

# *Individual Education Plan Policy*

<b>Date Reviewed</b>	21 <sup>st</sup> February 2018, 17 <sup>th</sup> September 2019, 18 <sup>th</sup> August 2021
<b>Date Implemented</b>	11 <sup>th</sup> February 2015
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<b>Approved By</b>	College Council
<b>Approval Authority (Signature &amp; Date)</b>	
<b>Responsible for Review</b>	Assistant Principals – Teaching & Learning and Leading Teachers
<b>Review Date</b>	July 2024
<b>References</b>	DET

## **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 'at risk' students are Koorie students, Out of Home Care students, English as an additional Language students and students diagnosed with a disability.

## **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 the Victorian Curriculum Levels A-D.
- 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:**

<b>Content</b>	<b>Data</b>
Stage 1 Student Information	Teachers complete general student information. This section of the IEP is completed for all children who require a plan.
Stage 2 Disability and Additional Needs	Teachers only complete this section of the Individual Education Plan if the student is funded under the Program for Students with Disabilities Management System.
Stage 3 Out of Home Care	Teachers only complete this section of the Individual Education Plan if the student has been placed in foster care, kinship care, permanent care or residential care.
Stage 4 Koorie	Teachers only complete this section of the Individual education Plan if the student is Aboriginal or Torres Strait Islander.
Stage 5 Related Plan	Teachers identify if a Behaviour Support Plan or Student Health Support Plan is required for this student, and ensure the goals on all plans complement each other.
Stage 6 Get to Know the Student and How They Learn	Teachers complete this section of the Individual Education Plan with a strengths based approach.
Stage 7 Literacy	Teachers complete this section of the Individual Education Plan. They identify a SMART goal, which identifies what the student will be able to do at the end of the IEP cycle. They identify teaching strategies, adjustments and supports. Teachers will monitor and evaluate the goal at the end of the IEP cycle, and comment on the student's progress.
Stage 8 Numeracy	Teachers complete this section of the Individual Education Plan. They identify a SMART goal, which identifies what the student will be able to do at the end of the IEP cycle. They identify teaching strategies, adjustments and supports. Teachers will monitor and evaluate the goal at the end of the IEP cycle, and comment on the student's progress.
Stage 9 Organisational & Engagement	Teachers complete this section of the Individual Education Plan if needed. They identify a SMART goal, which identifies what the student will be able to do at the end of the IEP cycle. They identify teaching strategies, adjustments and supports. Teachers will monitor and evaluate the goal at the end of the IEP cycle, and comment on the student's progress.
Stage 10 Additional Comments	Teachers complete this section of the Individual education Plan if needed.
Stage 11 Signed	Teachers complete this section of the Individual Education Plan. A copy of the plan is printed and provided to the family/carer.

## Areas of Responsibility and Timeline:

Task:	Person Responsible:	Timeline:
Identification of students requiring an IEP	<ul style="list-style-type: none"> <li>Primary Campus Manager/Assistant Principal</li> <li>Secondary Campus Manager/Assistant Principal</li> </ul>	Term One ~ Week Two
Creation of IEP in Compass School Manager and attached to individual students	<ul style="list-style-type: none"> <li>Data Manager</li> </ul>	Term One ~ Week Two
Identification/notification of teachers to complete the IEP	<ul style="list-style-type: none"> <li>Primary Campus Manager/Assistant Principal</li> <li>Secondary Campus Manager/Assistant Principal</li> </ul>	Term One ~ Week Three
SSG scheduled	<ul style="list-style-type: none"> <li>Primary Campus Manager</li> <li>Secondary Campus Manager</li> </ul>	Term One ~ Week Four Term Two ~ Week Four Term Three ~ Week Four Term Four ~ Week Four
Reflection of previous goal and creation of new goal	<ul style="list-style-type: none"> <li>Nominated teachers in the SSG with parent/carer</li> <li>KESO (if possible)</li> </ul>	Term One ~ Week Six Term Two ~ Week Six Term Three ~ Week Six Term Four ~ Week Six
Inclusion of IEP with semester report	<ul style="list-style-type: none"> <li>Student Report Co-ordinator</li> </ul>	Term Two ~ Week Ten/Eleven Term Four ~ Week Ten/Eleven

### 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

### 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."*