



## **INCLUSIVE LEARNING**

### **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.

### **Definitions:**

1. INCLUSIVE LEARNING
  - 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.
  - b. INCLUSIVE LEARNING  
The name given to the Faculty 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:
    1. Head of Inclusive Learning (HoIL)
    2. Special Education Needs Coordinator (SENCo)
    3. Learning Support Coordinator (LSC)
    4. Gifted and Talented Education Needs Coordinator (GATCo)
    5. Supported Learning Teachers
    6. Specialist Teachers
    7. Resource Teachers Learning and Behaviour (RTLB)
    8. Learning Support assistants (LSAs) (formerly Teacher Aides)
2. STUDENT WITH SPECIAL EDUCATION NEEDS  
A student with special education 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
  - v. Specific health needs - that may impact access to learning

### **Scope:**

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



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### **Guidelines:**

1. General responsibility for the development of provision for students with special education 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 special education 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 Inclusive Learning register of students having special education needs will be maintained by the HoIL, LSC.
6. The Board of Trustees will allocate appropriate resources, where possible, to support special and inclusive learning initiatives and interventions.
7. All staff will be provided with opportunities for timely and appropriate professional learning and development around students with special education needs.
8. A collaborative approach to the development of inclusive practices will be promoted within the school community, which includes learners, teachers, leadership, and whānau.

### **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. NELP Priority 4



## INCLUSIVE LEARNING

### Review Details:

Review Date	Reviewed by
JUN 2023	SMK/DUP
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### Management Contact:

- Principal