

National Institute of Education

Ministry of Education

Male', Maldives



## Individualized Education Plan (IEP)

**School:****Contact Number:**

<b>Student Name:</b>	<b>Date of Birth:</b>	<b>Age:</b>
<b>NI no:</b>	<b>Male</b> <input type="checkbox"/>	<b>Female</b> <input type="checkbox"/>

**Medical Alerts:****History:****Developmental Delays (circle):** Cognitive/Language/Physical/Social Emotional**Describe the learning delays:** ( Example: Speaking, Reading and Writing )

Tick	Special Needs/Disability (as per the IE policy)	Circle
<input type="checkbox"/>	Learning Disabilities	Suspected/Diagnosed
<input type="checkbox"/>	Attention Deficit Hyperactivity Disorder	Suspected/Diagnosed
<input type="checkbox"/>	Physical Impairments	Suspected/Diagnosed
<input type="checkbox"/>	Hearing Impairments	Suspected/Diagnosed
<input type="checkbox"/>	Visual Impairments	Suspected/Diagnosed
<input type="checkbox"/>	Autism Spectrum Disorder	Suspected/Diagnosed
<input type="checkbox"/>	Intellectual Impairments	Suspected/Diagnosed
<input type="checkbox"/>	Others .....	Suspected/Diagnosed

<b>Date of Initial Referral:</b> / /	<b>Date of IEP Meeting:</b> / /
<b>Date IEP is to be Implemented:</b> / /	<b>Projected Date of Next Review:</b> / /

### **Strengths /Current Level of the Child**

#### **ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING**

##### **CHARACTERISTICS:**

Current levels of knowledge and development in subject and skill areas, including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information and learning style.

##### **Current Level & Strengths:**

- Academic (Subjects & Key Competencies)
  
- Skills
  
- Adaptive Behavior

#### **MANAGEMENT NEEDS:**

The amount of environmental modifications and human or material resources are required to enable the student to benefit from instruction. Management needs are determined in accordance with the factors identified in the areas of academic achievement, key competencies, functional performance and learning characteristics.

##### **1. Environmental Modifications**

##### **2. Resources (Human and Learning Materials)**

- a) Human
  
- b) Learning Materials

## Measurable Annual Goals

**Annual Goal:** What the student will be expected to be able to do by the end of the year in which the IEP is in effect.

**Evaluative Criteria:** How well and over what period of time the student must demonstrate performance in order to consider the annual goal to have been met.

**Procedures to Evaluate Goal:** The method that will be used to measure progress and determine if the student has met the annual goal.

**Evaluation Schedule:** The dates or intervals of time by which evaluation procedures will be used to measure the student's progress.

Annual goals need to be chosen based on the 4 domains (in priority order) which are given below

### Band A (Special Education Goals)

1. Social Development (Refer to Relevant Key Competencies)
2. Adaptive Behaviour (Refer to Relevant Key Competencies)
3. Physical Development (Refer to Relevant Key Competency)

### Band B (Academic Goals)

Key Learning Areas (Subjects)

<b>Annual Goal :</b>	
<b>Evaluative Criteria:</b>	
<b>Procedures to Evaluate Goal:</b>	
<b>Evaluation Schedule:</b>	

*NOTE: Add additional annual goals as appropriate*

## TRANSITION PLAN

Each student should have goal(s) based upon age appropriate transition assessments relating to training, education, employment and, when appropriate, independent living skills.

**Transition from Home to School**
**Transition from Foundation Stage to key Stage 1**
**Transition from Special Education to Inclusive Education**
**Training (Key stage 3 and Above)**
**Employment (Key stage 3 and Above)**
**Independent Living Skills (when appropriate)**
**Special Education Program/Services**

	Frequency	Duration	Location	Initiation Date
				/ /
				/ /
				/ /
				/ /
				/ /

**Special Transportation Needs:**
**Assessment Modifications (Applicable to Key Stage 3 and above)**

Assessment Accommodation	Conditions	Specifications

*Note: If necessary refer to curriculum adaptation document and guidelines to assess children with special needs.*

**Participation in School Exam/Assessments (Applicable to key stage 3 and above)**

**Participation in National Exam/Assessments (Applicable to key stage 3 and above)**

**Reporting Progress to Parents**

**Identify when periodic reports on the progress the student is making toward meeting the annual goals will be provided to the student's parents:**

**IEP Committee Participants**

<b>Name</b>	<b>Professional Title</b>	<b>Signature</b>