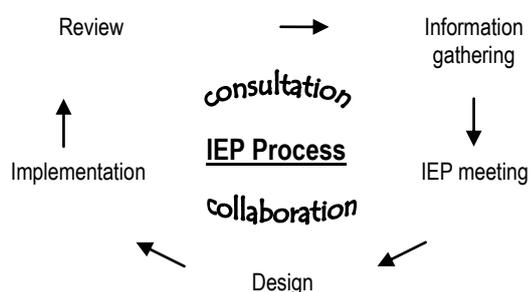




Within our Brisbane Catholic Education Learning Framework, we address the education of all our students within a diverse community of learners. All students are life long learners. As members of our learning community, students with a disability are 'in some respect like all others, like some others, like no other'. (BCE Learning Framework June 2002)

Students with disabilities may need adjustments to allow access, participation and achievement at school. Specific focus areas & strategies for an individual student are negotiated through the **IEP process**.



The IEP is an ongoing process which monitors and records students' access, participation and achievement.

Who needs an IEP?

Students who have significant educational support needs arising from a disability. If the student is enrolled in more than one education facility, it is important that the approaches are aligned.

Collaborative approach

An IEP is developed collaboratively. This results in:

- Respect for and value of, the individual
- Positive 'expected learning' for the student that responds to the student's particular educational needs arising from the disability
- Access, participation and achievement for all learners
- A team approach to the student's' development including family
- Respect for all points of view
- Coordination of support
- Effective use of resources
- Personal and professional development of team members

Planning Team Members contribute to the IEP development because they have specific knowledge and skills. All those involved with the student's education have some input to the IEP, including the student, when appropriate. Input will vary. Team members may include:

- Student
- Family
- School personnel
- Support teachers
- BCE Equity Personnel
- Therapists (Occupational Therapist, Physiotherapist, Speech Pathologist)
- Support people from other agencies

IEP focus

The educational needs **resulting from the disability** are the focus of the IEP.

For example, for students with:

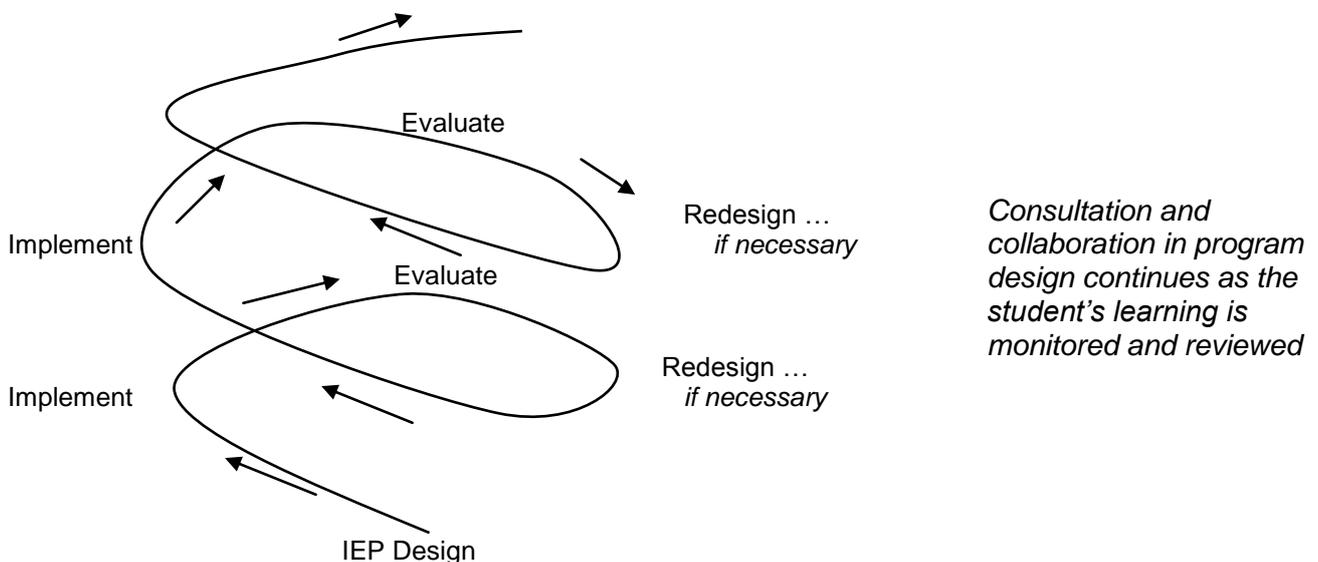
- Autistic spectrum disorder – social, communication and organisational skills
- Hearing impairment – language, auditory, communication and speech skills
- Intellectual impairment – self-management; problem solving skills; literacy and numeracy
- Physical impairment – skills for mobility, technology
- Speech-language impairment – speech, oral language, communication skills
- Vision impairment – concepts & skills for orientation
- Social Emotional – anxiety management; behaviour management; task completion; organisation skills; social/communication skills.

'Expected Learning' is:

- Student focussed
- Measurable
- Achievable
- Relevant

Review of 'Expected Learning' includes:

- Ongoing monitoring
- Formal review as determined by the team
- Assessment of demonstrated learning
- Comparison of the entry level of performance with the demonstrated learning
- Redesigning & redefining, as necessary, some aspects of the plan.



References for development of IEP:

- "The Ministerial Taskforce on Inclusive Education (students with disabilities)", Queensland Government, June 2004.
- "Draft Disability Standards for Education", Queensland Government Attorney General's Department, June 2004