

Policy Number	Last Reviewed	Ratification Date	Next Review Date
15	June 2020	2019	2021



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.

Teachers already undertake many activities that personalise learning experiences for students. Research has shown that when schools use a planning approach that supports personalised learning, the academic achievement of all students improves.

At Elsternwick Primary School, teachers write IEPs 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/carers are asked to support these goals at home and the IEP is signed off as completed when the goals have been achieved.

IEPS ARE REQUIRED FOR:

- students in statutory Out-of-home care (OOHC)
- Koorie students (as required by Marrung – Victorian Aboriginal Education Plan 2016 – 2026)
- students receiving funding through the Program for Students with Disabilities (PSD).
- students identified as requiring additional support to achieve continuous learning growth (that is, a minimum of 1 year growth over the school year).

An Individual Education Plan does not address learning across the entire curriculum; it is an adjunct to the regular classroom program.

Developing an IEP is an opportunity to recognise and discuss student learning concerns. IEP's will:

- outline a meaningful educational program and encourage student voice to allow the student to engage and take part in their own learning.
- be age appropriate, holistic in its approach, support cultural needs and safety, and be flexible and future orientated
- create short-term goals that will lead to the achievement of long-term goals
- make sure the goals are SMART (specific, measurable, agreed, relevant and timely)
- be developed in consultation with members of the Student Support Group (SSG) and the student, where appropriate
- communicate individual and shared responsibilities
- include a record of important decisions, actions and student progress
- be a useful transition tool
- be a strength-based model with a focus on the student's potential to achieve positive educational outcomes
- acknowledge and celebrate the achievement of student progress
- be supported and informed by other relevant plans such as a cultural plan, behaviour support plan or a safety plan
- be reviewed regularly in accordance with the timeline as agreed by all members of the SSG (or at least once per term).
- 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

Student support groups are responsible for developing an IEP. The group may include:

- the student, where appropriate
- principal/assistant principal
- teacher
- parents/carers/guardians
- education support staff.

Students receiving the PSD or living in OOHC will already have a Student Support Group (SSG).

Interaction with families and information collected and shared, must comply with the:

- School privacy policy
- Family Violence Information Sharing Scheme.

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.

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/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/carers, 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. IEPs are 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>Week 9/10 Review and set new goals for term 4 as required.</p>	<p>Week 9/10 Review and handover to next year's teacher as required.</p>

RELATED PLANS

A student with diverse needs may require other plans to enable their learning. Plans should complement each other and be kept together so there are no contradictory goals and the student is not overburdened.

Other plans may include:

- behaviour support plans
- transition plans
- attendance plan
- career action plans
- student health support plans
- cultural support plans
- student support plans – gender affirmation plan: contact Safe Schools on 9637 3699 or safe.schools@edumail.vic.gov.au for more information and advice.