

Purpose

An Individual Plan (IP) is the documented outcome of the collaborative planning process. When it is determined that the student requires more than the quality differentiated teaching regularly occurring in the classroom, additional detailed planning is required.

The collaborative planning process identifies any barriers relating to a student's full participation in the curriculum and school life. The Individual Plan determines the broad and specific areas of need for the student and the adjustments required to address those needs and typically aligns with the curriculum.

In documenting the agreed adjustments, the Individual Plan affords school staff a practical and succinct guide for implementing the agreed adjustments. Furthermore, it provides documentary evidence of compliance with the Disability Standards for Education 2005 (the Standards).

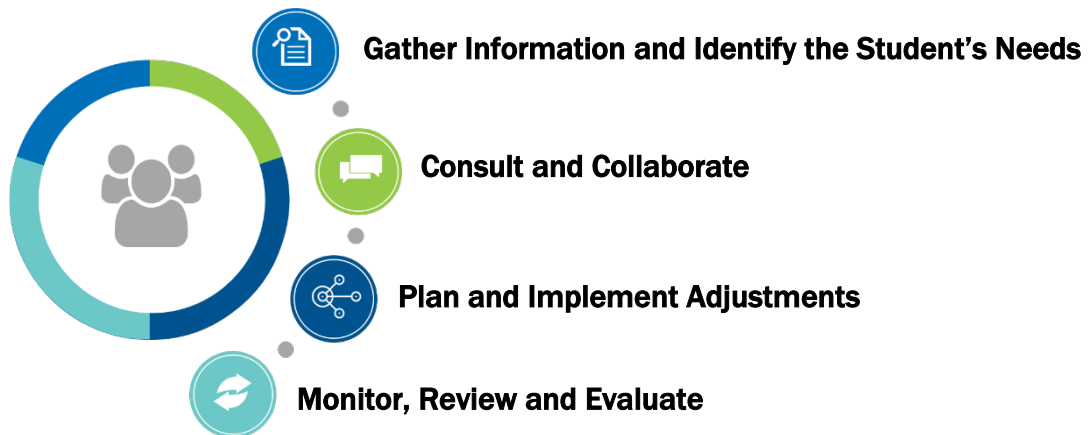
The collaborative planning process may occasionally highlight the need for a separate, specific and more targeted plan, for example a Behaviour Support Plan, Health Support Plan or a Risk Assessment. Or it might identify the need for quite specific goals relating to teaching and assessment that will be documented in a separate plan such as an Individual Education Plan (IEP), Individual Learning Plan (ILP) or Personalised Learning Plan (PLP). Such additional documentation would then be attached to the Individual Plan.

This Individual Plan is a formalised agreement between the student and/or the parent/carer and the school, stating what adjustments the school will implement for the student. It is through the collaborative planning process that the issues and identified adjustments and actions are determined. The type and extent of the adjustments will vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and will relate to the course or programs provided by the school, as well as any extra-curricular activities that are part of the broader educational program.

Key Stakeholders

Individual planning requires collaboration between the student, parent/carer, class teacher/s, specialist staff and relevant school personnel (e.g. Learning Support staff, School Counsellor, Year Coordinators, Head of House) and is typically undertaken in the context of a planning meeting. School executive are provided with documentation and may be involved in the process as well. External health professionals such as psychologists, therapists and/or paediatricians may participate in the meeting or contribute by providing information to assist in the planning process and the determination of relevant reasonable adjustments.

Four Key Steps: Collaborative Planning Process and Development of the Individual Plan



1. Gather Information and Identify the Student's Needs

The school team, along with the student and parent/carer, collaboratively develop the Individual Plan after gathering relevant information. This information could include formal and informal assessments, diagnostic and/or anecdotal reports, school reports, work samples, and/or external professional reports and recommendations. The gathering of information begins at the time of receiving an enrolment application for a prospective student. At this point the school should identify the potential barriers and the reasonable adjustments necessary for enrolment of the student in collaboration with the student (if appropriate) and the parent/carer.

In other cases where the collaborative planning process is, or has already been undertaken, the information gathered assists the continuing discussion. It facilitates further consideration of the student's educational achievements; current participation; and learning, behavioural, social and emotional, health and medical needs. When identifying the needs, they should be appropriate to the current circumstances with additional planning and acknowledgement of the changing and future requirements of the student.



2. Consult and Collaborate

The Standards state that before the school makes an adjustment for a student, the student or the parent/carer must be consulted about the type of adjustments required. During the planning meeting it is therefore important to obtain the views of the student and the parent/carer. Consultation should be tailored to the needs of the student and their parent/carer and should be clear, timely and transparent for everyone involved with the decision-making. It should also involve consideration of learning needs and strengths, aspirations, cultural, social and religious diversity.

All areas of school life should be taken into account as part of the collaborative planning process, including:

- curriculum
- access to facilities
- services and equipment
- social and academic engagement
- self-care
- independence
- access to the environment
- attendance
- communication skills
- extra-curricular activities.

The collaboration should be recorded in the form of an Individual Plan with other additional record keeping, such as meeting notes, parent-teacher interviews, communication books, and any discussions and decisions about the provision of adjustments for the student. The collaborative planning process and the associated documentation continues throughout the period of the student's enrolment at the school.



3. Implement Adjustments

Adjustments identified in the Individual Plan should be documented and they may be measures or actions to teaching, learning and assessment which are detailed in class programs. Adjustments may also include, but are not limited to:

- specific educational as well as social and emotional interventions or instructional strategies
- alternate formats of learning materials
- use of assistive technology
- changes to and/or addition of environmental and physical supports
- records of professional learning for teachers and school staff.



4. Monitor, Review and Evaluate

An Individual Plan is a working document that key school staff regularly update to reflect the student's changing development and that school staff refer to for guidance on their responsibilities and identified actions. An Individual Plan should be reviewed, monitored and updated as regularly as required according to the needs of the student but a minimum would be annually. Collaborative planning is essential at key transition points such as year to year class changes, moving from primary to high school, transitioning from senior years to post school options.

Individual Plan | FACT SHEET

Guiding Questions

- What are the strengths, interests and aspirations of the student?
- What are the barriers for the student in accessing the curriculum?
- What adjustments could be provided to overcome the barriers?
- What adjustments could be required for teaching, learning and assessment activities?
- How will the student demonstrate achievement of the outcomes?
- What will be the method of reporting course outcomes?
- What supports and adjustments need to be put in place to ensure the student can participate across the whole school day?
- What adjustments are required for mobility to ensure physical access to classrooms?
- What supports are required to ensure physical access to all areas across the school?
- What evidence will be used to demonstrate impact, progress and achievement?
- What communication systems will be implemented between the parent/carer and school staff as part of monitoring and reviewing the plan?
- What adjustments are necessary to meet the personal care needs of the student?

Useful Links

Disability Discrimination Act (1992)

https://docs.education.gov.au/system/files/doc/other/dse-fact-sheet-1-dda_0.pdf

Disability Standards for Education (2005)

<https://www.education.gov.au/disability-standards-education-2005>

Planning for Personalised Learning and Support: A National Resource:

<https://docs.education.gov.au/system/files/doc/other/planningforpersonalisedlearningandsupportnationalresource.pdf>

Nationally Consistent Collection of Data (NCCD):

<https://www.nccd.edu.au/>

NESA: Collaborative Curriculum Planning

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning>

NESA: Adjustment to Assessment for Students with Special Education Needs

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/adjustments>

Department of Education and Training Fact Sheets

- Fact sheet 1: Disability Discrimination Act 1992 <https://docs.education.gov.au/node/35941>
- Fact sheet 2: Disability Standards for Education 2005 <https://docs.education.gov.au/node/35943>
- Fact sheet 3: Parental engagement <https://docs.education.gov.au/node/35945>
- Fact sheet 4: Effective consultation <https://docs.education.gov.au/node/35947>
- Fact sheet 5: Complaints processes <https://docs.education.gov.au/node/35949>

Individual Plan

Purpose: The aim of this plan is to identify the supports/adjustments needed to support the student to participate in the educational opportunities across the whole school day.

Student Name: _____ **School:** _____ **Class:** _____ **DOB:** ____ / ____ / ____

Collaborative Planning Team:

External Agencies/ Professionals:

**Strengths and Interests
of Student:**

| Barrier | Adjustment | Actions | Responsibility | Timeframe | Review and Monitor |
|---|---|--|--|---|--|
| <i>A barrier can be an obstacle or issues that may prevent the student from successfully participating in all aspects of school life.</i> | <i>An adjustment is an action or measure implemented to assist the student to participate in education on the same basis as other students. Consider the frequency, intensity and range of adjustments.</i> | <i>Steps put in place to enact the adjustment.</i> | <i>Name/s of who will implement the adjustments.</i> | <i>Specific details of when the agreed adjustments will be implemented.</i> | <i>Description of how the adjustments will be monitored for effectiveness.</i> |
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| Individual Planning Process | Attendees | Date of Review |
|-----------------------------------|---|----------------------------------|
| Date of initial planning process: | | Review date to be scheduled for: |
| Review date: | This plan was <i>reviewed</i> in consultation with: | Review date to be scheduled for: |
| Review date: | This plan was <i>reviewed</i> in consultation with: | Review date to be scheduled for: |

For school use only

Level of Adjustment (Select one level of adjustment only – refer to NCCD Descriptors to assist)

- Quality Differentiated Teaching Practice
 Supplementary Adjustments
 Substantial Adjustments
 Extensive Adjustments

Category of Disability (Select one category of disability only)

- Physical
 Cognitive
 Sensory
 Social /Emotional