



# Te Kauwhata Primary School

*'Learning Together' – 'Kia Ngatahi te Ako'*

## Learning Support Policy

### NAG 1: Curriculum

#### Rationale

This school will recognise, respect and respond to the diverse needs of all students within the context of the New Zealand Curriculum framework.

#### Purposes

Te Kauwhata Primary School is committed to providing inclusive programmes to support children with special education needs. This will be achieved through modification of the regular curriculum, adaptation of methods of instruction and/or equipment, and the development of a positive social and emotional environment throughout the school.

#### Guidelines

- The Learning Support team will oversee the management of special education programmes and initiatives within the school. Classroom teachers will be responsible for identifying students who may have barriers to their learning. This information will be provided to the Learning Support team and to the Team Leader (Senior Teacher)
- The Learning Support team will be responsible for identified students who require additional support, setting priorities for the use of special education funding, providing appropriate programmes and resources, monitoring the effectiveness of such programmes and reporting to the Board of Trustees via the Principal
- The Learning Support team will co-ordinate referrals to agencies (including RTLB)
- A range of approaches will be used to identify students with special education needs. Formal assessment procedures may include School Entry information, 6 year observation survey, PAT tests, and e-asTTle assessments. Informal assessment procedures may include teacher observations, student portfolios, monitoring by appropriate staff and/or specialists and discussion with parents / caregivers

Individual Education Plans (I.E.Ps) which take into account the student's prior learning and culture, will be developed by a team that includes all those who have regular contact with the student, such as the classroom teacher, teacher aides, parents / caregivers, and appropriate outside agencies.

Every endeavour shall be made by the representative/s of the school and parents /caregivers of the child concerned, to arrive at an I.E.P. that is acceptable to both parties. Where this has not been able to be achieved within a reasonable timeframe, the views of the school shall prevail. The

parents / caregivers may, however, in these circumstances, attach such documents to the I.E.P. as the parents / caregivers consider appropriate. Individual Education Plans remain the property of Te Kauwhata Primary School and act as a guide to our intervention programme.

Individual programmes and additional support for students with special education needs will be delivered within the regular classroom setting, where practical. Inclusive teaching practices will be utilised to ensure the needs of all students are met. Staff will be offered opportunities for on-going professional development to enable them to cater effectively for students with special education needs within the constraints of funding availability.

Individual programmes and additional support for students with special education needs will be funded from a variety of sources, including On-going Resourcing Scheme (ORS), Special Education Grant (SEG), supplemented by other monies, where appropriate, for example, Operation Grant, Targeted Funding for Educational Achievement and Targeted Funding for English Speakers of Other Languages (TESOL).

However, the school recognises that we may not be resourced appropriately to make a significant educational difference to some special needs children under certain circumstances.

**Conclusion**

Students with special education needs and their families will feel welcome at Te Kauwhata Primary School. The school will promote, foster and expect a partnership with all families / whānau who have children attending Te Kauwhata Primary School. As far as possible, students with special education needs will be catered for within the regular classroom, within the regular school setting. Available funding for students with special education needs will be effectively managed and accounted for.

Approved by Board \_\_\_\_\_

Chairperson - signed for the Board of Trustees

Date \_\_\_\_\_

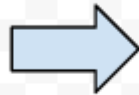
Revised: \_\_\_\_\_

Chairperson - signed for the Board of Trustees

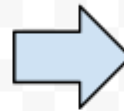
Date \_\_\_\_\_

## Support Matrix for Students at Te Kauwhata Primary School

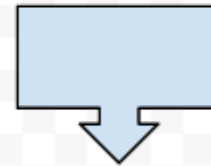
Collect assessment data and anecdotal notes on student/s. Document what you have already tried with this student/group of students (Tier 1)



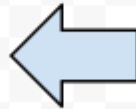
Discuss with Team leader and Team your concerns for student/s.



Attempt recommendations from meeting with team leader.



Approach SENCO to access supplementary support (in school support - Tier 2) or to refer to RTLB for Learning and Behaviour, Special Education for speech, or other needs i.e. OR's or extreme behaviour (Tier 3).



Contact parents of child to share next steps for child



Record and gather further evidence from intervention.

SENCO Intake - Weeks 4 and 8 of every term!