

After and between IEP meetings

Plan the programming and implementing of IEP goals with the school team.

Emphasise 'school action plans' that involve differentiating teaching approaches.

- **What does this involve?**
- **How is this developed?**
- **Who is involved?**
- **What processes and tools are used?**

Useful strategies

- Involve Learning Area Leaders, Heads of Departments, Heads of Forms, in the planning process
- At department meetings schedule a time for heads to check in with staff
- Make and maintain good relationships with subject staff.
- Use staff professional learning and development (PLD) opportunities for keeping the school team informed.
- Look at managing resourcing creatively.
- Identify any specific PLD needs for the team which extend their skills and help support access to the curriculum.
- Start talking with teachers about options well in advance. Manipulate the timetable for student access and match with teachers.
- Identify PLD and incidental opportunities for subject teachers on planning for success for all students in all activities.
- Email focus goals to teachers or highlight individual subject goals then distribute a hard copy or use both systems for information sharing and gathering
- Look at the 'must knows'
- Choose subjects carefully with flexibility within a multi-level curriculum
- Look at flexible pathways within the NZQA framework, including gaining NCEA credits.
- Use age appropriate materials and assessments
- Keep subject teachers informed through the confidential school shared drive (eg KAMAR) so there is ongoing review of information and progress.
- Use a student individual alert profile system when there is an identified risk. This profile outlines strengths and risks. Parental approval and consent is necessary.

- Email the alerts to subject teachers so they have strategies and information for in-class supports.
- Make sure relievers are informed.
- Use a weekly tracking sheet so team members can monitor IEP goals
- Have a column of suggested strategies in the IEP plan.
- Spend time each week with individual subject teachers on progress and achievement for all
- Identify regular times for review meetings with the teams.
- Review the IEP goals frequently and regularly with team members. Use recording systems.
- Review and plan through regular teachers' aides meetings.
- Make sure IEPs planning is timely to choose the following year's subjects.

Additional Strategies for Classroom and Curriculum Access:

Consider:

- seating position in every class
- colour coded and laminated individual timetables
- hard copies of notes or scanning for easy access
- the use of a work folder for students to take to each class
- the use of vocabulary which supports learning
- alternative ways of recording understanding
- alternative ways of showing achievement
- the use of Intranet/ Moodle, assistive technology
- the use of peer support
- the use of school gems for support

Resource references/links

- Down the back of the chair
- Centre for Assistive Technology kit
- Te Kura: The Correspondence School
- Transition resources e.g. PATH, MAPS, Circles of Support