

TIRIMOANA SCHOOL

ENROLMENT OF CHILDREN REQUIRING LEARNING SUPPORT POLICY

RATIONALE:

This school is committed to supporting parents in determining the most appropriate placement for children with Special Learning Needs.

PURPOSES:

1. To ensure parents are fully aware of all educational placements available for their child.
2. To ensure the child is enrolled in the most suitable placement.
3. To ensure that adequate provision of support services are made available for both the child and the teacher.
4. To ensure that the most suitable classroom placement is with a teacher who is receptive to and aware of the special learning needs of individual children.
5. To comply with the School Enrolment Scheme.

GUIDELINES:

1. Children who have been identified as having Special Learning Needs prior to enrolment require more detailed consultation as part of the enrolment process.
2. Consultation must involve the Principal, AP or DP or SENCO, Special Education staff and the family.
3. For many enrolments a careful phased-in transition to school may be appropriate. This may involve a number of pre-enrolment visits to school with the child. This would be negotiated between all parties concerned.
4. Parents are informed that they are expected to attend wrap-around support meetings, as required, both before the child starts school and throughout their time at school.
5. Enrolment of children with significant Special Learning Needs may well be contingent upon the following:
 - i. Implementation of an appropriate transition process.
 - ii. Opportunity for the class teacher to observe the student in a pre-school setting, if possible.
 - iii. Provision of adequate in-class support (i.e. teacher aide).
 - iv. Availability of a placement in a suitable class dependent on roll numbers and teacher suitability.
 - v. Commitment by MOE Learning Support Services of on-going support for the child and the teacher.
 - vi. Development of an Individualised Educational Plan for the child.
 - vii. Provision of physical resources or equipment, if necessary.
 - viii. Regular monitoring and evaluation of the learning programme and placement each term.
 - ix. Appropriate opportunities for teacher professional development and consultation both during the school day and at other agreed times.
 - x. Recognition by school management of the increased responsibilities and demands on a class teacher in meeting the needs of a child requiring learning support. This may involve acknowledging a balancing of the class roll to reflect the weighting of a child requiring learning support.
6. Careful consideration must be given at the beginning of the year to enable the class to settle and allow a smooth integration of a special needs student.
7. It is primarily the class teacher's responsibility for ensuring that the child's learning needs are adequately provided for in the classroom. In return the teacher is entitled to suitable support services from school management and other agencies.
8. Enrolment of any child requiring learning support will be determined by the School Enrolment Scheme. Special needs students living in the Home Zone will have right of entry. For out of zone Special Needs students, an application for an out of zone enrolment will be required.
9. The BOT will ensure there is adequate resourcing to support the role of SENCO in the school

CONCLUSION:

This school recognises the right of every child to attend his/her local school. It is also the right of every child to have a school placement suitable to his/her special learning needs. This may often mean placement in a regular class requires the provision of additional support services. It may also often mean a mainstream regular class setting is not the most appropriate placement.