Guidance for Completing an Individual Development Plan (IDP)
Space provided to include:
- a photo of the child or young person,
- the school logo,
- the child or young person’s name,
- pictures of interest/importance to the child or young person.

Who is Responsible for my IDP?
(Responsibility for the IDP)

In this section you must record:
- either the name of the setting or if the local authority are responsible for preparing the IDP;
- either the name of the setting or if the local authority are responsible for maintaining the IDP;
- the name of an individual responsible for co-ordinating the IDP to act as a main point of contact at the setting or local authority;
- the name of the setting or local authority which prepared the IDP (if different to the body currently maintaining it), and any setting or local authority which previously maintained it (if different to the body currently maintaining it).

Information about Me
(Basic Biographical Information)

Provide a record of accurate and consistent information which can then be available across all agencies involved in supporting the child or young person.

Communication and/or access requirements relevant to the child, young person or their family – use this space to provide any information regarding the need for any additional considerations in order to facilitate the child, young person or their family’s attendance or participation at any IDP meetings.
My views, wishes and feelings
(The views, wishes and feelings of the child, child’s parent or young person)

The IDP is required to be child/young person centred so must therefore reflect their views, wishes and feelings. A one page profile is a good way of achieving this (further details for this are included below).

In some circumstances it may be necessary for parents or carers to be involved in this process as the child or young person is unable to communicate their views, wishes and feelings for themselves.

In addition to this, some parents or carers may want to record their own views, wishes and feelings in regards to the child or young person and these can be recorded in this space. The boxes can be given their own headings and it should be made clear whether the child, young person or child’s parent/carer are being quoted directly, either from something they have said or written.

The areas that could be discussed and included are details about:
- play
- health
- independence
- communication
- the people that the child or young person considers important to them (family, friends or paid staff)
- friendships
- aspirations about education, career, etc.
- independent living
- community participation
- anything else the child, child’s parent or young person considers important.
One Page Profile

There is no one way to develop and present a one page profile and the style and language should reflect the individuality of the child or young person. However, for a profile to operate effectively, it is important that everything included within it is accurate, clear and easy to read. It should focus on the positives and be short and specific, yet include enough detail so that anyone can use the information immediately.

A simple format has been included in the IDP but settings can use their own format or other published resources such as www.sheffkids.co.uk.

One page profiles are developed and revised with the active involvement of the child or young person to ensure that their voice is heard. They provide a positive rounded picture of their interests and outline what is important both to and for the child or young person and the best way to support them.

It is important that the person completing the one page profile is someone who knows the child/young person well so that they feel confident and comfortable, this will probably be a class teacher or LSA rather than the ALNCo.

In some circumstances it may be necessary for parents or carers to be involved in this process as the child or young person is unable to communicate their views, wishes and feelings for themselves.

This is not just a paper exercise to be completed and then stored away. It is a working document and the child/young person should feel ownership over it. It can be displayed in their class (if they are happy to do this), or anywhere accessible to the child/young person and staff, they can also have a copy to take home and it should be regularly referred to and amended when needed.
This section will include a summary record of discussions at meetings held in relation to the development of the IDP, relevant and recent advice and evidence and the details of those that have contributed to the development or review of, or provided information or evidence in relation to, the IDP;

You may include:

- Relevant and recent reports from:
  - School
  - Education services, e.g. Educational Psychology reports
  - Health, e.g. Speech and Language assessment
  - Social care
  - Other agencies or services involved with the learner and their family.

(Please note that reports and information are to be referenced and summarised here and can be stored in an appendix.)

- Where parents have secured advice from professionals directly, this should be clearly recorded, appropriately considered and can be provided in an appendix.

- ‘Attainment Information’ - Information about any recent assessments that have been undertaken within school or by outside agencies. These may include: current P Level, FP Outcome, NC Level, NVR, National Reading and Numeracy tests, etc.

- A summary of the information gathered during the most recent IDP review meeting.

- Information from the most recent monitoring of the Additional Learning Provision (ALP).

It may be helpful if the information gathered is recorded in the ‘Additional Information’ section and organised under the headings:

- What is important to me;
- What is important for me;
- What is working and should be built on; and
- What is not working and needs to change.
Information about my ALN and what they mean to me

(Description of the child or young person’s ALN)

This should be clear and comprehensive and include the impact of the need on the child or young person’s learning in as much detail as possible. This section details only the needs, it should not state how those needs will be met – this information will come in the Additional Learning Provision.

- The ALN (Additional Learning Need) and/or if the learner has a diagnosis that is relevant to the need, should be stated in this section.
- State the needs individually and the impact each one has on the child/young person’s learning.
- This section will change if new diagnoses are made or if assessments are carried out.
My Additional Learning Provision  
*(Description and Delivery of the child or young person’s ALP)*

The information should be written in plain language and without jargon with a view to all who attend the meeting, including the child or young person, being able to understand it.

It should be detailed, specific and quantifiable. This clarity might result from describing the specific tasks or actions that will be undertaken. Simply stating that support will be provided will not meet the need for clarity; describing the tasks any staff will undertake or facilitate, what they will be responsible for, and, if necessary, what qualifications or training they will require, is important.

Where specialist equipment is needed, consideration should be given to any ongoing maintenance or updates where known and advised.

The detailed ALP information will need to be agreed by those responsible for its delivery and funding before it is included. E.g. where a child/young person requires speech and language therapy, details such as ‘x numbers of sessions of speech and language therapy will be provided’ can only be included with the agreement of the service provider.

<table>
<thead>
<tr>
<th>ALP title</th>
<th>What should be included in each section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long term objectives What will this mean for my development?</td>
<td>Make sure that the objective is put into context for the child/young person so that it is relevant to them.</td>
</tr>
<tr>
<td>What are my steps to success?</td>
<td>Include targeted support, strategies and interventions.</td>
</tr>
<tr>
<td>Who will do this? (e.g. school, LA, Health) Name and job title of the person who will deliver this</td>
<td>Either a named person within the setting or an outside agency (if an outside agency, then they must give their permission before it is recorded on the ALP).</td>
</tr>
<tr>
<td>How often will this happen?</td>
<td>Daily, weekly, termly, etc. Number and length of sessions (if applicable)</td>
</tr>
<tr>
<td>Start date</td>
<td>When each provision will start.</td>
</tr>
<tr>
<td>End/Review date</td>
<td>When the provision will end or be reviewed. (The ALP should be reviewed at least termly)</td>
</tr>
<tr>
<td>Funding and resourcing What and who will be responsible?</td>
<td>Either the school, LA or outside agency. You do not need to include monetary values just who is responsible for the provision and/or equipment and if equipment is provided who is responsible for the maintenance.</td>
</tr>
<tr>
<td>Evaluation/ Review</td>
<td>To be completed at least termly. Note if the objective has been achieved or is ongoing. For ongoing objectives, modify (if necessary) and include on the new ALP.</td>
</tr>
</tbody>
</table>
My Dream

(Intended Outcome)

The PATH or other PCP tool that has been used can be photographed and recorded here. Include what date it was completed on and who was present. The information used to complete this section should be taken from whatever PCP tool you have used to gather your information.

This is a record of the outcomes intended to result from the provision of the ALP.

- These outcomes should have a strong focus on the aspirations of the child/young person and their parents.
- The intended outcomes should focus on enabling children and young people to move towards long-term aspirations, (i.e. employment, further/higher education, independent living and/or community participation). IDPs can also include outcomes with a wider focus, such as positive social relationships, emotional resilience, stability or anything the child/young person deems as their “dream”.
- For some children and young people, an intended outcome can be about minimising the impact of impairment on their learning.
- When agreeing intended outcomes, it is essential to consider what is important to the child or young person and what they want to achieve.
- All intended outcomes detailed in the IDP should be drafted in such a way that it is possible to measure whether they have been successfully achieved, as well as being realistic and challenging. This should be done by making outcomes “SMART” (Specific, Measurable, Achievable, Realistic and Time-bound).

Useful Resources


This is an optional section for identifying possible future ALP, which might be necessary when the learner moves on to other stages of education or to another school.

Use this section to identify possible ALP which might be received in the future, such as ALP which the child or young person might receive in a new setting.

The purpose of this section outlines why certain decisions have been undertaken, especially when there has been a difference of opinion. This might be a difference of opinion between professionals, or a difference of opinion between the child/young person or child’s parents and professionals, or any other difference of opinion.

Where there is no difference of opinion, nor other need to explain a decision, this section of the IDP might just refer to the record of information used to develop the IDP.
Timeline of Important Dates

(Timeline of Key Events)

In this section you must ensure that the timeline includes all events that are significant and relevant to understanding the child or young person’s ALN, planning the necessary ALP and informing when reviews should be conducted.

Examples of such events include:
- a referral for assessment/examination by a professional;
- any assessment with results and/or advice;
- a test or observation by a professional and/or outside agency or advisor;
- a diagnosis of a condition;
- an illness;
- started to use new equipment or implants to help access education; or
- an event that has had an emotional, behavioural or attainment impact.

The events do not need to be recorded in detail, but the following information should be noted:
- an indicator of what happened or the nature of the event;
- the organisation/service/individual responsible for the event, such as a diagnosis, or undertaking a screening or test, where appropriate; and
- the date of the event.

Events that occurred prior to the development of the first IDP should also be included, where they relate to the child or young person’s ALN and required ALP.

Signatures

In the event of a child, child’s parent or young person refusing to sign the IDP, there should be a discussion as to why they do not want to sign the document and a note should be made of this. However, this must not stop the prescribed timescales from being met.