

Planning for Students with Additional Needs

At Woodlands Primary School, teachers tailor classroom instruction to meet the needs of all students by building adjustments into everyday lessons. This ensures that every child can participate, understand, and succeed at their ability level.

For some students, additional planning is required beyond classroom differentiation. Depending on the level and type of support needed, this may take the form of a **Documented Plan** or a **Student Profile**.

Documented Plans

Documented Plans (formerly known as Individual Education Plans, IEPs) are developed for students who require substantial or extensive adjustments. These plans outline a student's individual learning needs and the supports in place to help them engage fully in school life.

From 2025, the Department of Education requires Documented Plans for students in one or more of the following disability categories (diagnosed by a health professional):

- Autism spectrum disorder
- Deaf and hard of hearing
- Global developmental delay
- Intellectual disability
- Physical disability
- Severe medical health condition
- Severe mental disorder
- Vision impairment

In addition, Documented Plans may also be developed for students who:

- Require substantial or extensive adjustments identified through the NCCD
- Receive an Individual Disability Allocation
- Experience persistent absences
- Are in the care of the CEO of the Department of Communities
- Have chronic, long-term, or significant health conditions
- Display complex or challenging behaviours
- Present a risk of harm to themselves or others



A Documented Plan is not required for students whose needs are met through:

- Differentiated teaching and supplementary adjustments identified via the NCCD
- Regular classroom and school programs
- Low academic achievement (D or E grades) without additional educational adjustments

Student Profiles

Student Profiles may be developed for students who do not require a Documented Plan but would benefit from additional monitoring and support. These include students who:

- Have learning needs addressed through differentiation or supplementary adjustments
- Have academic, social, or wellbeing needs not fully supported by classroom programs
- Have a diagnosis of a Specific Learning Disorder such as:
 - Dyslexia (impairment in reading)
 - Dyscalculia (impairment in mathematics)
 - Dysgraphia (impairment in written expression)
- Have a diagnosis of ADHD

The school will determine whether a student requires additional planning or profile documents based on the Department of Education requirements and guidelines.

Woodlands Primary School strives to provide the right level of support for students to learn, grow, and thrive.



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