

Students with Special Needs

Introduction

We believe all students should experience success at school. Additional support is required for some students to enable them to achieve success. Support can take many different forms, and at PBS we will endeavour to provide this.

Guidelines and Procedures

Roles:

- The Principal delegates responsibility for Special Needs across the school to the Deputy Principal.
- In collaboration with the BOT and the Principal, the DP has shared responsibility for associated employment and financial matters.
- Although the DP has oversight for Special Needs, and the SENCO is accountable to be DP, many of the responsibilities are shared.

Responsibilities:

Register

- A school wide Student Needs Register on eTap will document all students who have additional support needs, and any supports provided. This will include students with learning and / or behavioural needs; and those who are receiving / have received specific support (ORS, SHHN, RTLB, RTLit, ESOL).
- The SENCO is responsible for ensuring that supports are recorded.

Documentation

- Support plans, such as Care Plans and IEPs will be completed, noted on eTap and stored on Google Team Drive. Copies will be placed in the student's cumulative files held by the class teacher.
- Administrative documentation for funding etc, will be kept in the Special Needs Folders maintained and held in the DP's office.
- When a student who has been on the SENCO's register transfers to another school, the class teacher will liaise with the SENCO and Quick 60 teacher to ensure the student's cumulative file is up to date before it is handed into the office to be delivered to the new school.
- IEP / support plans can take different forms according to need. At times these involve the class teacher developing the plan, and communicating this with the Teacher Aide. When there is greater parental and / or outside agency involvement, the SENCO / DP will be involved in the plan development.

- IEPs / support plans need to be regularly reviewed. Often this will happen in tandem with Priority Learner updates. ORS IEPs need to be reviewed twice each year.
- Teachers are responsible for implementing IEP / support plans, and maintaining open lines of communication between home, outside agencies and the school.
- Parents and whanau will be invited to participate in the IEP/support plan process. We see parental involvement as essential in developing effective programmes.
- This procedure is reviewed every two years as part of the school's strategic plan

Applications to External Agencies

- The SENCO and DP are responsible for external support applications and liaising with Ministry of Education support services, agencies and parents where the need arises.

Teacher Aides

- The SENCO is responsible for the organisation of the Special Needs Team, including day to day management, regular team and individual meetings, timetables, professional development and appraisal.
- Teacher Aide timetables are completed as a google doc, and shared with the teaching staff, office staff and the SMT.
- Where multiple Teacher Aides are working in a classroom, classroom teachers will be provided with a timetable for their student.

Identification Procedures

- The specific needs of students are often identified through information sharing with parents on enrolment to school and / or in future communications. Outside agencies and reports are also helpful in the identification process.
- Students experiencing difficulties are identified through quality assessment data and analysis.
- Students who are judged to be working at the curriculum level below their year level are added to the school support database on eTap.
- Students experiencing behavioural, social or health difficulties will also be added to the database on eTap.
- These students will also be added to the 'Class Summary' (Priority Learners) document.
- Students formally identified with a specific need such as ADHD, Dyslexia, ASD, etc will be added to the special needs register

Preferred Practice at Paraparaumu Beach School:

- Teachers are responsible for seeking additional support from colleagues, syndicate leaders, SENCO or DP when difficulties are ongoing.
- Special Needs support can be defined as classroom adaptation, curriculum differentiation, teacher aide support, use of technology, use of specific

programmes, specialist equipment, support from SENCO / DP / colleagues, professional development and outside agencies assistance.

- We acknowledge the importance of developing culturally responsive approaches when supporting all students, especially Maori and Pasifika.
- Where possible, support will be given in the child's own classroom as part of inclusive practice. However at times, individuals or groups of students with identified common needs, may benefit from being withdrawn from the classroom for specialised instruction in a quieter, or different environment.
- Students who have qualified for outside funding e.g. ORS, High Health Needs, LLI, SLT, ESOL, will automatically be allocated the appropriate amount of teacher aide support.
- Allocation of discretionary support is influenced by a range of sources, e.g. assessment results, anecdotal entries on eTap, outside reports, SENCO / teacher observations.
- All teachers will complete the 'Class Summary' on eTap in Term 1. This describes the needs of Priority Learners in their class and teaching and learning strategies to be used. This information will be formally updated at the end of Term 2, and the end of Term 4.
- We acknowledge the needs of those with literacy and numeracy difficulties, such as dyslexia and dyscalculia, and recognise the need for adaptations to support them
- Quick 60, which has replaced Reading Recovery, is a form of Learning Support. Please refer to Quick 60 procedure for further details.

High Needs Support

- Support is allocated with the understanding that if an individual's needs or school resourcing changes, the plan would be reviewed and adjusted accordingly.
- Learning Support timetables can change (a) due to new students coming to our school or (b) the needs of current students changing or (c) the availability of funds changing.
- ORS - Students receiving Ongoing Resourcing Scheme (ORS) funding will work from IEP's co-ordinated by the SENCO. Two IEP meetings involving parents, staff and outside agencies are required each year. Teacher Aide support will be timetabled according to specific needs, and level of available funding.
- SHHN - Students identified as having High Health Needs, either with, or without SHHN funding, will have a management plan developed each year in consultation with parents and medical specialists. The SENCO is responsible for coordinating the application process for SHHN funding. Each application is reviewed at the end of twelve months, although additional reviews are made if circumstances change, or if required by the SHHN Team.
- Other agencies - Funding may sometimes be allocated to support students from an external agency such as RTLB, ACC or Oranga Tamariki. These students will have a plan developed by SENCO / DP in collaboration with the class teacher.

Funding

- Support programmes will be funded through a variety of sources. The Special Education Grant (SEG) and the Special Needs budget are utilised by the DP in consultation with the SENCO to provide supports.
- The provision of Teacher Aide hours is contingent upon (a) funds being provided for use with specific students and/or (b) money used from within the school's Operational Grant.
- External funding is allocated directly to meet the identified needs of individuals, or groups of students, for whom it is provided. These funds are generally for short time periods – often allocated term by term.
- The provision of a Special Needs Teacher at our school is contingent upon (a) a specific staffing allocation being made from the MOE for identified ORS students (b) using part of the general teaching allocation based upon the school's roll and/or (c) the use of money from the School's Operations Grant to fund additional teaching hours.

Conclusion

With additional support, levels of student participation and success is enhanced.

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