

## Individual Learning Plans (ILPs)

This is a Secondary intervention useful for students who may be at risk due to learning or behaviour support needs. The Learning and Support Team should develop the ILP together, making sure to involve those who have the most knowledge of and responsibility for the student and working together to establish shared goals.

The ILP should:

- Outline a meaningful education program;
- Be age and developmentally appropriate;
- Be flexible and future oriented;
- Adopt a holistic approach to the student's education;
- Be a strength based model;
- Aim to retain the student at school;
- Clearly articulate individual and shared responsibilities;
- Document evaluations/progress;
- Provide guidance for the LST;
- Contain a record of important meetings and decisions;
- Be a useful transition tool;
- Be reviewed on a regular basis

ILP's usually follow a similar planning sequence to the one outlined below:

- **Step 1:** Understanding the student - student profile
- **Step 2:** Set goals – short term/long term
- **Step 3:** Develop the plan
- **Step 4:** Implement the plan – strategies for program delivery
- **Step 5:** Monitor and evaluate the plan- adjust accordingly

When developing individual goals, it is useful to remember the SMART principle.

**S**pecific

**M**easurable – quantifiable and observable

**A**chievable

**R**ealistic

**T**imely

Please check the toolkit section below for templates and pro-formas