



Individual Education Plans

Rationale:

Marlborough Primary School is committed to meeting the needs of all students and recognises that targeted adjustments outside of the typical classroom program are required for students who have been identified by the school as requiring additional support.

Aim:

To increase individual student achievement through the use of targeted intervention strategies over a short period of time.

Implementation:

Marlborough Primary School will place students onto an Individual Education Plan (IEP) who are in one or more of the following categories:

1. Program for Students with Disabilities (PSD)
2. Koori
3. Out of Home Care
4. Working at least 12 months below in Literacy or Numeracy
5. Working at least 18 months ahead in Literacy or Numeracy
6. Students who present with severe behavioural issues
7. Other students where the school feels that short term, targeting intervention may assist a student.

Individual Education Plans will be written by the classroom teacher, student's parent/s or guardian/s, and where applicable input from the student will be sought.

Individual Education Plans goals will be Specific, Measureable, Achievable, Relevant and Time-bound (SMART).

PSD, Koori and Out of Home Care Student Support Groups (SSGs) will be held at least once a Term to set goals and discuss progress.

All other IEP's will be no longer than 6 academic weeks in duration and will be reviewed at this time.

At review meeting, the teacher, parents or guardians, and where applicable the student, will review the achievement of the goals set out. Where the goals have been achieved by the student, the IEP will be deemed to be complete. Where the goals have not been met there will be a review of the strategies implemented and a new IEP will be written based on the current needs of the student. At the review meeting it may be decided for the student to be placed on a new IEP that targets different learning goals.

Students who are working on an Individual Education Plan during Term 4 will require a review meeting prior to the conclusion of the school year. At this meeting it will be decided if the student needs to continue working on an IEP. If it is decided that the student will continue on an IEP in the following year, the current teacher will participate in a handover meeting with the next year teacher. In which the teachers will work collaboratively to write an IEP for the commencement of the next school year.

Individual Education Plans will target one or two short term goals. Where a student has multiple educational needs requiring an Individual Education Plan, the teacher, in consultation with the parents or guardians will use both data and knowledge about the student to make an informed choice as to which of those needs will be prioritised.

For students who have an IEP under the Program for Students with Disabilities, Koori and Out of Home Care the Assistant Principal, or Principal will also be a member of the meeting.

References:

<http://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/REPORTSGOALS.aspx>

<http://www.education.vic.gov.au/school/teachers/health/Pages/OOHCEDPLANS.aspx>

Evaluation:

This policy will be reviewed as part of the school's 3 year review cycle.

