

Wakari School Board of Trustees

**SPECIAL NEEDS POLICY**

15 September 1999

**PURPOSE**

We recognise the increased responsibility and freedom to our school to support student's needs. Special Education Funds are to be used to improve student's learning and/or behaviour.

The school is sensitive to, and endeavours to cater for, the special needs of all pupils within the class programmes.

We identify, and provide for, children who require additional programmes and resources.

The achievements and progress of children in these programmes are monitored and reported on regularly.

**OBJECTIVES**

1. In Term Four the Special Needs Committee will consult with teachers to identify children likely to have special needs in the following year and collate these into a Special Needs Register.
2. The Special Needs Committee identifies areas of need and propose priorities for Special Education Funding spending. [ These may include: Reading Recovery, enrichment programmes, ESOL, school wide self-esteem units, teacher aide support, additional special needs programmes.]
3. Their recommendations are considered as part of the staff organisation decision-making process for the following year.
4. Teachers' planning reflects the needs of all children in their class, barriers to learning are identified on a Classroom Register at the beginning of the school year and the end of each term.
5. The process of assessing children with special needs follows the principles outlined for assessing all students. (see Assessment Policy)
6. In Term One, syndicates complete the Special Needs Syndicate Register, detailing childrens' needs and ways these needs will be addressed. This is reviewed at the end of each term.
7. The Special Needs Committee ensures Individual Education Programmes are written, and up-dated, for children whose needs are unable to be met by the class teacher or the special needs teacher.

8. Towards the end of each term, after monitoring of special needs programmes and in consultation with staff, the Special Needs Register is up-dated.
9. Children are monitored regularly and programmes are evaluated.
10. Resources are purchased to support programmes and professional development is provided to support teachers.
11. Parents are consulted when major changes to their child's programme are considered.
12. A Cumulative Record Form is completed for children with on-going high needs. Records for children on Special Needs Register are kept in the Special Needs File.
13. Requests for support from external agencies or for inclusion in internal special needs programmes are made through Special Needs Coordinator and Principal, with copies or referrals and related documents kept in the Special Needs File.
14. The Special Needs Committee provides an annual report to the Board of Trustees, including policy implementation issues and a financial summary.

## **EFFECTIVENESS REVIEW**

1. This policy will be reviewed by the board in accordance with its self-review guidelines and timetable.
2. The board will make its review report available to parents and staff.

Signed .....Chairperson .....Principal  
 ..... Date

Appendices	(i)	Barriers to Learning Statement.
	(ii)	Barriers to Learning Management Plan.
	(iii)	Classroom Register.
	(iv)	Special Needs Syndicate Register.