



Students with Special Educational Needs

Policy

Purpose

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student with special education needs also has the right to receive extra support to assist them to reach their potential.

Success for All – Every School, Every Child (2010) states that all schools should be ready for all children, whatever their needs. Learning should be a positive experience for every young person, including those with special education needs.

Guidelines

- Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments. Resources provided include specialist support, therapy, staffing, equipment and other materials, and property modification and transport, as well as advice and specialist support. (MOE Special Education Policy)
- All aspects of special needs delivery are coordinated at the school. Deciding on the best approach to support the student's learning needs includes parents/caregivers.
- Teachers plan programmes and strategies to cater for the individual needs of the students in their class. Teachers who are responsible for students with special needs may receive relevant professional development.
- A student who is not achieving success may be offered extra support by the school. Some children with significant educational needs are regarded as having ongoing special needs, and their extra support is funded through Ongoing Resourcing (ORS).
- The Special Education Grant (SEG) funds the support of other children regarded as needing extra support at school. These may be gifted and talented students, and English Language Learners (ELL). Support for students under this programme may include extra teacher time, teacher aide time, or other learning resources. Resourcing for special needs staffing and support is included in the annual budgeting process.
- Taupiri School SENCo will the Principal to discuss children with special educational needs (or on the SENCo register) to allocate these resources, and to monitor the progress of students.

Review schedule: Triennially

Principal: Judith Gribble _____

Board Chairperson: _____

Review Date: