

MAHANA SCHOOL PROCEDURE

SPECIAL NEEDS

Rationale

Mahana School is required to provide learning opportunities that are appropriate to student's abilities and needs.

Procedure

- Children will be identified through; teacher observation, assessments, standardised tests, school entry assessment, comparisons with norms and exemplars, diagnostic running records and numeracy assessments.
- All students identified as having special needs will be recorded as 'well below' or 'below' in National Standards reporting.
- Students identified as having special needs will be entered on the special needs register. This will include their name, identified need, target action and follow up.
- Parents of children who have been identified as having special needs are to be consulted, to have discussed with them the nature of the need, and to be involved with the formulation and development of any programme adopted
- Teachers will:
 - At the end of each academic year identify the learning needs of their current class.
 - Discuss the broad overview of school needs for the following year.
- Funding will be made available from the operations grant by the Mahana Board of Trustees to enable the development and implementation of learning support programmes.
- The Principal will provide the Board of Trustees with essential information and proposed requirements if additional funding is required.
- Specialist assistance can be sought to confirm school teaching staff concern and to suggest strategies for meeting the need. This may include RTLB, RTLit, advisory service, Special Education, reading recovery, community support groups.
- Learning support will be provided in a variety of ways – supervised programmes, e.g. Rainbow Reading, individual and small group withdrawal working on targeted learning objectives established by the teacher, teacher directed in-class support, individual IEPs, Lexia, Teacher Aide Support.

Reviewed: 10/09/96

Reviewed: 31/03/04

Reviewed: 30/08/06

Reviewed: 23/08/12

SPECIAL NEEDS REGISTER

This register has been developed to assist the school to target resources to those children who have been identified as having a special learning need. It formalises; the identification process, the specific needs to be addressed, and individual action plan template, and a means to evaluate the success of the intervention. It will also provide some of the data that will enable the principal / teacher with special needs responsibility to inform the board of trustees on how well the school is fulfilling its obligations under National Administration Guideline 1, and that the targeted special needs funding is being utilised appropriately.

The Register comprises three sections:

1. "Identification of Needs"

This will be completed by each classroom teacher towards the end of each year. It provides an overview of identified needs that will be considered for actioning in the New Year. It also provides readily essential information for the new teacher. Needs could encompass emotional, social, behavioural, physical, and learning needs.

2. "Targeted Special Needs Programme"

The information on this form sets out the needs and the programme to be actioned, and contains the learning outcomes that are expected.

3. Record / Work Book

This will be maintained by the teacher / teacher aide who is responsible for the intervention programme. This needs to be available to teachers, principal and specialist support agencies.

All involved will respect the confidentiality of these documents. Only those professionals involved in the development of the child will need to access the data.

Conference times will need to be established for the special needs teacher aide and the classroom teacher [and maybe the principal] to allow essential sharing of the information relating to progress being made towards meeting the programme outcomes.

IDENTIFICATION OF NEEDS REGISTER

Class: _____ Teacher: _____ Year: _____

NAME	NEEDS	COMMENTS

TARGETED SPECIAL NEEDS PROGRAMME

DATE: / /

NAME: _____ D.O.B. _____ ROOM: _____

ANECDOTAL:

IDENTIFIED NEED/S:

LEARNING OBJECTIVES:

ACTION PLAN: [Resources / timing / One-to-one, Whole class, Group]

EVALUATION: