

Jells Park Primary School

Individual Education Plan Guidelines

Rationale

At Jells Park PS students learning needs are specifically catered for on a highly individualised basis. The effective use of Individual Education Plans (IEP) is one of the ways students are supported and extended across all levels of the school.

Guidelines

1. Teachers at all grade levels will place **all** students performing below expected level on an Individual Education Plan (IEP).
2. Teachers at all grade levels are also recommended to have an IEP to extend their students performing above the expected level.
3. Teachers at all grade levels will also have an IEP for all students identified as OoHC or Koori Background.
4. Students will be placed on IEPs irrespective of whether the IEP will be supported at home. In an ideal situation an IEP will be supported at home, however lack of parental support should not exclude a child from being on an IEP.

Implementation

- 1 After considering student's recorded achievement levels in report and school data, and conducting assessment and observing students ability to complete class tasks, all students who fall into guidelines 1-4 will be placed on Individual Education Plans.
- 2 Formulate IEP with very specific goals and tasks so that student progress can be monitored and measured.
- 3 Parents will be notified of their child's involvement in an IEP via email and can make an appointment to discuss the Learning Plan if needed.
- 4 Place a copy of IEPs on the Network in IEP folder on T drive. Record on student file in Sentral.
- 5 Prepare specified tasks for students with IEPs and review stated progress outcomes regularly throughout term of IEP. Discuss with other staff at Area meetings.
- 6 Discuss progress with parents via email communication or parent-teacher meetings.
- 7 Students will remain on IEP until a progress review determines it is no longer necessary.
- 8 This process will operate each term.

These guidelines will be reviewed as part of a four yearly cycle