# Operational Policy: Homai Campus School IEP Policy (NAG 1)

## Blind & Low Vision Education Network NZ

## Statement of Intent

The ākonga attending the BLENNZ Homai Campus School will be enabled by an Individual Education Plan (IEP) or Individual Transition Plan (ITP) that outlines their strengths and needs, bringing together a collaborative team that works in partnership with whānau to identify and prioritise learning outcomes that are based on effective assessment and teaching strategies.

## Policy Requirements

1. The IEP / ITP are plans to ensure ākonga are provided with an appropriately individualised teaching and therapy programme that supports them to achieve maximum educational outcomes.

2. The IEP / ITP forms the basis for collaboration between the school/parents/ whānau/caregivers, the ākonga (where appropriate) and other agencies and professionals as necessary (including BLENNZ Residential Services where applicable) to identify and prioritise learning outcomes.

3. The IEP / ITP process will identify and clarify the roles and responsibilities of team members and provide a cycle of assessment, planning provision, evaluation and priority goal setting.

4. The IEP / ITP will provide a systematic approach to identify priorities and focus areas to ensure the achievement of long term aims and the continued appropriate placement of ākonga.

5. The IEP /ITP meeting is conducted six monthly, or more frequently according to individual requirements.

6. The IEP / ITP reflects contribution from parents, specialists, therapists, residential staff and/or a trans-disciplinary assessment as appropriate to the needs of the ākonga.

7. The IEP / ITP will be based on appropriate assessment data collected in the normal environment of the ākonga.

8. The IEP / ITP will identify how the Expanded Core Curriculum will support ākonga achievement of the achievement objectives and key competencies from the New Zealand Curriculum. It will also identify specific learning outcomes, pedagogy and the resources required to achieve these outcomes.

9. The IEP / ITP will allocate roles and responsibilities for planning, implementation and the evaluation of programmes.

10. The IEP / ITP process will set a review date where programmes will be reviewed and further planning undertaken.

11. The class teacher will ensure that the IEP / ITP for each ākonga is implemented effectively and that teaching activities are appropriate and culturally sensitive.

12. The IEP / ITP goals form the basis for ākonga programmes across both the school and residential settings.

Approved: 

Date: 12 August 2021

Next Review: 2024