

POLICY NUMBER: SSCPOL010:3**POLICY TITLE: Individual Education Plans for Students**

Supersedes: SSCPOL010:2

Release Date: January 2020

Review Date: January 2021

1.0 PURPOSE AND SCOPE

The purpose of this policy is to ensure Skillset Senior College Limited (SSC) Staff understand the composition and aims of the Individual Education Plans (IEP).

This policy relates to SSC staff and students

2.0 POLICY

Many students attending SSC will have both educational and broader life challenges.

SSC is committed to the provision of an innovative and holistic educational environment that considers student needs, both welfare and academic, on a specifically individual basis. In line with this philosophy, it is the policy of SSC to have in place an opportunity for IEPs for each student. An IEP (Appendix A) will include, but is not limited to:

- Long term goal statements – planning for the future (recognising and planning for any potential obstacles)
- Short term goal statements – semester to semester, facilitating the advancement of a student’s progression towards their individual long term goal
- A Learning Support Process (Appendix B) that assists in the adjustment of learning materials and content delivery to meet the educational needs of the student
- A monitoring system that assists welfare needs to be met for the student
- School to work – referral to Skillset Youth Connect for work place preparation options

The IEP is usually developed by the Learning and Support Co-Ordinator in consultation with the SSC Head of College in full collaboration with the individual student and the teaching team. IEPs are scheduled for review and updated at the end of semester one (May/June) and at the end of the school year (October/November). Individual teachers are also able to refer students of concern to the Learning and Support Teacher using the Learning Support Referral form (Appendix C).

Authorised by: Abbey Barrett

Position: SSC Head of College

Date: January 2020

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Appendix A

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Individual Education Plan

Student Name _____ Date of Birth _____

SKILLSET SENIOR COLLEGE | 390 HAVANNAH STREET BATHURST NSW 2795

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<i>Appendix A</i>
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Individual Education Plan

Name:

School:

Date:

DOMAIN	ISSUE	ADJUSTMENT / ACTION	RESPONSIBLE	TIMELINE/ FOLLOW-UP	REVIEW DATE
ACCESS Attendance					
WELL BEING Services Agencies					

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Appendix A

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CURRICULUM Learning issues					
DOMAIN	ISSUE	ADJUSTMENT / ACTION	RESPONSIBLE	TIMELINE/ FOLLOW-UP	REVIEW DATE
SELF CARE Safety Plan					

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<i>Appendix A</i>
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<p>EXTRA CURRICULAR</p> <p>Strengths</p> <p>Personal Interests</p>					
<p>SOCIAL</p> <p>Support Network</p>					
Attendees				Date for review	

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<i>Appendix A</i>
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EDUCATION PLAN

Student Name:

Date:

	Goals	Barriers to Achieving Goal	Strengths Related to Goal	Strategies to Achieve Goal	Actions & Time-Line
1					
2					
3					

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5					

Review Date:.....

Student signature:

SSC Head of College signature:

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<i>Appendix A</i>
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Issues arising from Review Meeting

Name:

School:

Date:

DOMAIN	ISSUE	ADJUSTMENT / ACTION	Responsible	TIMELINE/ FOLLOW-UP	REVIEW NOTES
CURRICULUM					
Extra Curricula					

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Appendix A

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SOCIAL					
WELL BEING					
SELF CARE					

Attendees	Date for review

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Appendix A

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Individual Education Plan

Name:

School:

Date:

History/ Notes

-
-
-
-
-
-

Action Timeline

Skillset Senior College Learning and Support Team

Referral / IEP Process

Teacher has concerns about a student

- Consider general classroom adjustments.
- Talk to student (where appropriate) and parents/carers about concerns.
- Send home relevant Parent Forms to be completed.

Teacher refers student to Learning Support Teacher (LST)

- Complete Learning Support Referral Form and submit to LST.
- Include any relevant observations, work samples, assessments or parent correspondence relating to student.
- Some formalised assessment carried out in school.
- Learning Support and relevant Teaching Staff will discuss student during allocated meeting time.

Learning Support Teacher (LST) Assessment / Planning Phase

- LST will review documentation and referral notes and make further observations.
- Further learning assessment will be undertaken where applicable.
- Individual Education Plan (IEP) meeting arranged with Student, Parent/Carer, LST, Class Teacher (as required), SSC Deputy Head of College and/or Head of College

Learning and Support Team (LaST) implements the Individual Education Plan (IEP)

- IEP entered into Sentral database.
- LST recommendations to Class Teacher and Learning Support Team.
- LaST in consultation with teaching staff decides on level of support eg. in-class adjustments, one-on-one support, scheduled intensive tuition in Gold Room, external referral for additional support services.

Learning Support Teacher (LST) reviews IEP and student progress

- LST reviews student's course work, assessment results and IEP each semester.
- Feedback from Class teacher and LST to Parent/Carer at twice yearly student conference and within IEP reviews (May/June and Oct/Nov).
- Establish whether current learning adjustments are effective, if further assessment would be beneficial and whether the student still requires Learning Support. Update student's IEP.

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Appendix B
POLICY NUMBER: SSCPOL010:2
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Skillset Senior College Learning and Support Team

Three Tiered Learning Support Model



Intensive Learning Support

For students with greater learning difficulties or those that could benefit from extension. Quality learning time offered by instruction away from the regular classroom. Explicit literacy and numeracy support in the Intensive Learning Centre (Gold Room).

Targeted Learning Support

For students requiring some support (educational/ behavioural) within the classroom environment from a member of the Learning Support Team. This may include one on one support or small group facilitation.

Universal Learning Support

For students who require specific learning adjustments within the classroom environment. Classroom teachers modify the learning program to meet the educational needs of these individual students. For example, a student wearing glasses may need to be seated at the front of the classroom.

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<i>Appendix C</i> POLICY NUMBER: SSCPOL010:2
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LEARNING SUPPORT REFERRAL

Student Name:

Class:

Curriculum Area:

Classroom Issue/ Area of Concern:

Strategies applied within the classroom:

Other Observations:

***Type of support requested (eg. In class, Out of class, during exams, further assessment):**

Signed:

Date: