

IESP Parent Forum Feedback – SERU 22 March 2019

Positive Elements about the IESP

- Regular reviews of need to address changes in routines between classrooms
- Review process allows for transparency
- Review process
- Support for the child will be reviewed and updated as required
- Increased accountability for schools
- Driven by need and actual actions the adults will be doing to help children
- Child 1st approach based on the functional needs, not the diagnosis
- Looks at what the adult is doing and needing to support the child
- Children will get the support they need in class to be successful
- Level of Adjustment – a brilliant approach!
- Effort to a clearer focussed approach to achieving outcomes once streamlined and implemented
- Assists with clarity in understanding needs and adjustments, increased accountability and shifts effort / energy / expertise to achieving goals rather than fighting for funding
- Cultural and philosophical change
- Consistent approach
- In theory, it sounds logical
- Simpler process
- Streamlined and easier for schools
- Reduces application level and implementation
- Easier application process
- Reduction in red tape and administration time to complete applications
- More accessible
- More transparent and inclusive
- Broader criteria = more children will get the support they need
- Inclusivity increased (Speech, trauma)
- One bucket of money
- Increase in number of categories
- Funding is attached to the child, not the school
- Hopefully this will mean that 'One Plan' works with everyone working together
- Uses the SMART goals as per NEP / One Plan