

Long Bay Primary School

Special Needs Policy

NAG 1



Long Bay Primary School

Rationale

Our responsibility as educators is to address the needs of all students, and encourage them to achieve their potential. Students with special learning needs at Long Bay Primary School will be identified and provision made to support their learning – so they have a sense of belonging, are engaged and achieving through participating and learning in an inclusive environment. This will include provision of support to address other identified needs.

Purpose

1. To develop and implement programmes for students identified as having special needs. Students on our special needs register have an ongoing need that requires modification of curriculum delivery or the environment in order for them to participate as Long Bay learners.
Other students may require shorter support programmes to address an identified need, for example participation in an ESoL support, literacy or numeracy boost programme. Some students from either category may also require outside agency intervention, for example Blind and Low Vision Education Network New Zealand (BLENNZ), Resource Teachers of Learning and Behaviour (RTLB), Speech/Language support.
2. To ensure all teachers take responsibility for providing differentiated/adapted programmes to meet the special needs of these students.
3. To provide and maintain communication between school, home and support agencies to provide the best outcomes for identified students.
4. Where an Individual Education plan (IEP), Individual Behaviour Plan (IBP) or Individual Care Plan (ICP) is required, parents, teachers and other support personnel, from within and outside the school, will develop an action plan for a particular period that specifies the required areas of focus.
5. To ensure students receive instruction in an inclusive environment appropriate to their needs within the resources available to the school, taking into account access to learning, equity, cultural considerations and the Treaty of Waitangi obligations.

Guidelines

Administration

1. A Special Needs Education Co-ordinator (SENCO) will be appointed.
2. The Principal is required to be well informed of Special Needs programmes and to support the SENCO to carry out this role.
3. All support referrals to outside agencies (e.g. RTLB, Ministry of Education) should be made through the Special Education Needs Co-ordinator (SENCO).
4. The Board will be kept informed about the delivery of the Special Needs programmes.
5. Identification of a special needs student will be based on data collected from teachers, parents and outside agencies.
6. Parents are kept informed of special programmes that their child is on and support received.

7. Individual plans will be written in conjunction with parents, the Special Needs Co-ordinator, class teacher and key support personnel, as appropriate.
8. Individual plans will be reviewed as needed and programmes/support adjusted as appropriate.
9. Teachers are expected to provide an inclusive environment for identified special needs students. Programming for students with special needs will be evident in planning which shows differentiation/adaption and acknowledges that these students need to be supported.
10. All teachers are fully informed of the nature of any special withdrawal type programmes and these are co-ordinated and timetabled.
11. Where relevant, special needs assistance will be given in the student's own classroom environment.
Groups of students with identified common needs or individuals may be withdrawn from normal mainstream classrooms for specialised instruction.
12. A register will be kept of all Special Needs students and their programmes, which is accessible to management personnel. Teachers will be informed of students in their class who are on the Special Needs register. Support programmes are listed on the school Student Management system.

Summary

Students learn to the best of their abilities and potential through the provision of suitable programmes and an inclusive environment where they feel they belong and are respected.

Approval

When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the approval of the Board. A copy of this policy is to be included in the School Policy Manual, a copy of which shall be available to all staff, and to students and parents at their request.

DATE: 2020 Next Review: 2024	APPROVED BY:	
	PRINCIPAL L. Barton	BOT CHAIRPERSON K. Jackson-Cox