



LANDSDALE
CHRISTIAN SCHOOL

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Individual Education Plan Policy

Rationale:

Landsdale Christian School teachers are aware of the need to cater learning programmes for students who may be at risk in academic and/or social areas. This policy will ensure that students who are in need have the relevant assistance and programme to support them in their learning journey.

Purpose:

To guide teachers to make correct decisions regarding IEP students.

Guidelines:

1. At risk students will be placed on Individual Education Plans. This could encompass students with diagnosed learning disabilities that is detrimental to their academic or social performance, students who score a stanine one on standardized tests and ESL students.
2. All students will receive standardized Progressive Achievement Tests (PAT) at entry to the school or at the beginning of the school year.
3. Students already tested and diagnosed with Specific Learning Disabilities will still receive the standardized testing.
4. Once data is collected, all students who score at Stanine one, will be placed on an IEP for that particular subject.
5. IEP's will need to be checked by the Principal before sending home to parents.
6. Parent's need to be contacted and told about the result of the testing and the intention to place their child on to an IEP.
7. Parents also need to be informed of the implications of the IEP (which is, that their child, will **NOT** be receiving instruction at their year level, for that particular subject, until the child makes significant achievements in the subject area).
8. The IEP will be used as the reporting document for mid-year reports. Reports must state, *Modified by IEP* for each subject, for which the student has an IEP.

9. The IEP will need to be revised monthly (if possible) or at least once a term and perhaps edited to adjust for any improvements. This should happen at the time of the Mid Year report.

10. The edited IEP will then form the reporting document for the end of the year.

Procedure for creating an IEP:

Step 1: Assessment (PAT).

Step 2: Data analysis (Could be observations, PAT analysis)

Step 3: Develop a programme on SEQTA to address the identified need (Could be in consultation with Psychologist).

Step 4: Meet with principal to discuss the IEP.

Step 5: Contact the parents to attend a meeting & meet with the parents to share the findings.

Step 6: IEP to be signed and filed (teacher, principal and parents).

Step 7: Implementation and monitoring of the IEP.

Policy drafted on Wednesday May 6th, 2015 Davina Harvey, Renee Stanculescu, Sonny Aiono
***Step 3 needs to have the parents as a partner in the creation of the IEP. Needs to be amended. (October, 2015, Sonny)*

Policy revised on Monday, December 12, 2016 Samantha Knopper, Callum Maclean, Wendy Seegers,
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