

SPELD Victoria Fact Sheet No. 6



What is an Individual Learning Plan (ILP)?

An ILP or Individual Learning Plan is written by a school to help children who are experiencing difficulties to improve their skills and knowledge at their own pace.

It is a tool to help plan for meeting the special educational needs of a child and to aid effective teaching and learning. ILPs are only used where a child needs something extra or different from others in the class. Wherever possible, the child and parents or carers should be involved in the discussions and review of an ILP.

What should be included in an ILP?

An individual education plan can contain the following:

- A description of the child's specific learning needs
- The short-term targets set for the child to be achieved in a given time
- The provision (staff involved, how often support is given, specific programmes, activities, materials and equipment)
- The teaching strategies to be employed
- Any other support needs (e.g. medical or counselling)
- Monitoring and assessment arrangements (how is it checked?)
- Review date and arrangements.
- Success criteria: how do we know the target has been achieved

There can at times be a group ILP when a number of children are working on the same targets on a specific programme.

ILPs should:

- Be seen as working documents
- Use a simple format
- Avoid jargon
- Be comprehensible to all staff and parents
- Be distributed to all staff concerned
- Promote effective planning
- Help children understand the progress they are making
- Specify only provision and targets which are additional to or different from those



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generally available for all students.

ILP Targets

- ILPs should focus on three or four individual targets set to help meet the needs of the individual child.
- May relate to aspects of the curriculum (literacy, numeracy etc.), or focus on behaviour or social skills.
- Should specify what should be taught, how it should be taught and how often, and will be based on individual need.
- The child's strengths should underpin the targets and the strategies used in order to achieve them.

What sort of targets should be set?

The targets should be S.M.A.R.T. ones. That is:

- **S**pecific - they need to be very precise
- **M**easurable – you can see if they have been achieved
- **A**greed by all – parent, child and school
- **R**ealistic – within the child's ability
- **T**ime-related – they can be met in a set time.

How often should an ILP be reviewed?

ILPs should be reviewed at least twice a year but generally they are reviewed termly/each semester. One review could coincide with a parents' evening. The parents should be involved in the review and give their views on their child's progress. The child should also take part in the review process and be involved in the setting of targets.

The ILP review should focus on:

- The help given by both the school and the parents
- The child's progress
- How effective the Individual Education Plan is
- Updated information and advice
- Future action.

If you are in doubt, ask your child's class teacher or the teacher responsible for Integration at your child's school.



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