

WINCHESTER SCHOOL SPECIAL EDUCATION POLICY

Rationale:

Winchester School has high expectations and provides a safe, welcoming and inclusive environment for all students, regardless of their ability, socioeconomic status or family background. We recognise that some children require additional assistance or differentiation to access the curriculum in order to meet their learning needs.

Purpose: Educational outcomes will be improved by:

1. Endeavouring to meet the needs of these students in an inclusive learning environment.
2. The school community making a contribution through their assistance and support.
3. Accessing outside agencies to enhance children's access to the curriculum.
4. Working in partnership with parents and caregivers in endeavouring to meet the educational needs of their children.
5. Ensuring that staff have opportunities for professional development that enable them to meet the needs of all students.
6. Fostering an understanding and acceptance of diversity through inclusive practice within the school and wider community.

Guidelines:

1. Inclusive practice begins prior to and during enrolment at Winchester School.
 - a. Children turning 5 years old take part in 3 transition visits. Liaison with pre-schools and outside agencies as well as with whānau aims to provide a smooth transition for every child entering the school.
 - b. Teachers, teacher aides, SENCO and the Principal work collaboratively with students, parents, carers and whānau along with outside agencies such as RTLB, RTLit, Special Education and MOE to best meet the needs of our students.
2. Children requiring additional support to access the curriculum will be identified as soon as possible under the following categories:
 - a. Intellectual Disability
 - b. Visual Impairment
 - c. Hearing Impairment
 - d. Physical Disability
 - e. Behavioural Disorder
 - f. Learning Difficulty
 - g. Communication Disorder
 - h. Significant and Multiple Disabilities
 - i. ESOL [English For Speakers of Other Languages]
 - j. Gifted and Talented-Extension or Enrichment
3. Classroom teachers are responsible for the provision and monitoring of quality instruction informed by student achievement data. Instruction should reflect and cater for all learners including those with special educational needs/abilities.
4. Within an inclusive classroom, teachers are responsible for the planning, implementation and assessment of all learners.
5. A staff member will be designated as Special Education Needs Coordinator (SENCO). The roles and responsibilities of the SENCO will be set and reviewed Annually, as part of the SENCO Job Description.
6. All referral forms will go through SENCO and the Special Education Committee in order that children can be placed on the appropriate needs/abilities register and to ensure ongoing monitoring of action required. (See Learning Support Procedures)

7. All ORS funded children will have an independent education plan (IEP). This will be reviewed at least twice a year. The classroom teacher, SENCO and any support personnel are responsible for ongoing monitoring of progress and achievement of these learners. Other identified children with additional needs may also have an IEP.
8. A special needs/abilities register will be developed and maintained by the SENCO.
9. Children with special learning abilities will have opportunities to extend their learning outside the classroom with other like-minded children.
10. All special education and learning support programmes will be monitored by the SENCO and leadership team and learners progress recorded.
11. Funding will be allocated annually for the provision of resources and will take into account recommendations made after analysis of achievement information and the additional needs/abilities programmes across the school.
12. Assistance from outside agencies will be sought as required.
13. Meetings which are specifically about the learning needs of individuals will be held during school time unless there are exceptional circumstances.
14. Additional support may be provided in the student's classroom or in another location within the school.
15. The Board of Trustees will be informed of Special Education Programmes and their outcomes as part of the school self-review process.
16. The progress and achievement of learners with additional needs will be reported against end of year expectations.

CONCLUSION

The successful implementation of this policy will ensure appropriate access to the curriculum for children with Special Needs and Abilities.

Reviewed:

Signed:
(BOT Chairperson)

Date:

Note - This policy must be uploaded to the school website