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*Individual Learning Planning Tool for Early Childhood Students*  
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Access to high quality education for all children, irrespective of learning need, is an aim for all education jurisdictions and policy makers. In seeking to achieve this aim the provision of appropriate resources for those students who require additional support to accommodate disadvantage and / or disability is a policy priority for education sectors.

Historically, a categorical perspective has traditionally underpinned the provision of resources and supports for students with a disability, where a student's disability/ category or label determines the placement and subsequent resource allocation, regardless of instructional need.

The development of an instrument and process that can objectively identify and quantify student need, irrespective of disability diagnosis has been a quest for many educational jurisdictions over the past 10 years.

The Catholic Education Commission, NSW, has built upon work from other Australian education sectors to develop and successfully trial an individualised planning tool, using a collaborative planning framework. This individual planning tool identifies the level of student support need across 6 key focus areas by identifying and describing the adjustments that are in place to support a student .

While this tool was initially intended to support the planning for students with disabilities it has implications for all students, particularly given the Australian Government's plans on individual assessment and learning plans for early school age children.