



## Evaluating and revising the Individual Support Plan (ISP)

Ofsted (setting targets for pupils with SEND) states:

“The most effective schools ensure that individual targets are precisely based on accurate assessment information, are challenging and are linked to clear criteria in order to demonstrate progress over time. Assessments are recorded consistently as evidence of achievement”.

### Implementing the graduated response to evaluate progress

The review process allows for an analysis and evaluation of the child’s progress towards the targets set in their Individual Support Plan (ISP), and how to continue to support them best. This decision should be made jointly at the review meeting, and take into consideration the evidence from the child, parents, continual informal assessment in school and professional involvement as well as the desired longer-term outcomes.

Reviewing the child’s progress towards their targets and evaluating the child’s response to the support in place will allow the group to consider whether the child:

- No longer requires Targeted or Specialist provision as their needs can be met from Universal approaches?
- Continues to require Targeted or Specialist provision as their needs cannot be met from Universal approaches?
- Requires more specialist input and more intensive provision.

### Reviewing targets

To review targets effectively, it is necessary to work through and accurately analyse the information gathered from the ‘Assess, Plan, Do, Review’ cycle. The evidence must be collected over time, through continual assessment. This evidence may include:

- Pieces of the child’s independent work collected as part of continual informal assessment
- Records of observations
- Pre and post intervention data
- Pre and post assessment data
- ‘Pupil voice’ interview
- Parent view
- Success of modifications and adaptations as recorded on ISP continual assessment sheets, universal reflection tool, the provision checklists as required

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### Defence Children Services (DCS) SEND process: Evaluating and revising an ISP

The progress made and the level of support required to achieve success is recorded against the targets. Using the information provided, attendees at the review meeting should consider the questions raised above to determine the appropriate next steps.

### **Developing new targets**

If targets have been met and the child remains in need of continued additional support, then new meaningful targets relevant to the overall outcome, progress made and the next step required will be written.

### **Refining and revising unmet or partially met targets**

If targets are not met or partially met, then the targets, resources, interventions and strategies in place should be refined, or changed to make them more achievable, and a new timeframe set.

Consideration should be given to:

- Was the target SMART?
- Was the component skill identified initially or was the target too broad?
- Have the interventions been targeting the skill effectively? How do we know?
- What are the strategies, level of support and learning approaches the child responds to? Are these in place?
- Was the success criteria expectation set too high e.g. too much to change in a short time frame?
- Has the support been consistently available?

If the target wasn't SMART enough, or the skill identified was too broad, it is important to revisit the overall outcome and breakdown the skills required to be able to achieve progress towards it.

Revising the target by changing aspects of the conditions, provision and success criteria can 'test' the accuracy and fluency of the skill in different contexts, and with different degrees of support or independence. To revise a target, changes can be made to the conditions by changing: 'people', 'place', 'time', 'duration' 'materials' and 'level of support' in place.

Things to consider when revising the conditions/provision:

Prompts - notice what prompts you are using (individual ones, pairs or combinations) to enable the child to respond and be successful (how much help they are receiving). Once the level of support is understood, this can be faded out over time so it becomes no longer necessary and the child experiences success independently. The revised target can reflect the level of prompt and level of independence.

- Physical – Anything done physically e.g. holding a child's hand to guide them
- Demonstration – Doing the task so the child can imitate. Helpful when verbal directions alone are difficult for the child

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- Visual/gestural – Any visual cues e.g. pointing, providing dots to assist writing, visual cues
- Verbal – Anything said by the adult to help the child succeed e.g. instructions, the first sound when trying to read, questions to help the child think differently, the first number in a sequence

Delivery of instructions - notice the way you deliver instructions, and what the child is responding to. Does the child make progress with a demonstration and verbal instruction? If so, then the revised target may consider a response relying on verbal instruction alone. The delivery of an instruction can be changed to increase the level challenge – they are presented in order of increasing challenge and independence.

- Modelling – Adult completes the task and leaves a concrete example for the child to copy
- Demonstrating – Adult completes the task and the child then imitates without a concrete example
- Verbal – Adult only gives verbal instructions to explain what the child is expected to do

Context - it is important to recognise the context in which the child may or may not be demonstrating the skills. For example, if the child is able to demonstrate progress when working in a quiet space or working on their own separate to peers, then you may wish to change the context e.g. busy/louder space, working in a group, working with a peer etc.

Success criteria - it may be helpful to keep the conditions in place but alter the success criteria by revising expectations in relation to the following examples:

- The number of 'correct' responses
- The number of times you may expect to see a positive behaviour
- The regularity of using a strategy independently
- The volume of information required
- The number of people in a group