



Rotorua Seventh-day
Adventist™ School
Te Kura o Te Rā Whitu ki Rotorua

Building for Eternity

POLICY STATEMENT

SPECIAL NEEDS & ABILITIES POLICY

School Vision: Developing the Character of God - Academic Excellence

My grace is sufficient for you, for my power is made perfect in weakness. 2 Corinthians 12:9

Rationale

God created all human beings as unique individuals. Rotorua Seventh-day Adventist School will recognise, respect and respond to the diverse needs of all students within the context of the New Zealand Curriculum framework.

Purpose

1. To identify children with learning problems and special needs throughout the school.
2. To develop individualised programmes for these children, to meet their special needs.
3. To ensure that staff are given opportunities for appropriate development to cater for children with special needs.
4. To make the best possible use of additional expertise and resources for alternative programmes or help.
5. Where possible, special needs assistance will be given in the child's own classroom environment. Groups of approved pupils with identified common needs may be withdrawn from normal mainstream classrooms for specialised instruction.

Guidelines

1. We identify children with special learning and behavioural needs through teacher or parent referral and screening tests.
2. Appropriate support services will be involved to assist in the identification of these children, and in the design of special needs programmes.
3. The Principal and a teacher from within the school staff will be delegated responsibility before coordinating all programmes of a special needs nature.
4. Learning resources are allocated according to relative priority.
5. All special needs programmes are planned with clear specific objectives. Children are monitored to see that objectives are being achieved.
6. Special funding will be made available by the Board of Trustees to mount programmes. The budget allocation will be based on predicted needs as a result of the Special Education Needs (SENCO) Report.
7. Staffing organisation is managed so that withdraw-time is made available for either the teacher and/or the student if this is required.
8. Parents are fully informed and consulted about programmes. The Principal and Special Needs Coordinator make sure this is done before a student is placed on a special programme.
9. All staff are fully informed of the nature of any special withdraw-type programme and these are coordinated and time-tabled.

Supporting Documents:

- Learning Support Register

- Achievement Data Reports - Mid and End of Year
- Learning Interventions - completed each Term/or as required

FORMULATED BY: Rotorua Seventh-Day Adventist School Board of Trustees

APPROVED: Board Chair, Glenn Benfell _____

RATIFIED: 29 March 2024

BOT REVIEWED: 29 March 2024
7 March 2018
November 2012