

**FOCUSSED LEARNING (SPECIAL AND SUPPORTED EDUCATION)****Rationale:**

The School is required to support students with special education needs. Students with special education needs include those considered gifted and talented.

Purpose:

The purpose of this policy is to provide guidelines that ensure opportunities to succeed are provided for all students with special education needs.

This policy replaces the Special Education Policy, ratified by the Board of Trustees June 2011.

Definitions:

1. SPECIAL AND SUPPORTED EDUCATION
 - a. The provision of extra help, adapted programmes (including individual education programmes), learning environments, or specialised equipment or materials to support children and young people with their learning, and to help them participate in education.
2. STUDENT WITH SPECIAL EDUCATION NEEDS (including GIFTED AND TALENTED)
 - a. A student with special education needs may have any or all of the following:
 - i. Specific Learning Disabilities (SLD) (including dyslexia, dyspraxia, and dyscalculia)
 - ii. Communication, emotional, or behavioural difficulties
 - iii. Intellectual, sensory, or physical impairments
 - b. A gifted and talented student is one who through the possession of outstanding innate or pre-existing ability has the aptitude for high performance in one or more areas, which may include any or all of the following, and which may be specifically evident through academic, cultural, or sporting performance, or in behaviour:
 - i. Specific academic prowess
 - ii. General high intellectual ability
 - iii. Creative and productive thinking
 - iv. Social leadership ability
 - v. Aptitude in the visual or performing arts
 - vi. Aptitude in sport
 - vii. Aptitude in technology, or a similar specialised learning area
 - viii. Specific cultural knowledge and ethics
3. FOCUSED LEARNING
 - a. The name given to the department at Whangarei Boys' High School tasked with coordinating special and supported education at Whangarei Boys' High School. The department includes:
 - i. Special Education Needs Coordinator (SENCo)
 - ii. Gifted and Talented Education Needs Coordinator (GATCO)
 - iii. Any other staff as appropriate, including Teacher Aides and Resource Teachers Learning and Behaviour (RTLBs)

Scope:

This policy applies to all students identified as having special education needs.

Guidelines:

1. General responsibility for the development of special education needs at Whangarei Boys' High School will rest with the SENCo.



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2. The HOD of each department will, within their department, create and develop appropriate procedures and policies, and programmes as required, to identify students with special education needs within their learning areas.
3. Any procedures, policies, and programmes developed within departments should be flexible, regularly evaluated, and inclusive.
4. The SENCo and GATCO will review departmental procedures, policies, and programmes from time-to-time to monitor their effectiveness.
5. The SENCo and GATCO will meet with identified learners from time-to-time to monitor their learning and to ascertain whether further support is required.
6. Registers of students having special education needs will be maintained by the SENCo and GATCO.
7. The Board of Trustees will allocate resources to support special and supported education initiatives and interventions.
8. All staff will be provided with opportunities for timely and appropriate professional learning and development around students requiring special and supported education.
9. A collaborative approach to the development of special and supported education will be promoted within the School community, which includes learners, teachers, leadership, and parents.
10. The School will operate a work experience unit to ensure successful transition of special needs students into the wider community

Related policies:

1. Behaviour Management
2. Colours Policy
3. Equal Education Opportunities
4. Student Progression Framework
5. Special Assistance for Assessment Policy

References or Sources:

1. National Administration Guidelines 1(a)(i), 1(b)(ii), 1(c)(iii), 1(d)
2. <http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation.aspx>

Review details:

Review Date	Reviewed by
June 2017	MOR/SHA
Review cycle: 3 years	Due date for Review: June 2020