Project Report

2006 Victorian Equity Projects – An Office of Training and Tertiary Education initiative

Project title: Education Support Plan
Organisation/lead agency: East Gippsland Institute of TAFE
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Project summary

This project outlines how East Gippsland Institute of TAFE developed an inclusive process for providing educational support and pathway planning for students with a disability. Students and their support staff and/or advocates participate in developing an individualised Education Support Plan. Goals and strategies are discussed and delegated and the group meets to monitor and review the plan.

The learners

Any student enrolled in any course at the Institute regardless of age or type of disability. To qualify for the program, the student must also be registered with Special Needs Support and have support for their study confirmed.

The challenge

The major challenge is empowering students with a disability to have responsibility for their study needs at TAFE. It is hoped that this client group will increase their awareness of the who, what, where, why and how of the support needs at TAFE.

Your approach

The Education Support Plan is a meeting called by the Special Needs Coordinator. Those involved at the meeting are:
- student and advocate if desired
- Teacher or Course Coordinator
- External Case Manager if relevant
- Job Network manager if relevant
- Student Support Staff
- Special Needs Coordinator
The results
This process is undertaken early in the year and is reviewed throughout the year, as is needed for each student.

It is a consultative process where everyone at the meeting is involved in the discussion and developing the goals and strategies. The student becomes responsible for the majority of the strategies. Timelines are also listed. The Special Needs Coordinator manages the plan and coordinates the meetings.

The main benefit is to the student – in that they are empowered to take responsibility for their study and possibly others areas of their life.

Lessons learned
The support work best when the need of each individual student drives the process, not viewing the Education Support Plan as a ‘process’ in itself.

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