



Timaru Christian School Procedures

C4 - Special Needs including Remedial, Gifted and Talented and ESOL Learners

Students with Special Needs

Definition: Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, sensory or physical impairments. Resources provided include specialist support, therapy, staffing, equipment and other materials, property modification and transport, as well as advice and specialist support. (MOE Special Education Policy)

- All aspects of special needs delivery are coordinated by the SENCO coordinator.
- Teachers plan programmes and strategies to cater for the individual needs of the students in their class. A student who is not achieving success may be offered extra support by the school.
- Learners who have reliably been identified as needing alternative or additional resources receive extra assistance, and adapted programmes or learning environments.
- Some significantly disabled children are regarded as having ongoing special needs and their extra support is funded through Ongoing Resourcing (ORS).
- The Special Education Grant (SEG) funds the support of other children regarded as needing extra support at school. These may be gifted and talented students and students with non-english speaking backgrounds. Support for students under this programme may include extra teacher time, teacher aide time, or other learning resources.
- The Special Needs budget is set by the end of the year for the following year.

Special Needs Coordination

At our school, the special education needs coordinator (SENCO) is responsible for all special needs children including the gifted and talented, and for all aspects of special needs delivery across the school.

Funding is provided from different sources. The coordinator develops an integrated approach to special needs support within existing class programmes.

ORS - Ongoing Resourcing Scheme

SEG - Special Education Grant

ESOL - English for Speakers of Other Languages

and, sometimes, operational funds.

Date of last review: Term 2, 2016

Date of next review: Term 3, 2017

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The key tasks and responsibilities of this role are to:

- coordinate applications for support from outside the school
- liaise with pre-schools, attend IEPs, and manage the transition to school
- liaise with teachers, teacher aides, consultants, speech language therapists (SLT), occupational therapists (OT), physiotherapists (PT), resource teachers of learning and behaviour (RTLBs), psychologists, parents
- monitor programme delivery
- timetable programmes, meetings, IEPs, and visits from outside agencies
- process and circulate completed IEPs
- maintain records on individual children
- oversee the school referral process
- chair meetings as required
- develop, monitor, and guide teacher aide staff development
- coordinate applications for funding for ESOL twice each year in Terms One and Three, as required
- manage the special needs budget
- develop, monitor, and guide teacher staff development in issues relating to special needs
- regularly consult and review teacher aides' attitudes, opinions and general work issues
- develop, monitor, and guide teacher aide staff development
- complete appraisal of teacher aides by the end of each year
- liaise with the principal about the school-wide special needs programme and resources

Identify Learning Difficulties

A learning difficulty may be recognised by school or home, or identified at school through:

- various assessment tools, procedures, and observations
- consultation - with previous teachers, principal, parents, advisers, therapists, Special Education Services, etc
- professional diagnosis from outside agencies, aided and assisted with guidance and support from the school.

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All teachers can refer students and groups of students for assessment and possible extra assistance. Teachers can make referrals to the RTLB (Resource Teachers of Learning and Behaviour) and the RT Lit (Resource Teacher of Literacy), through the SENCO. Parents are also welcome to request referrals.

When a child's needs are identified as ongoing, an Individual Education Plan is developed. This process involves parents, teachers, and other support agencies as appropriate.

The Class Teacher's Role

The class teacher:

- includes the student in classroom descriptions and in ongoing planning
- plans and assesses an inclusive programme for the student
- supervises and supports the delivery of service from the teacher's aide
- works cooperatively with IEP team members to review and set goals
- liaises with family, teachers, teacher aides, the principal, the special education needs coordinator and other professionals as necessary.

Special Needs Support Staff

Teacher aides work with teachers to support children with ongoing special needs, funded through ORS, other funding agencies or with groups or individuals funded through the Special Education Grant.

For ongoing special education needs, the teacher aide:

- supports the mainstreaming of the child into the classroom
- must be regularly safety-checked as per The Vulnerable Children's Act 2014
- follows the advice and guidance and requirements of the classroom teacher and the special education needs coordinator
- contributes to the development of the Individual Education Plan
- works to meet the objectives of the Individual Education Plan
- fosters independence as far as possible
- maintains confidentiality within the school
- assists with other children to allow the child time with the teacher. These duties are specified and clear.

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- supervises and assists as appropriate with routine needs such as toileting, personal hygiene, and pupil safety. When toileting, only the trained teacher aide or classroom teacher will be present in the toilet room. The adult will maintain an ongoing conversation so others can hear them and the door will remain unlocked.
- prepares and maintains resources to assist the class or pupil programme.

For special education, the teacher aide:

- may work within the classroom setting or, at times, largely unsupervised by the teacher and the special education needs coordinator. When working unsupervised, the teacher aide and child must be in an easily-accessible room with windows uncovered and the door ajar.
- works with individuals or groups to support teaching and learning and curriculum delivery across the school
- uses existing resources as directed by teachers to assist children with learning problems
- works hours negotiated with the principal and SENCO coordinator
- may be asked to accompany a child on camps or trips. When accompanying on trips, the teacher maintains overall responsibility and the teacher aide will not be left to work or sleep alone with a child.

Only teacher aides working at Grade B or above can be left unsupervised with a child.

Ongoing Resourcing (ORS)

Some students with significant educational needs may receive ongoing resourcing. This resourcing is additional to teacher funding and operational grants.

A record of teacher aide and specialist teacher hours is maintained by the SENCO coordinator and reported back to the Ministry of Education at the end of each term.



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Individual Education Plans (IEP)

An ongoing and monitored individual education plan (IEP) details general and specific targets, strategies, and resources for a student with special needs.

A student may be enrolled as a dual-enrolled student with The Correspondence School (Te Kura), if required. Their programmes will complement the programmes planned by the classroom teacher.

Gifted and Talented Students

Teachers plan programmes which meet the needs of all the students in their class. Sometimes students emerge with abilities far beyond the normal range of a class. Timaru Christian School provides support for these students and their teachers to ensure that they meet their potential.

Gifted and talented students are identified in a number of ways, which may include:

- consultation with parents, previous teachers, principals, advisors, therapists, GSE, etc
- cumulative records
- teacher completed checklists
- norm referenced assessments
- psychological assessments.

Once identified, gifted and talented students are extended through careful programming within the class. This may include an ongoing and monitored individual education plan (IEP) and dual-enrolment at The Correspondence School, as required.

Students are only promoted to an older year group following careful consideration and with the clear support of the IEP objectives.

English Language Learners

Some students are recent immigrants to New Zealand, or live in homes where English is not the first language used. These students can access support through the ESOL programme.

The Special Needs Coordinator is responsible for the ESOL programme, including its funding, returns, and organisation.

ELL (English Language Learners) students are identified at enrolment. Identified students are usually placed in classes with their peer group.

Students are assessed according to the ESOL Checklist (Ministry of Education funding forms.)

Each year in Terms One and Three a return on ESOL students is made to the Ministry of Education, and eligible students receive funding which may be used to employ a teacher aide, or to provide other forms of support. The hours for this resource are managed and reported by the SENCO. The support programme for ESOL students is prepared under the supervision of the coordinator and classroom teacher.