

Individual Learning Plan – Example only

This is designed as an example of what might be included in a plan. It isn't intended to be used as is, and it is not recommended that this many adjustments be used in a single plan – it should be kept simple and achievable.

Student Details		
Name: Ted xxx		Student ED ID: xxxxxxx
Date of Birth: xxxxxxxx	Age: xx	Year Level: xxxxxxxx
Review Date: xxxxxxxx		Next Review: xxxxxxxx
Verified Disability:		Nature of Personalisation: Dyslexia, Dysgraphia and Dyscalculia
Level of support:		
Additional Notes:		
<p>Ted is a bright, capable student who works hard and is highly motivated to succeed. Due to living with specific learning difficulties, he requires literacy & numeracy support with reasonable adjustments to his workload, assessments, and modes of presentation.</p> <p>As a result of poor support in the past, Ted has developed severe anxiety around school and teachers.</p>		

Key Reports			
Who	Service/ Agency	What	Date
xxxxx	Educational psychologist xxxx	Psychological Assessment	xxxx
xxxxx	Educational psychologist xxxx	Psychological Review	xxxx
Other Relevant Information: Has completed a program for dyslexia through a specialist tutor.			

Student Profile
<p>Strengths and Interests:</p> <ul style="list-style-type: none"> • Photography • Wildlife and nature • Design and engineering <p>Ted wants to be an engineer or industrial designer when he leaves school. He has a superior level of visual-spatial intelligence (96th percentile) and needs extra support with literacy and numeracy to realise his potential.</p>
<p>Difficulties and Concerns:</p> <ul style="list-style-type: none"> • Struggles with reading aloud, which can make him feel embarrassed. • Spelling is an issue • Mild auditory working memory weakness (difficulty holding lists in his mind) • Mathematics is a major issue, particularly: <ul style="list-style-type: none"> ○ Holding/remembering strings of numbers in working memory ○ using grids and graphs to make comparisons, draw conclusions or answer questions ○ using quantities less than a whole number ○ telling/using time

- multiplication and division
- Can be slow when writing by hand / copying from board
- Perfectionist – tries hard and needs reassurance
- Reluctant to ask for help

Recommendations to support:

- Do NOT ask Ted to read aloud or answer mental maths problems in class
- Check understanding when beginning new tasks 1:1 (“Tell me what you need to do next” – help gauge understanding and check what might need more explanation)
- Provide scaffolding and planning sheets
- Clear and uncluttered task sheets
- Break down problems and instructions into steps (aids in low working memory)
- Showing finished product examples allows Ted to see what the work looks like and build confidence.
- Use computer for handwritten tasks
- Allow extra time for tests and exams
- Give verbal tests where appropriate
- Do not penalise spelling errors
- Reduce reading and writing demands (allowing Ted to answer in dot points will help his confidence)
- Reduce homework demands and allow Ted to focus on finishing work rather than giving more work.
- May need extra time to complete written tasks / copying from the board (provide Ted with photos/copies of notes on the board)
- Where possible, provide typed copies of information from the board
- Frequent checks for understanding
- Over-teaching / repetition of numeracy concepts
- Concrete examples of maths problems
- Extra time to complete numeracy tasks
- Provide multiplication charts and formulae
- A visual step-by-step breakdown of working out for Maths.
- Fewer problems to complete
- Use of calculator
- Provide clear, immediate, specific feedback and praise- focus on effort and application rather than achievement in Maths.
- Modified Language program
- Record instructions on Ted’s phone or write steps for him to refer to
- Provide extensions when required.
- Provide someone to read the questions to Ted during exams.

Additional information:

Through tutoring, Ted has managed to maintain a level of progress in reading and writing, approximately three years behind his peers and approximately two years behind his peers in maths.

Priorities, Primary Goals, Pathways

Student:

I would like to improve my maths understanding

Family:

Support to develop confidence and self-esteem and reduce anxiety

Support Summary

- Support strategies/learner profile documented and passed on to subject teachers.
- Monitored through year-level and care-group processes, including the development of student achievement plan
- Access to individual support centre 2 x 55 mins each week
- Reasonable adjustments for assignments and tests
- To be reviewed each term by the year-level learning coordinator

Learning Support Plan:

Curriculum: SACE, Modified

Subject	Learning Goal	Adjustments to support	Notes
English	<ol style="list-style-type: none"> 1. To complete all assignments (modified) 2. To achieve the minimum requirements for SAE English 3. Reduce anxiety triggers 	<ul style="list-style-type: none"> - Verbal presentation of assignments to the teacher - PowerPoint presentation in place of essays - Reduced word count - Flexibility with assignment deadlines - Provide audiobook/movie versions of novels 	<ul style="list-style-type: none"> - Opportunities to write stories - eBooks - Allow Ted to leave the class without questions or attention if he becomes too anxious.
Maths	<ol style="list-style-type: none"> 1. To complete all assignments (modified) 2. To achieve the minimum requirements for SAE Maths 3. Reduce anxiety triggers 	<ul style="list-style-type: none"> - Use concrete and visual aids - Provide engineering and design-oriented tasks where possible - Flexibility with assignment deadlines - Assistance with reading questions 	<ul style="list-style-type: none"> - modified program - provide visual scaffolds - Allow Ted to leave the class without questions or attention if he becomes too anxious.
Science	<ol style="list-style-type: none"> 1. To complete all assignments (modified) 2. To achieve the minimum requirements for SAE Maths 3. Reduce anxiety triggers 	<ul style="list-style-type: none"> - Use concrete and visual aids - Verbal presentation of reports as an option - Assistance with reading questions 	<ul style="list-style-type: none"> - YouTube tutorials - Allow Ted to leave the class without questions or attention if he becomes too anxious.

Hums	<ol style="list-style-type: none"> To complete all assignments (modified) Reduce anxiety triggers 	<ul style="list-style-type: none"> - Verbal presentation of reports as an option - Assistance with reading questions and understanding assignments 	<ul style="list-style-type: none"> - Reduced number of tasks - Allow Ted to leave the class without questions or attention if he becomes too anxious.
Drama	<ol style="list-style-type: none"> To complete all assignments (modified) Reduce anxiety triggers 	<ul style="list-style-type: none"> - Verbal presentation of reports as an option - Assistance with reading questions and understanding assignments - Provide audiobook/movie versions of texts and scripts 	<ul style="list-style-type: none"> - Opportunity to perform - Allow Ted to leave the class without questions or attention if he becomes too anxious.

Signatures

Student	Parent/Caregiver	Principal/ Delegate	Date