

What is an Individual Learning Plan?

An Individual Learning Plan (ILP) can be developed for any child attending your preschool with a disability or difference in their development. An ILP is a Department of Education requirement for any child for whom your preschool is receiving High Learning Support Needs (HLSN) funding.

The HLSN funding guidelines 2025 stipulate that ILPs must address the following:

- ▶ Summary of child's strengths, interests and needs
- ▶ Assessment information reports
- ▶ Information about the child's disability and additional needs
- ▶ Long term goals and outcomes
- ▶ Specific short-term objectives
- ▶ Teaching strategies
- ▶ Roles and responsibilities of team members and other services that may work with the child at the community preschool (for example, early childhood intervention providers under the NDIS)
- ▶ Ongoing evaluation
- ▶ Documentation of the processes of transitions and continuities (either transition within the preschool, or from preschool to school)

The following template aims to support educators to succinctly record relevant information and to ensure ILP objectives are consistent with the 5 learning outcomes of the Early Years Learning Framework (EYLF V2).

How to develop an Individual Learning Plan and who should be involved

An ILP is developed collaboratively with the child's family and other relevant members of the inclusion team, such as professionals working with the child and family. Meeting with the family and inclusion team provides the opportunity to gather relevant information related to the child's strengths, interests, family context and transition information regarding the child's next learning environment. See Appendix 1 - 'Getting to know your child' and Appendix 3 'Consent to communicate with external professionals' for tools that can help you gather relevant information prior to developing an ILP.

Implementing an Individual Learning Plan

The Individual Learning Plan is a living document that should be reviewed at least every 6 months and updated regularly. It does not need to be lengthy or complex. No more than 2-3 short term objectives are recommended to enable effective implementation.

All team members should be aware of the objectives and teaching strategies to be implemented to best support the child's learning. Using a whole team approach, all educators record relevant comments and observations related to the short-term objectives. This information will help inform the formal review process of the ILP at least once every 6 months.

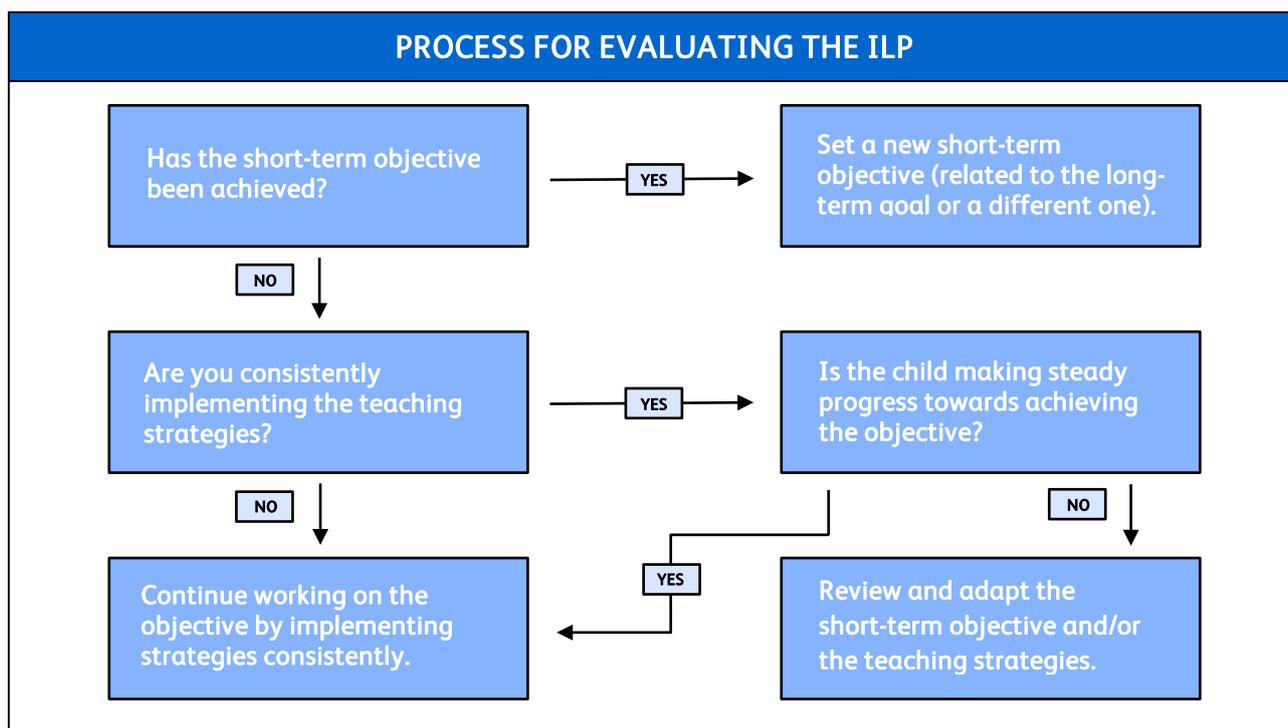
Your Preschool Inclusion Consultant can provide support around ILP development and implementation.

INDIVIDUAL LEARNING PLAN GUIDE

Continued...

Reflect on Individual Learning Plans (ILPs)

- ▶ Who do you collaborate with to develop an ILP and how is this done?
- ▶ Do the short-term objectives support the achievement of the family's long-term goals for the child?
- ▶ Are the short-term objectives simple enough and do they describe what the child will do?
- ▶ Are short-term objectives measurable and achievable within the defined time period?
- ▶ Do the short-term objectives reflect EYLF outcomes?
- ▶ If the child has a NDIS Plan, are the objectives compatible with the NDIS goals?
- ▶ Is every educator, including casual staff, aware of the key contents of ILPs for individual children?
- ▶ How frequently do your team reflect on the ILP short-term objectives and effectiveness of the teaching strategies?
- ▶ Who do you collaborate with when evaluating progress towards meeting objectives and how is this done?
- ▶ Are ILP objectives linked to observations of the child?



Adapted from Star Education *Individual Learning Plans Guide* – NSW Department of Education

References:

- ▶ KU Inclusion Gateway – *The how and why of Individual Learning Plans*
- ▶ Star Education *Individual Learning Plans Guide* – NSW Department of Education