



RANDWICK PARK SCHOOL

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POLICY STATEMENT – STUDENTS WITH SPECIAL EDUCATION NEEDS

Inclusive Practices at this school are implicit within this policy.

RATIONALE:

Students with special needs have the right (Education Act 1989) to attend their local school and receive equitable educational opportunities which will enable them to reach their full potential as individuals. This school will recognize, respect, and respond to the diverse needs of all students within the context of the New Zealand Curriculum.

PURPOSES:

This school is committed to promoting inclusive learning programmes to support children with special education needs. This will be achieved through modification of the regular curriculum, adaptation of methods of instruction and/or equipment, and the development of a positive social, emotional and inclusive environment across the school.

GUIDELINES:

1. A range of approaches will be used to identify students with special education needs. Formal assessment procedures may include:- School Entry Assessment, 6 Year Diagnostic Survey, STAR, GLOSS and PROBE. Informal assessment procedures may include: - teacher observation and OTJ's, monitoring by appropriate staff and/or specialists, and discussion with parents/caregivers.
2. The responsibility for identifying students who require additional teaching and learning support is the responsibility of the co-ordinator and/or each team leader.
3. Setting priorities for the use of special education funding, providing appropriate programmes, monitoring the effectiveness of such programmes (based on data collected from teachers) and resources, seeking support from relevant agencies, and reporting to the Board of Trustees is the responsibility of the SENCO.
4. Individual Education Programmes (IEPs) which take into account the student's prior learning and culture will be developed as required for students who are ORS funded or have an outreach teacher from Kelston School for the Deaf. A team which includes all those who have regular contact with the student, including the

classroom teacher, teacher aides, parents/caregivers, appropriate specialists, and the SENCO will collaborate and develop the IEP. The IEP will identify what the student can currently do, and the next stages for their learning. Principles and Guidelines give direction to the IEP process at this school.

5. Individual programmes for students with special education needs will be delivered within the regular classroom setting unless otherwise decided in collaboration with the SENCO. Inclusive teaching practices will be utilized to ensure that the needs of all students are met. All staff will have opportunities for ongoing professional development to enable them to cater effectively for students with special education needs.
6. Individual programmes and additional support for students with special education needs will be funded from a variety of sources, including: - the Ongoing Resources Scheme (ORS), the RTL service, Learning Support and will be supplemented by the Operations Grant. Each year the budget will allow for necessary resources.
7. The position of SENCO will be recognized as fundamental to the learning and welfare of students at this school. This position will attract Management Units relevant to the complexity of the Job Description.

OUTCOMES:

Students with special education needs and their families will feel welcome at this school. As far as possible, students with special educational needs will be included and catered for within regular classroom setting. Available funding for students with special education needs will be effectively managed and accounted for.

Signed: _____
(Principal)

Date: _____

Signed: _____
BoT Chairperson

Date: _____