

SUNNYBRAE NORMAL SCHOOL
LEARNING SUPPORT CLASS POLICY

Adopted by BoT 15 June 1993

Reviewed on a 4-yearly cycle – last review April 2011

Rationale

The Learning Support Class will endeavour to meet the educational and behavioural needs of developmentally delayed children from the Takapuna/Northcote RTLB cluster for special needs education. It will be staffed by an RTLB (Resource Teacher of Learning and Behaviour). Additional staffing may be provided through ORS funding and the School staffing allocation.

Purposes

1. Children enrolled will be those whose needs at the time of enrolment could not realistically be met in a regular classroom.
2. The Learning Support Class will be an integral part of Sunnybrae Normal School; the management of the class is the responsibility of the Principal, who is ultimately responsible to the Takapuna/Northcote RTLB Cluster Management Committee (i.e. Principals, Manager and RTLB representatives from the cluster).
3. Parents will be encouraged to work closely with the Learning Support Class teachers and education personnel (e.g. Speech Language Therapists, Occupational Therapists, Physiotherapists, Psychologists), in attempting to meet each child's educational and behavioural needs.
4. Through an intensive teaching programme working towards targets in Individual Education Plans (IEPs), coupled with specialist support, it is our goal for students to be able to transition successfully into the mainstream as they exit the class.

Guidelines

1. The Education Act and amendments will be adhered to with reference to the Privacy Act where appropriate.
2. An admissions procedure will be adopted. Referrals will be made via Early Intervention teams and preferably RTLB field personnel.
3. A 1-10 teacher/pupil ratio will be the recommended maximum ratio; this is a guideline and will depend on the needs of the students.
4. Children from 5 years through to 7 years will be considered for enrolment.
5. An IEP for each child will be developed, implemented and reviewed regularly.
The class teacher and specialist personnel will build a profile of each student so that they can give accurate, perceptive advice to parents re their child's future placement.
6. Children without self-care skills, who are without ORS funding, cannot be accepted if the Ministry of Education does not provide sufficient teacher aide discretionary assistance.
7. ORS funded enrolments are eligible for taxi assistance or a transport allowance.
8. Open communication and frequent meetings between parents and classroom staff will be maintained.
9. The RTLB will prepare a budget based on the income received through the ORS consumable fund.
10. Regular communication with the cluster will be maintained.
11. The Principal, in consultation with staff and Board, will be responsible for the management of the class.

BoT Chairperson: _____ Principal: _____

Date: _____

LEARNING SUPPORT CLASS PROCEDURES

GOALS

The Learning Support Class caters for a group of children who have needs significantly below the average academic and social learning level of their peers. At this time it would be difficult to meet these needs in a regular classroom.

In the Learning Support Class the children will:

1. Be successful and recognise their efforts and achievements.
2. Be willing to take sensible risks.
3. Be happy and participating class members, following class routines.
4. Develop appropriate interactive skills with staff and other students.
5. Develop a level of co-operative working that allows them to fully access the curriculum.
6. Develop independent working and playing skills.

This will enable the students to work towards:

- Improved academic and social competence.
- The acquisition of learning strategies and problem solving skills.
- The development of key competencies, in particular self-management skills and appropriate work habits.
- Gradual participation in school wide programmes with appropriate teacher aide support when necessary.
- Participation in a learning environment where programmes and expectations are planned to meet the individual student's needs.

ADMISSION PROCEDURES

- Parent/s or custodial caregivers must have visited the class prior to agreeing to their child being enrolled.
- The Principal, after consultation, agrees that the enrolment is appropriate. The class RTLB may visit the prospective enrollee in their current placement.
- Depending on class vacancies, the Principal will send a notification of acceptance to the parents/caregivers and key workers stating the starting date, or, the child's name will be put on the waiting list until a vacancy becomes available. When a place becomes available the Principal will then contact parents to discuss whether they would like to proceed with the enrolment.
- The student is enrolled at school and their records are requested from previous school/pre-school/specialist agencies.
- Transport, if applicable, is organised by the RTLB teacher (via the office). This needs to be actioned two weeks prior to the student starting.

PROGRAMME IMPLEMENTATION GUIDELINES

- Programmes are planned to meet the needs of each individual child. Programmes are initially developed using the information forwarded by the child's previous placement, MoE Special Education/RTLBs and the parents. Future planning will depend on the individual child's progress and needs.
- Planning will reflect and support, where appropriate, what is happening in the regular classrooms. The class teacher (RTLB) will participate fully as a member of the Junior Syndicate team.

- Parents/Guardians will be prepared to work in partnership with the School, acknowledging the School's professional expertise and guidance in meeting the student's educational needs.
- Mainstreaming within the School is encouraged whenever appropriate and the needs of the children involved can be met. Students may identify with a specific mainstream class to encourage full school participation.
- Communication notebooks, emails, texts, the class blog and regular newsletters keep families informed and involved with what is going on in the class and school. The School website at www.sunnybrae.school.nz is also a valuable communication tool. Homework needs to be regularly undertaken at home as home support is an essential component of the successful programme.
- Information and guidance is also provided to parents through parent conferences, IEP (Individual Education Plan) meetings, informal discussions or other procedures appropriate to individual situations.
- Formal reports on each child's progress are made to parents in accordance with the School policy and when the child is transferred to a new school.

TEACHER AIDE SUPPORT

- There will be an allocation of teacher aide and part time teacher support in the class, dependent on ORS/MoE SE and SEG funding. The allocation will change depending on the class needs and availability of funding. Children with ORS funding will receive time allocated in a number of ways - it may be as teacher aide, teacher, or special needs coordinator.

REVIEW OF PLACEMENT

- The class based RTLB regularly assesses the needs and progress of children in the Learning Support Class. Ongoing and up to date records of each child's education needs are kept.
- All placements are under review through the IEP process.
- Scheduling of the IEP review meetings with parents and other relevant personnel is the responsibility of the Learning Support Class RTLB; IEPs will be reviewed at least twice per year.
- On completion, copies of IEPs are to be sent to the Principal and parents/caregivers as part of the usual accountability procedures.

WITHDRAWAL OF STUDENTS

- Students will move onto the next appropriate educational facility depending on needs, age and year level. Normally students will exit in the year they turn 7, or earlier if the placement is inappropriate or mainstreaming is recommended and agreed to.
- Parents will be involved in the decision about the next placement with assistance and guidance given.
- Where a child's behaviour is detrimentally affecting the learning and social opportunities of other children in the class a review of the placement will be undertaken.