

Wodonga South Primary School

Individual Education Plan (IEP) Policy 2021



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 02 60563255

PURPOSE

To identify and provide for the individual educational needs of every student.
To provide a process by which students and parents can become more involved in the learning and direction of the student.

SCOPE

This policy applies to:

- all teaching staff
- all students who have been identified as requiring an Individual Education Plan

POLICY

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 supported under individualised disability funding programs including the Program for Students with Disabilities (PSD) and Disability Inclusion
- students in youth justice (custody and community)
- students in re-engagement programs under contract arrangements with another school or provider
- students undertaking Flexible Learning Options (FLOs).
- In addition to the above categories students at Wodonga South who are identified “At risk” at our school will have their own Individual Education Plan.
- Students are identified as “At risk” when they are achieving at a level 12 months or more below their expected level in literacy or numeracy.
- Students achieving at a level of more than 12 months ahead in literacy or numeracy are also considered “At risk” in their learning if their learning needs are not met. It is recommended that these students have an Individual Education Plan.
- Further details of IEP for PSD, OOHC and Koorie students can be accessed via school policies (department guidelines) in these areas.
- Goals will result from multiple sources of teacher data and observations, student identified needs or interests, and/or parent advice and suggestions.
- IEPs should target one specific area of improvement with a goal set that is realistic to be achieved in the timeframe of the plan.

- For students who are “At risk” in multiple areas, Reading will be the priority area and targeted in the Individual Education Plan.
- Goals need to be measurable and written using the SMART goal format. (Specific, Measurable, Attainable, Realistic, Timely).
- Individual Education Plans will be developed through a consultative three-way process involving the teacher, student and parent/s. Individual Education Plans should be considered as formal learning partnerships.
- Learning Specialists will provide support in developing plans as required.
- If parental involvement in the plan is minimal the school will provide a copy of the plan to parents and focus on the school-based aspect of the plan.
- A proforma to develop Individual Education Plans (IEP) and Behaviour Support Plans (BSP) is available via Xuno.
- Individual Education Plans will be developed in consultation with all three parties. If the student is funded or in Out of Home Care, this will be presented at the termly SSG (Student Support Group). Each party will be provided with a copy of the agreed Individual Education Plan.
- Individual Education Plans will also detail agreed strategies, and responsibilities of each party.
- Up-to-date copies of IEPs and IBPs will be recorded on Xuno after the plan has been agreed to by all parties.
- Students and teachers will regularly refer to the Individual Education Plan and students will often work to achieve their individual goals or work with others with similar goals.
- At the end of Semester 1 (June) all parties will meet again to discuss the progress of the student in relation to their learning goals, and establish new goals, strategies, and responsibilities for the second semester. If the student is funded or in OOHC this meeting will occur termly.
- In some cases, IEPs and BSPs may need to be evaluated and reviewed more frequently than each semester.
- Discussions relating to progress against Individual Education Plan goals will be supported by evidence as appropriate.
- Copies of completed IEPs and BSPs with outcomes recorded on the plan should be kept in the student’s file to be passed on to subsequent teachers.

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2021
Approved by	School Council
Next scheduled review date	November 2024