

WAITAKERE COLLEGE

CHARTER STATEMENT

Section G: INCLUSION SUPPORT CENTRE – Te Whare Rangimarie

Date of Review: August 2020

Reviewers: Rosie Garner (HOD Inclusion Support Centre), Jody Morton (Assistant HOD), Janet Moir (Lead Therapist), Ants Cotton (Deputy Principal).

Mission Statement

Te Whare Rangimarie / The Inclusion Support Centre is a place where students with specific needs can grow emotionally, socially, cognitively and physically in a challenging and supportive environment which encourages independence.

Our Vision

We aim to be the centre of choice for students with special educational needs. We aim to offer challenging, innovative and future-focused programmes which lead to the increasing independence of our students. We will focus on the holistic well-being of the students. Our staff will be recognised as highly effective and reflective practitioners who have the commitment and skills to make a difference for our students.

Purpose

Waitakere College has a facility to provide holistic educational support for students aged 12 – 21 from the West Auckland Area who have physical, behavioural and/or 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

- 1 Students will be enrolled according to the enrolment policy which details how students will be identified for inclusion on the roll.
- 2 Programmes will be planned collaboratively, 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 the Centre will provide accountability documents as required by the Board of Trustees and Assurance Statements 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 Enrolments in the Centre should follow the steps outlined in “Enrolment Procedures” policy 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 of the ISC in consultation with the Deputy Principal in charge of the ISC.
- 6 An annual budget will be established by the HOD of the ISC in consultation with the Principal. That 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 comes with students who have ORS funding.
- 8 The Centre building and associated rooms are primarily designated for the needs of students with ORS funding or similar, but may be used by other students and teachers after consultation with the HOD of the ISC.
- 9 Students who are not funded will only be accepted into ISC programmes on a case by case basis to be reviewed annually and taking into account the educational needs of all students receiving inclusion support services and any potential strain on our facilities.

Chairperson

Principal

Date