

The IEP process in secondary schools

What are the challenges?

The size and complexity of the school is usually very different to a primary or intermediate school.

The curriculum is provided by teachers who are usually specialised in one subject but input from all teachers and their involvement in and ownership of the student and their learning is essential.

There are different requirements of students, including academic, independence and social responsibility. Students may need to be supported to establish skills for frequent moves between classrooms and teachers, managing their timetables and at break times.

Student voice and self-determination in the IEP process leads to a more vested interest in their learning and their life goals post schooling.

Careful subject choice and curriculum and assessment adaptation are essential while keeping learning goals within the New Zealand Curriculum framework.

Peer attitudes may differ and students with special education needs can be more vulnerable within the larger school community.

Parents/families and whānau expectations may differ initially to those of the school but their involvement and input supports successful student learning and participation.

In the secondary setting, these challenges can be reflected and addressed through IEP processes, meetings and learning plans.