work for the term.
Difficulties recalling basic maths facts/questions/number facts	Use the data to identify the student's difficulties with recalling facts. Use the data to plan the student's work for the term.
Poor ability to carry out mental maths tasks	Use the data to identify the student's poor ability to carry out mental tasks. Use the data to plan the student's work for the term.

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School:		INDIVIDUAL EDUCATION PLAN (IEP)		Learning Support	
Name: Math IEP	Date of Birth:	Year Group: 5	Class teacher:	Learning Support Teacher:	
IEP Start Date:	Review Date:	Signed:	Signed:		
Strengths:		Areas to be developed (each area should have a corresponding target):			
Literacy skills are good. Strong visual learner.		Maths - mental arithmetic, place value, tens and units, shape.			
Targets	Strategies	Provision	Success Criteria	Achieved	
1. Perform addition bands to 20 with automaticity.	<ul style="list-style-type: none"> <li>Direct questions during starter sessions, daily.</li> <li>Play games with TA during independent work sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Full participation in daily numeracy session.</li> </ul>	<ul style="list-style-type: none"> <li>2/2 questions correct daily.</li> </ul>		
2. Addition of tens and units with conversion units-tens.	<ul style="list-style-type: none"> <li>Use multi-base tens and units apparatus with grid.</li> <li>Use money – 10c and 5c coins.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Tens and units addition completed correctly using apparatus 9/10 on 3 consecutive occasions.</li> </ul>		
3. To correctly identify right, acute, and obtuse angles in 2D shapes.	<ul style="list-style-type: none"> <li>Games - snap, dominoes, etc.</li> <li>Make angles - straws, card, sticky paper, etc.</li> <li>Identify in environment.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions.</li> </ul>	<ul style="list-style-type: none"> <li>3/3 angles correctly identified on 3 consecutive occasions.</li> </ul>		
Parents/Career Involvement:		Pupil's View:		Additional Information:	
Will play games sent home.		"I will try hard to achieve the targets, but I'm not good at maths."		Epilepsy well controlled by medication.	
Evaluation and future action:					
<ul style="list-style-type: none"> <li></li> <li></li> </ul>					

**Format A**

The IEP is part of a Teacher Training for Students with Neurodiversity course and comes with a job. It is © Copyright by Get Into Neurodiversity from [www.getintoneurodiversity.com](http://www.getintoneurodiversity.com)

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School:		INDIVIDUAL EDUCATION PLAN (IEP)		Learning Support	
Name:	Date of Birth:	Year Group: 5	Class teacher:	Learning Support Teacher:	
IEP Start Date:	Review Date:	Signed:	Signed:		
Strengths:		Areas to be developed (each area should have a corresponding target):			
Good at maths and enjoys playing chess. Reasonably good at reading. Good communication.		Organisational skills - particularly remembering equipment in lesson. Copying handwriting in homework on time.			
Targets	Strategies	Provision	Success Criteria	Achieved	
1. To focus attention and respond to the beginning of the lesson.	<ul style="list-style-type: none"> <li>Get up at table with specific instructions, which includes: "Hands up!"</li> <li>Use visual aids for materials and equipment.</li> <li>Use a sign to indicate when to start and end of lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Direct questioning during lessons.</li> <li>Use of visual aids.</li> <li>Use of a sign to indicate when to start and end of lesson.</li> <li>Use of a sign to indicate when to start and end of lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten work completed on time.</li> <li>Handwritten work completed on time.</li> </ul>		
2. To complete written tasks in the lesson.	<ul style="list-style-type: none"> <li>Use egg timer/phone timer.</li> <li>Write to a single paragraph and then read aloud.</li> <li>Use a sign to indicate when to start and end of lesson.</li> <li>Parent to support homework.</li> </ul>	<ul style="list-style-type: none"> <li>Task sheets.</li> <li>Use of a sign to indicate when to start and end of lesson.</li> <li>Handwritten work completed on time.</li> <li>Handwritten work completed on time.</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten work completed on time.</li> <li>Handwritten work completed on time.</li> </ul>		
3. To be able to read additional subject matter outside of school.	<ul style="list-style-type: none"> <li>Use of a sign to indicate when to start and end of lesson.</li> <li>Use of a sign to indicate when to start and end of lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten work completed on time.</li> <li>Handwritten work completed on time.</li> </ul>	<ul style="list-style-type: none"> <li>Handwritten work completed on time.</li> <li>Handwritten work completed on time.</li> </ul>		
Parents/Career Involvement:		Pupil's View:		Additional Information:	
				Handwritten work completed on time.	
Evaluation and future action:					
<ul style="list-style-type: none"> <li></li> <li></li> </ul>					

**Format A**

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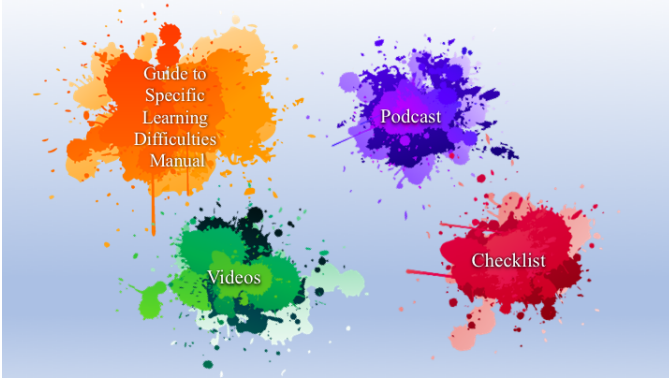
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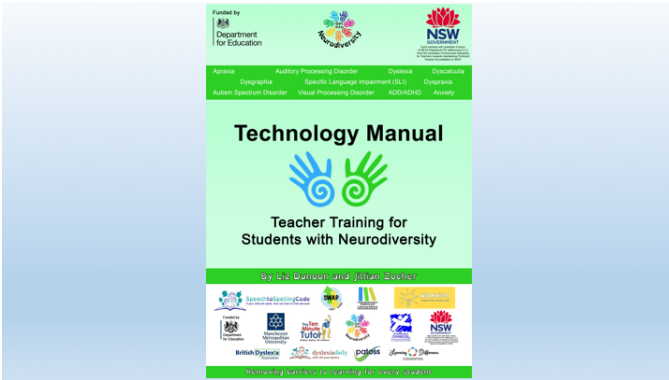
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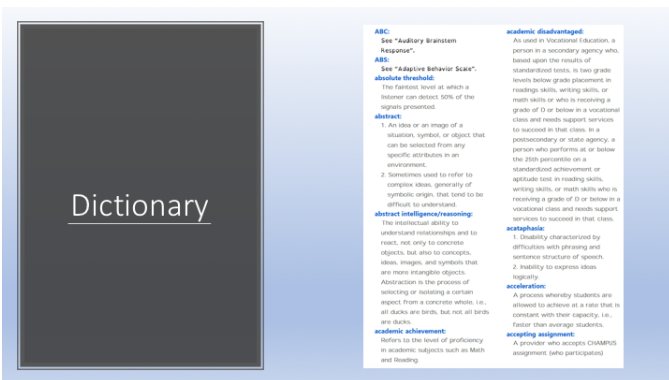
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## Links to further resources

**Australia**

- <https://www.disability.org.au/>
- <https://www.nsw.gov.au/learning-differences/affinity>
- <https://www.qld.gov.au/education/learning-differences/>
- <https://www.vic.gov.au/learning-differences>
- <https://www.wa.gov.au/government/department-of-education>
- <https://www.nt.gov.au/education/learning-differences/>
- <https://www.tas.gov.au/education/learning-differences/>
- <https://www.act.gov.au/education/learning-differences/>

The Department of Education and Training Victoria has resources about the Disability Standards for Education <https://www.education.vic.gov.au/learning-differences/standards-for-education/>

NCOO also has information about the Disability Act <https://www.ncoo.org.au/learning-differences/>

**Program for Students with Disabilities: Review and the Government Response** 2016 This will have huge implications for students with learning disabilities and accessibility for schools in Vic. <https://www.education.vic.gov.au/learning-differences/standards-for-education/>

**UK**

- <https://www.gov.uk/government/organisations/department-for-education>
- <https://www.gov.uk/government/organisations/department-for-education>

**USA**

- National Center for Learning Disabilities [www.nclld.org](http://www.nclld.org) offers support at different levels for <https://www.nclld.org/our-work/advocacy/> students and teachers
- U.S. Rights American National Center on Responsive to Intervention [www.nrti.org](http://www.nrti.org) has numerous resources to help schools implement RTI

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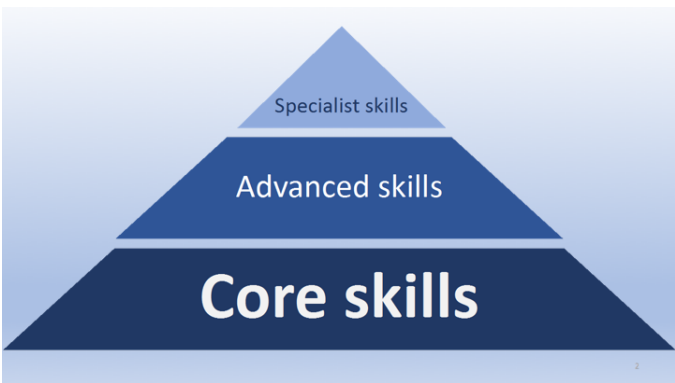
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### Plan for Change

- Adopt a whole school approach to Neurodiversity and make this part of school policy
- Regularly recognise and celebrate neurodiversity throughout the school: That can include the school community as well as students
- Raise students' awareness of learning differences & strengths
- Include the voices of students and parents and your school community wherever possible
- Ensure that everyone has access to this training and information

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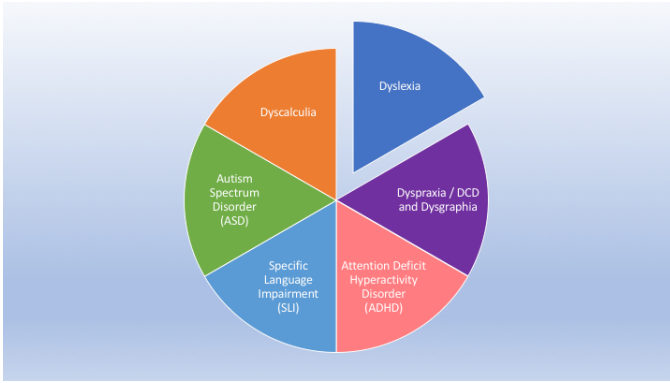
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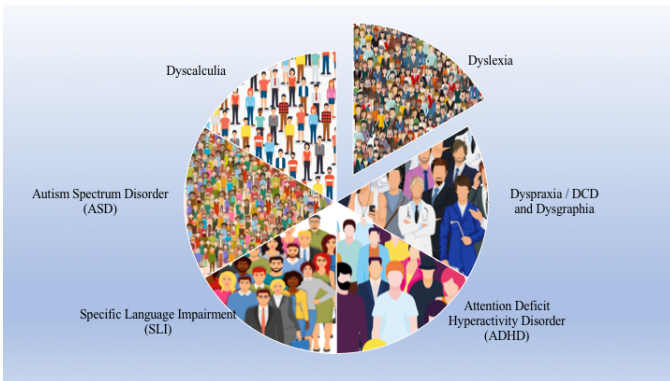
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**Neurodiversity is everywhere.**

- Ann Lewis and Brahm Norwich's work (2001; 2004) suggests that there is as much variation between individuals within so-called 'Specific Learning Difficulties' as there is between individuals across these so-called categories.



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**Inclusive Practice**

- You, as classroom practitioners are our key players in developing inclusive practice. You need to be empowered to understand that a lot of your day-to-day classroom practice may already be neurodiversity-friendly, even if you don't realise it.

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## Feedback

-    Very Poor    Poor    Average    Good    Excellent    +

- Now
- In 3 months time

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- You, as classroom practitioners are our key players in developing inclusive practice. You need to be empowered to understand that a lot of your day-to-day classroom practice may already be neurodiversity-friendly, even if you don't realise it.

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“As a good teacher, you must be able to put yourself in the shoes of a student who finds learning hard. If you develop a good relationship with that student and provide them with what they need to learn, you will have the joy of watching them exceed their own expectations, gain confidence and shine.”



Liz Dunoon & Jillian Zocher

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End of Part 3 D
   
 Up next: Your Guide to SpLD

Teacher Training for Students with Neurodiversity



Removing barriers to learning for every student

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