

**Individual Education Plan**

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| **REASON for developing an IEP:** | |
|  | Student has been identified as exceptional by another educational and/or medical institute/professional |
|  | Student has formally identified and requires Learning Resource services including: modified/alternative learning expectations and accommodations |

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| **STUDENT PROFILE** | | | | | | | |
| Name: |  | | | | | Gender: | Date of Birth (d/m/y): |
| School Campus: | | |  | | | | Arrival Date (m/y): |
| School Year: | |  | | | Student’s Current Year Placement: | |  |
| IEP Completion Date (d/m/y): | | | | \_\_\_/\_\_\_/\_\_\_\_\_ | Semester IEP Review Date (d/m/y): | | \_\_\_/\_\_\_/\_\_\_\_\_ |
| Exceptionality **as identified by psycho-educational report and/or medical report(s),** i.e. specific learning disabilities, ADD, Asperger’s syndrome, etc.: | | | | | | | |

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| **Student is currently working towards attainment of:** | | | | | | | |
| Key Stage: | |  | **1** *(7 yrs. old)* |  | **2** *(11 yrs. old)* |  | **3** *(14 yrs. old)* |
|  | International General Certificate of Secondary Education (IGCSE) 14-15 yrs. old | | | | | | |
|  | International Baccalaureate Certificate Programme (IB) 17-18 yrs. Old | | | | | | |

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| **ASSESSMENT DATA**  List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments. | | |
| Information Source (physician’s name and/or reporting institute) | Date (d/m/y) | Results:  From Summary/Diagnosis section of report(s) |
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| **STUDENT’S STRENGTHS**  Areas of strength as per SEN referral, school reports, and/or assessment data listed above: |

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| **STUDENT’S NEEDS**  Areas of needs as per SEN referral, school reports, and/or assessment data listed above: |

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| Health Support Services/Personal Support Required  i.e. speech and language therapy/wears glasses, etc. |  | No |  | Yes (list below) |
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| |  |  | | --- | --- | | **PLACEMENT DECISION (Check one):** | | |  | Regular class with indirect support - monitor only | |  | Regular class with in-class LR assistance | |  | Regular class with LR withdrawal assistance |   **SUBJECTS OR COURSES TO WHICH THE IEP APPLIES**  Identify each as Modified (MOD), Accommodated (AC), or both if applicable  *Modifications include any significant alterations to the learning skills and outcomes of the task, unit, or subject.*  *Accommodations include any assistive devices which allow for the learning skills and outcomes to be achieved.* | | | | | |
| SUBJECT | |  | MOD |  | AC |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |

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| Subject Exemptions: i.e. Chinese language class |  | No |  | Yes (list subject and educational rational below) |
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| Assessment Exemptions: i.e. SATS, ISA |  | No |  | Yes (list assessments and educational rational below) |
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| **ACCOMMODATIONS** |
| Explain below any accommodations the student is receiving:   * Instructional Accommodations - i.e. writing: encourage drafts and suggest ways to improve drafts * Environmental Accommodations - i.e. place student close to information source (teacher) * Assessment Accommodations - i.e. allow extra time for tests, avoid penalizing for spelling errors unless spelling is pertinent to assessment, use of computer, extra time * Individualized Equipment, i.e. Alpha smart, computer, calculator |
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**SMART GOALS (Specific, measurable, attainable, realistic, time) AND MODIFICATIONS:**

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| Measurable Goals | **Key Strategies for Goal Achievement** | **Evaluation** |
| **Focus area 1:**  **Baseline:**  Modified Learning Outcomes: |  |  |
| Comments | | |

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| Measurable Goals | **Key Strategies for Goal Achievement** | **Evaluation** |
| **Focus area 2:**  **Baseline:**  Learning Outcomes: |  |  |
| Comments | | |

**IEP Team:**

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| **Name** | **Role** | **Signature** |
|  | Student Support Coordinator |  |
|  | Learning Resource Teacher |  |
|  | International Co-teacher |  |
|  | Chinese Co-teacher |  |
|  | Parent(s) / Guardian |  |