



INCLUSIVE LEARNING

(formerly 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 learning needs.

Definitions:

1. INCLUSIVE LEARNING (formerly 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 LEARNING NEEDS
 - a. A student with learning needs may have any or all of the following:
 - i. Specific learning differences (including dyslexia, dyspraxia, and dyscalculia)
 - ii. Communication, emotional, social or behavioural differences
 - iii. Intellectual, sensory, or physical differences
 - iv. Gifts and/or Talents
3. STUDENT WITH GIFTS AND/OR TALENTS
 - a. 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
4. INCLUSIVE LEARNING
 - a. The name given to the staff at Whangārei Boys' High School tasked with coordinating Inclusive Learning at Whangārei Boys' High School. This includes both the Inclusive Learning Team (HoIL, LSC, SENCo, Specialist Teachers and GATCO) and the Supported Learning Department:
 - i. Head of Inclusive Learning (HoIL)
 - ii. Special Education Needs Coordinator (SENCo)
 - iii. Learning Support Coordinator (LSC)



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- iv. Gifted and Talented Education Needs Coordinator (GATCo)
- v. Supported Learning Teachers
- vi. Specialist Teachers
- vii. Resource Teachers Learning and Behaviour (RTLb)
- viii. Learning Support assistants (LSAs) (formerly Teacher Aides)

Scope:

This policy applies to staff and all students identified as having Learning Needs.

Guidelines:

1. General responsibility for the development of provision for students with Learning Needs at Whangārei Boys' High School, including the Inclusive Learning Team and Supported Learning Department, will rest with the HoIL.
2. The Head of each Faculty will, within their Faculty, create and develop appropriate procedures, policies, and programmes, to identify students with learning needs within their learning areas and promote and share inclusive and differentiated resources and practices.

Any procedures, policies, and programmes developed within Faculties should be flexible, regularly evaluated, and inclusive.
3. The HoIL will be available to support the development, evaluation and implementation of Faculty and departmental procedures, policies, and programmes.
4. The Inclusive Learning Team will meet with identified learners, and their Whānau, from time-to-time to monitor their learning and to ascertain whether further support is required.
5. The school register of students having Learning Needs will be maintained by the SENCo and GATCo.
6. The cluster-wide Learning Support Register (Te Rito) will be maintained by the HoIL and LSC.
7. The Board of Trustees will allocate appropriate resources, where possible, to support special and inclusive learning initiatives and interventions.
8. All staff will be provided with opportunities for timely and appropriate professional learning and development around students with Learning Needs.
9. A collaborative approach to the development of inclusive practices will be promoted within the school community, which includes learners, teachers, leadership, and whānau.



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Related Policies:

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

References or Sources:

1. National Educational Goals <https://education.govt.nz/our-work/legislation/negs/>
2. **NEG 7:** Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

Review Details:

Review Date	Reviewed by
JUN 2020	MOR/SYL
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Management Contact:

- Principal