# **Part 2 | Successful IEP process (5:45 mins)**

Elisabeth Rix – Service Manager, Regional Operations, Northern – explains what an IEP is and what an IEP isn't and when an IEP is necessary. She also shares some suggestions on how to make a successful process with collaboration at the heart of the matter.

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| **Audio** | **Visual** |
| **No narration** | [on the left side of the screen]cover of *Collaboration for Success*[on the right side of the screen]Collaboration for Success Presentation ExampleThis video series is a guide on how to present the CFS PowerPoint presentation to groups such as a school community or a child’s IEP team.There are six parts in this video series. Part 2 | Successful IEP process (5:45 mins) |
| **Elisabeth:** So, what is an IEP?  We talked about the changes and that we might be holding it in different places and different ways, even at different times.  So, what is it? Well, it’s about being succinct. Bringing an outline of just a few priority learning goals, and it’s a working plan with contributions from those who know the student best.  As Andrea has referred to, that will always include classroom teacher and the whānau or family as well.  It’s a working plan that shows how the school and classroom programme will be fitted and adapted for the student.  It’s forward-looking, so it builds on the student’s achievements, records where they want to go and what success might look like.  And, because it’s a living document, it’s regularly updated.  We’re not having to wait six months for the next IEP to look at those goals because if the student is achieving goals within two weeks, we can set new goals, new targets. | What and IEP is   * a succinct **outline** of a few priority learning goals * a **working plan** that brings together knowledge and contributions from the student and those who know them best * a **working plan** that shows how the school and classroom programme will be adapted to fit the student * a **forward-looking plan** that builds on student achievements and records where they want to go, what supports are needed (including support for team members), and what success might look like * a **living document**, regularly updated. |
| **Elisabeth:** So, have at look at page 6 of *Collaboration for Success*.  We have a nice little box there, and it’s got “An IEP is”, (pause) and the next one is about what an IEP is not.  So, we know what it’s not. It’s not a document that shows the how the student will fit the curriculum. We talked about adapting the curriculum and the classroom for the student, not adapting the student for the curriculum.  And it’s not a document that’s pre-planned and signed off in a very cursory way by parents, whānau, and others who come along.  So, it’s not a document that’s pre-prepared. It’s not a separate, different curriculum for that child.    As much as possible, we want children with any learning or developing needs to be a part of a regular classroom programme with adaptations to the programme as appropriate.  There’s not an exhaustive list of learning goals and activities or something that’s just completed at the IEP meeting and then put away and ticked off as something that’s been done. | What an IEP is not   * document that shows how the student will fit the curriculum * a document prepared by professionals to be signed off by a student’s parents/caregivers * a different, separate curriculum * a document written specifically for funding or referral purposes * an exhaustive list of learning goals, activities, teaching strategies, and resources covering all the learning areas and key competencies * a document that is completed at a meeting and then not looked at or used until the next meeting. |
| **Elisabeth:** So, IEPs in action.  Well, many students will have IEPs … students with special needs, [but] not all students need IEPs, and I think for some schools, this is going to be a bit of a new message.  If the child has had special needs, might he need an IEP? Not necessarily.  Let’s think about can that child’s needs be met within regular classroom programme with a few adaptations or de we need to have a meeting?  It’s the team who will decide that. | IEPs in action  Many students with special education needs will have those needs met by their teaching teams – not every student needs an IEP.  All students’ learning need should be considered first in the context of the learning activities and opportunities of the classroom and school programmes.  The format of an IEP is determined by the team, not prescribed.  The frequency of and IEP review is determined by the team, no prescribe.  The IEP informs but does not replace school reporting. |
| **Elisabeth:** So, let’s have a look at page 7 of *Collaboration for Success*. And part way down the first column, there is a little heading there that says, “IEPs are necessary only when”.  And those three bullet points there say they are necessary when accurate and up-to-date assessment indicates that optimal learning will require differentiation or when barriers to learning have been identified, and it requires adaptations to regular teaching strategies.  Or times of transition which require extra attention to planning – and that could be like moving from primary to secondary school.  That time of transition is often a good time for an IEP because we’re sharing information and there might be new challenges, new needs for that student. | IEPs are necessary only when:   * accurate and up-to-date assessment [see section 101] indicate that optimal teaching and learning require differentiation within the New Zealand Curriculum or Te Marautanga o Aotearoa * Barriers to learning have been identified, requiring adaptations to regular teaching strategies or to the school or classroom environment (see section 9.3) * Times of transition require extra attention to planning, teaching, and learning. |
| **Elisabeth:** So, all studentsneed to be considered first in the context of the classroom activities for learning.  The format of the IEP is determined by the team, and there are quite a few formats that could be used. Sometimes schools have got their own one they like to use, and they use it for all IEPs.  We encourage flexibility. We think it will – it might suit these students, but what would suit the needs of another child? It might be a more visual format, might be a simplified format.  The frequency of the IEP is determined by the team.  Sometimes when children are settling into school, they might want an IEP reviewed quite regularly.  It might be those more informal meetings and might be popping up to the school and it might be on a fortnightly, monthly, or termly [basis].  It really depends on the needs of the child and the team and the student.  It might not need to be that regular at all, depends on the team.  And just to note that the IEP … it informs families and whānau, but it doesn’t replace the schools regular reporting processes.  Schools still need to report as they would do for any student. | IEPs in action  Many students with special education needs will have those needs met by their teaching teams – not every student needs an IEP.  All students’ learning need should be considered first in the context of the learning activities and opportunities of the classroom and school programmes.  The format of an IEP is determined by the team, not prescribed.  The frequency of and IEP review is determined by the team, no prescribe.  The IEP informs but does not replace school reporting. |