

Special Needs

Contributed by Administrator
Last Updated Tuesday, 18 October 2016

NAG 1.2 CHILDREN WITH SPECIAL NEEDS

RATIONALE

Where a special learning need is identified, opportunities for appropriate instruction will be provided whenever possible.

PURPOSES

Special learning programmes for children identified as having "special needs" will be made available whenever possible.

- The Board of Trustees will ensure that matters of access to learning and equity are taken into account.
- Individual Education Plans will be written for some children receiving special programmes of instruction. These will be co-written by parents, class/group teacher, Group Special Education representative (GSE), Special Education Needs Coordinator (SENCO), Teacher Aide and Deputy Principal if appropriate.
- Where possible, special needs assistance will be given in the child's own classroom environment. Groups of pupils with identified common needs may be withdrawn from a normal mainstream classroom for specialised instruction.
- Special needs assistance will be provided via one or more of the following: the usual classroom programme, special needs groups, Reading Recovery, Rainbow Reading, Teacher Aides and outside agencies including SPELD tutoring in or outside the school.

GUIDELINES

1. a. The organisation of the Rainbow Reading Programme will be evaluated each term.
- b. The Special Education Needs Coordinator (SENCO) and Principal are responsible for coordinating all programmes for children identified with special needs.

2. Funding is made available by the BoT from Ministry grants to implement programmes. Needs and methods of delivery are outlined to the Board of Trustees at the end of each year for the forthcoming year so that budget allocation can be made for necessary resources and staffing.

Donations may be accepted from parents/caregivers for their ORRS or GSE funded children for the school to provide additional support in the classroom above that which is provided by the Ministry of Education.

3. The Principal and SENCO reports to the Board of Trustees at predetermined times on the state of delivery of these programmes.

4. Staffing organisation is managed so that withdrawal time is made available whenever possible for both teachers and pupils

if this is required.