

Individualised Education Plan Template

(Example of an IEP used by a school and submitted to an insurance company)

Student: JOHN ISEDALE	Class: Yr 5c Period: Terms 1-2, 2006	School: Wallsend South Public School
	Class Teacher: David Smith Support Teacher: Fiona Gilchrist Teacher's Aide: Bev Marks	Case Manager: Cheryl Cruise
	Parent/Care Giver: Colin and Lisa Isedale	
Learning Support Team: Parents, Mr. Smith, Fiona Gilchrist, Bev Marks, Anna Martin (Neuropsych), Beth Carter (Speech Pathologist), Lynnette Stanovich (OT), Cheryl Cruise		Review Date: Term 2, 2006
Outcome	Indicators	What, Who, When
John has appropriately accessed curriculum in all key learning areas.	John displays: Participation in all class activities to his potential. Positive attitude to learning. Sense of belonging in the classroom...	Provision of TAS to support John throughout the day where appropriate. Locate John close to the teacher. Provide simple clear instructions and re-teach where necessary
John draws on a range of strategies when reading and comprehending text.	John demonstrates: Speed a decoding and encoding using phonics. Ability to identify and read all 44 sounds. Ability to blend sounds. Ability to choose and read own books for pleasure. Ability to comprehend text at his level.	Continuation of existing programme. Provision of support teacher three days per week to assist John to revise phonics knowledge. Support from the speech pathologist to advise on strategies for improving receptive and expressive language.
John is able to plan and produce texts for a variety of purposes.	John demonstrates: Improved handwriting skills. Increased keyboarding skills. Increased confidence and willingness to have a go at writing unfamiliar words and phrases.	Provision of keyboarding and fine motor programs based on recommendations from the occupational therapist. Support from TAS
John demonstrates understanding of stage appropriate mathematical concepts.	John demonstrates: Understanding of addition and subtraction to 100. Understanding of multiplication to 40. Understanding of concept of division as it relates to multiplication.	Provision of TAS to support John during the mathematics session where appropriate, particularly to read and explain required terminology. Provision of adjusted program and concrete materials to support John's level of understanding.
John participates in other key learning areas through the provision of adjusted curriculum and assessment tasks.	John demonstrates: Developing values and attitudes, skills and knowledge within the stage three outcomes for HSIE and Science.	Support for class teacher to adjust class programmes and assessment tasks to cater for John's current level of achievement.