

POLICY: STUDENTS WITH SPECIAL EDUCATION NEEDS**Rationale:**

To identify students with special education needs (priority group) and provide appropriate support for them to achieve successful outcomes.

Purposes:

1. To work as a school team to share data/information/skills/knowledge to improve achievement outcomes for special needs students.
2. To foster inclusive classroom practice for special needs students as appropriate.
3. To be proactive with teachers and parents/whanau in identification and interventions for special needs students.
4. To work in partnership with parents/caregivers/whanau wherever possible.

Guidelines:

The Principal will nominate the SENCo. The SENCo will work closely with the RTLB and with the special needs committee.

1. Data will be accessed from contributing schools and from a range of assessments prior to and after enrolment to identify students who have special education needs.
2. In Term Four of each year the transition of identified students will be planned so that key staff members can take responsibility for ensuring supports remain in place.
3. Teachers, Deans and HODs will be responsible for further identifying the special needs of students in classes.
4. Teachers will initially pass concerns regarding learning to their HOD or concerns regarding behaviour to the appropriate Dean. Referrals may then be made to the SENCo/RTLB. (See Special Needs Flow Chart)
5. The SENCo/RTLB will collate and ensure the special educational needs / assessments of individual and groups of students are recorded, flag students on KAMAR and keep an on-going Special Needs Register.
6. The Special Needs Committee will meet to consider the information and an action plan will be minuted which may necessitate referrals to other agencies or specialists and/or co-ordination of an IEP/collaborative action plan.
7. The committee will review progress of planned actions and student achievement. They will ensure clear communication and liaison with staff and whanau/parents so that culturally appropriate academic and social outcomes are improved for students.
8. HODs will ensure that teaching and learning programmes are differentiated to support inclusion and raising achievement.
9. Professional development opportunities will be identified and actioned as appropriate with staff.
10. Funds will be budgeted annually or applications for relevant funding will be made to resource inclusive special education programmes at all year levels.
11. The Special Needs Committee minutes will be tabled to the Board of Trustees.

Definitions

In our school special education students form a priority group defined as:

High Special Needs

- Students who meet the criteria for the three high needs initiatives, the Ongoing Resourcing Schemes (ORRS and ORSX) and the School High Health Needs Fund

Moderate Special Needs

- Students who are achieving at or more than 2 years below their chronological age/ National Standards in Literacy and/or Numeracy.
- Students who have on-going social, communication, health, physical, attendance or behavioural issues that are severely impeding their learning achievement in class.
- Students operating at Levels 1, 2 or 3 of the curriculum levels.
- Students who qualify for SAC via NZQA protocols.

REVIEW: This policy will be reviewed according to the Board of Trustees' triennial program of self review (JUNE 2022)

DATE CONFIRMED: 25 JUNE 2019