

SUNNYBRAE NORMAL SCHOOL

MEETING THE NEEDS OF DIVERSE STUDENTS POLICY

Adopted by BOT February 1993

Reviewed May 2009

Rationale

The National Administration Guidelines No 1 iii and iv state that each Board, through the Principal and staff is required to:

iii On the basis of good quality assessment information, identify students and groups of students:

- a. who are not achieving;*
- b. who are at risk of not achieving;*
- c. who have special needs (including gifted and talented students); and identify*
- d. aspects of the curriculum which require particular attention.*

iv Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii above.

Our school charter identifies the need for us to provide programmes that meet the diverse needs of all students, including special needs (CWSN), gifted and talented (G & T) and new learners of English (NLOE) students. We have a school-wide commitment to catering for the learning needs of each student, acknowledging that students have a right to access specialised learning programmes that cater to their individual requirements and enable them to fully realise their learning potential. Programmes will be provided in accordance with the resourcing available each year.

Purposes

1. To ensure that all students participate in programmes that meet their individual learning needs.
2. To develop programmes that will meet the needs of identified students.
3. To maintain social and academic integration for students as far as is possible.
4. To educate all children about individual needs, abilities and cultures, promoting understanding and appropriate behaviours.
5. To ensure principles of equity and inclusiveness are considered and practised.

Guidelines

To achieve these purposes we will: -

1. Provide programmes that meet the needs of students who have learning difficulties, behavioural difficulties, physical disabilities, are gifted and talented and new learners of English.

2. Utilise effective identification procedures such as diagnostic tests, standardised tests, criterion-referenced tests, structured observation and parent/whanau/peer evaluation. We will utilise specialists in the identification process when necessary.
3. CWSN, NLOE and G & T students will be identified on the Student Management System database.
4. Provide staff development and professional support where necessary, in particular, for the writing of Individual Education Plans (IEP's).
5. Write and implement Individual Education Plans (IEP's) effectively.
6. Evaluate and assess programmes regularly.
7. Liaise with parents, teachers, senior staff and resource personnel in developing programmes.
8. Use appropriate educational and community resources and distribute material from outside agencies.
9. Offer appropriate programmes to meet the needs of the students eg. GATE, ESOL, Reading Recovery, Maths Recovery, PMP, Rainbow Reading, Junior Literacy support and teacher aide in-class support, as funding allows.
10. Endeavour to provide resourcing needed to implement programmes. This includes teacher time, teacher aide time; space; written resources and equipment.
11. Subscribe to key periodicals and belong to associations relating to these areas.
12. Involve all staff by communicating effectively and sharing information.
13. Operate a behaviour plan to deal appropriately with behaviour in the school environment.
14. Consider equity access including gender equity, ethnic equity and Treaty of Waitangi obligations.
15. Provide opportunities for students to take part in appropriate extension activities and competitions e.g. APPA speech, Young Leaders' Day, Future Problem Solving, ICAS tests and Otago Maths Problem Solving.
16. Ensure that specific procedures are written to guide the school-wide implementation of CWSN, GATE, and ESOL programmes.

Conclusion

Our aim is to provide all students with programmes that meet their individual needs and enable them to achieve to their potential.