



Special Needs Policy

It is the right of every child to be fully included in their local school and receive instruction that will enable them to access the curriculum and have successful outcomes.

We are an inclusive school and all individual students will receive equitable opportunities for success under the guidelines of the NZ curriculum. This may involve adaptations to class programmes, extra support or changes to the school environment to enable every child to fully participate in school life.

Guidelines

1. The position of a Special Needs Co-ordinator (SENCO) will be appointed each year.
2. The principal must be kept informed of programmes and individual needs in order to support the SENCO in their role.
3. All support referrals will be made through the SENCO.
4. For students who enter school with a special needs team, the SENCO will meet with the early childhood team and develop a transition to school plan. This may involve some adaptations to the environment or classroom.
5. School based identification of special needs will be based on data collected from observations and assessments and parent information.
6. Parents are involved as partners. They will be kept informed of special programmes their child is involved in and invited to participate in meetings with specialists and at Individual Education Plan meetings.
7. Where possible, teachers will meet the learning needs of all pupils within the classroom environment by planning a differentiated programme and working closely with identified target students. However special programmes or support will be employed where relevant to provide extra support to identified students and school budgets/ staffing allow.
8. All adults who work with students must be police vetted and work within sight of staff.
9. A register of special needs students will be kept and information about individual students will be recorded on the assessment system.
10. Any Health and safety issues will be discussed with parents and emergency teacher aide time assigned through the co-ordinator where necessary.

The role of the SENCO

1. The Special Needs co-ordinator (SENCO) will liaise with staff and outside agencies to refer students for assessment, discuss progress, actions and ongoing monitoring

needs of pupils. Specialist staff, teacher aides, parents, and external experts are consulted for advice, access to services and/ or within the programmes.

2. The SENCO has a detailed job description based on the tasks of co-ordinating agencies, parents and school staff to support learning needs of identified children and communicating with all parties.
3. Hold regular meetings with teacher aides to celebrate successes and deal with arising issues.

High needs students- approx. 3% of all school aged children- funded directly from MOE

1. Students will be referred to Special Education Services for an assessment. If the student qualifies for the Ongoing Resourcing Scheme, an Individual Education Plan will be drawn up by the class teacher in consultation with parents, caregivers and specialists. This will be reviewed regularly and updated and form the basis for any allocation of teacher aide time funded by MOE.

Moderate/ mild needs -approx. 4% of all school aged children- funded by the Special Education Grant

8. Students with moderate learning needs will usually have their needs met by focused teaching and will be backed up by specialist teaching support. Such students will often be identified as target students.

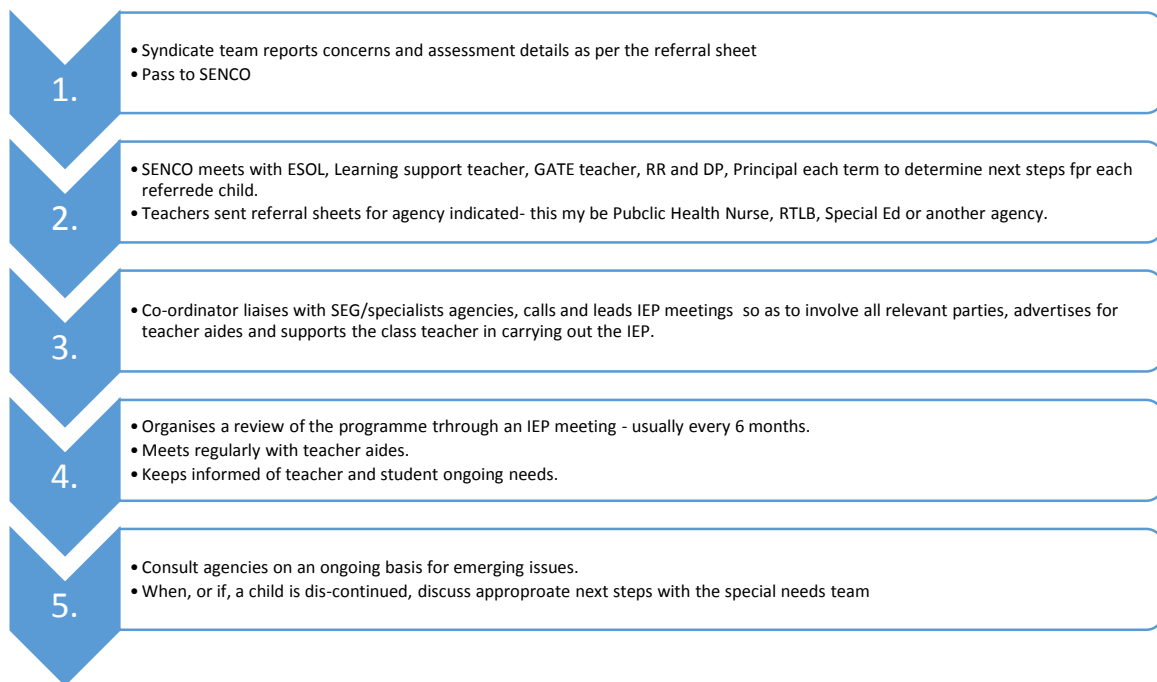
9. Other moderate needs will be responded to on a case by case basis and may involve a wide spectrum of needs. This may involve Reading Recovery, ESOL, technology assistance, changes to the environment, a hearing aid or sound system, a medical regime, a behavioural chart or some other response. In general a teacher aide is only assigned where the student needs physical support to access the curriculum or for safety concerns.

10. Usually children will only be involved in one intervention at a time. This is to ensure they are benefitting from the class programme and not being confused by too many different programmes.

Process for referral

1. Syndicates will report through Team Leaders who will use the referral form and pass this to the SENCO. The SENCO will meet with the wider special programmes team to discuss and decide next steps.
2. The special programmes team will meet twice a term.
3. The SENCO or another member of the team (as decided at the meeting) will then direct and co-ordinate interventions and feedback information on decisions and progress made from these meetings.
4. The team will also review ongoing cases for updates, monitoring or after intervention follow up and collate assessment evidence on the effectiveness of the intervention.
5. Any issues for teacher aides will be discussed.
6. The team may resolve to develop systems and procedures where this would be helpful to the school's understanding.

7. Minutes and updates will be available on 365.



Notification of possible Special Needs Consideration

Please add details below of you consider a child in your class may have issues that need attention. Please be aware that teacher aide time can usually only be allocated on the basis on an Individual Education Plan.

Date	Name	DoB	Room Year level	Presenting issue	Current intervention (s)	Known prior actions taken

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