



ORATIA DISTRICT SCHOOL

'A community striving to succeed and acting with integrity'

SPECIAL NEEDS POLICY

RATIONALE

This policy reflects the school's obligation under the terms of the Education Act.

PURPOSE

- To ensure the rights and needs of students with 'special needs' are met. Special needs is not limited to learning and behavioural needs.
- To provide guidelines for the support of special needs students.
- To establish our obligations regarding advocacy on behalf of special needs students.

GENERAL GUIDELINES

1. The school acknowledges that students with special educational needs have the same rights to enrol and receive education at a state school as students who do not.
2. Classroom programmes will be inclusive and teacher planning will reflect this.
3. The school will seek to identify and advocate for additional assistance to meet the needs of any learner with special educational or developmental needs, where those needs cannot be met by the existing school resources.
4. Every attempt should be made to ensure that the best possible conditions, including, most appropriate class, teacher aide hours and environment, are available for students with special needs before they start school.
5. Parents should be made to feel welcome at the school and their importance in helping to determine their child's learning programme recognised.
6. All Teacher Aides will be provided with job descriptions.
7. Teacher Aides will work under the guidance and support of the classroom teacher, SENCO and appropriate resource people.
8. Teachers and Teacher Aides involved with these students will receive appropriate training and professional support.
9. When applicable the appropriate teacher will attend pre-school and other facilities to ensure a smooth transition of both support hours and the learning programme of the student.

PROCEDURES AND GUIDELINES

1. Funding provided for particular students must be used specifically for meeting their needs.
2. Moderate needs students funded by SEG (Special Education Grant) are identified using the following criteria: -
 - a) School and pre-school identification
 - b) Consultation with parents
 - c) Assessment by specialist
3. Support for moderate needs students will vary according to their needs.
4. Expenditure of non-targeted funding is the responsibility of the SENCO (Special Education Needs Coordinator) in conjunction with the Principal and with consultation with the Financial Manager.

CONCLUSION

This policy should be read in conjunction with Teacher Aide Employment policy and Gifted and Talented policy.

Initiated	June 2004 (as a combination of previous Special Needs policy and Special Education Funding policy)
Ratified	February 2011
Reviewed	November 2007, February 2011