

Policy Number	Reviewed	Ratification Date	Review Date
		2018	2019



INDIVIDUAL EDUCATION PLANS

The Victorian Curriculum guides the learning of each student at Elsternwick Primary School. Teaching and learning programs deliver this curriculum and are planned to meet the needs of all learners. The use of an Individual Education Plan (IEP) is an additional way specific learning goals can be recorded to best support student learning outcomes.

At Elsternwick Primary School, IEPs are written for students with specific needs. An IEP is a working document, devised by the teacher in consultation with parents/carers, to address a particular learning area. An IEP has a specific focus and strategies to help students achieve their learning goals. Parents are asked to support these goals at home and the IEP is signed off as completed when the goals have been achieved.

An Individual Education Plan is written for a student when they are assessed as:

- more than 6 months below the expected Victorian Curriculum Standard
- 18 months or more above the expected Victorian Curriculum Standard
- students who are funded under the Program for Students with Disabilities
- students with Autism Spectrum Disorder
- students taking part in Reading Intervention
- English as an Additional Language (EAL) students as required.

An Individual Education Plan does not address learning across the entire curriculum. It is an adjunct to the regular classroom program and varies in length responsive to the period or timeline of support needed.

Developing an Individual Education Plan is an opportunity to recognise and discuss student learning concerns.

The Individual Education Plan should:

- outline a meaningful educational program that addresses the concern/s
- be educationally appropriate, holistic in its approach, flexible and future orientated
- establish sequential goals
- clearly state individual and shared responsibilities
- be a useful transition tool between year levels
- be reviewed every term, or as needed
- link (where appropriate and relevant) to recommendations for future learning as documented in a student's Semester One and Semester Two reports.

STAGES IN AN INDIVIDUAL LEARNING PLAN

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Identifying the student's needs.	Determining adjustments that need to be made to the curriculum.	Writing and implementing an Individual Learning Plan.	Monitoring and evaluation.	Reviewing IEP, updating and signing off.

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Stage 1: Identifying the student's needs.

Teachers bring to an IEP their expertise in designing and delivering a teaching and learning program. Teachers are also able to identify and meaningfully consult with others (e.g. parent/guardian/carer, consultants) when profiling a student's strengths, skills, learning preferences and abilities, and identifying the most appropriate learning style.

Stage 2: Determining adjustments that need to be made to the curriculum.

An IEP can be used for short-term educational goals for students with academic challenges. When setting goals for a student a teacher should, in consultation with the parents, consider these principles:

- goals should allow the student to participate in their classroom programs
- goals should be based on curriculum content and experiences similar to those for their cohort
- goals should align with the classroom program, where possible
- goals should build upon the strengths and skills of the student.

Stage 3: Completing and implementing an Individual Education Plan.

An IEP typically defines what needs to be taught, priorities for the content to be taught, and appropriate pedagogies. It is assumed in an IEP that the learning may occur in the classroom and at home. To create this link and ensure parents are aware of the individual goals, targets and programs set for their children, parents must be contacted with relevant information. Parents of students receiving their first IEP for education support will be asked to meet with the classroom teacher, while parents of students with IEPs for extension or with ongoing IEPs should be emailed to update them of latest goals, learning strategies and outcomes connected. IEPs will be completed on the appropriate proforma and uploaded to Compass.

Stage 4: Monitoring and Evaluation.

Monitoring and evaluation of students enables progress to be measured, the effectiveness of the program to be assessed and new goals to be developed. Where a student's progress does not seem to be occurring within the anticipated time frame goals, targets, activities and methods will be reassessed. Other professionals may be consulted including school-based student services or recommendations for external assessments.

Stage 5: Reviewing IEP, updating and signing off.

After the evaluation of the term goals, the IEP will be reviewed and updated with new goals accordingly if required.

TIMELINE

Term 1	Term 2	Term 3	Term 4
<p>Week 4 Set goals and meet with parents/carers as required.</p> <p>Week 9/10 Review and set new goals for term 2.</p>	<p>Week 9/10 Review and set new goals for term 3 as required.</p> <p>Meet with parents/carers as required. Contact parents/carers via email as required.</p>	<p>Week 9/10 Review and set new goals for term 4 as required.</p> <p>Meet with parents/carers as required. Contact parents/carers via email as required</p>	<p>Week 9/10 Review and handover to next year's teacher as required.</p> <p>Meet with parents/carers as required. Contact parents/carers via email as required</p>