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## 4. CURRICULUM

### PLANNING AN INDIVIDUAL SUPPORT PLAN (ISP)

1. **The individual education and additional support plan (ISP)**
  - Describe:
    - Teaching plan
    - Additional support for specific needs.
  - Involve:
    - All role players.
  - Focus on:
    - What hinders optimal learning and development?
    - Combined inputs and suggestions of all role players.
2. **Aim of the ISP**
  - Identify learning needs.
  - Evaluate and assess progress
  - Indicate a clearly explained written way forward.
  - Focus on global development of learner.
  - Outcomes to be achieved:
    - Identified strengths, developing skills.
  - Progress:
    - How it will be measured and evaluated.
  - SMART criteria.
3. **Determining of outcomes**
  - Formulation of the required learning outcomes is very important.
  - The learner's progress is not necessarily measured to the norm, but by his or her own potential and skills.'
  - List:
    - LTSM, Content of learning context, Intervention approaches.
  - Formulate:
    - Specific skills to be obtained, assessment standards which will measure progress, strategies, interventions.
    - Facilitator's actions, amendments / adaptation
4. **Determining of outcomes**
  - Formulation of the required learning outcomes is very important.
  - The learner's progress is not necessarily measured to the norm, but by his or her own potential and skills.'
  - List:
    - LTSM, Content of learning context, Intervention approaches.
  - Formulate:
    - Specific skills to be obtained, assessment standards which will measure progress, strategies, interventions.
    - Facilitator's actions, amendments / adaptation
    - S - specific
    - M - measurable, development in a team
    - A - attainable goals, adaptable interventions
    - R - realistic and relevant action
    - T - time frame
5. **Members of the ISP**
  - Both parents / primary care givers other family members
  - Teacher

- Member of School Based Support Team
- District Based Support Teams (if necessary)
- Principal or Vice-Principal
- Psychologist, therapist and support teacher (School)
- Psychologist, therapist, social worker, medical practitioners or specialists (Private)
- Hostel representative
- Tutors and facilitators

#### 6. Preparation for the ISP meeting

- Date
- Written invitation to all role players (aim, date, venue, time).
- Assessment in totality:
  - Behaviour,
  - Achievements
  - Possible obstacles
- Formal evaluation (specialist)
- Clinical observation (others)
- Informal discussion (team members and role players)
- Questionnaire (explanatory) to parents for completion before meeting
- A separate meeting with parents (might be necessary)

#### 7. Rationale for joint action

- Barriers for learners differs from learner to learner.
- Joint assessment determines strengths and levels of support needed.
- All role players have to work together:
  - Parents (knows child best)
  - Teacher (central and integrating role)
- Process:
  - Is dynamic
  - Is open communication opportunity
  - Focus on solutions and not problems
- Purpose:
  - Shared knowledge and concrete action plans

#### 8. ISP meeting

- Introducer:
  - Introduce all role players,
  - Describe the process (SMART),
  - Structure to be followed
  - Purpose
  - Acknowledgement of all as equal team members (Placement)
  - Initiate a general discussion on the learner
- Focus:
  - Aimed at realistic, functional skills and tasks
- Scribe:
  - Flip Chart
- Agenda:
  - Strengths / skills, Emerging skills, Barriers, Suitable therapy, Medication, Other interventions
- Parents:
  - Provide unhindered inputs
  - Decide how it will be implemented and monitored at home.
- Result:
  - Outcomes are formulated.
  - Action plans are adapted and recorded
  - Information shows: Who? What? How? When?
  - Time linked to outcomes
- Process:
  - Monitored,
  - Recorded,
  - Team will be kept up to date with progress.

## 9. Finalising of ISP

- Information:
  - Electronic copy
  - Comprehensive and practical document
  - Provision for monitoring activities.
- Parents and team members receive a copy and signs the original document.
- Assessment standards compiled for outcomes which should be achieved.
- Document used for daily planning, assessment and revision.

## 10. Benefits of ISP approach

- Focus:
  - Additional learner support to ensure progress.
  - Adaptations of curriculum, time limitations and assessment standards.
- Teacher:
  - Plan and work no longer in isolation,
  - Ensured of cooperation.
- Parents:
  - Respected as partners
  - Responsible for IESP.
  - Attitudes are more positive and supportive.
- School community function as a team.