

Name: Sample IEP - Simon		Year Level: 5 D.O.B:/...../..... Age: Y: M:		Class teacher:		Learning Support Teacher:			
IEP Start Date:/...../.....		Review Date:/...../.....		Signed:		Signed:			
Strengths: Good at Math and enjoys playing chess. Relates well to adults. Good comprehension.				Areas to be developed: (Each area should have a corresponding target.) Organizational skills - particularly remembering equipment. Spelling of subject specific words. Completing tasks/handing homework in on time.					
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"> • Cue card available with specific instructions where necessary, for each subject. • Bag with sections for materials. • Chart checked at beginning and end of lesson. 		<ul style="list-style-type: none"> • Generic card specifying materials. Subject specific additions as necessary – Teacher’s aide to initiate and monitor chart with peer partner. • Parent to provide bag. 		<ul style="list-style-type: none"> • Chart completed successfully for 80% of week for half a term. 			
2. To complete written tasks in the time specified.		<ul style="list-style-type: none"> • Use egg timer/phone stop watch • Work to a simple plan/divide work into smaller sections. • Pencil in time taken to complete - beat own record. Peer to monitor. • Parent to support homework. 		<ul style="list-style-type: none"> • Stop watch. • TA to initiate and monitor with peer - form time Wednesday and Friday. • Liaison via home-school diary. 		<ul style="list-style-type: none"> • Tasks completed in class - all subjects 4/5. • Homework handed in on time 4/5. 			
3. To be able to spell two additional subject specific words in each subject area.		<ul style="list-style-type: none"> • One word in each subject highlighted and put into spelling log. • Highlight within the word-base words, prefixes suffixes in personal subject spelling book, reinforce at home, reinforced with ICT. • One more word added by Teacher when ready - Wed. or Friday lesson time. • Accumulated one on one praise. 		<ul style="list-style-type: none"> • TA to choose words with pupil from the school list of subject words. • Word games/personalized card games and ICT program for use at home. • Teacher/teacher aide time on Wednesday and Friday. 		<ul style="list-style-type: none"> • 80% of words spelt correct when tested at the end of half term. 			

Parent/Carer Involvement: Parents to encourage him to invite friends around to 'hang out', and to take part in simple family discussions.	Child's View: "I understand my targets and would like to use my computer as my reward."	Additional Information: Likes to work to his own agenda.
Evaluation and future action: Parent's Signature Student's Signature		

SAMPLE