INDIVIDUAL EDUCATION PLAN

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| **First Name:**  **Surname:** | **Age:** | **D.O.B.:** | | | **Class:** | IEP Start Date: | **IEP Review Date:** |
| **Critical Information** | | | | | | | |
| *Please provide enough information regarding their diagnosis. Extend on what was in the prior IEP if this is a review so that we can continue to see progression of agencies supporting their journey.* | | | | | | | |
| **Statement of Aspirations** | | | | **Student Competencies** | | | |
| * *Academic, emotional, social, spiritual?* | | | | * *Look for the things that make this child shine and individual, not just academic* | | | |
| Impact of Disability on Learning | | | **Adaptations to Allow Access to General Curriculum** | | | | |
|  | | | *These are just some ideas:*   * *Regular prompting, encouragement, supervision and monitoring to participate in all classroom activities.* * *Chunking learning activities into smaller parts so that the task is broken down into manageable steps.* * *Verbal time warnings in anticipation of transitioning between activities.* * *Provision of a visual timetable with the schedule for each day to assist ­­­­­­­­­­­­­­­­­\_\_\_\_\_ and help him prepare for classroom routines and/or to deal with change to a specific day’s routine.* * *Contingency plans developed to cater for unpredictable reactions to unavoidable changes.* * *Regular opportunities to practise fine motor skills eg. using pegs, threading, using chopsticks/tweezers.* * *Clear instructions, cuing, scaffolding and one-to-one support to assist \_\_\_\_\_\_\_\_ to engage with the social aspects of learning and play situations (e.g. modelled group work behaviour, structures/routines for use and sharing of materials/play equipment).* * *Ongoing modelling and facilitating of positive social interactions between \_\_\_\_\_\_\_ and his peers.* * *Debrief discussions with \_\_\_\_\_\_\_\_ about his feelings and emotions, particularly when he is unsure how to respond to negative social experiences with his peers (incorporate restorative practices into the resolution).* * *Provide visual cues, especially for multi-step instructions, to reduce the load of verbal communication.* * *Monitor \_\_\_\_\_\_\_\_\_\_ level of concentration and re-focus when necessary.* * *Regular check-ins to discuss how things are going in the playground.* | | | | |
| **Identify transport needs (to and from school) that are additional to that of same age peers** | | | | | | | |
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| Summary of Targeted Learning Outcomes for this Semester | | | | |
| *Always include the following 1 or 2 academic goals as these link it to their need for a learning support teacher. These will be based on what area/s are being covered in their Learning Support sessions. It also shows that they are having individualised and tailored teaching occurring.*  **ACADEMIC: Literacy Learning Progressions as identified by \_\_\_\_\_\_\_\_\_\_\_ learning support Teacher.**  **ACADEMIC: Numeracy Learning Progressions as identified by \_\_\_\_\_\_\_\_\_\_\_ learning support Teacher.** | | | | |
| Goal Information | Key Strategies for Goal Achievement | | Team Responsibilities | Evaluation |
| **Focus Area: Academic**  1. Numeracy Goal –(Student’s name) will continue to develop **(her/his)** understanding of ACARA Numeracy Learning Progressions.  **Baseline:** (Student’s name) is currently demonstrating gaps in the Numeracy Learning Progressions. Learning Outcome: (Student’s name) will continue to develop (her/his) understanding of Mathematic concepts identified in the learning Progressings. **Condition:** With planned and explicitly taught lessons on the Numeracy Learning Progressions in **(her/his)** Learning Enrichment through Support sessions. Criterion: (Student’s name) will demonstrate (her/his) application of covered maths concepts to tasks in all classroom settings in 4 out of 5 mathematics sessions. | * Individualised and structured lessons with her Learning Support Teacher, multiple times per week where ACARA Numeracy Progressions will be explicitly taught and reviewed to ensure that (Student’s name) is developing the taugh concepts. * Individualised and structured lessons with **(her/his)** Learning Support Teacher, multiple times per week where multisensory activities are performed with the identified maths concepts. * Classroom Teacher planned lessons explicitly taugh by the Teacher and Teacher Aide within the classroom setting | | Classroom Teacher  Learning Support Teacher  Learning Support Teacher  Classroom Teacher | Observation – within the learning support setting and classroom  Consultation – this will occur between all Team members and will involve a timetabled weekly meeting where the Classroom Teacher and Learning Support Teacher will consult on (Student’s name)’s progress. Regular check-ins will also occur between all teachers and (Student’s name)’s parents and Specialist services. |
| **Focus Area: Academic**  1. Literacy Goal –(Student’s name) will continue to develop **(her/his)** understanding of ACARA Literacy Learning Progressions.  **Baseline:** (Student’s name) is currently demonstrating gaps in the Literacy Learning Progressions. Learning Outcome: (Student’s name) will continue to develop (her/his) understanding of Literacy concepts identified in the learning Progressings. **Condition:** With planned and explicitly taught lessons on the Literacy Learning Progressions in **(her/his)** Learning Enrichment through Support sessions. Criterion: (Student’s name) will demonstrate her application of covered literacy concepts to tasks in all classroom settings in 4 out of 5 literacy sessions. | * Individualised and structured lessons with **(her/his)** Learning Support Teacher, multiple times per week where ACARA Literacy Progressions will be explicitly taught and reviewed to ensure that (Student’s name) is developing the taugh concepts. * Individualised and structured lessons with **(her/his)** Learning Support Teacher, multiple times per week where multisensory activities are performed with the identified literacy concepts. * Classroom Teacher planned lessons explicitly taugh by the Teacher and Teacher Aide within the classroom setting | | Classroom Teacher  Learning Support Teacher  Learning Support Teacher  Classroom Teacher | Observation – within the learning support setting and classroom  Consultation – this will occur between all Team members and will involve a timetabled weekly meeting where the Classroom Teacher and Learning Support Teacher will consult on (Student’s name)’s progress. Regular check-ins will also occur between all teachers and (Student’s name)’s parents and Specialist services. |
| **Focus Area:**  **Baseline:** Learning Outcome: **Condition:** Criterion: | *How will you facilitate the goal to be achieved?* | | *Ensure that you prove that they require more than just classroom support.*  *Do the parents assist in any way?*  *Are there outside agencies that you consult with? E.g. Speech path, OT, Psych?* | *How will you ensure that these skills are being achieved?* |
| **Focus Area:**  **Baseline:** Learning Outcome: **Condition:** Criterion: | *How will you facilitate the goal to be achieved?* | | *Ensure that you prove that they require more than just classroom support.*  *Do the parents assist in any way?*  *Are there outside agencies that you consult with? E.g. Speech path, OT, Psych?* | *How will you ensure that these skills are being achieved?* |
| Timetable and Additional Support | | Changes to IEP and/or Notes for next IEP Meeting | | |
| * *What support do they get within the school? Teacher, Aide, Learning Support Aide, Learning Support Teacher, Social Skills program, Pastoral care, OT on site, Speechie on site, Autism Qld, AVT?* | | *Where is the plan to head? What have the parents articulated and what have you articulated as where you want to head?* | | |

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| Core Team (Decision Makers) | | | | | |
| Name | Role | Participation in IEP Meeting | Contact Information | Signatures confirm this is a true and accurate record of team decisions | Date |
|  |  | Yes |  |  |  |
|  | Classroom Teacher (202\_) | Yes | (07) 3200 5363 |  |  |
|  | Classroom Teacher (202\_) | Yes | (07) 3200 5363 |  |  |
| Mrs Erin Young | Learning Support Teacher and Learning Enrichment Administrator | Yes | (07) 3200 5363  [eyoung@bethania.qld.edu.au](mailto:eyoung@bethania.qld.edu.au) |  |  |
| Mrs Catherine Eyers | Principal | No | (07) 3200 5363  [ceyers@bethania.qld.edu.au](mailto:ceyers@bethania.qld.edu.au) |  |  |