



Rationale:

Nag 1 iii and Nag 1 iv make it obligatory for school to “identify students and groups of students (a) who are not achieving; (b) who are at risk of not achieving; (c) who have special needs (including gifted and talented students)...” and to “...develop and implement teaching and learning strategies to address the needs of (these) students...”

Therefore the desired outcome is to develop a system that fosters a partnership between school, students, whānau and caregivers to meet the differing needs of all students.

Purposes:

1. To ensure that students with special needs are identified as early as possible on the basis of valid assessment data.
2. To provide differentiated learning opportunities that will assist their continued learning in all areas of the curriculum.
3. To establish effective management systems to support the continuity of these programmes throughout the school.
4. To make equitable provisions within the budget for ongoing funding to address students with special needs.

Procedures:

1. A Special Needs Committee, made up of representatives from each level of the school, will have designated responsibility for co-ordinating provisions for special needs students.
2. Identification procedures will be flexible and ongoing.
3. Focus dates will be set for the formal identification of special needs students throughout the school twice a year (in early March and November).
4. The Special Needs Committee will develop and maintain a register of students with special needs, to track and monitor these students throughout the school. Individual student assessment data will be recorded on Schools Student Management System and regularly updated.
5. Teachers will firstly use a range of strategies to differentiate the regular classroom programme to cater for the students with special needs e.g. learning contracts, independent/small group study and research, online programmes etc.
6. Other programme options, such as Individual Education Programmes (IEPs) or A.E. are considered for individual students who need extra assistance.
7. The strengths and interests of staff, as well as mentors from the wider community, will be utilised to maximise the learning opportunities provided for students with special needs.

8. Parents/caregivers of students with special needs will be fully informed and consulted with regarding their child's progress and achievement prior to placement in special programmes and throughout the programme.
9. The Board will provide adequate resourcing to enable the special needs policy to be effectively implemented.

Approval:

When the Board approved this Policy it agreed that no variations of this Policy or amendments to it could be made, except with the majority approval of the Board.

Approved by the Board of Trustees on 23 May, 2011.

Signed on behalf of, and with the authority of the Board

_____ on _____ (Date)
Board Chairperson

Due for Review: _____ (Date)

Reviewed Date: _____ Signed for B.O.T. _____