



TASMANIAN
CATHOLIC
education commission

K-12 Individual Education Plan Guidelines

Individual Education Plan Guidelines

Tasmanian Catholic education is committed to the inherent value, worth and dignity of each of God's human beings.

*Human dignity originates from God and is of God because we are made in God's own image and likeness.
(Genesis 1:26-27)*

1. Rationale

Catholic Education in Tasmania will establish and value a community of welcome for all, a community that respects and embraces diversity. This inclusive environment will actively engage and nurture all students so that they may flourish. This is in accordance with the Disability Discrimination Act (DDA) 1992, which seeks to eliminate, as far as possible, discrimination against people with disabilities.

2. Purpose

The purpose for developing the Individual Education Plan (IEP) is to enable access and inform the student's learning program. The focus is on the strengths and needs of the individual student.

3. Definition

The term Individual Education Plan refers to an ongoing, collaborative, planning and review process. It extends from early childhood through life beyond school. The IEP describes the priority learning goals to be achieved by a student and / or necessary instructional or environmental adjustments.

The IEP focuses on enabling the student to access the learning environment. The intent is to ameliorate the impact of the disability. The IEP sits separately from the learning program.

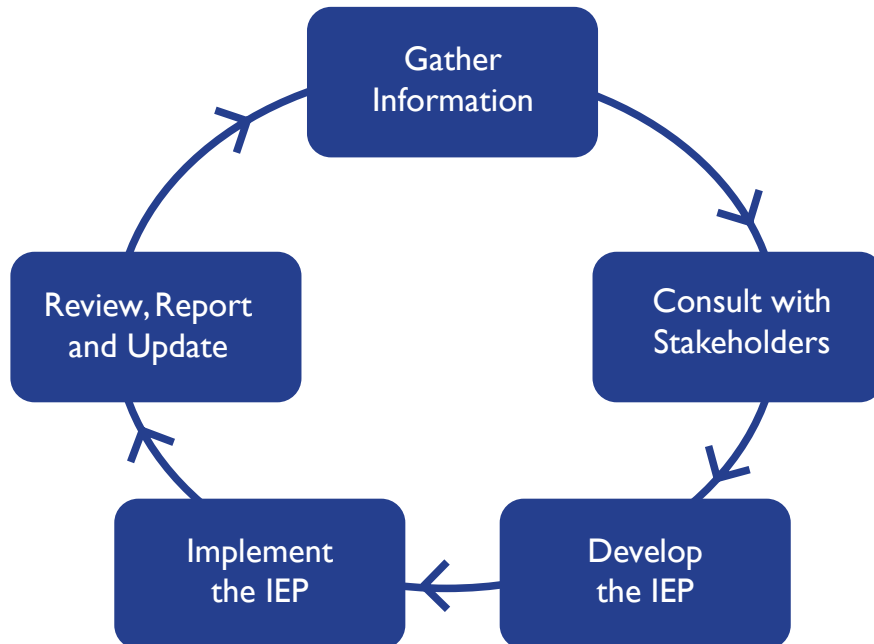
Teachers will reflect the individual curriculum needs of the student in their teacher planning. Stakeholders discuss student functioning in areas such as organising self, managing routines, connectedness, well-being, active learning (using technologies) and communication.

4. Principles

- Access to an appropriate curriculum is the right of all students. For some students, this as alternative learning program.
- The TCEO values educational planning for all children and young people in Tasmania. For some students this will require an IEP.
- The IEP process aims to maximise the student's successful participation in school and community life.
- The IEP process values and respects the diversity of students and their families and ensures a curriculum inclusive of all students.
- The IEP incorporates specific achievable goals that promote successful learning outcomes.

- The IEP process is part of good teaching and learning practice. It acknowledges areas of individual need and the capacity of all children to learn. It encompasses assessment, goal setting, teaching, review and reporting as a cyclic process, which focuses on identified personal achievements required for life.
- School principals are ultimately responsible for the management and support of the IEP process.
- SLN Coordinators are responsible for facilitating and coordinating the IEP process within their school.
- Teachers have primary responsibility for the development and implementation of the IEP.

5. Process



Individual education planning is an ongoing process occurring across the educational life of students with disability.

The cyclic process ensures student access to an appropriate curriculum and maximises student participation in the learning and teaching programs.

From the IEP planning discussions, two or three overarching goals are established. These goals are the key goals required to enable access to the learning programme.

The key goals will inform the SMART goals and adjustments required to enable access to the student's learning programme.

IEP Cyclical Timeline

- IEP goals would be established at the Term Four IEP review and transition meeting.
- A review and transition IEP would be in place with IEP goals ready to start the new school year.
- A handover of all information and documentation with the current/receiving teacher is required prior to the commencement of the new year.
- Teacher review of the documentation and IEP goals is required before Week Three.
- Stakeholders to attend the IEP meeting Term One.
- IEP to be submitted to the TCEO prior to the end of Term One.

- IEP goals are reviewed as they are achieved (with supporting evidence).
- An evaluation and mid-year review is required.

The core components of the IEP include:

- Strengths and interests, key recommendations and challenges
- Educational adjustments to support curriculum, instruction or environment
- SMART goals and strategies
- Gathering evidence to support SMART goals
- Evidence of consultation with stakeholders
- Ongoing review of IEP

Terms

When developing individual goals, use the SMART principle:

- S** Specific – the goal should relate to a particular skill, ability or behaviour and not be a generalised, broad statement.
- M** Measurable – achievement of the skill, ability or behaviour should be quantifiable and observable.
- A** Achievable – the skill, ability or behaviour targeted should have a reasonable chance of successful achievement.
- R** Realistic – the skill, ability or behaviour should be realistic in terms of the student's circumstances and capabilities.
- T** Timely – the learning of the skill, ability or behaviour should be achievable within a reasonable time frame.

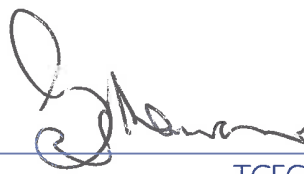
Stakeholders – all people who are invested in the educational outcomes of the student. In the case of an IEP, the key stakeholders, includes the students, teachers, parents and guardians.

Adjustments – is a measure or an action taken by an education provider that has the effect of assisting a student with a disability to participate in education and training on the same basis as their peers. (Disability Standards of Education Guidelines)

Related Documents

Strategic Directions Towards 2016: One in Heart and Mind
The Archbishop's Charter for Catholic Schools
Tasmanian Catholic Education Commission Equity Policy
Disability Discrimination Act
Disability Standards of Education
Australian Curriculum
Annotated Individual Education Plan (IEP) Exemplar

Signed by:



TCEC Chair

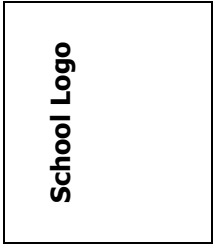
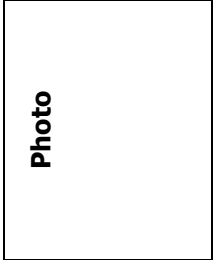
Date:

6 August 2015

Authorised by:
TCEO Contact Officer:
Date authorised:
Developed by:
Date of last review:
Date for next review:

Tasmanian Catholic Education Commission
Team Leader: Student Support
6 August 2015
TCEO Mission and Education Services
Not applicable
6 August 2018

Page 1 & 2 are a 'snap shot' that would be essential for all teachers, including relief and support staff.



Individual Education Plan (IEP) Annotated Sample

Student Name: _____ Date of Birth: _____ Diagnosis/Area of Need: _____
 School: _____ Grade: _____ Class Teacher/Key Teacher: _____
 Funded: _____ IEP Date: _____ IEP No: _____

Select student's current skill level

Level of Adjustment

Indicate Level of Adjustment

Area	Level
Literacy	
Numeracy	
Personal & Social	

Special Consideration for assessment/testing:
If other please specify:

Choose from the drop downs.

Strengths and Interests

Include information that focuses on the student's specific interests and strengths. This might include strengths in behaviour, learning and social areas. These can be used to motivate and promote success. These could be within or outside the school environment.

Challenges

These are the potential barriers to learning and the subsequent impact on their ability to access and participate in education. This includes a detailed description of the student's specific needs and possible triggers.

Key Recommendations







These are the fundamental and essential adjustments that are most important to enable engagement and promote success.

This IEP document has been developed in consultation:

Teacher _____ Parent/Guardian _____ SLN Coordinator _____ Principal _____
 (where appropriate)

<p>Curriculum adjustments What changes do I need to make to enable access for this student?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Differentiate the learning programme by:</i></p> <ul style="list-style-type: none"> <i>* Drawing from learning area content at different levels along the F to Yr 10 sequence.</i> <i>* Drawing from one or more of the general capabilities.</i> <i>* Drawing from one or more of the cross-curriculum priorities</i> <i>* Aligning individual learning goals with age equivalent learning area content.</i> </div>	<p>Instructional Adjustments to be made are: How do you make changes to the way you deliver the curriculum?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Differentiate instructions by describing the adjustments required in the teachers' delivery of the programme.</i></p> </div>	<p>Environmental adjustments to be made are: What changes are you making to the setting, think where, when and with whom?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Differentiate the learning space by listing the adjustments to the students' learning environment that are required for the child to access the curriculum.</i></p> </div>
<p>Communication adjustments</p>	<p>Personal care health and wellbeing adjustments</p>	<p>Mobility and safety adjustments</p>

Only fill in those boxes relevant to the needs of the student
Access to the Curriculum

Goal					
Current Skills and Performance	SMART Goal	Strategies	Who?	Evidence	Review & date
<p>Consider the base line data and what the evidence is telling us. Specify current skills and performance.</p> 	<p>Set two or three goals, that are Specific, Measurable, Achievable, Realistic, Time bound.</p> 	<p>Describe the strategies you plan to use to achieve each goal.</p> 	<p>List who is responsible for implementing the learning to achieve this goal?</p> 	<p>Provide data that demonstrates student progress and learning.</p> 	<p>Review the goals with all stakeholders.</p> 
Current Skills and Performance	SMART Goal	Strategies	Who?	Evidence	Review & date