

# **SPECIAL EDUCATION**

## **INTRODUCTION**

All children have the right to enrol and receive education with their peers irrespective of race, creed and intellectual ability. Schools need to be provided with adequate resources and support to ensure that all children are catered for and that no class member is disadvantaged. Appropriate learning programmes will be available to address these issues. Special learning programmes will be developed and implemented for children identified as requiring learning assistance that cannot be met in a normal classroom programme without additional support and/or resources, ensuring that matters of access to learning, equity, and the Treaty of Waitangi obligations are taken into account.

## **GUIDELINES**

Special Education resources are based on Ministry of Education levels of support.

### 1. Ongoing Resourcing Scheme: (O.R.S.) –

- Provides resourcing for children verified as having high or very high intellectual, physical and sensory special education needs and may continue throughout their school life.

### 2. In Class Support –

- Provides 5 hours of teacher aide support for children who do not qualify for ORRS but are 3 years behind their peers or working within Level 1 of the curriculum.

### 3. Special Education Grant: (S.E.G.)

- Is an allocation based on the decile ranking of the school with a per pupil funding rate.

### 4. High Health Needs (HHN)

- Is a resource to support students with particular medical needs.

### 5. English for Speakers of Other Languages :( E.S.O.L)

- Is a resource for children who have English as a second language.

### 6. Other programmes have funds that can be applied for if specific criteria are met.

Children will work predominantly in classroom settings. Support will be flexible to allow children to gain independence.

## **A. SENCO**

### 1. **Role:**

- a) Oversee the SENCO Support teacher, Specialist ORS teacher and teacher aides
- b) Liaise with teachers, D.Ps and teacher aides regularly to identify and implement support required for children of concern.
- c) Liaise and co-ordinate with outside agencies as required (e.g. Learning Support, RTLB, M.O.E., Health authorities).
- d) Keep current Special Needs Registers which collate all relevant data and pertinent pastoral and behavioural information on identified children.
- e) Ensure that the support programmes that are offered are meeting expectations through data and feedback
- f) Make referrals to outside agencies as required
- g) Co-ordinate and facilitate I.E.P. meetings on a regular cycle. Write and

oversee the I.E.P.s developed from these meetings in collaboration with class teacher, teacher aides, outside agencies and families.

- h) Oversee ESOL needs of the school, including a current register, twice yearly ESOL returns and meetings with ESOL Lead Teacher.
- i) Provide professional development through internal or external expertise as required
- j) Meet regularly with SENCO Support teacher, Specialist teachers and Teacher Aides.
- k) Report to the BOT twice a year

## **2. Assessment:**

The following may be used when considering which children may require programmes to meet their needs:-

- Record of Oral Language
- Observation Survey (6 year net)
- Teachers' records and evaluations and observation of child's behaviour
- Parental/caregiver input
- Attendance information
- ASTTLE / Literacy and Numeracy assessments.

## **3. Organisation of Programme:**

- a) From the teacher's concerns, children will be selected in consultation with SENCO, Class Teacher and, where appropriate, R.T.L.B./Learning Support.
- b) Parents/caregivers of children selected for the programme will be informed by letter.
- c) Programmes will be of such duration to suit individual needs and school terms
- d) Copies of data results and evaluations will be given to the class teacher.

## **B. SENCO SUPPORT TEACHER**

### **1. Role:**

- a) Develop student programmes dependent on needs and where applicable in conjunction with classroom programmes and themes.
- b) Provide professional development where required, this includes staff and teacher aides
- c) Work and plan with Teacher Aides to use appropriate teaching strategies and planning for the students they are working with
- d) Monitor student progress
- e) Ensure student assessments are completed
- f) Contribute to IEPs and attend meetings as requested
- g) Coordinate regular meetings with supporting staff according to programmes running in the school eg: ESOL, Kids Zone, Volunteers
- h) Meet regularly with SENCO
- i) Liaise with the management team as required and contribute to the BOT report twice a year
- j) Work with O.R.S. children on a weekly basis within the classroom or in withdrawal type situations as appropriate