



MICHAEL PARK SCHOOL AND KINDERGARTEN POLICY

SPECIAL EDUCATION AND LEARNING SUPPORT

Rationale

Michael Park School is committed to ensuring an inclusive environment at school in which all students are provided with the opportunity to learn and achieve. This includes students with special education needs and those requiring learning or pastoral support. Effective systems must be in place to facilitate these students' participation at school enabling them to experience success in their learning. This involves developing constructive partnerships with parents and whānau with regard to the wellbeing, and learning progress of these students.

Definitions

Students with special education needs are those identified as requiring additional support and programme adaptation due to:

- Physical impairment
- Learning difficulties
- Behavioural differences
- Gifted and talented or twice exceptional diagnosis
- Social or emotional needs

Learning support refers to coordinated interventions and support programmes to facilitate the learning progress and achievement of students with special education needs.

Guidelines

1. Roles and responsibilities with regard to special education programmes and services across the school should be clearly defined.
2. A suitably qualified Special Education Needs Coordinator (SENCO) / head of learning support will be appointed to oversee special education programmes and services within the school.
3. Clearly documented systems and procedures will be put in place to ensure timely and effective:
 - a. allocation of resources
 - b. diagnosis of needs
 - c. participation in child studies and / or class studies
 - d. implementation and coordination of interventions / support programmes
 - e. sharing of information regarding support and inclusion of students with high needs
 - f. monitoring of the progress of students who are the subject of interventions / support programmes
 - g. review of interventions and support programmes
 - h. support of students at key transition points (e.g. Kindergarten – Class 1; Class 7 – Class 8; during handover from one class teacher or kaitiaki to another)

- i. provision of appropriate professional learning and development (PLD) and guidance to teachers with regard to effective teaching strategies for students with special education needs in the classroom
 - j. reporting to the College of Teachers and Board regarding how students who have special education needs or who are receiving learning support are progressing
4. Registers of students with special needs and/or who are the subject of interventions will be maintained on the school network in accordance with Special Education and Learning Support procedures. This includes:
 - a. Students on Individual Education Plans (IEP)
 - b. Students on Partnership Plans for learning or pastoral needs
 - c. ORRS funded students
 - d. ESOL funded students
 - e. Students who are the subject of annual plan targets
5. The school will ensure that students with special education needs have opportunities to interact with, and participate in, activities with other students.
6. The school will ensure that confidentiality is respected by teachers with regard to students with special educational needs.
7. The SENCO / head of learning support will provide up-to-date information regarding agency funding, referrals and support services, specialist teachers, advisory services, special assessment conditions, assistive technology, modifications to the physical environment for students with special educational needs.
8. The SENCO / head of learning support will work in accordance with the Special Character of the school and, in consultation with parents, whānau or support staff, access appropriate curative therapies where needed.
9. The school will involve parents and whānau in the consultation process regarding review of special education policy and systems.

Self-review

1. Annual self-review of special education programmes and learning support will be undertaken to identify areas for improvement.
2. A comprehensive self-review of inclusive practices and special education programmes and learning support will be undertaken every 3 years as part of the school's revolving cycle of self-review.

Ratified by Board/RSST:



Signed for BOT/RSST

Date: 02/06/2015