

Manurewa Central School
Learning Support Policy

RATIONALE:

At Manurewa Central School we promote an inclusive culture where students are valued and respected. All students have the opportunity to achieve their potential, and to participate in school life with their peers. They receive equitable opportunity for success under the guidelines of the National Curriculum. This may involve adaptations to classroom programmes, additional support, or changes to the school environment to enable every child to fully participate in the life of the school. We implement strategies of non-discrimination and teach children to respect, help and support the diversity of others.

PURPOSE:

- To develop and implement special learning programmes for students identified as having special needs.

Identifying learning support needs

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student needing learning support also has the right to assistance to reach their potential.

The Ministry of Education's Learning Support Action Plan 2019 -2025 sets out priority actions that help ensure children and young people get the right support, at the right time. Learning should be a positive experience for every young person, including those with learning support needs.

Students who may need learning support include:

- neurodiverse learners and learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments
 - gifted learners
 - English Language Learners (ELL)
 - Those at risk of disengaging
 - those who are not achieving, or at risk of not achieving
- To provide and maintain communication between school, home and support agencies to provide the best outcomes for identified students. We support

parents and whānau to seek appropriate support and advice, and involve them in decision-making about their child.

- To ensure services work collaboratively within the Ministry of Education's Learning Support Delivery Model (LSDM) to organise learning support provided from a range of sources.
 - Resources provided may include therapy, staffing, equipment and other materials, and property modification and transport, as well as advice and specialist support. Parents/Caregivers are included in decisions regarding the best approach to support the student's learning needs.
 - Support is coordinated at the school. We use our student management system to record any learning support needs so that all staff can access this information and be aware of any support required.
- To provide funding and resourcing for learning support
 - A student who is not achieving success may be offered extra support by the school. Some students with significant educational needs are regarded as having ongoing learning support needs, and their extra support is funded through the Ongoing Resourcing Schemes (ORS).
 - The Special Education Grant (SEG) funds the support of other children regarded as needing extra support at school. Resourcing for staffing and support is included in the annual budgeting process. The school works within its funding constraints, prioritising all additional learning needs. Additional funding is sought from the Ministry of Education when necessary.
 - The Learning Support Action Plan prioritises a wide range of support for children and young people with moderate learning support needs, who are not eligible for ORS funding. Support may include extra teacher or teacher aide time, literacy support, or other resources and learning programmes.
- To ensure students receive instruction in an environment appropriate to their needs within the resources available to the school, taking into account access to learning, equity and the Treaty of Waitangi obligations.

GUIDELINES:

1. Providing learning support
 - Teachers plan programmes and strategies to cater for the individual needs of the students in their class. Teachers and support staff who are responsible for

students needing learning support receive relevant professional development as appropriate.

- When a student's needs are identified as ongoing, or the school deems it appropriate for a student, an Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or Individual Care Plan (ICP) is developed. This process involves parents, teachers, and other support agencies as appropriate. Parents are kept informed of special programmes that their child is on and support received. Individual plans will be reviewed as needed and programmes/support adjusted as appropriate.
 - Groups of students with identified common needs or individuals may be withdrawn from normal mainstream classrooms for specialised instruction. All staff members are informed of the nature of any special withdrawal type programme and these are coordinated and timetabled.
2. The position of a Special Needs Co-ordinator (SENCO) will be appointed.
 3. The principal is required to be well informed of Special Needs programmes and to support the SENCO to carry out the role.
 4. All support referrals to outside agencies (e.g. RTLB, MoE -SE, Counties Manukau Health, Correspondence School, Stand) should be made through the SENCO.
 5. The Board will be kept informed about the Special Needs programmes.
 6. Identification of a special needs student will be based on data collected from parents, teachers, the child and outside agencies. For students who enter school with a special needs team, the SENCO will meet with them and devise a transition to school plan.
 7. A register will be kept of all Special Needs students and their programmes.
 8. All adults who work with students will be police vetted and work within sight of staff.

RELATED POLICIES:

ESOL Policy

Gifted Policy

Cultural Diversity

Anti bullying

Inclusion

Resource Teachers of Literacy (RTLIT) Statement

LEGISLATION:

Education and Training Act Section 34 2020

NZ Disability Strategy

Article 24 United Nations Convention on the Rights of Persons with Disabilities

UN Convention on the Rights of the Child

Date Reviewed: 2019	Next Review: April 2022
PM BOT:	Principal: