

## PROCEDURE 45: STUDENTS WITH SPECIAL EDUCATION NEEDS

### Rationale

Whareorino School will take all reasonable steps to provide students every opportunity to develop to their full potential, within the context of the New Zealand Curriculum framework.

### Purposes

1. Programmes of work will challenge all pupils and stimulate the desire to learn.
2. Pupils will be assisted to reach their potential by developing them as self-motivated learners who can initiate and take some responsibility for their own learning.
3. Pupils will be encouraged to work happily in the classroom in a caring and sharing manner.
4. Planning and the environment will be modified to aid learning.
5. Teachers must ensure a fair and reasonable amount of time be allowed for all children, their education and wellbeing.

### Guidelines

1. Schools are required to be inclusive under the Education and Training Act 2020 and this is reinforced by the New Zealand Disability Strategy.  
To view how this is applied in [Education and disability legislation guiding our approach to learning support](#).  
(Ctrl+Click to follow link)
2. Early intervention is considered critical to ensuring good use is made of all leaning time.
3. One teacher will be responsible for the co-ordination of information for children with Special Needs/Abilities.
  - a. Liaising with outside agencies.
  - b. Reporting to the School Board
  - c. Establishing systems to monitor students' progress throughout the school.
  - d. Liaising with parents/caregivers in conjunction with classroom teachers and support staff
  - e. Co-ordinating learning programmes/resources with support staff.
  - f. Co-ordinating Individual Education Programmes (IEP's).
  - g. Working with the fund holder (in this case Specialist Education Services) for students who are verified under the Ongoing Resourcing Scheme (ORS).
  - h. Liaising with the Resource Teachers – (RTLB).(Rt Lit)(GSE)
  - i. Tasks appropriate to the needs of the individual child will be set (IEP's).
4. Children identified with special abilities in any learning area will be given opportunities to develop these abilities in a range of contexts, including:
  - a. withdrawal groups
  - b. in-class enrichment / extension programmes / initiatives
  - c. External tests/competition, e.g. problem solving, etc.

### Resource Link

[Students with learning support needs – Education in New Zealand](#) Ctrl+Click to follow link

C. Stevenson  
PRINCIPAL



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