



Individual Education Plan Policy

Date Reviewed	21 st February 2018, 17 th September 2019
Date Implemented	11 th February 2015
Author	Gail Hardman
Approved By	College Council
Approval Authority (Signature & Date)	<i>Gail Hardman 17/9/19</i>
Responsible for Review	Assistant Principals – Teaching & Learning and Leading Teachers
Review Date	August 2022
References	

RATIONALE

- Seymour College is committed to delivering high quality teaching and learning experiences for all students.
- Seymour College has developed curriculum plans designed to deliver an enriching and engaging learning environment.
- The Seymour College community believes that students deemed 'at risk' have the right to additional resources and supports that will ensure their learning is individualised and based on achievable short term and long term goals.
- Staff at Seymour College collaborate with specialised teams including parents, educators, support services (Speech Pathologists, Occupational Therapists) and medical specialists at Student Support Group meetings with the goal of designing an Individual Education Plan.
- At Seymour College 'as risk' students are Koorie students, Out of Home Care students, English as an additional Language students, students diagnosed with a disability and students who are assessed at working twelve months or more below the expected standard in literacy and numeracy. Similarly, at Seymour College we are committed to supporting the engagement of our students assessed six months or more above their peers in literacy and numeracy.

AIM

- Staff at Seymour College aim to support students 'at risk' of disengaging with targeted and personalised programs to engage them in learning, which will address their personal wellbeing and develop cognitive, social and emotional skills.

GUIDELINES FOR ACTION / IMPLEMENTATION

- From 2018, all mainstream Individual Education Plans will be completed through Compass School Manager.
- The Inclusive Education students will have Individual Education plans that will contain five learning goals based on developing skills with reading, writing, speaking and listening, personal and interpersonal development. These goals will be uploaded onto Compass. The goals will be based on assessment results

and will be aligned with the Victorian Curriculum. Students assessed at pre-foundation level will be assessed using ABLES (Ability Based Learning and Education Supports).

- Classification of assessment include Indigenous Koorie, Out of Home Care, PSD / NSID, medical conditions and other students with behavioural, safety or attendance issues.

Individual Education Plans will contain the following data:

Content:	Data:
Learning goals Targets and milestones	A written statement outlining what the student will be able to do that they can't do currently, by the review date of the IEP. The statement should be written so that it can be understood by the student's parents.
School Strategies	Written statement and SMART (Specific, Measured, Achievable, Realistic and Relevant, Timely) and goals outlining the activities that the student will undertake to achieve the learning intention. School strategies refers to the actual tasks the student will complete, and should not be a replication of curriculum documents.
Home Support	Written statement outlining what the student's family can do to assist the student in reaching the target level of achievement.

Areas of Responsibility and Timeline:

Term 1

Task:	Person Responsible:	Timeline:
<ul style="list-style-type: none"> • Identification of students requiring IEP • Create IEP for term 1 by end of week 4 • Reflect on students growth by end of week 8 	Leading Teachers – Literacy and Numeracy, Well Being Staff	Start of Term 1, based on December student report data.
Creation of Semester 1 IEP in Compass School Manager	Primary – Classroom teacher Secondary – English Teacher and/or Mathematics Teacher, Well Being Staff	Completed by Week 4 of Term 1.
Review and update of Learning goals.	Primary – Classroom teacher Secondary – English Teacher and/or Mathematics Teacher, Well Being Staff	Completed in week 8 of term 1
Discussion of IEP at SL conference.		Distributed with Student Reports at end of Semester.

Term 2

Task:	Responsible:	Timeline:
<ul style="list-style-type: none"> • Identification of students requiring IEP • Set new goals for Term 2 IEP by the end of week 3 • Reflect on students growth by end of week 9 	Leading Teachers – Literacy and Numeracy, Well Being Staff	Start of Term 1, based on December student report data.
Creation of Semester 1 IEP in Compass School Manager	Primary – Classroom teacher Secondary – English Teacher and/or Mathematics Teacher, Well Being Staff	Completed by Week 3 of Term 1.
Review and completion of Progress Report, Actual level of achievement data.	Primary – Classroom teacher Secondary – English Teacher and/or Mathematics Teacher, Well Being Staff	Completed in week 9 of term 2
Inclusion of IEP in Student Report.		Distributed with Student Reports at end of Semester.

Term 3

Task:	Responsible:	Timeline:
<ul style="list-style-type: none"> • Identification of students requiring IEP • IEP for Term 3, by the end of week 3 • Reflect on students growth by end of week 9 	Leading Teachers – Literacy and Numeracy, Well Being Staff	Start of Term 1, based on December student report data.
Creation of Semester 1 IEP in Compass School Manager	Primary – Classroom teacher Secondary – English Teacher and/or Mathematics Teacher, Well Being Staff	Completed by Week 3 of Term 1.
Review and completion of Progress Report, Actual level of achievement data.	Primary – Classroom teacher Secondary – English Teacher and/or Mathematics Teacher	Completed in week 9 of term 3
Inclusion of IEP in Student Report.		Distributed with Student Reports at end of Semester.

Term 4

Task:	Responsible:	Timeline:
<ul style="list-style-type: none"> Set new goals for Term 4, end of week 3 Reflect on students growth by end of week 9 	Leading Teachers – Literacy and Numeracy, Well Being Staff	Start of Term 3, based on Semester 1 student report data.
Creation of Semester 2 IEP in Compass School Manager	Primary – Classroom teacher Secondary – English Teacher and/or Mathematics Teacher, Well Being Staff	Completed by Week 3 of Term 3.
Review and completion of Progress Report, Actual level of achievement data.	Primary – Classroom teacher Secondary – English Teacher and/or Mathematics Teacher	Completed in week 9 of term 4
Inclusion of IEP in Student Report.	Student Reports Coordinator	Distributed with Student Reports at end of Semester.

EXPECTATIONS

- This policy will be reviewed as part of the College’s review cycle.

1. This policy will be made available on the College’s website.

2. This policy was ratified by College Council on 21/02/2018

Child Safe Standards

“Victorian government schools are child safe environments. Seymour College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The College’s Child Safety Code of Conduct is available on the school’s website.”