



EDUCATIONAL ASSISTANCE POLICY

Rationale:

All students have different needs, strengths, interests and concerns. Individualised learning opportunities are essential for the development of each and every child.

Aims:

- To identify and provide for the individual educational and behavioural needs of every student.

Implementation:

- Students with additional needs will be identified and have their own Individual Learning Plan (ILP).
- Goals will be developed by teachers and identified from data and observations, student needs and/or with parent consultation.
- Goals developed will focus on the student's individual needs which may include weaknesses or strengths in their academic, behavioural, social and physical needs and attendance.
- ILPs will be developed through a constructive process outlined in the Iramoo Primary School Individual Learning Plan Procedure. (Appendix 1)
- An ILP will be developed for all children who:
 - have a Koorie background
 - are in Out of Home Care (OOHC)
 - receive funding under the Program for Students with Disabilities (PSD)
 - are working 12 months or more below the expected year level
 - are working 18 months or more above the expected year level
 - display poor work habits and/or behaviour
 - have poor attendance.
- The school and parents will have a copy of the agreed ILP.
- ILPs will also detail agreed strategies and responsibilities of each party. (See proforma – Appendix 2)
- Students and teachers will **regularly** refer to the ILP to monitor student progress/achieve the individual goals and to guide planning and instruction.
- The achievement of ILP goals will be supported by evidence.
- Student Support Group (SSG) meetings will be held at least twice a year for children who receive funding under the PSD.
- SSG meetings will be held for OOHC students, once a term.
- SSG meeting will be held for Koorie students as requested.
- SSG meetings will be held for other children identified at risk, as required.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.

IRAMOO PRIMARY SCHOOL INDIVIDUAL LEARNING PLAN PROCEDURE

Individual Learning Plans (ILPs) are to be developed:

- for students in your grade identified at risk for Numeracy or Literacy (one year or more below expected year level)
- for high achieving students (18 months or more above expected year level)
- for students who display poor work habits or have poor attendance
- for students with a Koorie background, English as Additional Language (EAL) and/or Out of Home Care
- for other students as identified.

TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> • At the beginning of the term familiarise yourself with students who had an ILP prepared for the beginning of the new year. • By the end of Term 1 ILPs need to be reviewed with comments written about progress made on each goal and a new ILP developed. <p>For new ILPs:</p> <ul style="list-style-type: none"> • Identify students at risk based on Term 1 assessment/observations. • Contact parents to inform them and give them an opportunity to discuss their child's learning needs • Send two copies of the ILP home with an accompanying letter – parents sign one and return it to school • Specialist teachers to email goals to classroom teachers by the end of Term 1. <ul style="list-style-type: none"> • Save ILP onto Primary. <p style="text-align: center;">TWEEDLEY, Raquel 2019 T1R or TWEEDLEY, Raquel 2019 T1N.</p> <ul style="list-style-type: none"> • Teachers need to make ongoing notes about individual student progress. 	<ul style="list-style-type: none"> • Monday of week 2 send reviewed / new ILPs home to families. • Send a copy of the reviewed ILP and two copies of the new ILP home with accompanying letter. Parents to sign one of the new ILPs and return it to school. • File unsigned ILP in student file until signed copy is returned. • Enter ILP information on the blue form located in student file • Monitor progress in terms of the goals/strategies in ILP. • Parent/Teacher Interviews – discuss student's progress 	<ul style="list-style-type: none"> • By the end of Term 3 ILP needs to be reviewed with comments written about progress made on each goal • Develop a new ILP to be used until the end of Term 1 of the following year • Specialist teachers to email goals to classroom teachers by the end of Term 3. • Send a copy of the reviewed ILP and two copies of the new ILP home with accompanying letter. Parents to sign one of the new ILPs and return it to school • File reviewed and new ILP in student's file – record details on blue form • Meet and discuss reviewed and new ILP if requested by parent. • Save ILP onto Primary. <p style="text-align: center;">TWEEDLEY, Raquel 2019T3R or TWEEDLEY, Raquel 2019T3N</p>	<ul style="list-style-type: none"> • Continue to monitor student's progress

***ILPs must be used regularly to guide planning and instruction for the individual children.**

***Teachers need to make ongoing notes about individual student progress.**

***Teachers to consult Student Support Officers (e.g. school psychologist, speech therapists) when setting goals.**



INDIVIDUAL LEARNING PLAN

NAME _____

YEAR _____

DATE _____

The goals and strategies in this Individual Learning Plan have been developed to:

- assist with the familiarisation of the English language
- promote and encourage regular attendance and punctuality
- encourage appropriate and effective work habits
- focus on the improvement of Literacy and Numeracy skills / to enrich and extend Literacy and Numeracy skills.

GOAL	STRATEGIES	COMMENTS/REVIEW
LITERACY:		
NUMERACY:		
WORK HABITS:		
PERSONAL and CLASSROOM:		
HOME TASKS:		

NEXT REVIEW _____

PARENT/GUARDIAN SIGNATURE _____

TEACHER'S SIGNATURE _____

DATE _____