

<b>Name:</b> IEP Sample – Daniella	<b>Year Level:</b> 2 <sup>nd</sup> Year Hairdressing Apprentice	<b>Class teacher:</b> .....	<b>Learning Support Teacher:</b> .....
<b>IEP Start Date:</b> ...../...../.....	<b>D.O.B:</b> ...../...../..... <b>Age:</b> Y: M:	<b>Signed:</b>	<b>Signed:</b>
<b>Review Date:</b> ...../...../.....			

<b>Strengths:</b> Keen cyclist and tennis player. Highly creative and has great practical results. Popular and well-liked by peer group.	<b>Areas to be developed:</b> (Each area should have a corresponding target.) Reinforce learning concepts, improve comprehension, memory and study/skills.
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Targets	Strategies	Provision	Success Criteria	Achieved
1. To improve comprehension	<ul style="list-style-type: none"> <li>Be mindful - At full stops and reflect - 'Did I understand that sentence?'/visualization skills.</li> <li>Understand that even good readers re-read sentences for improved comprehension.</li> <li>Listen to own voice from pre-recorded reading - walk and listen.</li> <li>Highlight key words.</li> <li>Ask when unsure.</li> <li>Text to voice software to listen to text from laptop.</li> <li>Build mind maps/lists/diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly Well-being/Learning support to help.</li> <li>Tutor to check in at the end of each lecture to check understanding.</li> <li>Bring current work and assignments to learning support for extra support and access to IT (Tue and Thurs).</li> </ul>	<ul style="list-style-type: none"> <li>Highlights main idea in paragraphs independently 3 times.</li> <li>Answers 4/5 questions correctly three times.</li> </ul>	
2. To build mind maps to aid memory	<ul style="list-style-type: none"> <li>Use topic words/main ideas to learn how to build a mind map/infographic with support.</li> <li>Use color/symbols/pictures/mnemonics/abbreviations.</li> </ul>	<ul style="list-style-type: none"> <li>Well-being/learning support.</li> <li>Colorful pens.</li> <li>A3 paper.</li> </ul>	<ul style="list-style-type: none"> <li>Able to build a mind map or infographic independently.</li> <li>To show improvement on end of term assessment results.</li> </ul>	
3. Complete extended writing tasks	<ul style="list-style-type: none"> <li>Set timeframe.</li> <li>Scaffold.</li> <li>Break tasks into manageable chunks.</li> <li>Feedback meetings stage by stage</li> <li>Positive language.</li> <li>Produce as final piece for display.</li> <li>Peer to peer support.</li> </ul>	<ul style="list-style-type: none"> <li>Computer for all extended writing.</li> </ul>	<ul style="list-style-type: none"> <li>Independently manages an assignment.</li> <li>Overall improvement in assignment results.</li> </ul>	

<b>Parent/Carer Involvement:</b> Very supportive.	<b>Student's View:</b> Wants to improve scores.	<b>Additional Information:</b> Wears colored lenses for reading/reduced glare on laptop.
<b>Evaluation and future action:</b>  Parent's Signature ..... Student's Signature .....		

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