



Policy : Individual Education Plans

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Rationale

An Individual Education Plan (IEP) is provided for students with multiple and complex needs that access the DEECD Program for Students with Disabilities. The IEP outlines how each student will actively engage in the learning process, build necessary skills, achieve success in various forms of the curriculum and come to understand their own learning strengths in ways that enhance their learning competence and confidence. The planning process enables the College to facilitate optimum learning outcomes for students within a supportive and inclusive environment.

Guidelines

An Individual Education Plan (IEP) is a document that establishes a set of learning goals and objectives for an individual student identified as having multiple and complex needs. Students with disabilities and/or additional learning needs may learn at differing rates from their peers.

The Student Support Group (SSG) considers a student's current progress, future aspirations and family wishes and sets annual, long and short term educational goals that:

- enable the student to undertake a meaningful educational program
- are realistic, achievable and measurable; and
- describe the expected learning outcome for a student at the end of the school year (annual goal) and can be measured against the AusVELS A-10

Where appropriate, IEPs will link to the curriculum and support the learning process to maximise outcomes for the student.

An IEP helps identify a particular student's strengths, challenges and interests to form a learning profile. It then matches that profile to resources and tools that can maximise student achievement within a particular learning environment.

The IEP records progress as students develop skills that help them access the curriculum. The IEP identifies the support and adjustments necessary to build capacity in areas of emerging skills, as well as capitalising on established strengths.

Implementation

General Protocols

- Students, their parents/carers and other appropriate professionals are involved in developing the IEP with the teacher/s through the Student Support Group.
- The IEP assists teachers to develop and make reasonable adjustments to the curriculum, which directly caters to the learning needs & goals of the individual student.
- IEPs must be written for any student identified as having multiple and complex needs who access the Program for Students with Disabilities.
- The IEP is based on curriculum and experiences similar to those for same-aged peers and will be appropriately modified as required.

Timeline:

Term One

- Classroom teachers review previous year's IEP, previous or relevant reports assessments and transition documents.
- Classroom teachers meet parents/carers, as part of the Student Support Group process (refer to DEECD Student Support Group Guidelines).
- Classroom teachers discuss long and short term goals with parents/carers and other appropriate professionals.
- Classroom teachers plan for and negotiate new goals for students.
- Parents/carers understand, agree to, sign and return signed cover sheet of IEPs.
- IEPs are uploaded into the student's electronic file and copies are provided to parents/carers and student, where appropriate.
- Students actively engage in learning towards achieving their goals.
- Classroom teachers refer to the IEP on a regular basis when planning for and evaluating the student's progress.

Term Two

- Classroom teachers refer to the IEP on a regular basis when planning and evaluating the student's progress.
- Classroom teachers provide a mid-year report to parents/carers and return signed cover sheet.
- IEPs are uploaded into the student's electronic file.

Term Three

- Classroom teachers refer to the IEP on a regular basis when planning and evaluating the student's progress.
- Classroom teachers discuss the IEP, the student's progress and any goal modifications with parents/carers during the Student Support Group meeting.

Term Four

- Classroom teachers refer to the IEP on a regular basis when planning and evaluating the student's progress.
- Classroom teachers provide a copy of the End of Year Report to parent/carers and return signed cover sheet.
- IEPs are uploaded into the student's electronic file.
- Classroom teachers provide a transition document containing strategic information on the student to the following year's classroom teacher.

Evaluation

The Individual Education Plan of a student is an on-going document. Any proposed changes to the IEP need to be discussed and agreed to by all relevant stakeholders. This may take place in informal conversations, phone calls, emails or letters. A record of any informal communication is to be kept on the Student Management Tool.