

An Individualised Education Plan (IEP) Guide

for Teachers in Kenya

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Preamble

The production of this Guide has been supported by Action Network for the Disabled (ANDY) in partnership with Able Child Africa. The Inclusive Education Project is funded by Comic Relief. The project is titled **Ready Steady Go: Supporting Early Interventions for children with disabilities in ECE in Kenya** using an inclusive play approach to promote inclusion.

The project seeks to tackle the environmental, attitudinal and institutional barriers that children with disabilities face in accessing high-quality inclusive education with a range of stakeholders such as educational professionals, parents, government officials, and children with and without disabilities.

We hope that this guide will aide teachers to develop individualised education plans for learners in early childhood and primary education. The IEP is the primary tool of special education. It is designed to guide the provision of education interventions to individual learners depending on their specific learning needs.

In this guide, the information provided about the IEP is general. A sample-filled IEP template has been annexed to this document to help pre-primary and primary education teachers develop one for individual learners. Teachers must ensure it is as individualised as possible and localised within the context of the learner. It must also be as practical as possible utilising the locally available resources within the school community.

We are thankful to the consultants who led in its development including Frederick Haga and Nathaniel Muthomi who are seasoned Special Needs Education experts.

Ms Nancy Nteere

**Executive Director
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Disabled (ANDY)**

Introduction

Understanding the meaning of IEP

The Sector Policy for Learners and Trainees with Disabilities (2018) defines the Individualised Education Plan (IEP) as a plan that “defines the individualised objectives of a learner who has a disability. The IEP is intended to **help children reach educational goals** more easily than they would otherwise. It describes how the learner learns, how the learner best demonstrates that learning and what teachers and service providers will do to help the learners learn more effectively.”

An IEP is as a written plan developed by the school’s inclusive education team with input from the parents/caregivers that lays out: the programme of individual educational instruction; supports and services that the learner needs to make progress and thrive in school; specifies the learner’s academic goals and the method to obtain these goals.¹

The IEP is aimed at addressing the individual needs of a learner. Educational needs can fall into three types: (a) common needs (presented by all learners); (b) specific needs (needs presented by some learners) and; individual needs (presented by individual learners).²

An IEP is a document developed by the IEP team. School staff members form the IEP team and come up with specific, measurable short-term and annual (SMART) objectives for each of those needs and decide on an educational programme that would best address the needs of the learner. The IEP then formalises these discussions.

According to the Basic Education Curriculum Framework by Kenya Institute of Curriculum Development (KICD), one of the national goals of education is to promote individual development and self-fulfilment. Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. The spirit is captured by Sustainable Development Goal 4 (Quality Education) seeks to promote inclusive, equitable and quality lifelong learning opportunities for all. The Kenyan education system is working towards achieving.

Importance of having an IEP

An IEP has many important uses for supporting educational progress. See below for some of the main reasons:

- a. Facilitates and promotes information sharing among the IEP participants.** This is particularly important because it enables everyone involved with the learner can share information during a planning meeting. This develops a collaborative approach that encourages participation and commitment towards achieving the main goal.

b. Incorporates assessment reports. The IEP is informed by multiple assessments reports. Ideally, learners should be assessed by an educational assessment specialist before they are enrolled in school to understand educational needs. A comprehensive educational assessment report should include information about the learner's learning strengths, difficulties and suggestions on how to support the learner in their learning. There are also other valuable sources of assessment information that can be used, such as teacher evaluations, in-class tests, speech and language therapy reports and information from other professionals. Information from these sources can be used to plan effectively for a learner's education.

c. Clarifies expectations. The process of developing an IEP helps all parties to be clear about what to expect in the subsequent year. Teachers are often concerned that parents/caregivers have different expectations to those held by the school. The school may experience these expectations as unrealistic and feel under pressure. The IEP process allows all parties to discuss the priorities and goals, and come to a common understanding of what to expect.

d. Establishes and defines priorities. Sometimes when we work with a learner with inclusive education needs, the range of needs can be hard to prioritise. For example, a learner may have articulation problems, difficulty making friends, weak pencil grip, unhealthy eating habits, inability to concentrate for long periods, attention-seeking behaviour in class, etc. In these cases, it can seem hard to know where to start. However, in the context of a planning meeting, the participants can discuss the issues and agree on the priorities. This can help teachers and parents/caregivers to feel supported because there is a plan of action.

e. Helps motivate the learner. When a learner participates in planning their goals and is aware of the expectations, it gives them motivation and direction as opposed to the conventional tests (i.e. continuous assessment tests (CATs) and national examinations). The IEP gives them specific goals that are realistic and attainable and allows the learners to have a sense of purpose.

f. Provides an opportunity for engagement of parents/caregivers. The IEP process can offer an opportunity to talk about a learner's gifts and strengths; their abilities, hopes, plans and what can

be done to develop them. It can be a positive experience, as it helps learners be practical and develop their problem-solving skills. Parents/caregivers who are otherwise reluctant to attend school-based meetings may be more willing to attend meetings to develop IEPs because they can see their child is valued as an individual learner.

g. Documenting successes. Progress can be very slow for many learners with disabilities, as the usual mechanisms for documenting success may not be accessible to such learners and Teachers may face challenges communicating different concepts without a defined outcome. The IEP allows all parties (parents/caregivers, teachers and learners) to look back on their work and document the progress made and then record the successes.

h. Facilitates review. How do we know if a learner with disabilities in education has made progress in the previous year? The IEP records the learner's skill level at the beginning of the year. This enables monthly, quarterly or annual review of progression against the baseline record on the IEP. This enables, for example, the IEP team to review what skills have improved

over the year at what rate. The IEP allows for more thorough reviews, not just of what the learner has learnt, but also of what teaching methods were found useful. The IEP is also very useful for teachers when developing school reports.

i. Provides on-going information. As the process of IEPs becomes established in a school, the IEP itself becomes a tool for planning and review. The initial IEP can, and should, be used to plan for subsequent IEPs, as the IEP clearly records priorities, plans, achievement of targets and resources deployed.

Characteristics of an IEP

An IEP should have the following characteristics:

a. Individualised. Each IEP is tailor-made for a particular learner. IEPs produced for learners with disabilities will vary each time, and those produced for learners attending the same class should not have identical targets. The individualised nature of the planning depends on careful examination of a learner's strengths and abilities, needs and aspirations.



- b. Lasts a maximum of one year.** An IEP covers a full academic year with more detailed targets developed for weekly or termly instruction. It should not cover more than one academic year, because it will not be clear what the needs and objectives should be beyond the foreseeable future. The IEP is a shorter-term plan that specifies the learning and teaching that will happen in the coming weeks and months. IEPs can be written for a term - even a week - but the time frames must be realistic for each learner.
- c. States specific targets and goals.** The IEP specifies the targets and goals that a learner will achieve within a given time frame. It should be noted that the term 'educational' is used in its broadest sense and goals can include functional skills, social targets, activities of daily living skills, attendance goals, targets for academic learning or cognitive development.
- d. Provides specific teaching methods and supporting strategies.** The IEP specifies the methods of teaching and resources that will be used to support the learning of the set targets and goals.
- e. Subjected to regular reviews.** An IEP needs to be monitored and reviewed to gauge whether how effective it is at helping the learner. Systems for doing this can vary widely, so there should be an agreed review period by the IEP team and clear information sharing to ensure effective review meetings.
- f. Inclusive of the learner.** The learner is a key member of the IEP team. This involvement in the IEP development process helps the learner understand their IEP commitments, increasing their engagement. Depending on the level of skill, the learner can be engaged in the process from the very beginning, throughout the planning or through to self-monitoring and review. Involving the learner with disabilities in this process can also bring secondary benefits around social and emotional skills.
- g. Provides for the participation of parents and care-givers.** Parents/caregivers play a crucial role in helping learners with disabilities to develop meaningful goals and supporting the learner to work towards these goals. Parent/caregiver involvement and commitment is essential to a successful IEP process.
- h. A dynamic working document.** An IEP is a working document. This means it should be added to over time as new information becomes available in light of experience and in response to the learners progression. Each of the IEP team members has a role to play in updating the IEP over the school term. The IEP should be a guide to which learners, teachers and parents/caregivers refer on an on-going basis.

Who Needs an IEP?

Learners with disabilities may qualify for supportive inclusive education services, improving their ability to access learning through inclusive education methods. If a learner has one of the following educational challenges then they may benefit from more individualised approach with an IEP:

- a.** Speech or language impairment. This includes stuttering, difficulty understanding words and difficulty in speaking.
- b.** Visual impairment. This mainly includes vision problems that cannot be corrected by glasses.
- c.** Hearing impairment. Deaf and hard of hearing learners who have difficulties receiving and processing sound.
- d.** Autism spectrum disorder (ASD). ASD presents in a wide variety of symptoms that may cover social skills, communication skills or overall behaviour.
- e.** Specific learning disability (SLD) including Dyslexia (reading), Dysgraphia (writing), Dyscalculia (number work).
- f.** Attention deficit hyperactivity disorder (ADHD).
- g.** Deafblindness. Learners have challenges regarding both their hearing and vision.
- h.** Emotional disorders.
- i.** Cognitive challenges.
- j.** Physical disabilities
- k.** Multiple disabilities. More than one of the described categories

Signs that a learner may have a learning disability

Indications that a learner may have a learning disability include:

- a.** Needs continual, step-by-step guidance for tasks.
- b.** Gets lower grades despite the significant effort in classwork.
- c.** Has poor memory of spoken or written material.
- d.** Has strong general knowledge, but is unable to read (dyslexia), write (dysgraphia), or do math (dyscalculia) at his/her level.
- e.** Has difficulty mastering tasks or applying academic skills to other tasks.
- f.** Has difficulty with language processing, causing more challenges with expressive and receptive language.
- g.** Feels extreme frustration with school and homework.
- h.** Forgets skills and facts over time.
- i.** Forgets problem-solving steps because the learner does not understand the tasks or the logic behind them.

Steps in developing an IEP

Steps involved in developing an IEP

Ten distinct steps should be followed when developing an IEP with a learner. They include disability identification, learner evaluation, learner eligibility, scheduling meetings, holding meetings, IEP development, available support services, IEP review and the learner re-evaluation. All these steps are important for ensuring the learner is brought along on the IEP journey and will help support them to succeed.

Step 1:

- **The learner is identified as possibly needing individual education support and related services.**

Referral or request for evaluation. A school professional may request that a learner be evaluated to establish if the learner has a disability or an individual educational need. Parents/caregivers may also contact the learner's teacher or other school professionals to request verbally or in writing for an evaluation of their child. Parental consent is needed before the learner may be evaluated. Evaluation should be completed

within a reasonable time after the parent consents to it to ensure the learner can progress.

After the determination that further assessment is necessary, parents/caregivers will be asked to sign a permission form that will detail who is involved in the process and the types of tests they use.

Step 2:

- **The learner is evaluated.**

The learner works with educational professionals through a series of tests to evaluate their abilities. These tests might include measures of specific school skills, such as numeracy or number work or more general developmental skills, such as speech and language. Testing does not necessarily mean that a learner will receive services as they may not have an impairment that is having a disabling effect on their educational progress.

Once the IEP team members complete their assessments, they compile the results and analysis into a evaluation report. This report will outline the learner's educational classification and outlines the support the learner will need to develop their skills in the identified areas.

The evaluation report is reviewed by parents/caregivers first before the IEP is developed. This gives the parents/caregivers a chance

to assess whether they agree with the report's conclusions, suggest changes and involve parents/caregivers in the decisions regarding the design of their child's IEP.

The evaluation process should assess all areas related to the learner's identified impairment. The evaluation results will be used to decide the learner's eligibility for educational support services and to make decisions about an appropriate educational approach. Parents/caregivers can disagree with the evaluation's conclusions and they have the right to take their child for an independent educational evaluation if preferred.

Step 3:

- **Eligibility is decided.**

The IEP team, including parents/caregivers, go through the learner's evaluation results together and decide if the learner has an impairment as defined by the Sector Policy for Trainees and Learners with Disabilities. Parents/caregivers may ask for a hearing to challenge the eligibility decision depending on the situation.

Step 4:

- **The learner is found eligible for services.**

If the learner is found to be a have a disability, they will be eligible for inclusive education support and related services. The IEP team should meet within 30 days of an eligibility decision regarding the learner to begin writing the IEP together.

Step 5:

- **IEP meeting is scheduled.**

A meeting to write the IEP must be held within 30 calendar days of deciding that the learner is eligible for inclusive education support and related services. The school staff on the IEP team should schedule and facilitate the IEP team meetings. The following operational procedures must be adhered to:

- contact the participants and send an early notification to parents/caregivers to make sure that they have an opportunity to attend;
- schedule for the meeting at a place and time agreeable to parents/caregivers and the school;
- inform the parents/caregivers about the purpose, time, and location of the meeting;
- inform the parents/caregivers about who will be attending;
- inform the parents/caregivers that they may invite people to the meeting who have the knowledge or special expertise about the learner.



Step 6:**> IEP meeting is held and the IEP is written.**

The IEP team gathers to discuss the learner's needs and begins to develop the IEP tool. If the learner's placement is decided by a different group, the parents/caregivers must be part of that group too.

The parents/caregivers must give consent before the school system may provide inclusive education support and related services to the learner for the first time. The learner begins to receive services as soon as possible after the meeting.

If the parents/caregivers do not consent with the IEP and placement, it is their right to raise these concerns with the IEP team and try to find an agreeable solution. If they still disagree, parents/caregivers can ask for mediation, or the school may offer mediation. In extreme cases, parents/caregivers may log a complaint with the Ministry of Education and request a formal mediation.

Step 7:**> Services are provided.**

The school oversees the correct implantation of the IEP and provides accountability. Parents/caregivers are also given a copy of the IEP to support accountability. All of the learner's teachers and service providers have access to the IEP and know their responsibilities for supporting the IEP delivery. This includes the accommodations, modifications, and supports that must be provided to the learner, depending on the specifications in each IEP.

Step 8:**> Progress is measured and reported to parents/caregivers.**

The learner's progress toward their annual goals is measured using the criteria decided in the IEP. The learner's parents/caregivers are regularly informed of their child's progress and whether the learner is predicted to achieve their annual IEP goals. These progress reports should be given to the parents/caregivers each time to help them support the IEP process.

Step 9:**> IEP is reviewed.**

The learner's IEP is reviewed by the IEP team at least once a year, or more often if agreed by members of the IEP team (e.g. parents/caregivers or school management). Parents/caregivers, as important IEP team members should be given every opportunity to attend these meetings. Parents/caregivers are invited to make suggestions for changes to IEP goals, placement options, or any area of the support package.

If parents/caregivers do not agree with the IEP or placement, they should be invited to discuss their concerns with the rest of the IEP team to find solution. These solutions may include, additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency if the matter cannot be resolved by the IEP team or school management.

Step 10:**> The learner is re-evaluated.**

The learner should be reevaluated at least every three years to ensure their support is relevant and age-appropriate. This evaluation is often called a "triennial." Its purpose is to find out if the learner continues to be a "learner with a disability," and what the learner's educational needs are. However, the learner must be re-evaluated more often if conditions warrant or if the learner's parent or teacher asks for a new evaluation.



Components of an IEP

The IEP should **include certain information**, divided into nine sections, about the learner and the educational programme designed to meet his or her unique needs.

The sections are described below.

1. Present levels of performance.

The IEP should **assess how the learner is currently doing in school**. This information usually comes from the evaluation results such as classroom tests, assignments, individual tests given to decide eligibility for services or during reevaluation, and observations made by parents/caregivers, teachers, related service providers, and other school staff. The present level of performance covers among other areas: academic skills; activities of daily living; sensory skills; mobility; social skills; communication skills and vocational skills.

2. Annual goals.

These are goals that the learner is aimed at achieving within a specified period, usually a school year. The goals vary depending on the individual needs of the child but can include academic goals, social goals, behaviour goals and physical needs. The annual goals are usually simplified into short-term objectives that are worked towards each school term. The IEP team should agree a mechanism for measuring the goals to help assess progress of the learner over the school year.

3. Inclusive education support and related services.

This section will **outline the type of support services that the learner will need to support their IEP progression**. Such services include an adaptation of the programme, supplementary aids and services or staff development such as training or professional development.

4. Participation of the learner with disabilities in mainstream school.

The IEP team needs to **outline the most appropriate environment for the learner with a disability will be supported in**. The IEP must indicate and explain the period that the learner with disabilities will participate in mainstream education. It is also important to make reasonable accommodations within mainstream education settings to make the classroom inclusive for learners with disabilities.

5. Modification and adaptation of assessment tests.

The IEP should also **detail what adaptations are required for the learner to receive assessment tests that are inclusive for their needs**. If the learner is participating in alternate assessment tests, the IEP needs to track and explain this.



6. Length of services provided to the learner.

The services to be provided to the learner should be documented in the IEP, detailing start and end dates of support and the format the support will come in. The following must be written: **(a)** frequency of the services; **(b)** length of sessions (minutes) and the start and end dates; **(c)** the location where the services will be provided (e.g. in a resource room or a regular classroom).

7. Individualised Transition Plan for learners.

When a learner reaches the age of completing school, **the IEP needs to detail what preparations have been made to successfully transition the learner into a more independent stage of life**. This is called

the Individualised Transition Plan (ITP). The ITP should cover the following four domains relevant when planning for a successful transition, including: domestic domain, vocational/education domain, leisure domain and community domain. Transitions can be very disruptive for learners with disabilities, meaning a thoughtful ITP is an important aspect of a good IEP.

8. Measuring progress.

The IEP must **explain how the learner's progress will be measured and how parents/caregivers will be informed of that progress**. The goals should be reviewed and updated annually (or termly depending on the IEP goals) to ensure that the level of support remains relevant for the learner. During the school year, progress monitoring will be done often to make sure that the learner achieves the set goals in the IEP. The IEP is a working document so can be changed in response to changing needs.

Participants required in the IEP team

Several **key personnel should be included** in the IEP team to provide a **range of expertise**. This will ensure the IEP is of high quality and that the right support mechanisms are in place to support the learner’s success.

Note that an IEP team member may fill more than one of the team positions if properly qualified and designated. For example, the school representative may also be the person who can interpret the learner’s evaluation results.



Depending on the needs of the learner, the professionals on the evaluation may include but not limited to:

- 1. School administration representative
- 2. Regular classroom teachers
- 3. Counsellor/psychologist
- 4. Special needs education teacher
- 5. Specialist in visual impairments (for learners with visual impairment)
- 6. Specialist in hearing impairments (for learners with hearing impairment)
- 7. Sign language interpreters (for learners with hearing impairment)
- 8. Social worker
- 9. A speech-language pathologist (for learners with speech difficulties)
- 10. Occupational therapist (for learners with physical impairment)
- 11. Others, depending on the learner’s specific needs

Each team member brings **important information** and **experience** to the IEP meetings.

Members share their information and work together to write the learner’s IEP. Each member of the IEP team should be valued as their insights enable the IEP team to make informed decisions in the best interests of the learner.

Parents/caregivers are key members of the IEP team. They know their child very well and can talk about their child’s strengths and needs as well as their ideas for enhancing their child’s education. They can offer insight into how their child learns, what their interests are, and other aspects of the child that only a parent can know. They can listen to what the other team members think their child needs to work on at school and share their suggestions. They can also report on whether the skills the child is learning at school are being used at home.

Teachers are also key participants in the IEP meetings. At least one of the learner’s **regular education teachers** must be a member of the IEP team if the learner is participating in a mainstream education environment. The mainstream education teacher will have many useful insights for the IEP team, **including:**

- the general curriculum in the regular classroom;
- the aids, services or changes to the educational program that would help the learner learn and achieve; and
- strategies that would help the learner with behaviour, if the behaviour is an issue.

The **mainstream education teacher** may also discuss with the IEP team the supports for school staff that are needed **so that the learner can:**

- be involved and progress in the general curriculum;

- advance toward their annual goals;
- participate in extracurricular and other activities; and
- be educated with other learners, both with and without disabilities.

Supports for **school staff** may include professional development or more training. Professional development and training are important for teachers, administrator’s cafeteria workers, bus drivers, and other services providers to ensure they know how to include and safeguard learners with disabilities.

The learner’s **inclusive education** teacher contributes important information and experience about how to educate learners with disabilities. The teacher will have many useful insights because of their teacher training in inclusive education approaches, **including:**

- how to adapt the general curriculum to help the learner learn;
- the supplementary aids and services that the learner may need to be successful in the regular classroom and elsewhere;
- how to adapt testing so that the learners can show what they have learned; and
- other aspects of individualising instruction to meet the learners’ unique needs.





Beyond helping to write the IEP, the inclusive educator has primary responsibility for working with the learners with disabilities to achieve their IEP. **This may include the teacher:**

- working with the learners in a resource room or special class devoted to learners receiving special education services;
- team-teaching with the regular education teacher; and
- working with other school staff, particularly the regular education teacher, to provide expertise about addressing the learner's unique needs.

The school **counsellor** helps the parents/caregivers to deepen their understanding of the needs of their child and how the IEP process will address these needs. The counsellor can also advise on extra services that the learner with disabilities would benefit from. They also offer counselling services

to learners with special education needs. They also support in developing IEP and are a key to developing successful transition plans (ITP).

Another important member of the IEP team is the **educational interpreter**, who focuses on designing appropriate instruction. The evaluation results are very useful in determining how the learner is currently doing in school and what areas the learner needs individual support on. The educational interpreter must be able to inform the IEP team of the instructional implications of the learner's evaluation results, which will help the team plan appropriate instruction to address the needs of the learner.

The **school administration representative** is another valuable member of the IEP team. The school administration representative can bring useful knowledge around how the different school departments work together, including inclusive education services and

other related support for learners with disabilities. The staff member can also talk about the necessary school resources required with a given IEP. This individual must have the authority to commit resources and be able to ensure that whatever services are set out in the IEP will be provided.

The IEP team may also include additional **individuals with knowledge or special expertise about the learner**. The parent or the school system can invite these individuals to participate on the team. Related service professionals are often involved as IEP team members or participants because an important part of developing an IEP is considering a learner's need for related services. They share their special expertise about the learner's needs and how their professional services can address those needs. Depending on the learner's individual needs, some related service professionals attending the IEP meeting or otherwise helping to develop the IEP might include functional education assessment officers (EARC Officers/CSO-SNE officers), occupational or physical therapists, adaptive physical education providers, psychologists, or speech-language pathologists.

In IEP meetings that discuss transition services and the ITP, the school must invite a representative of the agency that is likely to be responsible for providing or advising on the transition services. This individual can help the IEP team plan any transition services the learner needs. Including this professional helps secure commitments around resources of the agency needed to deliver on the transition plans. An example of a transition service provider could be a local carpenter where the learner is likely to undergo an apprenticeship or on-job training after completing the basic education.

The **learner** is an essential member of the IEP team and extra effort should be made to include them in discussions and decisions about their IEP. If transition service needs or transition services are going to be discussed

at the meeting, the learner must be invited to attend. This allows them to have a strong voice in their education and can teach them a great deal about self-advocacy and self-determination.

Writing the IEP

To help decide what inclusive education support and related services the learner's needs, the IEP team will begin by looking at the conclusions of the evaluation conducted with the learner, this will include: observations by teachers, parents/caregivers, paraprofessionals, related service providers, administrators; classroom tests; individual tests given to establish the learner's eligibility and others. This information will help the team to assess the learner's "present levels of educational performance". Knowing the current performance of the learner in school will provide a baseline measurement and help the team develop annual goals to address the identified areas for the learner.

The IEP team must also discuss specific information about the learner. This includes:

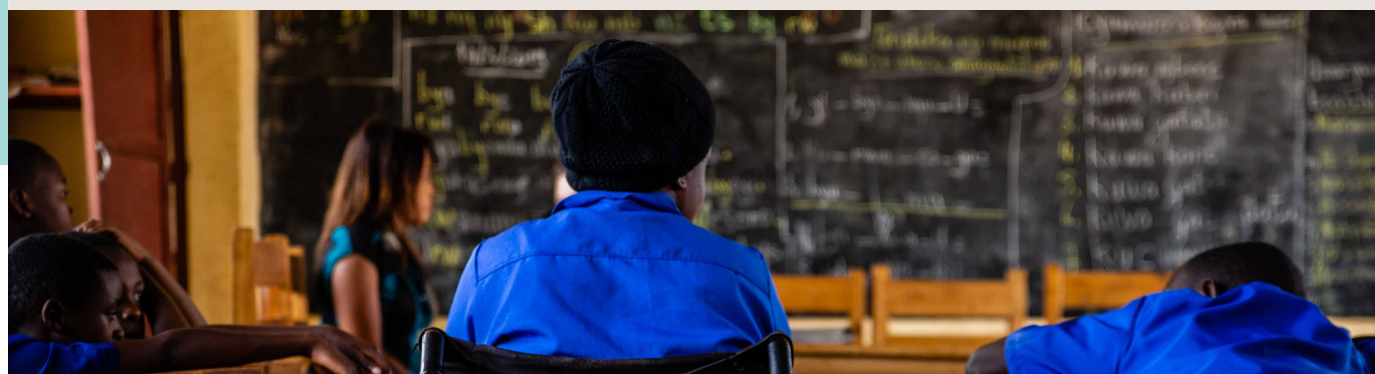
- the learner's strengths;
- how the learner has performed in administered tests;
- the results of recent evaluations or revaluations; and
- the parents/caregivers' ideas for enhancing their learner's education.

It is important that the discussion of what the learner needs be framed around how to help the learner:

- advance towards the annual goals;
- participate in extracurricular and non-academic activities;
- be involved in and progress in the general curriculum; and
- be educated with and participate with other learners with and without disabilities.

Based on the above discussion, the IEP team will then embark on writing the learner's IEP. This includes the services and supports that the school will provide for the learner. If the IEP team decides that a learner needs a particular device or service (including an intervention, accommodation, or other programme modification), the IEP team must write this information in the IEP. For instance, the IEP team would need to consider positive

and effective ways to address that behaviour for a learner with disruptive behaviour. The team would discuss the positive behavioural interventions, strategies, and supports that the learner needs to learn how to manage their behaviour. If the team decides that the learner needs a particular service (including an intervention, accommodation, or other programme modification), they should detail this decision in the IEP.



Special factors to **Consider**

Depending on the needs of the learner, the IEP team needs to consider what the policy categorises as special needs/factors. Several factors need to be considered as outlined below.

- If the learner's **behaviour is disruptive** to their learning or the learning of others, the IEP team will consider strategies and supports to address the learner's behaviour.
- If the learner has **limited proficiency in English**, the IEP team will consider the learner's language needs as these needs relate to his or her IEP.
- If the learner has a **visual impairment**, the IEP team must provide for instruction in Braille or the use of Braille, unless it determines after an appropriate evaluation that the learner does not need this instruction.
- If the learner has **communication needs**, the IEP team must consider those needs.
- If the learner is **deaf or hard of hearing**, the IEP team will consider his or her language and communication needs. This includes the learner's ability to communicate directly with classmates and school staff in his or her usual method of communication (for example, sign language).
- The IEP team must always consider the learner's need for **assistive technology devices or services** to improve their functional levels.

Platforms for delivering IEP services

In most cases, the services outlined in an IEP can be provided in mainstream education classrooms, although **the best environment is an inclusive education classroom**. In other cases, IEP services might be delivered in separate resource classrooms or separate schools, depending on the learner's needs.

Some learners may have an IEP for one learning area only, while others may have one for all academic learning areas in addition to social skills instruction. The platforms for the delivery of IEP services are discussed in the following section.

Mainstream education classroom

The most common environment for learners with IEPs is a mainstream education classroom. Learners with IEPs usually join mainstream education classes for specific learning areas such as science, social studies, art and music. Mainstream classroom teachers must read learners' IEPs and be familiar with the services and monitoring that are required in the plan.

Resource room or a **learning support** classroom

The next least restrictive environment can be a resource room or a learning support classroom. In this environment, groups of learners with similar needs are brought together for small group instruction. A certified inclusive education teacher is key delivery staff member for the IEP, supported by the other learner support assistants such as teacher aides supports.

Even though Kenya embraces an inclusive approach to the provision of education services, learners who need intense intervention, however, may be taught in a segregated school, also known as special schools. These schools have fewer learners per teacher, allowing for more individualised attention. Teachers in these schools usually



have specialist training in the instruction and support of learners with disabilities.

If the team recommends several services, this may be too time consuming for the learner's school schedule. To ease that load, some services may be provided on a consultative basis. This would enable the professional consultants and the teacher to come up with strategies to help the learner, but saves time by reducing some of the hands-on instruction. For instance, an occupational therapist may suggest accommodations for a learner with fine-motor problems that affect handwriting; the classroom teacher would incorporate these suggestions into the handwriting lessons taught to the entire class.

Other services can be delivered in the classroom so that the learner's day is not interrupted by a pull-out session. The learner who has difficulty with handwriting might work one-on-one with an occupational therapist while everyone else practices their handwriting skills. When deciding how and where services are offered, the learner's comfort and dignity should be a top priority.

If a learner has academic needs and is working below grade level, the support services may be offered outside the regular education classroom. This would involve learner with disabilities getting into small groups and receiving instruction in a particular subject area (usually language arts or math) by a inclusive education teacher.

Deciding placement

The IEP team will also need to assess and decide where the learner will work on their IEP, also known as the learner's placement. The placement decision is made by the IEP team, including the parents/caregivers and others who know about the learner. The evaluation results and the appropriate placements will be key to helping the IEP team decide the best placement for the learner. The parents/caregivers should be members of the group that decides the educational placement of the learner.

Placement decisions must be made according to the Sector Policy for Trainees and Learners with Disabilities' least restrictive environment requirements. These requirements state that, to the maximum extent appropriate, learners with disabilities must be educated in inclusive classrooms.

What type of placements are there? Depending on the needs of the learner, their IEP may be carried out in the regular class (with supplementary aids and services, as needed), in a special class (where every learner in the class is receiving special education services for some or all of the day), in a special school, at home, in a hospital and institution, or another setting. A school system may meet its obligation to ensure that the learner has an **appropriate placement available by:**

- providing an appropriate programme for the learner on his own;
- contracting with another institution to provide an appropriate programme;

The IEP team will base its decision on the IEP and the appropriate placement option for the learner. Can the learner be educated in the mainstream classroom, with proper aids and other inclusive education supports? If the learner cannot be educated in a mainstream classroom, even with appropriate aids and

supports, then the IEP team should assess other education options for the learner.

After the IEP is developed

When the IEP has been written, parents/caregivers must receive a copy at no cost to themselves. Everyone who will be involved in implementing the IEP must have access to the document to ensure accountability. **This includes the learners:**

- mainstream education teacher(s);
- inclusive education teacher(s);
- a related service provider(s) (for example, speech therapist); or
- any other service provider (such as a paraprofessional) who will be responsible for a part of the learner's education.

Each of these individuals needs to know what their specific responsibilities are for carrying out the learner's IEP. This includes the specific accommodations, modifications, and supports that the learner must receive, according to the IEP.

Parents'/caregivers' Permission

The learner's parents/caregivers must give their written permission before the school can begin the IEP delivery, including making the arrangements for the learner to be provided with inclusive education support and related services. This confirms that the parent/caregiver consented to the whole IEP progress and protects the schools and other players from legal actions.



Implementing the IEP

Support services

Once the IEP is written, the IEP team should plan how to **implement it**.

This includes planning what supplementary aids, support services and programme modifications have been identified as necessary for supporting the learner towards their IEP goals. The IEP team will also need to think about what factors will underpin IEP success and how the IEP delivery will fit in with the general curriculum and other school activities.

- **Every individual involved in providing services to the learners should know and understand their responsibilities for carrying out the IEP.** This will help to ensure that the learner receives the services they need, including the specific modifications and accommodations the IEP team has identified as necessary.
- **Teamwork plays an important part in carrying out the IEP.** Many professionals are likely to be involved in providing services and support to learners. Sharing expertise and insights can help make work easier and can certainly improve results for learners with disabilities. Schools can encourage teamwork by giving teachers, support staff and/or paraprofessionals time to plan or work together on such matters as adapting the general curriculum to address the learners' unique needs, potentially providing benefits for all learners. Teachers, support staff, and others providing services for learners with disabilities may request training and staff development.

- **Communication between home and school is also important.** Parents/caregivers can share information about what is happening at home and build upon what the learner is learning at school. If the learner is having difficulty at school, parents/caregivers may be able to offer insight or help the school explore possible reasons as well as possible solutions.
- **It is helpful to have someone in charge of coordinating and monitoring the services the learner receives.** In addition to individual education support, the learner may be receiving any number of related services. Many people may be involved in delivering those services. Having a person in charge of overseeing that services are being delivered as planned can help ensure that the IEP is being carried out appropriately.
- **The regular progress reports will help parents/caregivers and schools to monitor the learner's progress towards their annual goals.** It is important to know if the learner is not making the expected progress - or if he or she has progressed much faster than expected. Together, parents/caregivers and school personnel can then address the learner's needs as those needs become evident.

Reviewing and Revising the IEP

The IEP team must **review the learner's IEP at least once a year**.

The main purpose of this is to review learner progress towards their annual goals and make adjustments if necessary. When updating the IEP, the IEP team should consider the following factors:

- the learner's progress or lack of expected progress towards the annual goals and in the general curriculum;
- information about the learner that the parents/caregivers share;
- information about the learner that the school shares (for example, insights from the teacher information gathered through any re-evaluation of the learner;
- based on his or her observation of the learner or the learner's classwork;
- the learner's anticipated needs; and
- other matters.

An IEP meeting can be held at the request of the parents/caregivers or the school in they want to make revisions to the agreed IEP. For example, the learner may not be making progress towards their IEP goals, and their teacher or parents/caregivers may want to adjust the goals to make them more achievable. On the other hand, the learner may have met most or all of the goals in the IEP, hence, a new one needs to be written. In either case, the IEP team would meet to revise the IEP.

Conclusion

- The IEP is the primary tool of individualised education support for learners with disabilities. It guides the provision of education interventions to individual learners depending on their specific learning needs.

Writing and implementing an effective IEP involves many people, many different steps, and collaborative decision making. Positive collaboration between the IEP team is essential for success and is the only way to ensure the right information is gathered and that the interventions are well designed to support their learner's individual needs.

This IEP guide is just an introduction to a range of inclusive education support tools available. A sample IEP template has been annexed to this document to help pre-primary and primary education teachers develop one for individual learners. It can be used by inclusive education teachers as well as mainstream teachers if they have some training, but an full IEP team should be assembled for best results. Teachers must ensure it is as individualised as possible and localised within the context of the learner. It must also be as practical as possible utilising the locally available resources within the school community.



Template for Individualised Education Programme

I. Learner Information and Instructional Profile

Name of learner:	Mark Muturi	Date of Birth:	19/05/2010
Leaner's current school:	Dandora Primary School	Location of school:	Dandora, Nairobi County
Admission No.:	D12/SU/2017	Current grade:	2
Leaner's first language:	Kiswahili	Leaner's disability:	Dyslexia
Parent's/caregiver's Name:	Anne Muturi	Address:	Dandora Phase 2
County and area of residence:	Nairobi, Dandora	Mobile No:	0725 123 XXX
Date of IEP Meeting:	01/01/2021	Date of Eligibility:	02/02/2021
IEP Review Date:	01/02/2023		

II. Present Level of Academic

Achievement and Functional Performance

Describe the learner in relation to the current behaviour in comparison to the expected performance of learners of similar age and level of education. Provide details of how they perform in different academic areas such as number work, literacy, among other educational outcomes.

Currently, Muturi is not able to perform the basic literacy activities including spelling, reading. He is below the expectations in basic literacy. He is not able to do activities for a grade 2 where he is currently and can only perform PP2 literacy activities.

III. Programme Eligibility

Eligible: **Yes** Not Eligible:

	Primary	Secondary
Area(s) of Disability:	Dyslexia	Mild intellectual challenge
Why does the learner qualify for IEP?	Muturi is not able to perform the basic literacy activities including spelling, reading and can only perform PP2 activities.	

IV. Special Instructional Considerations

	Items checked 'yes' must be addressed in this IEP	YES	NO
1.	Does the learner exhibit behaviours which impede his/her learning or the learning of others?	x	
2.	Does the learner have limited English proficiency?	x	
3.	Does the learner require instruction in Braille and the use of Braille?		x
4.	Does the learner have communication needs (deaf or hearing impaired only)?		x
5.	Does the learner need assistive technology devices and/or services?		x
6.	Currently using an alternative method of assessment	x	
7.	Transition services are being addressed (after primary school completion such as vocational training)		x

V. Measurable Annual Goals and Benchmarks

The table below provides an example of how annual goals are developed

Area:	Reading comprehension			
Annual goal:	By the end of the school year, Muturi will be able to comprehend vocabulary by 75%			
Benchmark	Who will be involved	Method of evaluation	Initiation date	Check date
Muturi will read a short paragraph and correctly answer 3 out 5 by the end of the first term	SNE teacher	- Work sample - Teacher tests	10/01/2021	15/03/2020
Muturi will read a simple paragraph and answer 7 out of 7 questions correctly by the end of term 2	SNE teacher	- Data collection - Teacher tests - Work samples - Grades	05/05/2021	10/08/2021
Muturi will spell correctly 20 vocabulary words by the end of term 3	SNE teacher	- Teacher tests - Work samples - Grades	05/09/2021	10/11/2021

VI. Supplementary Aids and Related Services

Services/Related Services	Provider	Hours per week	Location
Adapted Physical Education	Teacher Wanjku	7	Playground
Speech-Language Therapy	Teacher Mutua	8	Therapy room
Occupational Therapy	Teacher Mwadima	10	Therapy room

VII. Special Education Placement

Location of service	Duration (the number of hours per location divided by total school hours)	Extent of participation
Regular classroom	3/6	Class teacher teaches the literacy activities and teacher aide provides language coaching support.
Special day school	2/6	SNE teacher supports in speech therapy
Boarding special school	N/A	
Resource room	1/6	Librarian supports the learner in the resource room
Home-based education	N/A	

➤ Reason for placement in other location other than regular classroom

Muturi requires extra academic support for him to catch up with peers.

VIII. Special Services

Type of special service	Remark	
Physical education	Regular	X
	Adaptive	N/A
Transportation	Regular	X
	Special	N/A
	N/A	N/A
Does the learner participate in extracurricular activities with other children with no disability	Yes	X
	No	
Describe the support is necessary to support the learner to participate in extracurricular activities with other children with no disability	Muturi sometimes likes staying away from activities so he requires to be paired with peers to support him become more active in play activities.	
What are the reasons for not participating in extracurricular activities with other children with no disability	It a personal demeanour but needs to be worked on.	

IX. Transition Services

This applies to learners in primary school who may proceed for vocational training for the career pathway.

What kind of transition service does the learner need?	Vocational training certificate
What is the career interest of the learner?	e.g. artwork,
What is the employment outcome of the learner?	e.g. the learner will work within a community while being supported through on-job training
What services will be required to support the learner to transition to job/vocational training?	e.g. vocational training, independent living, transportation, living within the community etc.
Which agencies will be required to support the learner during the transition?	e.g. National Council of Persons with Disabilities, EARC officer, County governments
What linkages will be important in the community to support the learner?	e.g. vocational training colleges, rehabilitation services

X. Assessment Modifications

Type of modifications	Remark
Is the learner able to participate in assessments?	Yes X
	No
Are modifications required?	Yes X
	No
What type of modification is required?	Simplified test and visual items
What is the reason for not participating in the assessment?	Muturi cannot read the usual test items.
What type of alternative assessment plan is needed?	Rubric assessment

XI. Progress Report

Parents/caregivers will be informed of the learner’s progress toward annual goals using the same reporting methods used for children without disabilities.

Method		Frequency
Written Progress Report:	Yes <u> X </u> No <u> </u>	Every <u> 2 </u> weeks
Parent/caregiver meeting	Yes <u> X </u> No <u> </u>	As requested
Other method	Yes, updates through mobile phone.	As requested by parent/ care-giver

XII. IEP Development Team

No.	Name	Position/title	Signature
1.	Martin Otieno	Headteacher	M.O
2.	Mary Muchemi	SNE Teacher	M.M
3.	Anthony Kimani	Regular Teacher	A.K
4.	Jane Gonaya	Social worker	J.G
5.	Jennifer Ogeto	Speech therapists	J.O
6.	Maurice Konerwa	EARC Officer	M.K
7.	Anne Muturi	Parent	A.K
8.	Mark Muturi	Learner	M.M
9.			
10.			
11.			

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