

INDIVIDUAL EDUCATION PLAN (IEP) POLICY

PURPOSE

The curriculum is designed to suit the specific learning needs of each student at Lalor North Primary School. Weekly planners, include adjustments to meet the needs of all learners. The use of an Individual Education Plan (IEP) is an additional way specific learning goals can be recorded to best support student learning outcomes.

At Lalor North Primary School, teachers write IEPs for some students that are at risk or with specific learning needs. An IEP is a working document, usually devised by the teacher in consultation with parents/carers, to address a particular learning area. An IEP has a specific focus and strategies to help students achieve their learning goals. Often an IEP is written with carefully considered recommendations from consultants which can support a student following an assessment which has taken place. Parents are asked to support these goals at home and the IEP is signed off as completed each term.

POLICY

IEPs are written for students who are funded under the *Program for Students with Disabilities* or *Disability Inclusion* and are a focus of Student Support Group (SSG) meetings. Teachers should refer to DET SSG guidelines for these IEPs. They are also written for students in Out of Home Care and Koorie students. An IEP is also usually created when a student is assessed as being well below the expected standard (Victorian Curriculum – Learning Areas or Capabilities). It can also be used to support students who are working well above the expected level.

Developing an IEP is an opportunity to recognise and discuss student learning concerns. The IEP should:

- outline a meaningful educational program that addresses the concern/s
- be educationally appropriate, holistic in its approach, flexible and future orientated
- establish short-term goals that will lead sequentially to the achievement of long-term goals
- clearly state individual and shared responsibilities

- be a useful transition tool between year levels

The 'LNPS IEP MASTER' provides a clear outline of the goals, developed using the stages of

1. Identifying a student's needs
2. Determining adjustments that need to be made to the curriculum
3. Completing and implementing the plan
4. Monitoring and evaluating the plan

STAGES IN AN INDIVIDUAL EDUCATION PLANS (IEPs):

Stage 1: Identifying a student's needs

Teachers bring to an IEP their expertise in designing and delivering a teaching and learning program. Teachers are also able to identify and meaningfully consult with others (e.g. parent/guardian/carer, consultants) when profiling a student's strengths, skills, learning preferences and abilities, and identifying the most appropriate learning style.

Stage 2: Determining adjustments that need to be made to the curriculum

An IEP can be used for short-term educational goals for students with academic challenges. When setting goals for a student a teacher should, in consultation with the parents, consider these principles:

- goals should allow the student to participate in their classroom programs
- goals should be based on curriculum content and experiences similar to those of their cohort
- goals should align with the classroom program, where possible
- goals should also be a priority for the student
- goals should build upon the strengths and skills of the student
- goals should be S.M.A.R.T - Specific, Measurable, Achievable, Relevant and Time bound
- short-term goals need to be specific to a prioritised need.

Stage 3: Completing and implementing an Individual Learning Plan

An IEP typically defines what needs to be taught, priorities for the content to be taught, and appropriate pedagogies (ways of teaching). It is assumed in an IEP that the learning may occur in the classroom and at home.

Stage 4: Monitoring and Evaluation

Assessment and the development of revised strategies for teaching and learning is a core area of expertise of teachers. Monitoring and evaluation for students enables progress to be measured, the effectiveness of the program to be assessed and new goals to be developed. Where a student's progress does not seem to be occurring within the anticipated time frame goals, targets, activities and methods will be reassessed. Other professionals may be consulted, if this has not already occurred, including school-based student services or recommendations for external assessments.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes and staff training
- Included in staff handbook/manual
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available from school administration upon request

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Related policies and procedures

This Individual Education Plan (IEP) Policy is to be read in conjunction with other related school policies, procedures, and codes. These include our:

- Student Support Group (SSG) Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Student Wellbeing and Engagement Policy

Related Department of Education and Training policies

- [Student Support Group Policy](#)
- [Disability Inclusion Profile](#)
- [Disability Inclusion Funding and Support](#)
- [Complaints Policy](#)
- [Student Wellbeing and Engagement Policy](#)

FURTHER INFORMATION AND RESOURCES

Department of Education and Training: *Extra learning support for students with additional needs*

- <https://www.vic.gov.au/extra-learning-support-students-additional-needs#individual-education-plans>

Victorian Curriculum and assessment Authority (VCAA)

- <http://victoriancurriculum.vcaa.vic.edu.au/>

Australian Curriculum and Assessment and Reporting Authority (ACARA)

- <https://www.acara.edu.au/>

POLICY REVIEW AND EVALUATION

This policy was endorsed by the Principal of Lalor North Primary School in February 2025 and is due to review every 4 years. The next review date is February 2029.

POLICY APPROVAL

Created Date	10 th February 2025
Consultation	25 th February 2025 School Council
Endorsed by	Principal – Elizabeth Bryan
Endorsed on	25 th February 2025
Next Review Date	February 2029

