

Policy Number	Ratification Date	Reviewed	Review Date
		2018	2019



# INDIVIDUAL EDUCATION PLANS

**An Individual Education Plan can be viewed as a summary of the student specific outcomes and performance objectives that have the highest priority for a student's learning during a specific period of time.**

The focus is to be on improving student learning and capacity.

The Individual Education Plan aims to provide a continuum of student learning by guiding teachers and parent/s and has an important role in ensuring a collaborative approach to intervention and support for students.

The Individual Education Plan will be a crucial element of transition from one year level to the next where a student has been identified.

The teacher will consult with identified school personnel, such as the Principal, Assistant Principal, specialists, school psychologist, speech pathologist and the identified student (where appropriate).

A student's goals and targets will be discussed with the identified student's family and school personnel to ensure clarity, purpose and success for the identified student.

This meeting will be undertaken via a Student Support Group Meeting for identified students and for other students with the classroom teacher and where applicable the Assistant Principal, Welfare Coordinator

All students on the PSDMS program and in OOH and who are achieving 6 months behind or 18 months ahead of the expected level, are to have an Individual Education Plan.

Development of Individual Education Plans is a collaborative and ongoing process, consisting of

## The Individual Learning Plans are:

- Linked where appropriate and relevant to recommendations for future learning as documented in a student's Semester One and Semester Two written reports
- To include a measure of achievement and success
- Feedback sought from the student regarding achievements and progress towards meeting targets and goals
- Are to be amended to illustrate significant changes in student achievement or needs.

The IEP will be updated as required and following any assessments or reviews of the child's progress. The plan is a working document that evolves as goals are achieved or modified. IEP goals are to be completed on SENTRAL, with parent reviews to be held **every 6 weeks, (except for Term 1, as teachers are collecting data on students. Part of this data collection includes, reading and reviewing previous year's IEP's during a teacher handover meeting). Term 4 IEP's are to be printed and given to the following year's Team Leader.**

**Term 1: Week 3 (New Goals meeting) & Week 8/9 (Review & set new goals)**

**Term 2: Week 3 (New Goals meeting) & Week 8/9 (Review & set new goals)**

**Term 3: Week 3 (New Goals meeting) & Week 8/9 (Review & set new goals)**

**Term 4: Week 3 (New Goals meeting) & Week 8/9 (Review & set new goals)**

It is the teacher's responsibility to plan for the IEP and to document the IEP. The Individual Education Plan template is located on SENTRAL. Copies are to be brought to the Student Support Group Meeting and a copy provided to the parent/s for their records and reference.

## The Individual Education Plan will be documented for:

- Students on the Disabilities and Impairment Program (PSDMS).
- Students with learning difficulties
- Students requiring intervention – those students achieving below expected level – 6 -12 months below
- Students achieving 18 months above the expected level
- Koorie students
- Students living in out of home circumstances. For example, foster care, kinship care
- Students learning English as a second language (ESL).

The Individual Education Plan will focus upon one or more of the following domains:

- Academic functioning
- Physical gross motor and/or fine motor
- Social competence
- Communication
- Daily living skills/self-care
- Safety
- Behavioural regulation
- Emotional regulation.

## IEP's on SENTRAL (Process)



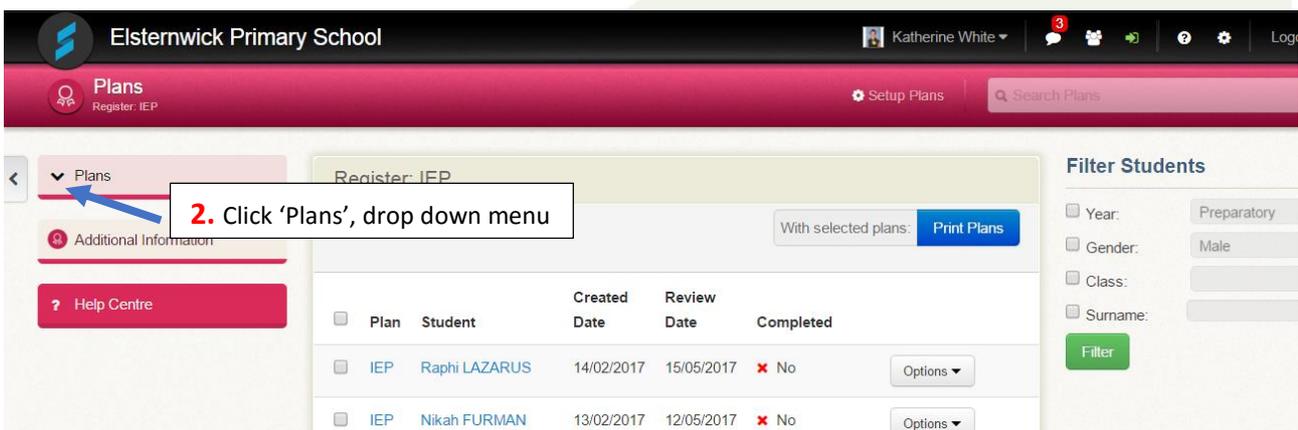
Elsternwick Primary School

Katherine White

Administration Finance Assessment Attendance

Communication Learning Scheduling Wellbeing

1. Click 'Plans'



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Plans Register: IEP

Setup Plans Search Plans

Plans

2. Click 'Plans', drop down menu

Plan	Student	Created Date	Review Date	Completed
<input type="checkbox"/>	IEP Raphi LAZARUS	14/02/2017	15/05/2017	<input checked="" type="checkbox"/> No
<input type="checkbox"/>	IEP Nikah FURMAN	13/02/2017	12/05/2017	<input checked="" type="checkbox"/> No

Filter Students

Year: Preparatory

Gender: Male

Class:

Surname:

Filter

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Plans Register: IEP

Setup Plans

3. Click 'IEP'

4. Enter student

Filter Students

Plan	Student	Created Date	Review Date	Completed
<input type="checkbox"/>	IEP Nikah FURMAN	13/02/2017	12/05/2017	✗ No
<input type="checkbox"/>	IEP Jonah HARRIS-KENNER	13/02/2017	24/03/2017	✗ No
<input type="checkbox"/>	IEP Adrian KARAMAN	13/12/2016	31/03/2017	✓ Yes
<input type="checkbox"/>	IEP Tyra AKKUS	13/12/2016	31/03/2017	✓ Yes
<input type="checkbox"/>	IEP Nicholas SPRAGUE	13/12/2016	31/03/2017	✓ Yes

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Plans Luca CASTELLANO

Setup Plans

Search Plans

Student Photo, Name & Class

Luca does not currently require a PLP by the rules defined in this module or has had the flag manually removed. Luca can be manually added to the lists detailing students requiring PLPs below. The requirement will be automatically removed when a new plan is created.

5. Click 'Create Plan'

Create Plan

IEP	Created Date	Review Date	Completed
IEP	04/11/2016	22/02/2017	✗ No
IEP	03/08/2016	27/10/2016	✓ Yes
IEP	30/04/2016	25/07/2016	✓ Yes

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Plans Luca CASTELLANO

Setup Plans

Search Plans

Student Photo, Name & Class

Luca does not currently require a PLP by the rules defined in this module or has had the flag manually removed. Luca can be manually added to the lists detailing students requiring PLPs below. The requirement will be automatically removed when a new plan is created.

6. Click 'IEP'

Create Plan

Create a plan of the following plan type:

PLP IEP Risk Management Emergency Care Health Care

Cancel

**Plan Details**

Creation Date: 14/02/2017

Consulted With: Add Participant Add

Background and Interests: Add Background and Interests

Additional Information:

7. Complete sections

Background and Interests: Add Background and Interests

Additional Information:

**Goals** Add Goal

Goal #1: New Goal

Key Learning Area:

Outcome: Choose an outcome

In order to achieve this goal, the following strategies will be employed.

Add Strategy

Additional Support/Resources:

8. Click 'Add Goal'

9. Type Key Learning Area  
 10. Select Outcome from drop down menu  
 11. Write specific teaching strategies which will be used.  
 12. Include any additional support/Resources

Individual Education Plans, because of their structure specifically address a student's identified highest priority or priorities. They provide a structure and framework upon which teachers, parents and students and other relevant personnel can focus directly upon important areas of learning for the particular student.

The Individual Education Plan is a viable and effective means through which parents/caregivers can play an active role in their child's educational program and learning.

Not only do parents/caregivers play a vital role in the collaborative processes of an Individual Learning Plan, they share some of the responsibility for the success and otherwise of the outcomes.

An Individual Learning Plan does not address learning across the entire curriculum. It is an adjunct to the regular classroom program and may not be in place across a semester or year.

**SMART targets will be used to determine goals and guide teaching and learning and out of class activities.**

The goals, which the student is to consistently demonstrate, may be derived from the Victorian Curriculum documents such as Progression Points, ABLES documents and school based targets and lead to a student's ongoing successful inclusion in the teaching and learning activities in the classroom.

**Goals need to be:**

- Functional
- Age appropriate
- Enhancing socially
- Achievable within the set time frame (5/6 weeks)
- Individualised in terms of the student's specific needs
- Aimed at the student's preferred learning style and strengths
- Planned to provide strategies to monitor the student's progress towards identified goals.