INDIVIDUAL EDUCATION PLAN POLICY

Rationale
Children experiencing difficulties in learning are a focus within the school subject areas of literacy and numeracy. The Shean Report recommended that, where students are identified as achieving at a level significantly below that of their age peers, accurate, meaningful and comprehensive records of student performance should be maintained and appropriate progress implemented. This will be achieved through the use of Individual Education Plans (I.E.Ps) from Pre Primary to Year 7.

Aims
• A whole school approach to address, identify, review and monitor students experiencing learning difficulties.
• Develop and implement IEPs for students experiencing learning difficulties.
• Involve parents in the collaborative process.

Learning Support Team
To assist in the management of these students, teachers will work with a Learning Support team. This team should consist of the classroom teacher(s), Learning Support Coordinator and the Parent/guardian. Where the student is a Schools Plus student or the school psychologist is already involved within the support program, they will automatically form part of the LS Team together with a member of the Administration.

When the teacher has formulated an IEP a meeting of the LS team is arranged to discuss and review the draft plan before being finalized and signed off by the LS Team.

Procedures
IEPs will be achieved using the following steps:

1. **Identify the children** at risk by assessing them as early as possible. “At Risk” may be academic, behavioural, social, emotional or attendance. Various information could be used to identify at risk students – eg Literacy/Numeracy Net, NAPLAN, Standardized Tests, Teacher Judgments etc. Typically, students identified would fall in the bottom 20% of performance expected at their level.

2. **Formulate IEPs** in collaboration with the LS Team

3. **Learning Support Team Meetings** need to occur when an IEP is formulated, implemented and/ or at the end of each semester to allow discussion of concerns, outcomes planned and strategies to be used.

4. **Implementation** of the program should have a priority of in class assistance, however an intensive withdrawal program may be considered where appropriate.

5. **Monitoring** of IEPs requires that information needs to be retained in the school, with files to be collected at the end of the year for redistribution the following year.

6. **Evaluation** of IEPs occurs in collaboration with the team as required. Parents may be involved at any stage.
Collection and Storage of IEPs
1. Individual Education Plans will be kept in individual “SAER” files within current student records.
2. At the beginning of the year active folders will be reviewed by the Learning Support Coordinator for modification or to be placed on maintenance.
3. Class lists will indicate children with IEPs in operation.
4. Photocopies of the plan will be kept in the school if a child transfers.
5. Where possible, during transitional periods, current teachers will be available for consultation with new class teachers.
6. All IEP’s will be safely stored in the compactus.
7. Teachers continue with program until outcomes are achieved or the plan has been modified.
8. All IEPs will be stored and retained according to DOE policy.

Outcomes for Students
- The improvement of skills in areas of literacy and numeracy, behavioural, emotional, social and attendance.
- The provision of appropriate educational programs through Collaborative Action Plans for students experiencing difficulties with learning.
- The provision of continuity of programs.

Outcomes for Staff / School
- The development of Collaborative Action Plans appropriate to the needs of their students.
- That comprehensive records of students with learning difficulties move with the student from year to year.
- That school differentiates the curriculum for students with learning difficulties.

Outcomes for Teachers
- Increased teacher expertise to develop suitable educational programs.
- Greater teacher knowledge and confidence in identifying, monitoring and teaching children experiencing learning difficulties.

Outcomes for Parents
- Parents understand and are involved in the approach and process to address students experiencing difficulties in learning.
Process Flowchart

Identify At-Risk children in the classroom

Formulate IEP In collaboration with LS Team

Evaluation/ Review
- Collaboration with LS Team.
- Further modify / make recommendations
- IEP put on maintenance

Learning Support Team Meeting
- LS Team meet.
- Process outlined to parents.
- LS Team Sign Off IEP.

Implementation and Monitoring
- Strategies in IEP plan commenced.

ARDROSS PRIMARY SCHOOL INDIVIDUAL EDUCATION PLAN

STUDENT INFORMATION:
NAME  _____________________________________________ _______
DATE OF BIRTH  ___________________________________ ______
ADDRESS ___________________________________________ _______
PARENT NAME ________________________________________ ________
TELEPHONE __________________ WORK NO. _______________
CONTACT FAX ________________ MOBILE NO. _______________

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RECORDS AVAILABLE:
- Parent Collaboration [ ]
- Student Collaboration [ ]
- Parent Correspondence [ ]
- Occupational Therapist [ ]
- Home Tutor [ ]
- Psychologist [ ]
- Pediatrician [ ]
- Speech Therapist [ ]
- EALD [ ]
- Chaplain [ ]
- Audiologist [ ]
- Optometrist [ ]
- School Nurse [ ]
- DCP [ ]
- Other (Specify) [ ]

ASSESSMENT INFORMATION

School:  _________________  Student:  _______________
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INDIVIDUAL EDUCATION PLAN

Initial Meeting

School: ___________________________ Date: __________

Name ___________________________ d.o.b. ________ Yr. ________
Participants
Principal/Deputy ______________________
Teacher ______________________________
Parents/Guardian _____________________
Psychologist______________
Other ____________________________

Concerns:

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Date of next conference ________________________________