The SENCo should:
- set a review date, which must be within 6 months but may be shorter (Early Years must be termly)
- agree with the child’s teachers the arrangements for monitoring any progress until the review
- inform the child’s parents about any special arrangements that will apply and for how long

The SENCo should normally conduct the review, in consultation with the child’s class teacher or form/year tutor, and the parents. Wherever possible the child should be involved in the review process and in setting realistic and meaningful targets. If the child is not involved, their wishes, wherever possible, should be considered in the process. The review should focus on:
- progress made by the child
- effectiveness of the IPP
- updated information and advice received
- future action
It will also consider what support may be available at home.

Parents may request a copy of the Individual Provision Plan (IPP) if they have not automatically been provided with one.

The outcome of the review may be:
- the child continues at School Action; if the child’s progress has been at least satisfactory, a new individual education plan may be drawn up. This should set targets in the light of the experience of the first plan. If progress remains satisfactory after two review periods, the SENCo may decide to increase gradually the period between reviews.
- the child no longer needs special help; if a child’s progress continues to be at least satisfactory within this framework of planning and review for at least two review periods, and the special educational provision has proved successful, the SENCo may decide that the child no longer stays at School Action.
- The child moves to School Action Plus; if, after up to two review periods at School Action, the child’s progress is not satisfactory, additional expertise should be sought and the child should move to School Action Plus.

The Individual Provision Plan (IPP) outlines the type of support being provided that is additional to or different from the rest of the class, for a pupil with additional needs. It shows how the school’s resources or provision can be best used to allow them to achieve their individual targets.
What is an IPP?

An IPP is a document that sets out the details of the resources and methods to be used to support the pupil in achieving their targets. It will also say how progress will be monitored and what the reviewing arrangements are. Pupils with an IPP will either be at School Action (SA), School Action Plus (SA+) or have a Statement of Special Educational Needs.

The IPP should be drawn up by the SENCo working closely with the child’s class teacher or form/year tutor and any outside specialists involved (eg Educational Psychologist, Behaviour Support Team, specialist advisory teachers etc). Support should be put in place; at least in part, in the normal classroom setting but may also include small group work and some one to one teaching or support depending on need.

It is important that the IPP should build on the curriculum (programme of study) the child is following alongside fellow pupils and should make use of programmes, activities, materials and assessment techniques readily available to the child’s teachers. The SENCo should, therefore, ensure close liaison between all relevant teachers as well as parents.

The class teacher is responsible for working with the child on a daily basis and for planning and delivering an individualised programme. This may also mean another adult working in the classroom under their direction.

The SENCo will advise and guide on new and appropriate targets, teaching and support methods that may assist with the child’s success. It is important that the parent(s) or carer(s) and pupil are involved in deciding what targets are being agreed as they must be relevant and have a shared sense of importance. Specific targets can be set for all aspects of the plan but three or four targets at a time are probably as many as can be managed effectively. If specialist assessment arrangements are needed to measure the child’s progress they may be carried out by an educational psychologist.

The IPP should include information about:
- the nature of the child’s learning difficulties
- what action is to be taken; by whom and how often
- specific programmes/activities/materials/equipment
- teaching methods
- short term targets and achievement times
- monitoring and assessment arrangements
- any pastoral care or medical requirements
- review arrangements and date
- how parents may be able to help/support at home

It is really important that parents are involved with this process and have a right to share their views and concerns and even have them recorded, however, the responsibility on how to put this into effective practice lies with the school.

In Early Years the IPP must be reviewed termly but for schools it must be reviewed at least twice a year, ideally termly.

Parents must always be consulted and kept informed of the action taken to help their child and of the outcome of this action.