

SPECIAL NEEDS OR ABILITIES POLICY

RATIONALE:

At Selwyn Ridge School, we believe in creating an inclusive learning community that celebrates the uniqueness of all children. The school will promote stimulating and challenging experiences through a broad balanced curriculum that also offers quality learning activities that focus on the particular needs and / or talents of our learners. We are also committed to identifying and meeting the needs of our learners as early as possible in order to enable them to reach their potential. We recognise some learners require particular educational requirements to support learning, communication, behaviour, sensory or physical needs and / or abilities. These learners are defined as having moderate or high special educational needs and / or abilities. Ongoing support, resources and professional learning opportunities will be provided for staff to grow understanding and practice.

PURPOSE:

To identify, cater for and ensure the success and achievement of children identified with special needs/abilities, who may require individual assistance, adapted programmes, learning environments, specialised equipment or materials in order to access the curriculum and ensure learning equity, success and achievement.

To develop, monitor and evaluate the effectiveness of programmes for all children identified with special educational needs/abilities.

GUIDELINES:

Selwyn Ridge Primary will appoint a Special Educational Needs Coordinator, SENCO, to oversee the development and implementation of strategies and programmes appropriate to the special needs/abilities of learners and to monitor the effectiveness of these approaches and programmes.

Embedded opportunities within a responsive classroom environment and curriculum differentiation are fundamental principles in planning for and meeting needs for learners identified with special education needs/abilities. Classroom teachers are primarily responsible for providing appropriate programmes for the learners with moderate needs/abilities in their care.

Children with high needs/abilities may require specialist support from external agencies and SENCO who will support the classroom teacher in seeking support and guidance and adapting the curriculum.

Teacher Assistants will work alongside classroom teachers and SENCO to implement planned programmes to support specific needs/abilities that have been identified.

Guidance will be provided for staff to access appropriate support and resources from the most appropriate agencies and sources.

'Support Procedures for Meeting Needs of Children with Special Education Needs' or 'Meeting Needs of Gifted Child or Children with Special Abilities' will be followed as appropriate.



Robyn Garrett - BOT Chairperson



Craig Price - Principal

Date: 29/7/2014
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