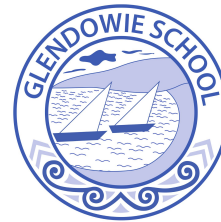


Glendowie School Procedure



PRIORITY LEARNERS & SPECIAL NEEDS (Inclusion)

RATIONALE

The school is committed to identifying Priority Learners and/or Special Learning needs and providing these students with the support they need to access learning. This is in keeping with the NAG's, the school charter and the Curriculum Delivery Policy

PURPOSE

To support students with special education needs such as: learners with disabilities, learning difficulties, communication and behaviour difficulties, sensory or physical impairments/concerns. This will involve identification of individual needs, liaison with support agencies and effective management of funds and resources and regular assessment of outcomes.

GUIDELINES

- The school will prioritize learning for Priority Learners. These are all students working below the New Zealand Curriculum expected levels (NZC) . This includes Maori Pacifica, ESOL, International students, special needs students, and those from low income families.
- Regular reviews of our Priority Learners & students with special needs will include:
 - monitoring their attendance,
 - their engagement,
 - their physical and emotional well-being,
 - their progress and achievement.
- The school will have a regularly updated special needs register/spreadsheet in accordance with our special needs description and in relation to our identified Priority Learners.
- The BOT and management will continue to review the success of our initiatives and programmes to meet the needs of our special needs students.
- All Priority Learners will have specific targets set each year by the BOT in order for these children to make expected progress in relation to the NZC. The area of variance against the annual curriculum goals for the Priority Learners will be regularly reviewed and reported to the BOT at mid-year and the end of the year.
- Our students who are identified as Priority and/or Special Needs will have teaching and learning strategies that will support them to make the expected learning gains.
- The school will establish pro-active partnerships with parents/Whanau and specialists in terms of special support programmes and interventions.
- The SENCO will apply for assistive technology to support students who require additional assistance.
- The SENCO and Principal will advise the BOT of any physical resources that may be needed or adapted in order for a special needs student to access the curriculum and the learning programmes offered within the school.
- Each year the SENCO and senior management will carefully select the class the special needs students will be in, for the following year, in order for the child to have the utmost support in terms of quality teaching, emotional, physical and social support.
- The SENCO will identify any additional professional development that the class teacher may need in order to cater for a special needs child with defined and professionally diagnosed learning difficulties. The Principal and BOT will look to fund and support these recommendations.
- Classroom teachers will adapt teaching and learning to meet the needs of learners with special needs and or Priority Learners
- Funding for programmes will be sourced from:
 - MOE SEG (Special Education Grant)

- Curriculum budget allocation for resources
 - O.R.R.S funding for high needs and very high needs
 - School High Health Needs Funding (SHHNF)
- The following programmes will be available within the school to cater for special needs:
 - ESOL programme
 - Rainbow Reading programme (mostly for Y5-8 students)
 - Foundation Literacy Programme (for 5-6 yr olds)
 - Teacher aides in classes where funding is available to support them with class work or voluntary teacher aides on formalised programmes.
 - Teacher aides/additional teachers working with groups for literacy and numeracy (either in class or withdrawal)
 - Core 5 and Reading Plus Programme for students who are dyslexic or below the NZC in literacy.
 - Sondag programme (Y2-Y4)
 - Steps (spelling programme)
- Support programmes available through itinerant services include:
 - RTLB (Resource Teacher of Learning and Behaviour)
 - Correspondence school
 - RTLit (Resource teachers of literacy)
 - Kari centre
 - MOE SE (Special Education)
 - Speech language support and others
 - BLENNZ (Visual support)
- Identification Process: children can be identified by class teacher, syndicate leader, special needs coordinator, Principal, psychological assessment, parent referral or MOE Special Education.
- Identifying characteristics will include information from:
 - Norm referenced tests eg PAT, AsTTle, Observation Survey.
 - Observations – in class/playground
 - Running records
 - Preschool records and Early Childhood Centre
 - Samples of work
 - Parent/teacher interviews and discussions
 - Parent referral
 - Test results
 - Agencies observation and support
 - Community health nurse
- Each year syndicate leaders will make recommendations to the Principal and SENCO of candidates requiring assistance on special programmes. These recommendations will have had input by teachers.
 - Syndicate leaders, AP & DP, SENCO and Principal will meet to discuss financing and special needs programmes appropriate for the identified children.
 - Allocation for itinerant support and O.R.R.S application will be completed by the SENCO supported by parents, class teachers and syndicate leader.
 - Budget recommendation from the management team will be forwarded to the BOT by mid-November.
 - It is recognized that students will receive support individually or in small groups. This support may be a withdrawal situation (mostly for specialised programmes) or within the classroom (to provide extra support within the classroom programme)

- The SENCO, teachers and syndicate leaders will determine the length of time each student remains on the programme.
- There will be flexibility in the programme in order to respond to changing circumstances and individual needs eg a new student.
- O.R.S, High Needs and very high needs students, will be resourced through the funding provider MOE SE. The way the funds are allocated will be determined by consultation with parents, school and MOE SE. The student's programme will be identified through the IEP process.
- Specialist teachers or teacher aides will provide regular feedback to classroom teachers (including assessment information if appropriate).
- SENCO (in liaison with teachers and Management team) will report to the BOT each year.

Behavioral Difficulties Initiative

- Children with severe behavioral difficulties will be referred to the MOE SE team for eligibility of special placement, special programmes, and teacher-aide support.

Speech language Initiative

- MOE SE provide funding to help students with high needs in speech language

Pause, Prompt Praise Programme

- This programme offers support by Maori and Pacific Island parents to tutor Maori and Pasifika Island students who are not achieving, or perceived to be at risk in literacy.

SENCO

- The SENCO coordinates the special needs programmes, ensuring parents are advised where children receive special support.
- Assessment data is monitored by SENCO and Management team
- Records of all Special Needs programmes and interventions are held by the SENCO, AP and/or DP.
- Individual Special needs files are stored online and/or in the archive room with any of the following documentation
 - RTLB case notes
 - RTlit case notes
 - Clinical notes
 - Assessment reports
 - Communication with support agencies, e.g. BLENZ, Speech Language Therapy; Ministry of Education
 - Copies of referrals
 - IEPs
 - Minutes of communication with families, teachers and support agencies etc (including custody and attendance)
- SENCO with support from AP & DP, will ensure the Special Needs register is kept up-to-date showing students identified as Priority Learners / Special Needs and the programmes or interventions they will receive (with support from teachers).
- The SENCO job description outlines the position, responsibilities and reporting procedures.

Record Keeping

Tracking of student's progress and support programmes will be completed in the following ways:

1. etap notes
2. Tracking Special Programmes File
3. Special Programmes Register
4. SENCO Inclusion Register
5. SENCO Communication File
6. GATE Programme Report

This will include:

Students working at or above the curriculum level for their age	<ul style="list-style-type: none"> • Students who need teaching adaptations and/or need individualized support to access the curriculum and achieve at or above the curriculum level. • Students may use Braille or New Zealand Sign Language to access the curriculum or they may use assistive equipment and need the classroom adapted to support their learning. • These students are likely to have access to a range of special education services and resources. • These students may also be our dyslexic students who are cognitively able but challenged in terms of literacy
Students working at level one of the curriculum for most (possibly all) of their schooling	<ul style="list-style-type: none"> • Students are likely to have Individualized Education Plans (IEPs) or similar plans and work within level one of the curriculum throughout their time at school. • These students are likely to have access to Ongoing Resourcing Scheme (ORS) or extended Resource Teachers Learning and Behaviour (RTLB) hours.
Students struggling to work at the curriculum level for their age	<ul style="list-style-type: none"> • Students who need effective teaching and accelerated teaching programmes to access the curriculum and achieve at the curriculum level for their age. • These students are likely to need short term access to some special education services and resources. These students are prioritized learners.
Students attending the Mind plus and IT Extension	<ul style="list-style-type: none"> • Parents can apply to Mindplus Gifted programme (1 day programme) with Principal's permission. Principal will take in account the learning needs and ability of the student. • Teachers and student-peers recommend Y5-7 students to attend the IT extension programme. Maori and Pacifica students are highlighted when selected for the programme. • The teacher in charge of GATE (Gifted and Talented Education) will identify opportunities throughout the year and record all programmes and activities that students have been selected for, during the year. See GATE procedure.
Students Identified medical or Behaviour issue.	<ul style="list-style-type: none"> • Students who have a medical or behavioural issue. This may or may not affect their learning. Care Plan or Behaviour Profile Plan may need to be implemented.

Individual Education Plans (IEP)

- The IEP process will be led by SENCO who will identify and invite those appropriate to attend (eg class teacher, outside agencies, parents/caregiver/ Whanau, teacher aide). An IEP will be created for students who receive high number of funded hours. IEPs may be written for students who are:
 - O.R.R.S - High Needs and very high needs students.
 - Working Well Below (but not ESOL) across the curriculum or at level one of the curriculum for most (possibly all) of their schooling.
 - Have significant behaviour needs, usually as a result of a diagnosed condition e.g. autism.
- We encourage student voice on the IEP, and record the following information:
 - Target (*Things I find difficult*)
 - Plan of Action (*What do I need to do? Who is going to help me and when?*)

- Review (*How did I do?*)
- Home Support (*What can I do at home and who will help me?*)

Personalised Plan / Collaboration Plan / Care Plan

- A Personalised Plan can be developed between parents / SENCO / teacher to address a concern that requires SENCO to support.
- Care Plans are developed when there is a medical or health concern (usually reported by the parent). SENCO will decide on case-by-case basis who needs to be involved (eg parent, teacher, Principal /Management, office staff, teacher aide).
- Collaborative Plans have RTLB involvement (eg In Class Support), SENCO will invite those appropriate to attend.

ENROL – National Student Number

- The office will notify SENCO of any “teaching and learning notes” on ENROL of new students entering Glendowie School that previous schools have flagged. SENCO will communicate these to the class teachers and ensure resources and special program are put in place if appropriate.
- Year 8 teachers will identify students with special needs that will need support with transition to College. SENCO and DP will decide which students need to be highlighted in the ENROL withdrawal “Teaching and Learning notes” section.

REFERENCE

- CWSA extension Programme
- School Charter Introductory section, Strategic Section, Annual Section and charter review document attached
- School Planning – Supporting learners with Special Education Needs October 2012 MOE
- School Planning Supporting Students with Special needs review August 2013 (Management)
- Glendowie Primary School Transition procedures
- Glendowie Primary School Placement procedures
- What an Inclusive School Looks Like 2012 MOE Information for Parents

SENCO PATHWAY (Inclusion Pathway)

PRIOR TO SENCO
<ol style="list-style-type: none">1. TEACHER has a student concern<ol style="list-style-type: none">a. This may have resulted from parent meeting and/or from teacher observation.b. Records notes on etap2. TEACHER consults with Syndicate leader3. AP or DP is contacted by either Synleader / teacher<ol style="list-style-type: none">a. Student is considered for special programme placement if applicableb. Monitor progress and adapt as required4. Record on Tracking Special Programmes File and Special Programmes Register5. Management monitors and reviews progress6. If needed, further support from SENCO can be sought (or fast tracked as required).
SENCO SUPPORT
<ol style="list-style-type: none">7. SENCO is informed of student concern (eg by parent, teacher, management)8. SENCO checks what has already been put in place (if applicable)9. SENCO records meeting on COMMUNICATION FILE10. SENCO investigate further, this may include:<ol style="list-style-type: none">a. observations & testingb. further meetings with teacherc. meeting with parents / caregiver11. SENCO considers options, this may include<ol style="list-style-type: none">a. Upskilling teacher on further strategiesb. Contacting outside agencies12. SENCO Records on SENCO COMMUNICATION FILE & SENCO INCLUSION REGISTER spreadsheet.13. SENCO develops an IEP/ Personalised Plan / Care Plan or Collaborative Plan as applicable, with stakeholders.14. SENCO continues to monitor and review. <p>SEN (Special Education Need) If student identified with SEN - it goes on SENCO INCLUSION REGISTER If student not identified with SEN - it goes on the COMMUNICATION FILE</p>

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