

Hauraki Primary School

Policy Document

Special Needs

Rationale:

Under the Education Act 1989, all children regardless of disability have the right to be enrolled in their local school. This policy is to ensure that every child identified as having special needs has the opportunity to develop their full potential.

Purpose:

- To ensure early identification of children with special needs.
- To ensure appropriate programmes are provided.
- To establish ongoing consultation with parents and appropriate outside agencies.
- To provide a safe physical and emotional environment for students, this includes students with special needs.

Guidelines:

1. A delegated teacher SENCO (Special Education Needs Co-ordinator) - has the responsibility of co-ordinating the identification and intervention process as outlined in Appendices 1 & 2.
2. A curriculum and achievement plan assists with identification of tier 1, 2 and 3 students. If deemed necessary programmes are evaluated for adaptation by the SENCO or syndicate leaders and class teachers.
3. The IEP (Individual Education Plan) process allows for regular meetings to review individual children's progress.
4. If this level of support is insufficient parents will be met and appropriate referrals made to outside agencies.
5. A Special Needs Committee consisting of the SENCO, RTLB's, principal or syndicate leaders and teacher aides meets once a term.
6. All staff are aware of and use the identification and intervention process as in Appendices 1 & 2.
7. Professional development for staff will be provided as necessary.
8. Systems and attitudes foster parental participation in the identification of special needs, as well as planning implementation, ongoing monitoring, and evaluation of any programmes.
9. The transition process for children who move from kindergarten to school, class to class, or school to school should be as smooth as possible.
10. Dated records of applications, referrals, reports and any other pertinent correspondence for individual children will be kept by the SENCO.
11. Allocation of funding for special needs purposes will be determined by the SENCO in consultation with the Special Needs Committee.

Signed: _____



Date: 10/5/2021

Chairperson Board of Trustees

Reviewed Date: Term 4, 2023

Appendix 1

Procedures for Special Needs At Hauraki School

<p>Initial identification of Special Needs occur:</p> <ul style="list-style-type: none"> • Before enrolment by: <ul style="list-style-type: none"> • Referral from pre-school facilities • Referring school • Referring agencies previously involved with the child • Parents/Caregivers • After enrolment by: <ul style="list-style-type: none"> • Class teacher/teacher aides • AP/DP and staff • Referring agencies, e.g. Early Intervention teacher, RTLB from another cluster • Parents/Caregivers 	<p>Actions for children with a known history:</p> <ul style="list-style-type: none"> • Ongoing dialogue with parents/caregivers at all stages. • Shared transition observations from kindergarten staff about behaviour, social and learning barriers to better prepare the teacher. • If an Early Intervention Teacher has been in place for the child transition support is available for first few weeks. • Referring agencies. • Fund holders from Ministry, e.g. ORS <p>Actions for children identified after starting our school:</p> <p>A) Initial concern prompts classroom teacher to inform SENCO, who together will discuss differentiated class programmes. (See Appendix 2)</p> <p>B) The following should be considered for the above.</p> <ul style="list-style-type: none"> • Peer support • Co-operative learning • Adapting the curriculum • Small group teaching • Buddy pairing <p>C) Collect data from:</p> <ul style="list-style-type: none"> • medical records • on entry testing (early) • 6 year net (later on) • work samples • running records • assessment <p>D) If progress is still limited at this point referrals to the appropriate agency will be made with the informed consent of the parents/caregivers. If possible teacher aide support may be put in place.</p>	<p>Special Needs Register (see Appendix 2)</p> <ul style="list-style-type: none"> • In June/July and November all class teachers fill in the Special Needs checklist sheet. • From the Special Needs checklist the SENCO fills in the Special Needs register for each year group under curriculum/foundation skill categories. • Children will be categorized as to need under those to go on the register and those to be monitored. • Programmes for individuals/groups on the register are worked out for the next ½ year period (limited by funding). Reviewed each term. • From the November returns the SENCO informs the teacher for the next year of the Special Needs children in her/his class. • For the children of highest priority transition meetings will be held during the course of Term 4 (as soon as class lists are finalized). • All staff have a Special Needs folder which is updated with TA timetables every term. The folder contains: <ul style="list-style-type: none"> • The register of children who are in their syndicate. • Special Needs Policy and Procedure forms with Appendices • Teacher Aide timetable overview 	<p>Support Agencies (Outside Intervention)</p> <p>The children on the register continue to be monitored and referrals to other agencies considered. These agencies include:</p> <ul style="list-style-type: none"> • Ministry Learning Support • Behaviour • Communication • Occupational Therapy • Physiotherapy • Resource Teachers Learning & Behaviour • Resource Teachers of Literacy • Health Camp • Correspondence School • Marinoto Child Mental Health • Attention and Behaviour Team • SENCO will also recommend private support specialists if parents ask for it, e.g. Behavioural Optometrist, Educational Psychologist, Audiologists
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<p>SENCO Co-ordinates:</p> <ul style="list-style-type: none"> • Timetabling and supervision of all special needs. • Training and support for TAs and teachers at individual, syndicate and whole staff levels. • Prepares TA funding spreadsheet each term • Manages the Special Needs budget • Investigates and selects resource for a specific intervention. • Writes individual and group programmes to meet specific learning needs of children. • Determines priorities of which individual or group will receive interventions depending on their needs. • Observations in class and in the playground for children of concern then feedback to teachers with a plan of where to next. • Writes referrals to outside agencies with each specific teacher. • Make recommendations to Principal, BOT and Syndicate Leaders when appropriate. • Follows up on tracking screening for children of concern and feedback to teacher and parent of eye check is required • Holds an interview with each TA at the end of the term, gathers data for the SN meeting, prepares TA for next terms alterations to their timetable and diaries up skilling sessions when necessary. 	<p>Consultation and Monitoring through IEP / Action Plan. Parents/Caregivers meet SENCO/teachers/teacher aides and other agencies as needed.</p> <p>Special Needs Committee meet once a term. They share:</p> <ul style="list-style-type: none"> • The work done to support children over the term and the SENCO explains any change of role and gives out the next terms timetables for each TA. • Successes are celebrated and shared so all can learn from these strategies. • Discussion is held over any issues of concern and action plans are put in place to address these for the next term. • Discusses any funding that may be necessary for new or existing programmes or general use in Kiwi Room. 	<p>Children's individual records will show all Special Needs interventions.</p>		<p>School Intervention</p> <p>In consultation with parents, teachers and outside agency support people if they are involved interventions are put in place with targeted children (limited only by funding). E.g.</p> <ul style="list-style-type: none"> • individual in class support • small group in class/out of class support • math booster groups • Rainbow Reading • Perceptual Motor Programme for NE and Yr 1 • Phonic Groups • Gross Motor Groups • Fine Motor Groups • Screening for eye tracking NE-Yr1 <p>Social Skills Groups: Lego Club and Friendship Club</p> <ul style="list-style-type: none"> • STEPS programme • Reading Recovery • Spelling Groups <p>Syndicate Catch-Ups</p> <ul style="list-style-type: none"> • SENCO and individual syndicate leaders will hold catch up meetings at regular intervals, when either person deems necessary, to share children of concern in their syndicates. • Junior Syndicate Leader and SENCO meet every term. Whereas Middle and Senior syndicate discussions tend to be more ongoing as this works best for these syndicates. 	
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