

# INDIVIDUAL EDUCATION PLANNING SUMMARY GUIDE

INDIVIDUAL  
EDUCATION  
PLAN



# CONTENTS

<b>Individual education planning summary guide</b> .....	<b>1</b>
Individual education plan resources .....	3
What is an Individual Education Plan? .....	3
Which students require an IEP? .....	3
Why is an IEP important?.....	4
Developing an IEP: Student Support Group .....	4
<b>Personalised learning and support planning</b> .....	<b>4</b>
Stage 1 – Assess: get to know the student and how they learn .....	5
Stage 2 – Plan: use collaborative and student-centred planning approaches .....	5
Stage 3 – Teach: make adjustments to meet the student's strengths and needs and overcome the barriers to learning .....	6
Stage 4 – Monitor and Evaluate: assess the effectiveness of the approach .....	6
<b>SMART Goals: Specific, Measurable, Agreed, Relevant and Time-bound</b> .....	<b>6</b>
SMART goals explained.....	7
Examples of short-term SMART goals .....	7
<b>Department inclusive education policies and strategies</b> .....	<b>8</b>
<b>Additional resources and related frameworks</b> .....	<b>8</b>
<b>Related plans</b> .....	<b>9</b>

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## INDIVIDUAL EDUCATION PLAN RESOURCES

Individual Education Plan (IEP) resources are available to support teachers and school leaders to:

- develop meaningful IEPs by applying a personalised learning and support framework
- monitor, record and drive student progress through SMART goals (Specific, Measurable, Agreed, Relevant, Time-bound)
- support students – particularly vulnerable and disadvantaged students who may have multiple plans – by reducing unnecessary duplication, loss of information or conflicting plans.

The new IEP template and other resources are available on the Department IEP webpage:

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/individualeducationplan.aspx>

It is important to acknowledge that teachers and schools already undertake many activities that personalise learning experiences for students, including existing Individual Education Plans. If your school already has its own IEP template, you can continue to use that template. The IEP Quality Checklist on the IEP webpage can assist with ensuring it has all the necessary elements.

## WHAT IS AN INDIVIDUAL EDUCATION PLAN?

An IEP describes the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential. An IEP is essential in guiding the educational planning and monitoring of a student's unique learning needs. It is the practice and process that will have the greatest impact in supporting students.

## WHICH STUDENTS REQUIRE AN IEP?

IEPs are **required** for:

- students in statutory Out-of-home care (OOHC)
- Koorie students (as required by Marrung — Victorian Aboriginal Education Plan 2016 – 2026)
- students supported under individualised disability funding programs including the Program for Students with Disabilities (PSD) and Disability Inclusion
- students in youth justice (custody and community)
- students in re-engagement programs under contract arrangements with another school or provider
- students undertaking Flexible Learning Options (FLOs).

IEPs are **highly recommended** for:

- students with additional needs
- students not achieving to their potential (this may include high-ability students, where appropriate)
- students at risk of disengagement
- students who are young carers (where appropriate)
- any other students determined by the school as needing an IEP.

## WHY IS AN IEP IMPORTANT?

An individual education plan is important because it:

- supports the school and classroom teacher to develop a meaningful learning program for individual students and to track progress against SMART goals
- provides an opportunity to share information between school, student, family and other support professionals
- helps schools to determine resources required to achieve the student's learning goals
- promotes student confidence and engagement through involvement in the process.

An IEP also serves to establish the process by which teachers and schools are meeting their legal obligations and accountabilities for students with additional learning needs under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005.

## DEVELOPING AN IEP: STUDENT SUPPORT GROUP

Developing an IEP is a collaborative effort. IEPs are best developed by a Student Support Group (SSG) using a student-centered planning approach. Include the student (where appropriate), their parent/carer/guardian, principal, teacher, and other school staff/professionals to ensure coordinated support for the student's educational needs.

An SSG is required for students supported under the PSD and those in OOHC and is strongly encouraged for any students with additional learning needs.

For further information about SSGs and the SSG Guidelines, see:

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/student-support-groups.aspx>.

In a remote and flexible learning environment, you can convene an SSG using teleconference or videoconference platforms, such as Webex or Zoom. Ensure a lead contact is nominated at the start of the meeting to record the outcomes of the discussion a complete the IEP and that Minutes are taken and distributed to all members of the SSG.

Ensure that interaction with families and information collected and shared, complies with the School Privacy Policy (<https://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx>) Family Violence Information Sharing Scheme (<https://www.vic.gov.au/family-violence-information-sharing-scheme>).

## PERSONALISED LEARNING AND SUPPORT PLANNING

Personalised learning and support planning provide a framework to develop an IEP.

Personalised learning and support identifies a students' learning strengths and needs and guides the design, implementation and evaluation of appropriate and effective teaching strategies and adjustments.

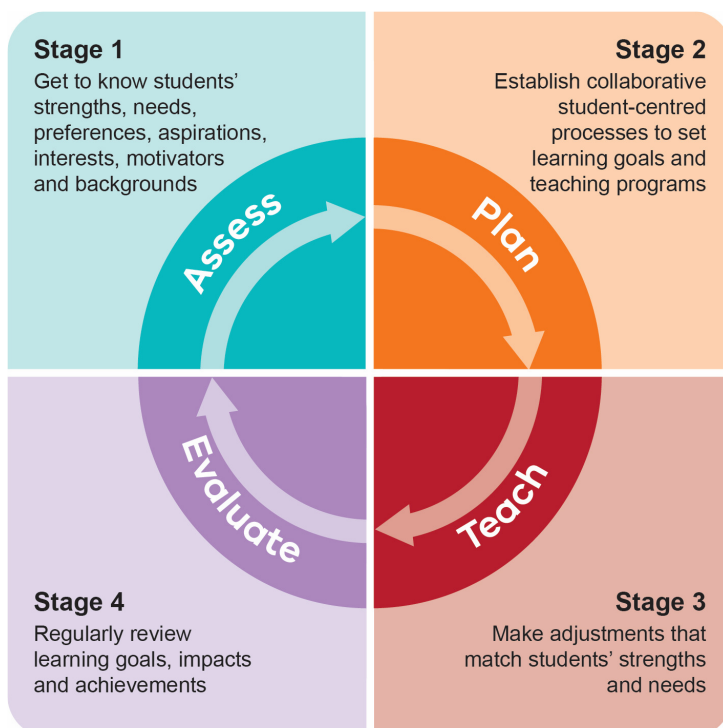
Personalised learning and support consists of four stages, each outlined in the IEP Template.

## Stage 1 – Assess: get to know the student and how they learn

Begin by learning about the student and their learning differences using a strengths-based approach that focuses on positive aspects of their capabilities, rather than what they cannot do.

- identify the student’s strengths and interests and any challenges and barriers to learning
- provide information about the student to support their education needs, including results of any formal/informal assessments in literacy, numeracy or social-emotional assessments, recommendations from allied health professionals, data or classroom observations
- consider the student’s current entry level skills.
- ask the student what helps them to learn; facilitate student voice through Amplify – a student voice, agency and leadership practice guide:

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx>



## Stage 2 – Plan: use collaborative and student-centred planning approaches

Place the student at the centre of the collaborative planning process. Plan opportunities for input from the student, the parents/carers/guardians and relevant teaching and support professionals.

- collaborate with the SSG to develop goals that are Specific, Measurable, Agreed, Relevant, Time-bound – SMART goals (see information below)
- consult with others where relevant
- review the student’s learning environment
- identify long-term and short-term SMART goals.

Long-term goals should be clear and simple and summarised into one or two sentences and guide the development of the short-term goals, strategies and actions in the IEP. Short-term goals are developed by identifying the sub-skills that are required to achieve a long-term goal.

When creating long-term and short-term goals, you can refer to the Victorian Curriculum:

<https://victoriancurriculum.vcaa.vic.edu.au/>.

### **Stage 3 – Teach: make adjustments to meet the student's strengths and needs and overcome the barriers to learning**

Create responsive teaching and learning environments and implement teaching strategies and adjustments that address the student's learning needs and goals. Use the principles of Universal Design for Learning to provide opportunities and adjustments that accommodate different ways of learning and address the student's personalised learning profile and learning goals.

- implement teaching strategies, adjustments or supports to support the student to achieve their short-term SMART goals
- apply Universal Design for Learning (UDL) principles: <http://udlguidelines.cast.org>
- Ensure that your teaching strategies, adjustments and supports include: how to teach the skill; how to provide multi and varied opportunities to practice the skill; how to reinforce the skill; how to include other members of the Student Support Group to target the skill.

### **Stage 4 – Monitor and Evaluate: assess the effectiveness of the approach**

The IEP should be reviewed according to the timeline as agreed to by all members of the SSG, preferably once a term. During Stage 4, collect and examine data to determine whether the teaching strategies, adjustments and supports provided to students are effective. This information also helps shape the next steps in planning and delivery.

- determine whether the teaching strategies, adjustments and supports provided at Stage 3 have been effective and whether the student's goals have been achieved
- make educational decisions based on the information to determine if the goals should be modified, taught in different ways or changed and whether the teaching strategies, adjustments and supports should be continued, revised or replaced
- Consider what is working well/not working well.

### **SMART GOALS: SPECIFIC, MEASURABLE, AGREED, RELEVANT AND TIME-BOUND**

The goals in the IEP are highly recommended to be SMART – Specific, Measurable, Agreed, Relevant and Time-bound.

The SMART goals should be described in a manner that includes observable actions, a reasonable timeframe for accomplishing them and criteria that make it possible to measure the extent of the student's progress. See table below:

## SMART goals explained

Specific	Measurable	Agreed	Relevant	Time-bound
<b>What is it exactly that you want to achieve?</b>	How will you know when you have achieved the goal?	Does the team, including student and family, agree on this goal?	Is this goal relevant to the needs of the student?	When will this goal be achieved? How often will it be reviewed?
<b>The goal should be clear and concise.</b>	The goal must be written in a way that can be measured – concrete and observable.	Specify what involvement the student had in the process of developing the agreed goal.	The goal should bear in mind any factors that may impact on the student's ability to reach the goal.	Having a specific timeframe provides motivation to get started and to persist.

## Examples of short-term SMART goals

Student	Action e.g. what and how	Conditions e.g. where, with who, with what	Success criteria e.g. what does success look like?	By when
<b>Minh</b>	will verbalise her emotional state	in the classroom with visual support and teacher prompting	on two separate occasions each day	by the end of Term 1.
<b>Ella</b>	will independently count to 20 with one to one correspondence	using concrete materials	on 8 out of 10 occasions	by the end of Term 1.
<b>Abdo</b>	will compare the literary style of four authors	in English, using his notebook to access different types of texts about a topic of interest	he will complete a Compare and Contrast checklist to 80% accuracy	by the end of the four-week unit.

## DEPARTMENT INCLUSIVE EDUCATION POLICIES AND STRATEGIES

For further information about Department inclusive education policies and strategies, see:

- Education for all: <https://www.education.vic.gov.au/about/programs/Pages/Education-for-all.aspx>
- Inclusive Classrooms: <https://www.deafeducation.vic.edu.au/professional-learning/inclusive-classrooms>
- Students with a disability school policy (2019): <https://www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx>
- Program for students with disabilities: <https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx>
- Disability Inclusion: <https://www2.education.vic.gov.au/pal/disability-inclusion-funding-support/policy>
- Marrung, the Department's strategy to ensure that all Koorie Victorians achieve their learning aspirations: <https://www.education.vic.gov.au/about/programs/Pages/marrung.aspx>
- Out-of-home care: <https://www.education.vic.gov.au/school/teachers/health/Pages/oohcresources.aspx>

## ADDITIONAL RESOURCES AND RELATED FRAMEWORKS

- Framework for Improving Student Outcomes (FISO): <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx>
- Victorian Teaching and Learning Model (VTLM): [www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx)
- Multi-Tiered System of Support (MTSS): <https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx>
- Victorian Curriculum (including ABLES): <http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx>
- Amplify (Student Voice, Agency and Leadership): <http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx>
- Student Support Group (SSG) guidelines: <https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/student-support-groups.aspx>
- Team around the Learner (TAL): <https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/team-around-the-learner.aspx>

## RELATED PLANS

Sometimes a student with diverse needs may require additional plans to support their learning. Other plans that relate to or inform the development of an IEP can include:

- Behaviour support plans: <https://www.education.vic.gov.au/school/teachers/behaviour/student-behaviour/Pages/teachplans.aspx>
- Transition plans: <https://www.education.vic.gov.au/school/teachers/studentmanagement/transitions/Pages/framework.aspx>
- Schools can contact the Parkville College Transition Team to access Transition Plans and information for young people being released from remand and custody. Parkville College Transitions Team: <http://parkvillecollege.vic.edu.au/>
- Attendance plan: <https://www2.education.vic.gov.au/pal/attendance/policy>
- Career Action Plans: <https://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/cap.aspx>
- Student health support plans: <https://www.education.vic.gov.au/school/principals/spag/health/Pages/supportplanning.aspx>
- Cultural Support Plans (Department of Health and Human Services resource): <https://www.cpmanual.vic.gov.au/advice-and-protocols/specialist-resources/cultural-planning-aboriginal-children>
- Student Support Plans – Gender Affirmation plan: please contact Safe Schools on 9637 3699 or [safe.schools@edumail.vic.gov.au](mailto:safe.schools@edumail.vic.gov.au) for more information and advice.