

Sample of Individual Education Plan: Physical Disability

Name of Student:	Wong Siu Keung (pseudonym)
Age:	7
Class:	Primary 1
SEN:	Physical Disability (cerebral palsy)
Date of Discussion:	10/10/20xx
Date of Implementation:	17/10/20xx – 16/1/20xx (3 months)
Background Information:	
Strengths & Hobbies:	<ul style="list-style-type: none">• Responsive to encouragement and willing to follow teachers' instructions• Adequate family support
Weaknesses:	<ul style="list-style-type: none">• Due to his difficulties in controlling his muscles, the student will speak with a slur when he is nervous. He is not confident of verbally expressing himself, which has further affected his confidence in participating in lessons and getting along with peers.• Due to the restrictions on his mobility, he is weak in handwriting and self-care skills. He sometimes fails to follow the teaching instructions during lessons.

After discussion among pertinent school/ teaching personnel, specialists, parents and the student, the plan is formulated as follows*:

Domain	Long-term Targets	Short-term objectives	Implementation		Responsible person	Assessment Criteria	Effectiveness / short-term objectives outcomes
			School	Parents			
Learning adaptation	To increase the student's confidence in participating in classroom activities	To enhance the student's participation in classroom activities	<p>1. Subject teachers modify the classroom activities in accordance with the student's mobility level and ability to communicate verbally (the activities in physical education and visual arts lessons would require drastic modification). Teachers may consult, via his parents, physiotherapist, occupational therapist and the school-based speech therapist two weeks in advance on designing or modifying classroom activities that suit the student's needs.</p> <p>2. Teaching Assistant (TA) are arranged to provide assistance to the student in participating in lessons. Subject teachers discuss with TA on the details of how to support the student before lessons.</p> <p>3. Subject teachers reduce the amount of copying during lessons. If needed, teachers could prepare copies of the learning materials for the student so that he would be</p>	<p>Regularly discuss with physiotherapist / occupational therapist / school-based speech therapist on understanding the needs and progress of the student</p> <p>Encourage the student to ask the teachers for help or voice out his difficulties when necessary</p>	Subject teacher TA SENCO	The student can effectively participate in classroom activities during 80% of classroom time.	

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			School	Parents			
			<p>able to follow through the teaching instructions without worrying having to finish copying notes.</p> <p>4. Let student and his parents look up homework entries on the school intranet every day so as to reduce the quantity of copying tasks in lessons.</p>				
Learning adaptation	To increase the student's confidence in completing homework independently	To facilitate the student to complete the modified homework on his own	<ol style="list-style-type: none"> 1. Teachers reduce the quantity of homework by around half. 2. Exercise books with larger grids and single-printed worksheets are used. 3. Teachers exercise discretion while marking his homework by focusing on the quality of the work instead of handwriting. 	Encourage the student to try his best to do the homework and provide assistance when needed	<p>Subject teachers</p> <p>SENCO</p>	The student can finish 80% or more of his homework every day on his own.	
Social adaptation and communication	To strengthen the student's ability and confidence to communicate with others	To increase the student's engagement in peer activities during recess	<ol style="list-style-type: none"> 1. Teachers arrange the student to attend individual speech therapy once a week for helping him learn to control his oral muscles properly, improve his articulation, 	Attend speech therapy sessions with the student and support him to do the speech practices at home	<p>SENCO</p> <p>School-based speech therapist</p>	The student can join peer activities on his own initiative or with others' invitation during recess, for at	

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			<p>adjust his pace of speech and voice.</p> <p>2. Teachers arrange the student to attend a speech therapy group once a month for enhancing his ability to interact and communicate with other people.</p> <p>3. Student guidance personnel organizes peer activities for creating more opportunities of social interaction and communication for the student. Peer buddies will be arranged to join those activities for helping the student build friendship and social skills.</p> <p>4. SENCO communicates with the student and his parents every two weeks so that both parents and teachers understand more about the student's adaptation to school life.</p>	<p>as advised by the therapist</p> <p>Arrange social activities on weekends and school holidays for providing the student with practice opportunities of communicating with others.</p>	Student guidance personnel	least 3 times a week, without help from his teachers/ TA / student guidance personnel.	

Participants:

Special Educational Needs Coordinator: Ms Cheung

Teachers: Ms Lee (Form and English Teacher), Ms Ho (Chinese and PE Teacher), Ms NG (Maths and VA Teacher) and Ms Chan (TA)

School-based Educational Psychologist: Ms Chan

School-based Speech Therapist: Mr Ma

Parent/Student: Mr & Mrs Wong/ Wong Siu Keung

* The physiotherapist and occupational therapist who currently follow up on the student's condition were consulted before the meeting.