NAG 1 Learning Support Policy

Rationale

Paparangi School is a place that provides an inclusive environment for Students with Special Education Needs (SwSEN), enabling them to be confident, enthusiastic achievers. We believe that all students have a common entitlement to the broad and balanced academic and social curriculum which is fully accessible to all learners, and that SwSEN are to be fully included in all aspects of school life.

> Definition
> Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments. Resources provided may include specialist support, staffing, equipment and other materials, and property modification and transport, as well as advice and specialist support.

Purpose

1. To deploy learning support resources appropriately in ways that maximise the benefits for SwSEN and their well-being and learning. Provision will be made for SwSEN within teaching and learning programmes and through the provision of additional resourcing wherever possible and appropriate.
   a. To conceptualise, plan and implement specific learning programmes that meet the specific needs of SwSEN.
   b. To ensure SwSEN have every opportunity to learn in an environment responsive to their needs; within the resources available to the school, taking into account access, equity and other relevant policies and procedures.
   c. To ensure Learning Support resources are well managed and deployed effectively to support the well-being and learning of SwSEN and their teachers.
2. To ensure effective communication between staff, school, home and external agencies provides the best outcomes for identified students.

Guidelines

1. The key roles and responsibilities of the Learning Support Co-ordinator (LSCO) will be determined each year in response to the changing needs of the school.
2. A register will be kept of SwSEN and Learning Support provided.
3. Opportunities for professional development will be provided to teachers and teacher aides to assist in the delivery of quality learning support and to create inclusive learning environments.
4. The roles and responsibilities of teachers and teacher aides will be clearly communicated and staff will be supported to implement their roles and responsibilities by SENCO, SLT and Principal.

5. Identification of SwSEN will be based on information from parents, teacher observations, class descriptions, teaching and learning plans, achievement data and if appropriate from external agencies and specialists.
6. Class teachers, LSCO and/or Team Leaders will work together to determine which learning support resource/intervention is appropriate to meet the needs of individual students. Learning Support will be evaluated regularly for their effectiveness. Parents will be informed of extra Learning Support that their child is part of.
   a. The first consideration given to identifying appropriate learning support will be maximising learning opportunities within the student's class. However at times, groups of students with common identified needs or individuals with specific learning needs may be withdrawn for specialised teaching and learning such as Reading Recovery or Speech Language Therapy.
7. Individual education/behaviour/care plans (IEP/IBP/ICP) will be written in conjunction with parents, class teacher, LSCO, specialist teachers and other learning support staff. IEP/IBP/ICP will be regularly reviewed and learning support adjusted as appropriate.
8. Referrals to external agencies will be made by SENCO in collaboration with class teachers, Team Leaders and parents using the guideline 'Procedure for Referral of Students with Special Education Needs'.
9. The Senior Leadership Team is required to be well informed of SwSEN, Learning Support in place and to support the LSCO to carry out their role.
10. The Board will be kept informed about the delivery of the Learning Support and the deployment of resourcing for SwSEN.

Approved: May 2017

Review Date: April 2020

Supporting documents

- Inclusive Education - GUIDES FOR SCHOOLS
  - Building inclusive schools - effective governance
  - Inclusive Education - The role of the board of trustees