

What is an Individual Learning Plan?

An Individual Learning Plan (ILP) should be developed and used for any child attending your service with a disability or developmental delay. It is a written document that details what the service will do for the child. It can be used to record the reasonable systematic adjustments made under the Disability Discrimination Act 1992.

An ILP is always developed in consultation with the child's family and forms part of the assessment and planning cycle. This working document should be updated regularly and reviewed at least every six months. It does not need to be lengthy or complex and will help you record the child's developmental progress, linking directly to the **EYLF** and **MTOP Principle of Equity, Inclusion and High Expectations** and **Practice of Assessment and Evaluation for Learning, Development and Wellbeing**, and to **National Quality Standards 1.3, Assessment and Planning, and 6.2, Collaborative Partnerships**.

Developing the ILP

The ILP should be developed and written in consultation with the child's family and other relevant professionals working with the child and family.

What to include in an ILP															
☐	1. A summary of assessment information reports and information about the child's disability or developmental delay (collect information from the child's family, assessments from other professionals, and observations within your early learning service).														
☐	2. Who contributed to the development of the ILP and the roles and responsibilities of team members and others that work with the child at the service (e.g., therapists, volunteers).														
☐	3. A summary of the child's strengths, interests and functional needs (collect this information from the family and observations that you and your team make within your learning environment).														
☐	4. Long-term goals and outcomes (what the child will do or achieve).														
☐	5. Specific short-term objectives (the long-term goals are broken down into these smaller or simpler short-term objectives that will likely be achieved within a shorter timeframe). Check your objective against the Indicators of High Quality ILP Objectives Checklist: <table border="1"> <thead> <tr> <th colspan="2">Indicators of High Quality ILP Objectives</th> </tr> </thead> <tbody> <tr> <td>☐</td> <td>1. The objective is written in plain language.</td> </tr> <tr> <td>☐</td> <td>2. The objective is written in positive language (i.e., it says what the child will do, not what they won't do or what they will stop doing).</td> </tr> <tr> <td>☐</td> <td>3. The objective emphasises the child's participation in age-appropriate activities and routines.</td> </tr> <tr> <td>☐</td> <td>4. The objective addresses a skill that is either useful or necessary for participation in EC activities/routines (or activities/routines in the child's next learning environment).</td> </tr> <tr> <td>☐</td> <td>5. The objective is observable and measurable.</td> </tr> <tr> <td>☐</td> <td>6. The objective describes how the child will demonstrate what they know or can do.</td> </tr> </tbody> </table> (Adapted from McWilliam, 2009, and The Early Childhood Technical Assistance Center, 2014)	Indicators of High Quality ILP Objectives		☐	1. The objective is written in plain language.	☐	2. The objective is written in positive language (i.e., it says what the child will do , not what they won't do or what they will stop doing).	☐	3. The objective emphasises the child's participation in age-appropriate activities and routines.	☐	4. The objective addresses a skill that is either useful or necessary for participation in EC activities/routines (or activities/routines in the child's next learning environment).	☐	5. The objective is observable and measurable.	☐	6. The objective describes how the child will demonstrate what they know or can do.
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☐	6. Teaching strategies (these should be evidenced-based, e.g., using peer models, visual supports, specific praise and the child's strengths and interests. You may embed strategies used at home or with other professionals/ therapists outside of your service to support consistency of learning- just remember your focus should always be on engagement within your learning environment leading to educational outcomes).
☐	7. Ongoing evaluation (the ILP is a working document, so monitoring and updating it regularly is key. See sections below on implementing and reviewing the ILP for more information).
☐	8. Documentation of the transition process (note the child's next learning environment, for example, school or a different room within the current service, and ensure that the educators in this environment are aware of the ILP, including goals, objectives and teaching strategies).

(Adapted from NSW Department of Education, 2023, *2023 High learning support needs funding guidelines*, retrieved from: <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/disability-and-inclusion-program/2023-high-learning-support-needs-funding-guidelines>)

What might an ILP look like?

Here is a sample of the first two pages of an ILP (including the first short-term objective). See the numbered arrows to find the features listed in the table above.

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access, opportunity
and acceptance

Individual Learning Plan (ILP)

Name: Grace Cooper

Date of Birth: 7/3/18

Current date: 5 March 2021

Early Childhood Service: Flinders Early Learning Centre (FELC)

Planned School Setting (or next setting): Preschool room at ELC (in 2022)

Date for review: July 2021

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Plan Developed by:	Relationship to child/role	Contact details
Name (and position/agency if applicable)		
Kerry Strong (ECT and Educational Leader at FELC) (A)	Educator	Email, phone
Ferrah Slovak (Educator at FELC) (W/V)	Educator	Email, phone
Rory Cooper and Adam Evans (A)	Parents	Email, phone
Frankie Smith (E)	Speech pathologist	Email, phone

Note contribution of person to the development of the ILP: Attended meeting (A), Written/verbal Report (W/V), Email/Phone (E/P)

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Summary of assessment information: Grace is mobile and unsteady when walking independently. She shows interest in her peers and needs support to join in play. Grace has a range of vocalisations and is beginning to imitate sounds and approximate words. She puts out her arms to reach for desired objects. Grace is beginning to follow one-part directions and point to named body parts. She can eat finger food and is experimenting with the use of utensils. As rated on the STARE assessment, her engagement with peers, adults and materials in the early learning centre is classified as unsophisticated. She will sit for 6-8 minutes in group experiences that include interactive elements and favoured songs. Grace has been diagnosed with Global Developmental Delay.

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Assessments completed- Griffiths-III, Vineland Adaptive Behaviour Scales- Parent form, Development Behaviour Checklist-parent form (PECAT 5.121); Scale for Teachers' Assessment of Routines Engagement (STARE) 25.221

Strengths and interests: Grace is determined and enthusiastic. She enjoys playing with blocks, sand play, water play, imaginary play (dressing up), and dancing. She loves PJ Masks and Peppa Pig.

Needs: Grace needs support to follow the routine of the room, select and remain engaged in activities, and join play with peers. She also needs support to recognise danger when exploring physically.

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ILP

Name: Grace Cooper

DOB: 7/3/18

Date: 5/3/21

Long term goals and outcomes:

- For Grace to engage for longer periods of time in routine centre activities throughout the day.
- For Grace to increase her independence at the early learning centre.
- For Grace to communicate with her peers and educators using single words and Key Word Sign (KWS).

Short term objectives, teaching strategies, and evaluation

Objective	Teaching Strategies	Routine (when will this occur and who is responsible?)	Evaluation
Grace will sit next to a preferred peer at group times and mealtimes, for 8-10 minutes each session.	- Encourage Grace to sit next to her favoured peers (May, Amy, Leo, Nevah): • Peers to pre-warn Grace "time for group/lunch" • Peers and educators to point to visual of Grace sitting • Peers taught to prompt Grace "sitting down", "time to eat/drink/look/sing" (use KWS for "sit", "eat", "drink", "sing") - Placemat with Graces' name and a picture of Peppa Pig at the meal table (peers to choose their favourite character for their placemat) - Use songs to engage Grace at group time, teaching words and actions to the song • Grace to choose a song by pointing to a visual song choice. • Grace to sit for at least one song, and when she gets wiggly count her down '5,4,3,2,1 finish you can go and draw' (drawing activity with trainee educator) - Give lots of praise for sitting and singing/looking/eating	Group times- Kerry (or educator running group) to ensure engaging content and have choice board ready. Jo (trainee educator) to support peers to prompt Grace and support Grace at drawing activity. Ferrah and Kerry to take turns supporting at mealtimes.	Date: Working towards objective ☐ Met objective ☐ Exceeded objective ☐ Comment on progress:

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Implementing the ILP

Consistency is key with an ILP; the whole team must know where to find each child's ILP. It is a good idea to review the 'routine' section regarding roles and responsibilities before you start implementing it.

Monitoring the implementation of the ILP must be **ongoing**, and information about the effectiveness of the teaching strategies is **essential**. Each day or session, write a few brief, useful words. Include the date, time or count of what occurred, the outcome (what the learner did or said), and any prompts used.

- E.g.,
- Spooned 3 mouthfuls, partial physical prompt
 - Put bag in locker (verbal reminder)
 - Played in sandpit beside 2 peers, 4 mins.

Daily Recording Sheet

Name: Grace Cooper

DOB: 7.3.18

Date: Dec 2021

Routine Objective	Strategy	Day of the week (M/T)	Day of the week (Th/F)
Mealtimes Grace will use a spoon to feed herself, 5 scoops independently over 5 consecutive mealtimes. AND Grace will sit next to a preferred peer at mealtimes, for 8-10 minutes each session. Group times Grace will sit next to a preferred peer at group times, for 8-10 minutes each session.	- Sit G next to peers MV, AL or NF (use Peppa Pig Placemat) - Peers to model using spoon - KWS (time to "eat") - Verbal prompt "scoop and unmix" - Hand-over-hand assistance for main meal, fade out- verbal prompt only for favoured foods (yoghurt, custard) - Verbal praise for attempts "you did it yourself" and for staying at table "Great sitting with your friends"	D: 6/12 L: 5 scoops, next to MV 4 scoops lunch (pasta) AT: 8 mins, next to MV D: 7/12 L: 7 mins next to MV 6 scoops yoghurt AT: 8 mins next to MV & NF D: 8/12 - MV showed visual, sat 3 songs (5m 20sec) D: 9/12 - AL showed visual, sat 9m 3 action songs, Peppa Pig and	D: 9/12 L: 8 mins, next to MV & NF No spoon (sandwiches) AT: 7 scoops custard 8 mins, next to NF D: 10/12 L: ABSENT AT: ABSENT D: 9/12 - MV showed visual, sat 15m 4 action songs, 3 pigs story w puppets. D: 10/12 ABSENT

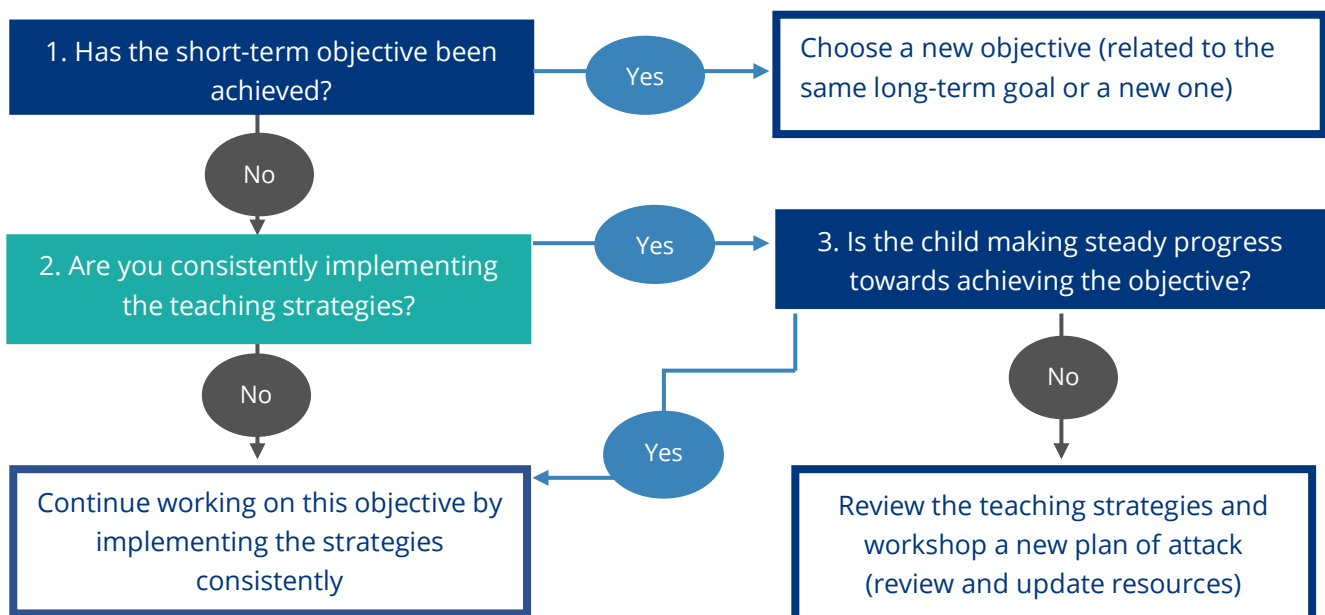


Monitoring the ILP

There may be months between when an ILP is written in consultation with the family and when it is officially reviewed and updated with the family. The ILP is a working document and should reflect daily practice. If a child has met or exceeded an objective, this objective should not remain in an ILP until the next formal review date (it should be updated before then). Similarly, educators should only continue using the strategies written in the ILP for months if they are supporting the child to make steady progress towards meeting the objective. Therefore, educators should regularly monitor progress towards objectives and the use of strategies.

To monitor progress, it is helpful to reflect on the daily jottings you have collected (such as the daily recording sheet sample above) in regular room/team meetings with each short-term objective in mind to decide whether progress towards the objective has been made.

You might follow this process:



Reviewing the ILP

Regular review (minimum of every 6 months) is part of the assessment and planning cycle. When reviewing the ILP, seeking input from those initially involved in creating the plan is helpful. For each objective, you need to consider whether the child is still working towards the objective, has met the objective, or exceeded the objective. You can then update the objectives based on the long-term goals and further input from the child's family.