

## Individual Development Plan (IDP): Template

This document shows the broad template the Welsh Government has set out for Individual Development Plans (IDPs) and aims to help families think about the types of information that each section may include.

Across different schools, colleges and local authorities, IDPs may look slightly different in format, but they should use the headings below as a guide. Some might be digital, some may look different in font and style.

It is also important to remember that the content of an IDP will vary depending on an individual and their unique needs. Some IDPs will look more detailed than others and not all of the headings will be used if they are not relevant to the learner. The parts of the IDP which make up the legally enforceable aspects of the plan are found in Section 2 and are highlighted.

Background information on Additional Learning Needs (ALN) and Individual Learning Plans (ILPs) available on our website at [www.ndcs.org.uk/ALN-Wales](http://www.ndcs.org.uk/ALN-Wales).

You can also download our [guide for parents on Additional Learning Needs \(ALN\) and Individual Development Plans \(IDPs\) \(Wales\)](#) to find out more about Additional Learning Needs (ALN), eligibility for IDPs and the process of getting one.

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people across the UK.

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Give us your feedback by emailing your comments to [informationteam@ndcs.org.uk](mailto:informationteam@ndcs.org.uk)

## Section 1

Section 1A: Basic biographical information about the child or young person <sup>1</sup> and contact details	
1A.1) Full name:	
1A.2) Likes to be known as:	
1A.3) Date of birth:	
1A.4) Gender and preferred pronouns:	<i>He/Him; She/Her; They/Them</i>
1A.5) Current education setting(s):	<i>Address – or n/a if not at school, or at home if Educated Out of School</i>
1A.6) Home address and telephone number:	<i>Of the child</i>
1A.7) Name of parents <sup>2</sup> :	
1A.8) Email address (only where child/ parent/ young person is willing to receive notifications and documents electronically):	
1A.9) Parents' telephone number(s) (if different, and only where parent(s) consent to their details being included) <sup>2</sup> :	
1A.10) Communication requirements and preferences:	<i>Of the child, young person or parent: This is where you note the preferred language of communication (Welsh or English or BSL or other) – whether an Interpreter, Communication support worker or palantypist is needed.</i> <i>Means of communication: communication prompts and support including signs, visual cues and prompts, lipreading, speech-to-text apps, extra processing time, rephrasing or clarification of key vocabulary.</i> <i>Means of engagement: one to one or small groups; Radio aids, soundfield systems, streamers and loop systems. A good listening environment away from background noise and large echoey halls, good lighting, seating positions and consideration of deaf awareness.</i>
1A.11) For a young person, details of consent to IDP being prepared/ maintained:	<i>A young person can refuse consent to the IDP.</i>
1A.12) Capacity issues:	<i>The child's capacity to understand the documents and, where of an appropriate age to consent to having an IDP; whether the parent or young person lacks capacity.</i>

<sup>1</sup> A young person is someone over compulsory school age but under the age of 25.

<sup>2</sup> For young people, only to be completed with their consent and if they agree to information being shared with their parents.

<b>Section 1B: Responsibility for the IDP</b>	
<b>1B.1) Organisation responsible for maintaining the IDP:</b>	<i>The school, college or local authority that will take responsibility for ensuring the IDP is kept up to date - include contact details.</i>
<b>1B.2) Date before which the IDP must be reviewed:</b>	<i>The date by which the IDP must be reviewed by everyone involved- annually as a minimum.</i>
<b>1B.3) Proposed review date:</b>	<i>Proposed date. You or the professionals involved can request an early review if it is thought to be helpful. IDPs are reactive and reflect a child's needs which can change quickly. For example:</i> <ul style="list-style-type: none"> <li>• <i>Rapid or significant change in hearing loss.</i></li> <li>• <i>Change to rehabilitation, i.e, hearing aids to cochlear implants.</i></li> <li>• <i>Change in school placement, etc.</i></li> </ul>

<b>Section 1C: Profile (About me)</b>
<p><i>This section of the IDP is a summary about the child or young person that provides context and information. It can be adapted and personalised to meet the age and needs of the child or young person. It should be clear, concise, and accurate.</i></p> <p><i>The profile should provide key information, such as describing the child or young person's character, their gifts and talents, what is important to them, and the best way to support them. This could include: their likes and dislikes; details about play, health, independence, communication; the people that the child or young person considers important to them (family, friends or personal support staff, for example a carer or personal assistant); aspirations about, for example, their education and career, independent living and community participation.</i></p> <p><i>This section is your chance to tell professionals all about the key information you think they should know about your child. It is a great place to record key communication tips that make all the difference for your child.</i></p> <p><i>The Code suggests the following points are included and cover the learner's views:</i></p> <ul style="list-style-type: none"> <li>• <i>What is important <b>to</b> the learner;</i></li> <li>• <i>What is important <b>for</b> the learner;</i></li> <li>• <i>What is working and should be built on;</i></li> <li>• <i>What is not working and needs to change.</i></li> </ul> <p><i>In this section it is important that the views and wishes of the child, young person or parent are made very clear. It is also important that the views of the child or young person are recorded separately from those of the parent or carer.</i></p> <p><b>PLEASE NOTE – THIS SECTION IS NOT AN IDP ALONE – Section 2 of the IDP, including details of ALP, is the legally enforced part of an IDP document.</b></p>

## Section 2

**Section 2** Families can appeal to the tribunal if they are unhappy with parts of this section. These parts are underlined, bold and pink.

### Section 2A: Description of the child or young person's additional learning needs (ALN)

*This is where the child or young person's ALN is described in a clear and comprehensive way. The school, college or local authority will need assessment and information from reports from everyone involved in order to fill in this section. This section should include diagnosis of deafness from health professionals and any relevant hearing technology. Also identify any gaps in information as this could then inform future provision.*

*This section should also include the reasoning for decisions on a child's ALN and if there were different opinions. The description of the ALN might change over time, if there are changes in the level of deafness, for example.*

*It can be helpful to include headings such as: Deafness and impact, Language and communication, Social and emotional, Cognition, School attainment data, etc.*

### **Section 2B: Description and delivery of the child or young person's additional learning provision (ALP)**

<b>2B.1) Intended outcome:</b> <i>These outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Timebound). There might be short-term targets that can be recorded in an appendix to the IDP.</i>				
<u><b>2B.2) ALP to be provided:</b></u>	<b>2B.3) Should the ALP be provided in Welsh?</b> <b>If yes the school must make all reasonable efforts to provide it</b>	<b>2B.4) Organisation/ service to provide the ALP, and contact details (where different to body maintaining the plan):</b>	<u><b>2B.5) Start date:</b></u>	<u><b>2B.6) End or review date:</b></u>
<i>This should include how often (daily, weekly); the type of support; who provides the support. The description of the Additional Learning Provision (ALP) should be very clear and precise, the above could then be split into smaller goals and targets.</i>	<i>The body providing the ALP has a duty to take all reasonable steps to ensure the ALP is in Welsh if that is required.</i>	<i>For example, the name and contact details of a Teacher of the Deaf (ToD).</i>	<i>This could be in the future e.g. transition from primary to secondary school or straight away.</i>	<i>Be clear on whether this is an end date or a date for a review.</i>

<p><b>2B.7) Rationale for the ALP listed above:</b>  <i>If there is a difference of opinion it should be recorded here e.g. a difference of opinion between the child, child's parent or young person and professionals. The section could explain how different opinions have been taken into consideration before a particular decision was reached.</i></p>	
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Section 2C: Description and delivery of ALP to be secured by an NHS body				
<p><b>2C.1) Intended outcome:</b>  <i>This is where the details of any learning support provided by an NHS body is included – this might be sessions with a Speech and Language Therapist.            If no referral is made to an NHS body this should be marked “referral not required”.            If a referral is made but the NHS body has not identified treatment or service this should be marked: “Referral made. No relevant treatment or service identified.”            If there is a difference of opinion this should also be recorded. If the NHS body <b>do not</b> provide ALP, but make some helpful recommendations, include in the IDP.</i></p>				
<b>2C.2) ALP to be provided:</b>	<b>2C.3) Should the ALP be in Welsh?</b>	<b>2C.4) Organisation/ service to provide the ALP, and contact details (where relevant):</b>	<b>2C.5) Start date:</b>	<b>2C.6) End or review date:</b>
<i>The school, college or local authority maintaining the IDP must make sure the NHS body is satisfied with the description of the ALP they are providing</i>				
<b>2C.7) Rationale for ALP listed above</b>				

<b>Section 2D: Places at a named school/ institution or board/ lodging</b>
<b><u>2D.1) The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school</u></b>
<p><i>This section is only used in specific circumstances. If a local authority believes that it is in the child or young person's interest attend a particular school to access specialist support, then it should be named here. If a school or college is named, a place has to be provided.</i></p> <p><i>Local authorities are under a duty to consider mainstream schools and colleges first. However, the Code<sup>3</sup> does acknowledge that some deaf children and young people may require a specialist school and refers to some deaf learners attending a particular school as an example.</i></p> <p><i>The local authority must take into account the wishes of the child, young person or parent when making the decision, so if you think your child would benefit from attending a specific school you should highlight this. If there is a difference of opinion it should be recorded here.</i></p>
<b><u>2D.2) The name of any particular school or other institution which must be secured</u></b>
<p><i>As above, but for other placements such as a college. The local authority must consult with the school or college about providing ALP for the child or young person before naming it here.</i></p>
<b><u>2D.3) Board and lodging provision which must be secured</u></b>
<p><i>If your child is going to attend a school or college at a distance from home in order to get specialist support, you may have discussions with the local authority around providing accommodation at the school/college.</i></p>

<sup>3</sup> The Additional Learning Needs Code is the Welsh Government's guidance on how the Individual Development Plan system should operate. It is available at <https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf>.

### Section 3

#### **Section 3A: Record of information used to develop the IDP**

*If information is included as an annex to the IDP, it should be listed here.*

*This section must include a summary of the discussions about preparing or revising the IDP and any advice and evidence provided, including from the child, young person or parent and external individuals.*

*This evidence can include health reports, attainment reports and school assessments.*

*Over the years this section will include data that tracks the progress of the child or young person.*

#### **Section 3B: Timeline of key events**

##### **3B.1) Significant events or information relevant to understanding the child or young person's ALN and planning the necessaryALP:**

*This section should include key events relevant to understanding the child or young person's ALN.*

*The Code sets out some examples:*

- *significant decisions previously taken in relation to the child or young person's IDP, including instances where a review has taken place following a request from a child, child's parent or young person, or where a local authority has reconsidered an IDP maintained by a school, and a decision has been taken not to revise the IDP;*
- *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;*
- *hearing devices and hearing technology and when they were first introduced;*
- *an event that has had an emotional, behavioural or attainment impact.*

*This section should also include events that happened before the first IDP was prepared and also any events that are expected to happen later so this can be used to inform the next review.*

### **3B.2) Education settings previously attended (and dates):**

*All nursery, childcare and education settings attended since first identifying the ALN should be included here.*

## **Section 3C: Transition**

*This section is very important for planning ahead for when the child or young person moves from one school to another, for instance from primary to secondary, or secondary to FE college.*

*The details put in this section can help the new education setting or new teachers to prepare and plan ahead to provide the best support for the child or young person. This might include, for instance, any special equipment that might be needed to help the child or young person.*

*It is good to think about all kinds of changes from moving on to a new class or year group to considering career options. Think about any support you think your child might need with this. Details of specific support to be provided (ALP) should be recorded in Section 2.*



**Section 3D: Travel arrangements**

*This section might not always be relevant, but if the local authority has to make travel arrangements for the child or young person to go to school or college it should be included here.*