

# Individual Plan (IP)

## Procedure

### Overview

Every child enrolled into Ko Taku Reo Preschool that has additional teaching and learning needs will be provided with an Individual Plan (IP).

The purpose of the IP is to develop a plan with all interested parties (parents/whānau, teachers, specialists and professionals) involved in the child's life, that will aid the child in their developmental achievements.

### Getting to know the child and the family

A new plan will be developed after the child has attended the centre for the equivalent of at least a month. This time frame will vary according to the number of enrolled days and attendance on those days.

During this time the key teacher is able to observe the child and record developmental information and develop a relationship with the parents and other team members. Other professionals working with the child and family are also able to make observations of the child within the Preschool environment. In some cases another team member may take the lead in organizing the IP, however the Preschool key teacher is responsible for staying actively involved with the IP process for all of their children.

The key teacher for the family is responsible for discussing the upcoming IP with the other team members, especially the family. This is particularly important if it is the first IP meeting they will participate in. Establishing the aim and processes of the meeting can ensure the family are able to fully participate and contribute to the IP meeting and resulting document.

### Scheduling the meeting

#### The initial meeting:

A person from the team working with the child will be nominated to liaise with the whānau to determine which team members they wish to invite to the meeting.

While beneficial to have all team members present, in some cases teams can become large, leading to full meeting rooms and agendas that create barriers to whānau participation. The whānau are to be provided with the 'IP Preferences Form' and supported to identify all team members, and specify who they would like invited to the IP meeting. Then the liaison person will contact all relevant people to set a date.

The whānau/caregivers are to be encouraged to nominate a time, place and date that ensures they are able to attend. Venues available include a Ko Taku Reo meeting room, Ruaumoko Marae or the family's local marae, the family home or another suitable venue. Where possible the IP meeting will be scheduled outside of teaching contact hours to ensure continuity of the Preschool programme.

**Subsequent meeting dates and locations will be set at the end of each IP meeting.**

### Supporting documents

When whānau are first contacted about the IP meeting, they will be given the IP Introduction Brochure. The whānau/caregivers will be provided with Supporting documents. The purpose of this document is to assist whānau in their contributions to the meeting.

For example, the parents/caregivers will need to consider what skills they would like their child to achieve and what barriers they need help overcoming. The information contained on the sheet is for the whānau's use during the meeting rather than an item to be collected by the facilitator.

Whānau will be given 'Te Whāriki Curriculum Goals' to assist with thinking about possible goals prior to the meeting.

## Developing the Plan

### Role delegation:

At the beginning of the meeting people should be allocated responsibilities as the facilitator, time-keeper and note-taker.

Facilitator	Note-taker
<p>The first role of the facilitator is to introduce everybody at the meeting or allow time for people to make introductions. It is important that families are made familiar with everybody at the meeting, and a warm supportive environment is established.</p> <p>During the meeting the facilitator must direct the flow of the discussion so that a positive plan and specific goals can be developed for the child. Everybody in the meeting should be given an equal voice and have their contributions respected, including all whānau members.</p> <p>The facilitator also needs to keep track of the time.</p>	<p>The note-taker's responsibility is to record the teaching goals, strategies and other relevant information as directed by the facilitator.</p> <p>It is the note-taker's responsibility to type up the draft document and distributes copies to all IP team members, make any adjustments required, and distribute the final document ESW staff will receive their own hard copy, as will the whānau and the Preschool wall.</p> <p><b>Timeline for IP distribution:</b></p> <p>Draft available two weeks following the meeting and confirmed within a month of the meeting.</p>

### The meeting:

The meeting should begin with an opening karakia then the facilitator will set the expectations of speaking one at a time, also explaining how to work with the interpreter if one is present.

Then the IP team can discuss where the child is now, including their strengths.

This will help to develop a holistic picture of the child and outline their current development. The parents should be given ample opportunity to share their vision and aspirations for their child.

**This is especially important if it is the first meeting.**

### Goal setting:

After developing a picture of the child, goals should be identified for the child that connect to the agreed upon priorities of the IP team members. These goals should be specific, measurable, achievable, relevant and time-based - SMART goals.

At times it may be necessary to break down broad goals into short term goals to ensure the goals are achievable and measurable. Teaching strategies should be outlined, providing specific steps that will aid the child in achieving the goals. In setting strategies, adaptations to the teaching and home environments and individual supports required by the children should be considered.

In some instances, further goals will be set after the IP meeting, for example, following an assessment. If agreed upon, these may be attached to the IP document and evaluated at the next meeting.

### Educational Support Worker (ESW) hours

The need for additional adult support will be recorded within the IP document. Where ESW hours have been allocated, a contingency plan should be agreed upon if the ESW is unable to attend a session.

This should include whether the child is able to attend the pre-school alone or if another adult must attend with them, e.g. a parent. If arrangements are already in place, they will be noted in the IP document.



## Implementing the Plan

### Resources:

During the IP meeting, participants will have identified any resources needed to help the child achieve their goals.

A person should be allocated the responsibility for making the resources and where possible and appropriate, copies will be available in the home and Preschool. The effectiveness of the resource should be discussed with the family and if necessary, an adaptation made to ensure success for the child.

### In Preschool:

The key teacher is responsible for sharing the IP goals with the other teaching staff in the Preschool team. IP goals can be built into the daily programmes in Preschool, in either or both the mat-time or term weekly plans on Storypark.

### In the home:

Where goals have centred on development in the home, parents/caregivers and other whānau members should receive adequate support from the appropriate specialist/professional.

Preschool staff may arrange home visits to work alongside both the child and parent. Resources should be provided to the families along with a demonstration on how they can be used. Such support can be provided in person, via phone or video calls, via email, or through Storypark, whichever is best suited to the whānau and manageable by the Preschool staff.

## Evaluating the Plan

### The evaluation:

At the beginning of each meeting the past IP goals should be discussed and evaluated. The evaluation should include the child's achievements and the teaching and learning strategies. Any lack of progress must be viewed as an opportunity for further adaptation and growth by the teaching team and whānau, rather than a failure of the child.

The programme must adapt to the child's needs. All signs of progress, both big and small, are to be shared and celebrated. Evaluations should be supported by formal and informal assessment, teaching notes, and both professional and whānau observations.

Signed		Review date	
Delegation			

## Appendices:

- **Appendix a** – IP Introduction Brochure (for parents/caregivers)
- **Appendix b** – Whānau IP Preferences Form (for parents/caregivers)
- **Appendix c** – IP Question Form (for parents/caregivers)
- **Appendix d** – Te Whāriki Curriculum Goals
- **Appendix e** – Individual Education Plan