

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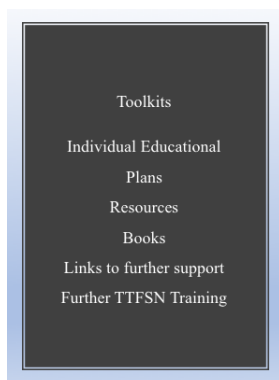
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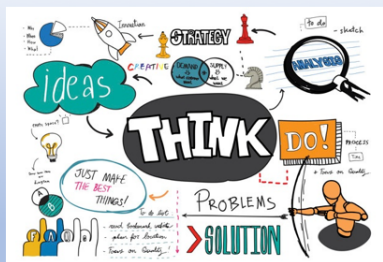
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- The IEP sets out simply what has been decided upon in terms of advocacy and support for the student.



Hard basket

- Too long
- Too hard
- Too much



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.



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.



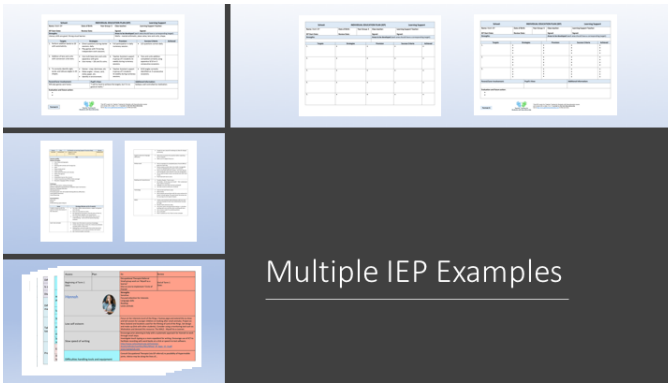
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Issues	How	Why	Notes
Spelling of Year 1 text	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Use self-esteem	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Slow speed of writing	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Difficulty handling tools and equipment	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Handwriting difficulties (spaced and/or presentation)	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Lack of stamina	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Struggles with team games	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Poor time management	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Difficulty knowing expectations	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Memory issues (e.g. problems with remembering names, places, numbers, etc.)	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Easily distracted by irrelevant stimuli	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Difficulty processing or comparing tasks	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Difficulty maintaining focus	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Is over sensitive to certain textures or sounds	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Difficulties in social situations	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.

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Difficulty recognising the appropriate mathematical strategy	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Takes a long time to complete mathematical tasks	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Problems with estimating	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Problems with the planning of maths activities	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
A poor understanding of place value and its use in calculations	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
High levels of debilitating anxiety related to maths	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Difficulties recalling basic maths facts/equations/number tables	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.
Poor ability to carry out mental maths tasks	Handwritten list of words to be spelled, with a list of words to be spelled in the margin.

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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"> Direct questions during starter sessions, daily. Play games with TA during independent work sessions. 	<ul style="list-style-type: none"> Full participation in daily numeracy session. 	<ul style="list-style-type: none"> 2/2 questions correct daily. 		
2. Addition of tens and units with conversion units-tens.	<ul style="list-style-type: none"> Use multi-base tens and units apparatus with grid. Use money - 10c and 5c coins. 	<ul style="list-style-type: none"> Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> Tens and units addition completed correctly using apparatus 9/10 on 3 consecutive occasions. 		
3. To correctly identify right, acute, and obtuse angles in 2D shapes.	<ul style="list-style-type: none"> Games - snap, dominos, etc. Make angles - straws, card, sticky paper, etc. Identify in environment. 	<ul style="list-style-type: none"> Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> 9/10 angles correctly identified on 3 consecutive occasions. 		
Parents/Caregiver Involvement:		Pupil's View:		Additional Information:	
Will play games sent home.		"I will try hard to achieve the targets, but I'm no good at maths."		Epilepsy well controlled by medication.	
Evaluation and future action:					

Format A



This IEP is part of a Teacher Training for Students with Neurodiversity course and comes with a series of 10 Copyright by Get Into Neurodiversity. Visit <http://www.getintoneurodiversity.com> for full set of notes.

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.		Maths - mental arithmetic, place value, tens and units, shape.			
Targets	Strategies	Provision	Success Criteria	Achieved	
1. To have materials and equipment ready at the beginning of the lesson.	<ul style="list-style-type: none"> Good at maths and enjoys playing chess.	<ul style="list-style-type: none"> Direct questions during starter sessions, daily. Play games with TA during independent work sessions. 	<ul style="list-style-type: none"> Full participation in daily numeracy session. 	<ul style="list-style-type: none"> 2/2 questions correct daily. 	
2. To complete written tasks in the time specified.	<ul style="list-style-type: none"> Use age level/above level tasks. Break tasks into steps and provide support where needed. Use multi-base tens and units apparatus with grid. Use money - 10c and 5c coins. 	<ul style="list-style-type: none"> Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> Tens and units addition completed correctly using apparatus 9/10 on 3 consecutive occasions. 		
3. To be able to read 7 additional subject specific words to class.	<ul style="list-style-type: none"> Use multi-base tens and units apparatus with grid. Use money - 10c and 5c coins. 	<ul style="list-style-type: none"> Teacher Assistant support in group of 5 students 3x weekly during numeracy sessions. 	<ul style="list-style-type: none"> Tens and units addition completed correctly using apparatus 9/10 on 3 consecutive occasions. 		

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.		Maths - mental arithmetic, place value, tens and units, shape.			
Targets	Strategies	Provision	Success Criteria	Achieved	
1. To have materials and equipment ready at the beginning of the lesson.	<ul style="list-style-type: none"> Good at maths and enjoys playing chess.	<ul style="list-style-type: none"> Direct questions during starter sessions, daily. Play games with TA during independent work sessions. 	<ul style="list-style-type: none"> Full participation in daily numeracy session. 	<ul style="list-style-type: none"> 2/2 questions correct daily. 	
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Format A



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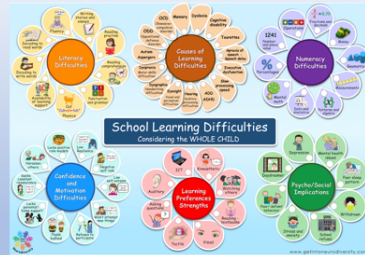
Additional Resources



Poster - Conversation starter



Poster – areas of concern



Poster – strengths





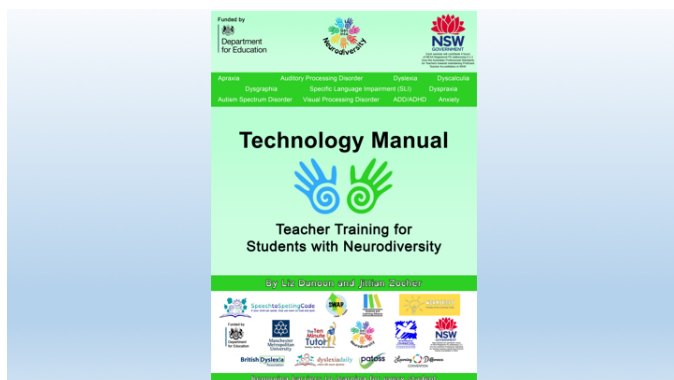
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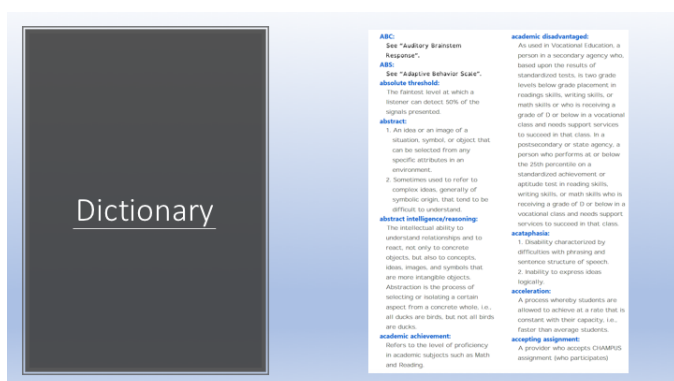
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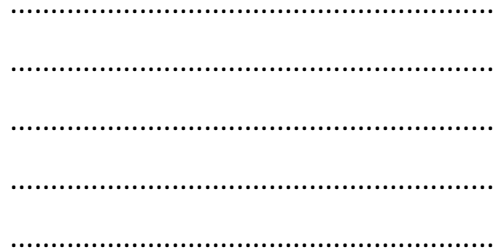
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Further Training



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- Observe, use your checklists and toolkits and get started right now.

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Champion Teachers



- See the student as an individual
- provide fast and effective, appropriate learning support

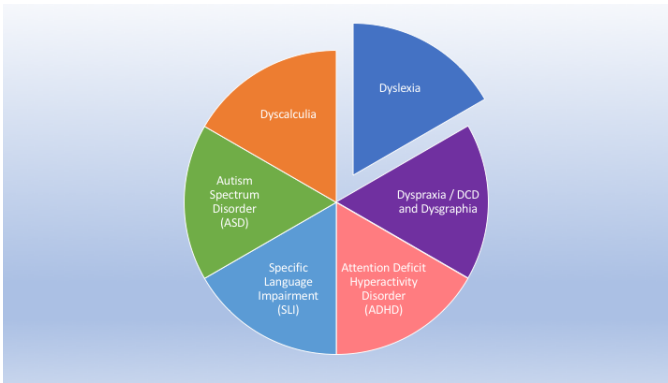
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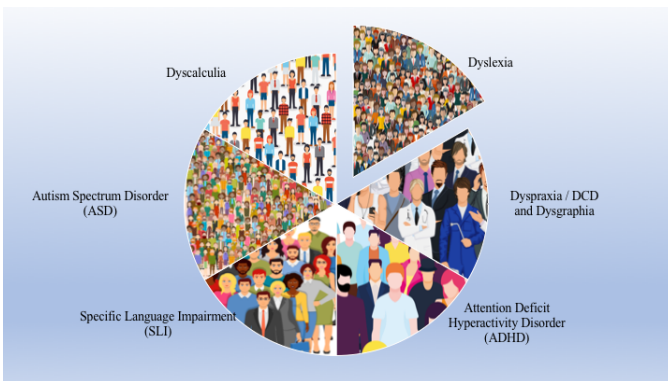
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Neurodiversity is everywhere.

- 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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- 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.

Inclusive Practice

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Feedback

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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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