

WAITAKERE COLLEGE

CHARTER STATEMENT

Reviewed November 2016

INCLUSION SUPPORT CENTRE – Te Whare Rangimarie

Mission Statement

The Inclusion Support Centre (Te Whare Rangimarie) is a facility where students with special educational needs can grow emotionally, socially, cognitively and physically in a challenging and supportive environment with maximum contact with their peers.

Purpose

Waitakere College has a facility to provide holistic educational support for students aged 12 – 21 from the West Auckland Area who have physical/cognitive disabilities. Students have been assessed as having needs over and above that which can be provided for within regular school resources. There will be evidence in ORS funding status or similar funding to allow support in an inclusive environment. The Inclusion Support Centre will enable each student to progress toward their full potential using a multi-disciplinary team approach.

Goals

- 1 For each student to gain skills, knowledge and experiences that will help them become a functional, involved and engaged member of society to their full potential.
- 2 To implement a system of partnership between students, parents/caregivers and Centre staff so that all are well informed about the needs, goals and dreams of the student and their family/whanau. All parties are able to contribute in various ways towards meeting these goals.
- 3 To develop staff skills through provision of continued training, professional support and resources.
- 4 To value all staff members and to encourage working as a team through consultation on key issues of policy and management.

Objectives for the Centre

- 1 Operate through an approved policy statement (Enrolment) which details how students will be identified for inclusion on the roll.
- 2 Programmes will be co-operatively planned, individualised, monitored and evaluated to meet each student's therapeutic and learning needs. This allows each student to progress toward developing:
 - an appropriate educational level
 - optimum independence
 - functional living skills
 - optimum social and communication skills
 - a sense of self-worth and positive self-image

- optimum personal responsibility
- 3 Each year provide accountability documents as required by the Board of Trustees and Milestone Reports to the Ministry of Education.

Guidelines

- 1 Students enrolled in the Centre will be given suitable opportunities to access mainstream educational programmes.
- 2 Therapists and teaching staff may provide services to identified non-ORS students should work loads permit.
- 3 Enrolment in the Centre should follow the steps outlined in “Enrolment Procedures” statements and meet the criteria stated.
- 4 Students will be individually assessed and IEP programmes designed accordingly.
- 5 Staff will be selected by an appointments committee which must include the HoD ISC in consultation with the Deputy Principal in charge of the ISC
- 6 An annual budget will be established by the HoD ISC in consultation with the Principal, the amount being subject to Ministry of Education funding and Ministry of Education contractual obligations.
- 7 Staffing levels will be determined by current Ministry of Education policies and entitlement that come with students who have ORS funding.
- 8 The Centre building is primarily designated for the needs of students with physical/cognitive disabilities, but may be used by other students and teachers after consultation with the HoD ISC.
- 9 Students will be accepted into Inclusion Support Centre programmes on a case by case basis taking into account the educational needs of all students receiving inclusion support services and any potential strain on our facilities. This will be subject to there being sufficient funding with that student to ensure their needs can be met.

Chairperson

Principal

Date