

WAITAKERE COLLEGE

Section G: ATTACHED UNITS – (INCLUSION SUPPORT CENTRE – Te Whare Rangimarie)

Policy: Individual Education Planning process for Students in ISC

Date of review: November 2016

Reviewer: HoD Inclusion Support Centre, Assistant HOD, Therapists,
Shona Smith (Deputy Principal), Special Needs Sub-Committee

Goal

- 1 Each student will have a holistic and clear IEP (Individual Education Plan) that has specific and measurable goals for the students to work towards. Goals may be educational and/or developmental.

Guidelines

1. IEPs will be annual, followed by an end of year review or more often if necessary.
2. IEPs will be consultative and inclusive of student and whanau voice.

See Appendix for outline of current IEP procedure at November 2016

Chairperson

Principal

Date

APPENDIX

Waitakere College Inclusion Support Centre (Te Rangimarie) Individual Education Plan (IEP) Procedures as at November 2016

- 1 Organise meeting time in the first half of the year suitable for staff and parents/caregivers and student at school; or in the family's home if necessary.
- 2 IEP Questionnaire sent home to encourage families to bring their goals to IEP meetings.
- 3 IEP Self Reflection filled out by students who have the capacity to complete this authentically
- 4 ISC staff to ensure interpreters are present if required.
- 5 Meet with staff, parents/caregivers, students and relevant agencies to formally discuss goals and the appropriate developments and changes recommended.
- 6 ISC staff to ensure student and family voice is valued and drives goals.
- 7 IEP completed and sent home to be approved and signed by student and parent/caregiver
- 8 Parent/caregivers are able to discuss student progress/IEP goals at times other than the formally set IEP meetings.
- 9 Parents/caregivers and students are able to invite individuals to the meetings who they feel would support the student.
- 10 IEP document to be signed by parents/caregivers and students and key staff member to signify their agreement and partnership regarding the IEP.
- 11 IEP tracking notes to be added to by staff involved.
- 12 IEP documents to be referred to regularly in classroom programme to ensure IEPs are living documents that guide the focus of the student's learning and therapy.
- 13 Staff to evaluate the students' progress with current goals in conjunction with the student according to their ability to contribute.
- 14 Where applicable staff to dialogue with students and parents about the achievement of goals.
- 15 Parents/caregivers given opportunity to meet with staff as part of evaluation process.
- 16 IEP Evaluation completed by ISC staff towards the end of the year and sent home to be signed by the student and their parent/caregiver and then returned to ISC.