

Additional learning needs (ALN) in Wales

Example Individual Development Plan (IDP)

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 or 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 IDPs is available on our website at ndcs.org.uk/additional-support-education-wales. Download our ALN and IDP guide for parents on the same webpage.

Terms

We use the term 'deaf' to refer to all types of hearing loss from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear.

We use the word 'parent' to refer to all parents and carers of children.

We use 'learner' to refer to children and young people in education.

Annex A: Individual Development Plan (IDP): Standard form

Section 1A: Basic biographical information about the child or young person ¹ 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 (leave blank if not at school, or at home if Educated Out of School)</i>
1A.6) Home address and telephone number:	<i>Of the learner</i>
1A.7) Name of parents²:	
1A.8) Email address:	<i>Only where a learner or parent is willing to receive notifications and documents electronically</i>
1A.9) Parents' telephone number(s):	<i>If different, and only where parent(s) consent to their details being included²</i>
1A.10) Communication requirements and preferences: (Means of communication: verbal, signed, visual etc, or play for younger children. Means of engagement: one to one or small groups; are hearing loops or other devices needed.)	<i>Of the learner or parent. Note the preferred language of communication (Welsh, English, British Sign Language (BSL) or other and whether an interpreter is needed)</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 learner's capacity to understand the documents (whether the parent or young person lacks capacity)</i>

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

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

Section 1B: Responsibility for the IDP

1B.1) Organisation responsible for maintaining the IDP:	<i>The name of the school, college or local authority that will take responsibility for making sure the IDP kept up-to-date and their contact details</i>
1B.2) Date before which the IDP must be reviewed:	<i>The date by which the IDP must be reviewed by everyone involved (must happen every year)</i>
1B.3) Proposed review date:	<i>Proposed date. Anyone involved can request an early review if it is thought to be helpful. IDPs are reactive and should reflect a child's changing needs, such as:</i> • <i>changes to hearing loss</i> • <i>new hearing devices</i> • <i>change in school placement</i>

Section 1C: Profile (About me)

PLEASE NOTE – THIS SECTION IS NOT THE IDP ALONE – THE OTHER SECTIONS MUST BE COMPLETED.

This section of the IDP is a summary about a learner that provides context and information. It can be adapted and personalised to meet the age and needs of a learner. It should be clear, concise, and accurate.

The profile should provide key information, such as describing the learner'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 they consider important to them (family, friends or personal support staff, for example a carer or personal assistant); aspirations for the future (education and career, independent living and community participation).

This section is your chance to tell professionals all about the key information you think they should know about the learner. It is a great place to record key communication tips that make all the difference.

The Code suggests the following format:

- *What is important to the learner*
- *What is important for the learner*
- *What is working and should be built on*
- *What is not working and needs to change*

In this section it's important that the views and wishes of the learner and parent(s) are clear. It's also important that the views of the learner are recorded separately from those of the parent or carer.

Section 2

Learners and families can appeal to the Tribunal if they are unhappy with parts of this section. These are **underlined, bold and pink**.

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

This section can be legally enforced and appealed at Tribunal. *This is where the learner'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 to fill in this section. This section should include diagnosis of hearing loss or deafness from health professionals and any relevant hearing devices. Also identify any gaps in information as this could then inform future provision.*

This section should also include the reasoning for decisions on a learner'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)

2B.1) Intended outcome: <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>2B.2) ALP to be provided:</u>	2B.3) Should the ALP be provided in Welsh? <i>If yes, the school must make all reasonable efforts to provide it</i>	2B.4) Organisation/ service to provide the ALP, and contact details (where different to body maintaining the plan):	<u>2B.5) Start date:</u>	<u>2B.6) End or review date:</u>
<i>This should include how often (daily, weekly, etc); the type of support; who provides the support. The description of the ALP should be 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 secure that the ALP is provided 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>

2B.7) Rationale for the ALP listed above:	<i>If there is a difference of opinion it should be recorded here, for example a difference of opinion between the learner, parent or professionals. This section could explain how different opinions have been taken into consideration before a particular decision was reached.</i>
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Section 2C: Description and delivery of ALP to be secured by an NHS body

2C.1) Intended outcome: <i>This is where the details of any learning support provided by an NHS body is included, for example, sessions with a Speech and Language Therapist</i>	<i>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."</i> <i>If there is a difference of opinion this should also be recorded. If the NHS body do not provide ALP, but make some helpful recommendations, include in the IDP.</i>			
<u>2C.2) ALP to be provided:</u>	<u>2C.3) Should the ALP be provided in Welsh?</u>	2B.4) Organisation/ service to provide the ALP, and contact details (where relevant):	<u>2B.5) Start date:</u>	<u>2B.6) End or review date:</u>
<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>				

2B.7) Rationale for the ALP listed above:

If there is a difference of opinion between the learner, parent or professional, it should be recorded here. The section could explain how different opinions have been taken into consideration before a particular decision was reached.

Section 2D: Places at a named school/institution or board/lodging

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

This section is only used in specific circumstances. If a local authority believes that it is in the learner's interest to attend a particular school to access specialist support, then it should be named here.

If a school or college is named, a place must be provided. Local authorities are under a duty to consider mainstream schools and colleges first. However, the Code³ does acknowledge that some deaf learners may require a specialist school and refers to some deaf learners attending a particular school as an example.

The local authority must take into account the wishes of the learner or parent when making the decision. If a parent thinks a learner would benefit from attending a specific school, you should highlight this. If there is a difference of opinion it should be recorded here.

2D.2) The name of any particular school or other institution which must be secured

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.

2D.3) Board and lodging provision which must be secured

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.

³The Additional Learning Needs Code is the Welsh Government's guidance on how the Individual Development Plan system should operate. It is available at 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 learner 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 learner.

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 learner's ALN. The Code includes examples:

- *significant decisions previously taken in relation to the learner's IDP, including times a review has taken place at the request of the learner or parent, 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*
- *new hearing devices and/or assistive listening 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, as well as 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 learner moves from one school to another, for example, from primary school to secondary school, or secondary school to a further education college.

The details included in this section can help the new teacher/s or education setting prepare and plan to provide the best support for the learner. This may include any special equipment that might be needed.

Think about all the kinds of changes that may happen, such as moving to a new classroom or year group to considering career options. Think about any support a learner 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 must make travel arrangements for the learner to go to school or college it should be included here

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