INDIVIDUAL EDUCATION PLAN TEMPLATE KEY TERMS

This document explains key terms that appear in the Individual Education Plan (IEP) Template. The IEP Template and other resources are available on the Department IEP website:

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

Student information	
Student Support Group members	Who has knowledge of this student and can participate in developing this plan? The Student Support Group is a cooperative partnership between a student (where appropriate), the student's family (parents/carer/guardian), relevant school staff and support professionals to ensure coordinated support for the student's educational needs.
Additional information required	IEPs are required for Koorie students, students with a disability who receive funding through the Program for Students with Disabilities and students who live in Out-of-home care. Refer to questions and provide additional information as required.
	IEPs are highly recommended for students with additional needs, students not achieving their full potential and students who are at risk of disengagement.
Disability and additional needs	Program for Students with Disabilities – a targeted supplementary funding program to support the provision of school-based educational programs for a defined population of students with disabilities, with moderate to high needs, who meet eligibility criteria under one of seven categories.
	The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is an annual collection of information about Australian school students with disability. The NCCD draws on teachers' professional judgement and practices throughout the year supporting students with disability to access and participate in education on the same basis as other students.
	These adjustments will be different for each student, but might include specialised technology, specialist equipment, building modifications or a differentiated approach to curriculum delivery.
	Consult available resources including:
	• Support students with additional learning needs: https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/default.aspx
	• Information and resources to help educators support students with diverse learning and support needs including Autism, learning difficulties, students who are blind or have low vision and students

	who are deaf or hard of hearing: https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/information-and-resources.aspx
	• Inclusive education for students with Disabilities: https://www.education.vic.gov.au/about/programs/Pages/Inclusive-education-for-students-with-disabilities.aspx
	• Abilities Based Learning and Education Support (ABLES): https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx
	• Inclusive Classrooms: https://www.deafeducation.vic.edu.au/inclusive-classrooms
Functional needs	Functional needs refers to the supports a student requires to enable them to participate in activities on the same basis as their peers. It includes observable evidence of what a student can 'do, say, make or write' to be used to demonstrate the functional needs of a student.
Out-of-home care	Student lives in an alternative care arrangement away from their parent, subject to a children's court order and protective intervention by Child Protection (DHHS). All Out-of-home care (OOHC) students require an IEP. Consult available resources including:
	• Out-of-home care: www.education.vic.gov.au/school/teachers/health/Pages/oohcresources.aspx
	• ENA guidelines: https://www.education.vic.gov.au/school/teachers/health/Pages/ena.aspx
Koorie	The term Koorie is used to refer to both Aboriginal and Torres Strait Islander people. Use of the terms Aboriginal, Aboriginal and Torres Strait Islander and Indigenous are retained in the names of programs and initiatives and unless noted otherwise are inclusive of all Aboriginal and Torres Strait Islander people.
	Under the Department's Marrung Aboriginal Education Plan it is expected that all government schools develop an IEP for each Koorie student in a partnership between teachers, the student, the family (parent/carer/guardian) and the Koorie Engagement Support Officer. This will ensure that all Koorie Victorians achieve their learning aspirations and realise the full benefits of the Education State. All Koorie students are required to have an IEP. Consult available resources including:
	• Marrung Aboriginal Education Plan: www.education.vic.gov.au/about/programs/Pages/marrung.aspx
	• Koorie Literacy and Numeracy program: https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/Pages/koorielitnum.aspx

Related plan	A related plan may be needed, such as a Behaviour support plan or Student health support plan. All plans should complement each other and be kept together so there are no contradictory goals and student is not overburdened.

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

Get to know the student	Begin by learning about the student and their learning differences using a strengths-based approach that focuses on positive aspects of their capabilities. Collate all the information to assist in developing a learning profile including: • strengths, needs, preferences, motivators, aspirations, interests • challenges and barriers to learning (e.g. English as an additional language; refugee status) • experiential, cultural, linguistic and social background.

Stage 2: Plan: use collaborative and student-centred planning – what are we planning to achieve?

Long-term goal	Long-term goals (for example, longer than a Term) are specific statements describing the expected behaviour or skill to be achieved within an agreed timeline, for example, by the end of the school year. Schools should use a **SMART** approach to goal development. Long-term goals need to be Specific, Measurable, Agreed, Relevant and Time-bound (SMART)
Short-term goals	Short-term goals are developed by identifying the sub-skills that are required for a student to achieve a long-term goal. Short-term goals specify what is to be achieved in an agreed shorter timeframe, for example ranging from a week through to a month a term. They also need to be specific. Short-term goals are set and reviewed at each SSG meeting.
Actions	Team members need to regularly monitor actions agreed as part of this plan and to be reported on at the next review meeting. Responsibility for undertaking each of the actions should be assigned to the appropriate team member at the meeting e.g. staff, student, home, *other**: interpreter, SSS, KESO, nurse, DHHS, OT, designated teacher.

Stage 3: Teaching strategies, adjustments and supports: make adjustments to meet the student's strengths and needs and overcome the barriers to learning

Teaching strategies, adjustments and supports	Ensure that your teaching strategies, adjustments and supports include the following: • 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?

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Stage 4: Monitor and evaluate: assess the effectiveness of the approach	
Review of goals and strategies	An Individual Educational Plan is tailored to the needs of the student. The IEP should be reviewed according to the timeline as agreed to by all members of the SSG. The team will reflect on their practice to monitor and review the: • progression of actions and strategies – what is working well/not working well? • achievement or relevance of goals – where to next? • team cohesiveness and commitment – how is the team supporting the student and each other? At this stage the team will decide on whether to continue with the current goals, strategies and actions or to develop new goals or strategies or actions.
Signed by	
Student consulted	Principal or their delegate to tick box to confirm that student consultation has taken place in the development of this IEP.
Parent/Carer/ Guardian consulted	Principal or their delegate to tick box to confirm that parental consultation has taken place in the development of this IEP.
Next meeting	The team should make a commitment to the date of the next meeting. The SSG should meet at least once per term or more frequently depending on the needs of the student.
Acronyms	
ABLES	Abilities Based Learning and Education Support
DHHS	Department of Health and Human Services (Victoria)
ENA	Educational Needs Analysis
IEP	Individual Education Plan
KESO	Koorie Engagement Support Officer
NCCD	Nationally Consistent Collection of Data on School Students with Disability
PSD	Program for Students with Disabilities
SMART	Specific Measurable Agreed Relevant Time-bound (in relation to goals)
SOCS	Student Online Case System
SSG	Student Support Group
VSN	Victorian Student Number

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