

WAITAKERE COLLEGE

Section A (NAG 1) CURRICULUM MANAGEMENT

Policy **Special Needs**

Date of Review: **20 October 2015**

REVIEWERS: **Shona Smith, Penny Bradley, Natasha Muschamp, BOT Special Education Sub-Committee**

Goal

To provide an inclusive learning environment within the College where all students have fair access to quality education.

See Appendix 1 Ministry of Education Special Education principles.

Objectives

1. To ensure that the school has effective systems in place to:
 - To identify special needs students, assess their learning needs and place them correctly.
 - To support their speedy integration into the school community ensuring that they feel welcomed, safe and supported in their learning.
 - To offer a range of appropriate, well-resourced programmes taught by suitably qualified teachers.
 - To offer specific support based on the needs identified for each individual student.
 - To monitor the academic and pastoral progress of special needs students and to ensure their changing needs are met during their time at the College.
 - To ensure that funds supplied for the needs of special needs students are used for that purpose.

Guidelines

1. ENROLMENT, RECEPTION AND ORIENTATION

The school enrolment procedures will ensure that special needs students are identified and followed up at the time of enrolment, if possible.

Where needs are identified after enrolment this information will be followed up and acted upon.

Students eligible for ORS funding will in most cases be placed in the Inclusion Support Centre, which has its own set of more detailed and specific policies.

2. SPECIAL NEEDS REGISTER

The special needs register will record details of all students identified as having special needs apart from those under the care of the Inclusion Support Centre, who have their own Individual Education Plans.

The register will be put in place by the SENCO and available for the information of all staff working with these students.

3. ASSESSMENT AND PLACEMENT DECISIONS

ORS funded students will be under the care of the Inclusion Support Centre.

Other special needs students will be placed in appropriate classes after testing and on the recommendation of the Special needs Education Coordinator (SENCO).

4. INDIVIDUAL SUPPORT PROGRAMMES

Special needs support programmes will be tailored to meet the needs of individual students making best use of available resources. (See Appendix 2 for examples of the kinds of support provided, depending on the need.)

Where possible, the SENCO will apply for additional support such as Special Exam Conditions (SAC), Interim Response Funding (IRF), RTLB referrals etc.

The SENCO will ensure that teachers of special needs students are made aware of their individual needs and liaise regularly with teacher to ensure special needs students are supported effectively.

5. MONITORING

Records about the progress of ISC students are kept and reported on by the ISC staff. Their progress is regularly monitored and is discussed with whanau in the regular IEP meetings.

The progress of other special needs students is monitored by the SENCO and is reported on as part of the regular reporting cycle within the school.

6. PASTORAL CARE

The usual pastoral care networks will be available to special needs students, with support given as appropriate by Deans, House Leaders, Youth Workers, Nurses and Guidance Counsellors as appropriate depending on the particular circumstances of the students.

7. FUNDING

Funding supplied for special needs students will be used in the ongoing development of programmes and resources to meet the needs of special needs students.

Chairperson

Principal

Date

APPENDIX 1: Ministry of Education Special Education Policy Principles

These 7 principles guide everyone who is involved with young children and students with special education needs.

They form the basis for our Special Education policy that aims to achieve a world class inclusive education system where all students have fair access to quality education.

1. Young children and students with special education needs have the same rights to a high quality education as people who do not have special education needs.
2. Our primary focus is to meet the individual learning and developmental needs of young children and students.
3. All young children and students with identified special education needs have access to a fair share of the available special education resources.
4. Partnership between students' families/whanau and education providers is essential in overcoming barriers to learning.
5. All special education resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the young child or student.
6. A young child or student's language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes.
7. Young children and students with special education needs will have access to a seamless education from the time that their needs are identified through to post-school options.

APPENDIX 2: How needs are addressed for Special Needs students

SENCO

- a) Our SENCO coordinates provision for around 150- 200 students with many different needs across mainstream, as well as liaising externally with RTLBs, MOE, psychologists, other agencies and providers and internally with Learning Support , Inclusion Support Centre, Gifted and Talented (Shine) Coordinator , Fetu Ora (Yr9 & 10 programme for least able students), guidance and pastoral staff, nurse and teachers of the individual students identified. (SENCO is also HOD Learning Support).

Needs	How needs are addressed
Developmentally delayed, with low academic levels	Identify from contributing schools & testing, Place – often in Fetu Ora class, Reading classes, Notes in Kamar, Apply for RTLB assistance, follow into senior school for suitable programmes/vocational pathways.
Processing difficulties (dyslexia, dysgraphia, dyscalcula)	Identify, Notes in Kamar, advise tchrs; Use SEG grant for support where possible, communicate with parents re p[psych assessment & strategies e.g. use of assistive technology (camera, laptops etc) check on notekeeping In Reading class offer strategies e.g. previewing text. Check subjects; apply for assistive tech if necessary, give practice in exams with Reader/Writer (RW), Reader/Computer Use (R/CU) Extra time & apply for Special exam conditions (SAC)
Autistic spectrum (including aspergers)	Discuss specific needs with family and how to manage student, get copies of assessment; If no assessment refer to RTLB & MOE Special Ed; Advise all teachers and counsellors, offer strategies. Apply for ORRS; place appropriately with caring teachers & in relevant subjects. Keep an eye on NCEA standards e.g. creative writing does not work for some.
Visual and hearing impaired	Identify – need to be aware especially of need for glasses. Get nurse to check and follow through with family; advise staff of needs. Contact with families where severe impairment (e.g. Adythia) meet with Resource Teachers of Vision and Hearing & follow up on recommendations.
Physically impaired (mostly with ISC but also some not ORRS funded)	e.g. Cerebral Palsy, brittle bone, tremors Work with ISC as necessary to coordinate support.
Anxiety (can be close to autistic spectrum)	Identify and discuss with family; refer to Counsellor and Nurse Advisor; Monitor – make accommodations as needed e.g. work at home, extra support, clear course outlines; Help with applications for Correspondence.
ADD/ADHD	Identify, advise and monitor in conjunction with school nurse, guidance and family e.g. Check food & drink; monitor and discuss medication etc Provide support, clear guidelines and consequences/rewards where possible.
Head injuries	Discuss with family and ACC; Advise staff of needs; Provide support where needed, maybe work on a short day.
Other temporary special needs e.g. broken arm close to exams	Meet student; Offer ideas for coping; set up buddies; offer assistive technology where relevant.
Northern Health School students	Work with nurse and family to help with referral to NHS; maintain contacts with student in consultation with parents e.g. continue to provide some school work to be completed via NHS.

Knowing the learner is a stated priority for all staff , with teachers being expected to find out about their students' learning needs and have this information readily accessible. This is the focus of early professional learning sessions every year.

Individual staff working with special needs students are generally informed when the student is placed in their class. All staff can access important special needs information about a student via *Notes in Kamar* and should do this for every class they teach. They can also consult the Special Needs Register and discuss how best to meet the student's needs with the SENCO.

b) Because the special needs are so varied, there are a range of ways to know about the impact of the programmes.

Need	How we know about impact
Developmentally delayed	Better attendance, students are happy at school, AsTTle progress. Reduction in discipline issues, students staying on into senior school. Helped to find a suitable vocational pathway in senior school and leaves to further education/training or employment.
Processing difficulties Visual hearing impaired ADD/ ADHD	As above, in some cases with dramatic improvement once difficulties are acknowledged and addressed. May be on IEP with specific measures.
Autistic spectrum Head injuries	May see gradual improvement in ability to manage in school situation with appropriate support. Evident particularly as we see whether student develops improved coping strategies. Not ability related necessarily, so academic outcomes may not be the best indicator.
Physically impaired	Mostly monitored via IEPs in ISC.
Anxiety	Better attendance, students are happy at school, improving academic results, reduction in discipline issues.
Temporary special needs	Varies according to the individual; in most cases measures similar to those above. Student is able to return to full participation in learning as soon as possible and helped to catch up on any lost ground academically.
NHS	Varies according to the individual

Inclusion Support Centre (ISC)

- a) The ISC provides intensive support with comprehensive IEPs for ORRS funded students. Because many are high needs, much of the provision is within the centre, but students are mainstreamed where appropriate with support from the ISC. ISC students participate in most whole school events such as Athletics Day, assemblies, talent quests, Polyfest, school productions and cross country as well as attending Special Olympics and similar events, with an end of year celebration as the finale.
ISC most recently reviewed 2012: "Waitakere College has undertaken a critical and robust self-review process in relation to the delivery of specialist services. Students and their families can be confident that they are receiving high quality specialist services."
- b) Every student is individually tracked and progress is reported to parents via Individual Education plans, narrative assessments and through the schoolwide reporting system.
Parents and whanau are encouraged to be a part of their child's schooling by being made welcome in the Centre.

Fetu Ora

- a) This programme began with one Year 9 class in 2013 and in 2014-15 this continued into Year 10. This aims to create a caring environment for a small group of developmentally delayed students where teachers work together to create a programme of more contextual learning. The purpose is to increase students' confidence to learn, to provide some curriculum integration based around trips (x4), and increased collaboration between teachers to support students.
- b) The programme is in its infancy, but the evaluation at the end of 2013 concluded that the programme should continue and extend into Year 10, with ongoing support into the senior school.