



# Policy – Learning Support

Policy to support NAG 1 Curriculum

## Outcome statement

Pukekohe Hill School will recognise, respect and respond to the diverse needs of all students within the context of the New Zealand Curriculum Framework.

## Scoping

All students and groups of students will be identified who are; not achieving, at risk of not achieving, or who need additional physical or learning support in order to access aspects of the curriculum.

## Delegations

School Leadership, through a partnership with the Learning Support Coordinator, will be responsible for the delivery of this policy.

## Expectations and limitations

The School is responsible for enacting the process of identification of learners and the provision of additional support. While whānau will be consulted through the process, the decision regarding allocation of resourcing and support will be determined by the school.

The LSC (Learning Support Coordinator/s) will oversee the leadership and management of learning support programmes within the school in liaison with the Leadership Team. This will include responsibility for identifying students who require additional support, setting priorities for the use of special education funding, providing appropriate programmes and resources, monitoring the effectiveness of such programmes, and reporting to the Principal and Board of Trustees.

A range of approaches will be used to identify students with additional learning needs at Pukekohe Hill School. Both formative and summative assessment procedures will be used to identify needs of individual students. These may include: teacher observation, student records, monitoring by appropriate staff and/or specialists, and discussion with parents/caregivers. For some students, where there has been an early intervention at pre-school, there will be transition to school meetings involving all stakeholders. The Learning Support Coordinator will organise and lead these and co-construct a transition plan which will meet the student's needs.

Individual Education Programmes (IEPs) which take into account the student's prior learning will be developed by a team who includes those who have regular contact with the student, such as: the classroom teacher, teacher aides, parents/caregivers, appropriate specialists, LSC and Team Leader or Deputy Principal.

Individual programmes for students with additional learning needs will be delivered within the regular classroom setting where practicable. It is also recognised that some specific programmes, outside the classroom setting also benefit some students. Inclusive teaching practices will be utilised and staff will be offered opportunities for ongoing professional development to enable them to cater effectively for students with additional learning needs.

## Procedures/supporting documentation

*Learning Support Register*

*Etap pastoral records*

## Monitoring

*Student Achievement*

## Legislative compliance