



Learning Support at Marshland
School

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student with special education needs also has the right to receive extra support to assist them to reach their potential.

Success for All – Every School, Every Child (2010) states that all schools should be ready for all children, whatever their needs. Learning should be a positive experience for every young person, including those with special education needs.

Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments. Resources provided include specialist support, therapy, staffing, equipment and other materials, and property modification and transport, as well as advice and specialist support. (MOE Special Education Policy)

All aspects of special needs delivery are **coordinated** at the school. Deciding on the best approach to support the student's learning needs includes parents/caregivers.

Teachers plan programmes and strategies to cater for the individual needs of the students in their class. Teachers who are responsible for students with special needs may receive relevant professional development.

A student who is **not achieving success** may be offered extra support by the school. Some children with significant educational needs are regarded as having ongoing special needs, and their extra support is funded through **Ongoing Resourcing (ORS)**.

The Special Education Grant (SEG) funds the support of other children regarded as needing extra support at school. These may be **gifted and talented students**, and **English Language Learners** (ELL). Support for students under this programme may include extra teacher time, **teacher aide time**, or other learning resources. Resourcing for special needs staffing and support is included in the annual budgeting process.

A Special Needs Management Committee, comprising the learning support coordinator, principal, SENCO, team leaders and teacher aide, meets once a term, and as required for individual education plans to budget, prioritise, and allocate these resources, and to monitor the progress of students.

Special Needs Coordination

At our school, the learning support coordinator is responsible for all special needs children, including the gifted and talented, and for all aspects of special needs delivery across the school.

Funding is provided from different sources: Ongoing Resourcing Scheme (ORS), Special Education Grant (SEG), English for Speakers of Other Languages (ESOL), Behaviour. The coordinator develops an integrated approach to special needs support within existing class programmes.

The key tasks and responsibilities of this role may be to:

- coordinate applications for support from outside the school
- liaise with preschools, attend IEPs, and manage the transition to school
- liaise with teachers, teacher aides, consultants, speech language therapists (SLT), occupational therapists (OT), physiotherapists (PT), resource teachers of learning and behaviour (RTLBs), psychologists, parents
- monitor programme delivery
- timetable programmes, meetings, IEPs, and visits from outside agencies
- process and circulate completed IEPs
- maintain records on individual children
- oversee the school referral process
- chair meetings as required
- develop, monitor, and guide teacher aide staff development
- coordinate applications for funding for ESOL twice each year in terms 1 and 3
- manage the special needs budget
- develop, monitor, and guide teacher staff development in issues relating to special needs
- regularly consult and review teacher aides' attitudes, opinions, and general work issues
- complete appraisal of teacher aides by the end of each year.