

Nelson College Policy

1.7 STUDENTS WITH SPECIAL NEEDS



Approved by: Board of Trustees
Contact: Deputy Principal (HE)
Group: Leadership Team, Deans
Principal's Nominee, SENCO,
Refugee Coordinator, HOD
Counselling

Date effective: Feb 2016
Review date: Feb 2019
Reviewed by: LTeam

Policy Statement

Nelson College will provide appropriate programmes and support to meet the needs of students identified as having special needs both within and outside the classroom. Programmes will be delivered through the **Learning Mentor Team**.

Policy Rationale:

- Every student enrolled at Nelson College has the right to access programmes and support that allow them to meet their potential. (Strategic objective: academic excellence - curriculum and assessment, 2010: “students will achieve their intellectual potential by striving for and attaining the highest standards of academic excellence.”)
- The policy fulfils the college’s obligations to the National Education Goals, especially NEGs 1 and 7.

Responsibility for implementation

Board of Trustees

- Will delegate responsibility for implementation of the policy to the Leadership Team

Headmaster & Deputy Principal Academics

- Will ensure policies and procedures catering for Special Needs students are integrated into the college curriculum
- Will ensure appropriate funding streams are accessed

Deans

- Will liaise with The Learning Mentor Team Co-ordinator with regard to learning plans and communication with class/subject teachers

Principal’s Nominee

- Will work with Deans and Learning Mentor Team Co-ordinator to ensure Special Assessment Conditions are applied for and implemented as appropriate for NCEA internal and external assessment.

Learning Mentor Team Co-ordinator

- Will develop and implement appropriate testing / identification and support programmes for students with Special Needs.

Learning Mentors

- Will support individual students and the implementation of their IEPs.

Teaching Staff

- Work with Learning Mentors and the Learning Mentor Co-ordinator to maximise the benefits for students on planned programmes/IEP’s

Related information:

1. **Ministry of Education Website page:** ‘A Quick Guide for Boards of Trustees’ which summarises the MOE publication *Meeting Special Education Needs at School: Information for Boards of Trustees*
<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/PublicationsAndResources/AQuickGuidefor%20BOTs.aspx>
2. **Special Assessment Conditions** procedures for NCEA external and internal assessment:
<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-rules-and-procedures/secondary-schools/6-2/6-4/6-1-3-special-assessment-conditions/>

Procedures

- Referral and identification of students with Special Needs
- Planning programmes to meet the needs of Special Needs students
- Implementing, reviewing and reporting on Learning Support Plans
- Learning Mentor Role

Appendices

1. Job descriptions for Learning Mentor Team Co-ordinator and Learning Mentors

Learning Mentor Team Procedures

Referral and identification of Students with Special Needs

Referral criteria

Any situation or condition that may reduce or hinder a student’s chances of success or undermine the principle that every child has the right and expectation to leave Nelson College with an appropriate standard of education, social awareness and self esteem.

The referral process should encourage open access and take into account social and behavioral issues as well as academic performance.

Students could be referred to the Learning Support Team for consideration by any of the following methods:

- By Teachers who identify issues with a student or class.
- By Deans who have prior information or have been alerted by a teacher of an individual student or a group of students’ needs.
- By School Counsellors.
- By Senior Leadership.
- By outside organizations/parents/caregivers through the Deans or Leadership.
- By the Learning Support Team’s own observations in school.
- Students may self refer if they feel they would benefit from support.

All student referrals will be considered in consultation with the respective Dean and/or Senior Leadership. When the referral is confirmed, the Special Needs Coordinator will, (as soon thereafter as is reasonably possible), meet with the respective Dean and/or Leadership Team to instigate a plan of action.

Planning Programmes to Meet the Needs of Special Needs Students

1. Once a student's placement with the Learning Support Team is agreed, the coordinator will meet the student and develop an action plan (Refer planning template appended) ensuring the student is willing to work with the team. This plan can be accessed by the Class Teacher through discussion with the Learning Mentor Coordinator.
2. The plan followed will be holistic wherever possible, and take into account wider factors that may impact negatively on a student's capacity, willingness or ability to learn.
3. The plan will be actioned by the Learning Support Team in a format agreed and directed by the Learning Support Coordinator in consultation with relevant staff (Dean, SLT, counsellor, class/subject teacher etc).
4. Learning support mentor/s will then be assigned to the student/class.
5. Deans or Learning Mentor Coordinator will be responsible for informing class teachers of the likely presence of the team members in the classrooms.

Implementing, Reviewing and Reporting on Learning Support Plans

- The Learning Mentor Team/Learning Mentors will remain on programmes with their target students in all classes and areas of school necessary to fulfill the agreed action plan.
- Support will be timetabled where possible but a fluid approach is required as a developing situation may require immediate and unscheduled attention/action.
- Class teachers will feedback on any issue to the respective Dean or directly to the Learning Mentor Team Coordinator.
- The programme plan/IEP will be reviewed regularly and at a time interval appropriate to the individual student and his plan.
- Weekly diaries of activities and observations will be kept on all target students/groups by the team, from which a regular report will be prepared by the Learning Mentor Team Coordinator.

Learning Mentor Role

- The Learning Mentor Team will adhere to school policies.
- The Learning Mentor Team typically works independently of class teachers.
- The programmes that the team mentors are applying are multifaceted and often involve relationship building, and as such, members of the Learning Mentor Team may be invited to advocate for and/or liaise with the SLT regarding disciplinary issues that may arise with students they are involved with. School disciplinary procedures will be adhered to.
- The Learning Mentor Team work with individuals on a 1:1 basis and with groups within and outside the classroom, as required by the student's individual plan.
- The Learning Mentor Team will actively pursue professional development, individually and as a team.
- Weekly diaries of activities and observations will be kept on all target students/groups by the Learning Mentors.