

5.20

John Paul College Policy

EDUCATION OF STUDENTS WITH ADDITIONAL LEARNING NEEDS

RATIONALE

John Paul College acknowledges that every child matters in God's eyes.

The education of a student with additional learning needs aims to improve their learning outcomes and requires *"the provision of extra assistance, adapted programmes or learning environments, specialised equipment or material to support school children with accessing the curriculum in a range of settings"* (Ministry of Education Special Education 2000 policy). Students with additional learning needs include those with physical and/or intellectual impairments (including medical intervention needs), hearing or vision difficulties, children who struggle with learning, communicating or getting along with others or who have an emotional or behavioural difficulty.

Definition: Students who are unable to reach their age appropriate level for the following reasons: academically challenged (Globally low or Special Assessment Conditions student), physically, emotionally or behaviourally challenged.

This makes accessing the curriculum very difficult.

PURPOSES

1. To comply with all legislative requirements relating to students with additional learning needs:
 - The Education Act 1989 Section 8 which states that *"students with special needs have the same rights to enroll at state schools as students who do not have special needs"*
 - The Bill of Rights Act 1990 Section 19
 - The Human Rights Act 1993 Section 21 that state that *"all students have the right to freedom from discrimination irrespective of whether they have special needs"*
 - The Privacy Act 1993 entitling rights to confidentiality of students with special needs and their families/whanau and other protections
2. To ensure those students with additional learning needs are identified prior to enrolment and receive the appropriate support (as per NEG No. 7) in order to meet their needs and to include them in the school life of John Paul College in settings that are most appropriate to their requirements and to the school's capacity to deliver. It is important to ensure John Paul College is advised of the additional learning needs in writing when a student develops a special need post enrolment.
3. To work collaboratively with family, whanau, teachers, health and education specialists over matters pertaining to the education of the student with additional learning needs and in consultation with the John Paul College Special Education Needs Coordinator (SENCO).

4. To ensure that students with additional learning needs, as with all other John Paul College students, receive an education in a safe environment, free of unreasonable disruption, interference or intimidation by other students.

GUIDELINES

General

1. Enrolment of a student with additional learning needs should take place by the end of Term Three of the year prior to a student entering John Paul College.
2. All consultation and access to external agencies and providers will be coordinated by the John Paul College Special Education Needs Coordinator (SENCO).
3. When any student at John Paul College develops an additional learning need post enrolment, the SENCO must be notified, (and where appropriate the Health and Wellness Centre), of the nature of the special need so that appropriate action or programmes can be put in place.
4. Students granted funding under the Ministry of Education Ongoing Resourcing Scheme (ORS) will have an Individual Educational Plan (IEP) developed. Other students may have an (IEP), Collaborative Action Plan (CAP), Individual Transition Plan (ITP) or an Individual Learning Plan (ILP). Any individual learning plan must take into consideration the learning and pastoral needs of all students at John Paul College.
5. Appropriate support for students with additional learning needs may occur in a range of settings from whole classroom to withdrawal and will be undertaken at the discretion of the John Paul College Special Education Needs Coordinator (SENCO) in a flexible and responsive manner.
6. Should a student need to be withdrawn from any setting for the safety and wellbeing of that student or for the safety and well being of other students this will be managed in accordance with the guidelines established by the SENCO, for each student.
7. Some students may receive reader/writer support for academic and/or pastoral purposes. However in order to be eligible for reader/writer assistance from the Ministry of Education for external exams in years 11-13 only those students with a record of receiving academic reader/writer assistance during years 9 and 10 will be eligible. The SENCO and team have the discretion to determine whether reader/writer support during years 9 and 10 is of an academic or pastoral nature. Formal application for academic reader/writer assistance, if eligible, must be made to NZQA through the Principal's nominee.
8. A student with additional learning needs may need partial attendance at school, dual enrolment with the Correspondence School, Hospital School or other alternative education providers at any time for the benefit of the student.
9. Any student identified with additional learning needs must be entered on the Special Needs Register by the SENCO.

Resources

10. John Paul College will ensure that all resources are utilised in the most effective and efficient manner and will consult with MOE to ensure funding is effectively managed for students funded through the Ongoing Resourcing Scheme (ORS).

Professional Development

11. Professional development of staff is provided to ensure they are able to meet the educational goals of the Individual Education (IEP) for the student (Special Education 2000, No. 2.3-4).

Teacher Aides

12. John Paul College interprets the role of a Teacher Aide as the means by which a teacher can be aided and assisted to deliver the curriculum to students with additional learning needs.
13. Teacher Aide hours that are allocated to any student granted ORS will be managed at the discretion of the Special Education Needs Coordinator (SENCO) in consultation with Special Education (SE) as appropriate to benefit the education of the student.

Monitoring

14. The Special Education Needs Coordinator (SENCO) or delegated representative will be a fully co-opted member of the John Paul College Pastoral and Welfare sub-committee. He or she will report and update that sub-committee, *In Committee*, as and when required with regard to monitoring the progress of individual students and indentifying the barriers to student learning.

Transition

15. Transition covers both entry to and exit from John Paul College and will occur in a timely, planned manner for the benefit of the student with special needs from the time their needs are indentified through to post-school options. Full consultation will take place with family, caregivers, whanau, Special Education (SE), outside providers and Careers Advisors.

Dispute and Resolution Clause

16. Any dispute or complaint a parent or legal guardian has in relation to the learning and pastoral care of their child, should submit this in writing to the Special Education Needs Coordinator (SENCO). If the matter is unresolved or where it is inappropriate to refer the matter to the SENCO the issue should be referred to the Principal. The Principal has the discretion to refer the matter to the Pastoral and Welfare sub-committee, a fully delegated sub-committee of the Board of Trustees. The Pastoral and Welfare sub-committee bound by the principles of natural justice may undertake an investigation and make a definitive finding. The decision of the sub-committee is final.

Ratified by Board  Board Chair

27.08.2018 Date

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