

Hauraki Primary School Policy Document

Special Educational Needs

Rationale

It is a primary objective of the Hauraki School Board (the Board) to ensure every student at the school is able to attain their highest possible standard in educational achievement.

Students who have special educational needs (whether because of disability or otherwise) have the same rights to enrol, attend, and receive education at State schools as students who do not.

Purpose

To ensure that every student with special educational needs is able to achieve their highest possible standard, we will:

- ensure early identification of children with special educational needs.
- ensure appropriate programmes are provided.
- establish ongoing consultation with parents, caregivers or whanau, and appropriate outside agencies.
- provide a safe physical and emotional environment for students.

Guidelines

1. Our teachers are responsible for planning and delivering programmes and strategies that are responsive to the individual needs of students they teach or support.
2. The learning support at Hauraki school includes differentiated learning for our students. We have specialist teachers to support students with special educational needs, in small groups in literacy and maths, a teacher to support gifted and talented students, and teacher aides to support students in the classroom and the playground.
3. All staff are aware of and use the identification and intervention process for special educational needs, as set out in Appendices 1 & 2.
4. The transition process for children who move from kindergarten to school, class to class, or school to school should be as smooth as possible.

Learning support responsibilities

5. A delegated Special Education Needs Co-ordinator (SENCO) teacher is responsible for co-ordinating the identification and intervention process of special educational needs, as outlined in Appendices 1 & 2.

6. Using Individual Education Plans (IEP) process allows for regular meetings to review individual children's progress.
7. Our systems and attitudes foster parental participation in the identification of special educational needs, as well as planning implementation, ongoing monitoring, and evaluation of any programmes.
8. If the level of support in the IEP is insufficient, the SENCO will meet the student's parents, caregivers or whanau, and appropriate referrals will be made to outside agencies.

Recording and sharing learning support information

9. Dated records of applications, referrals, reports, and any other pertinent correspondence for individual children will be kept by the SENCO.
10. A Special Needs Committee consisting of the SENCO, the Resource Teachers: Learning and Behaviour (RTLB) service, principal or syndicate leaders and teacher aides meets once a term.
11. Allocation of funding for special educational needs purposes will be determined by the SENCO in consultation with the Special Needs Committee.
12. The principal and or SENCO reports to the Board on learning support needs, trends, and outcomes.

Staff support and professional development

13. Professional development for staff will be provided as necessary.
14. We monitor the health, safety, and wellbeing of staff and encourage them to discuss any concerns.

Signed: 

Presiding Member of the Board

Date: 5/7/2024

Review Date: Term 2 2027

Related policies:

- Curriculum delivery
- Health and Safety
- New Entrants Evaluation

Appendix 1 Procedures for Special Educational Needs at Hauraki School

<p>Initial identification of Special Needs occur:</p> <p>Before enrolment by:</p> <ul style="list-style-type: none"> Referral from pre-school facilities Referring school Referring agencies previously involved with the child Parents/Caregivers <p>After enrolment by:</p> <ul style="list-style-type: none"> Class teacher/Teacher Aides AP/DP Staff Referring Agencies e.g. Early Intervention Teacher, RTLB, MoE Early Intervention Worker Parents/Caregivers/Whanau <p>SENCO Co-ordinates</p> <ul style="list-style-type: none"> Timetabling and supervision of all special needs students Training and support for teacher aides/teachers Prepare teacher aide funding spreadsheet each term Manage the special needs budget Investigate and select resources for a specific intervention Write individual and group programmes to meet specific learning needs of students Determines priorities for interventions in accordance with needs. Observations in class/playground for 	<p>Action for children with a known history:</p> <ul style="list-style-type: none"> Ongoing dialogue with parent/caregivers at all stages Shared transition observations from kindergarten staff about behaviour, social and learning barriers to better prepare the teacher. If an early intervention teacher has been in place for the child, transition support is available for the first few weeks Referring agencies Fund holders from MoE e.g. ORS <p>Action for children identified after starting our school:</p> <p>A. Initial concern prompts classroom teacher to inform the team leader who observes and discusses possible differentiated class programmes. If concerns continue, team leader discusses with SENCO about further interventions and parents meet with the school to discuss next steps.</p> <p>B. The following should be considered for the above:</p> <ul style="list-style-type: none"> Teacher aide support Adapting the curriculum Resourcing Nature of interventions required Small group teaching Buddy pairing <p>C. Collect data from:</p> <ul style="list-style-type: none"> Medical records on entry testing work samples/assessments 	<p>Special Needs register: (See Appendix 2)</p> <ul style="list-style-type: none"> In June and November (or as the need arises) all class teachers fill in the Special Needs checklist sheet. From the Special Needs checklist the SENCO fills in the Special Needs register for each year group. An explanation of tier system is on the staff shared drive Programmes for individuals/groups on the register are worked out for the next half year and reviewed each term. From the November returns, the SENCO informs next year's teacher of the special needs students in his/her class. Transition meetings are held for the high priority children during term 4. These involve the current teacher, next year's teacher, parents, SENCO and outside agencies involved if applicable. Staff with learning support students have a folder with files of official diagnosis, previous interventions, and meeting minutes. Team leaders have folders of their team's learning support students and also an 	<p>Support Agencies (Outside Intervention) The children on the register continue to be monitored and referrals to other agencies considered:</p> <ul style="list-style-type: none"> MOE for <ul style="list-style-type: none"> Behaviour communication occupational therapy physiotherapy ORS assistive equipment Five plus team Correspondence School Strengthening Families RTLB. SPELD LST Reading Recovery Literacy Clinic Rainbow House Marinoto Child Mental Health Health Camp SENCO will also consider private support specialists e.g., behavioural optometrists, educational psychologists, audiologists <p>School Intervention In consultation with parents, teachers and outside agency if support people are involved, interventions are put in place using targeted funding:</p> <ul style="list-style-type: none"> In class support individual Small group in class/out of class
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<p>children of concern then feedback to teachers with a plan.</p> <ul style="list-style-type: none"> • Write referrals to outside agencies with teachers. • Make recommendations to principal, syndicate leaders, Hauraki School Board as appropriate. 	<p>D. If progress is still limited at this point referrals to the appropriate agency will be made with the informed consent of parents/caregivers. If possible teacher aide support may be put in place.</p> <p>Consultation and Monitoring through IEP/Action Plan</p> <p>Parents/Caregivers meet SENCO/teachers/teacher aides and other agencies as needed.</p> <p>Special Needs Committee meet once a term to share:</p> <ul style="list-style-type: none"> • The work done to support students and SENCO explains any change of role and gives out the next term's timetables for each teacher aide. • Successes are celebrated and shared so all can learn from these strategies. • Discussion takes place on any issues or concerns and action plans are put in place to address these for the next term. • Funding or assistance required applied for. 	<p>overview of timetables.</p>	<ul style="list-style-type: none"> • (Literacy, Numeracy) • Maths booster programmes • Rainbow Reading • Perceptual Motor Programme • Social skills group/Friendship Group • Reading Recovery • Steps • Structured Literacy groups <p>Syndicate Catch Ups</p> <ul style="list-style-type: none"> • SENCO and syndicate leaders hold meetings periodically when either person deems necessary to discuss students of concern. • In some instances students of concern are discussed at team meetings.
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Appendix 2

HAURAKI SCHOOL REGISTER OF STUDENTS WITH SPECIAL NEEDS JUNIOR/MIDDLE/SENIOR SCHOOL

Name, Year Level and Room Number.

<p>This checklist identifies special need concerns of your students. Please fill in the names of these children and tick the relevant box. The information on this checklist sheet will update the special needs. (Late T1/Early T4)</p>																				
Areas of Concern																				
● If a child has fine motor problems, gross motor is often poor.																				
Gross Motor																				
● Balance: Has difficulty with balance activities eg. line walk, sitting on a chair for extended																				
● Strength: Poor muscle to sustain activities – holding themselves in appropriate position eg. wheelbarrow, lifting object.																				
● Co-ordination: Eyes and hands, eyes and feet working together eg. kick a ball, catch a ball.																				
● Gait/Locomotion : eg. Unusual running style.																				
Fine Motor																				
● Poor pencil grip.																				
● Poor formation of letters.																				
● Lack of strength in hand muscles eg. using scissors, picking up a small object is difficult.																				
Auditory Processing																				
● Not responding quickly to instructions – copying others.																				
● Poor attention when listening.																				
● Frequent requests for repeats.																				
● Difficulty listening in the presence of background noise.																				
Visual Perception																				
● Problem with copying from whiteboard.																				
● Complains of not seeing clearly.																				
● Has difficulty judging size, shape and distance in writing and general activities.																				
● Misses words when writing or reading.																				
● Letter and number reversals.																				
Speech – Language																				
● Poor articulation – difficult to understand.																				
● Sequencing of ideas difficult.																				

