

4. Small group focus programmes for identified needs...writing, spelling, reading foci
5. Rainbow reading for fluency difficulties
6. Reading recovery....focus on putting reading processes together
7. Higher thinking skills taught through class focus on learning intentions and comprehension aspects.
8. One on one programmes for particular aspects of need for identified students
9. Referral to **RTLB services for specialised follow up and referral on if necessary
10. Referrals to ***Resource Teachers of Reading
11. Enabling outside tutors where possible such as SPELD or Pro-Ed.
12. Therapy from Speech and language therapists or psychologist support and diagnosis****(GSE)

Funding

The Board is given approximately \$9,000 each year by the government to cover both special needs, and extension. This is hugely inadequate so the Board with careful budgeting tops this fund up allowing \$28,000 in 2006 for special needs. This pays for teacher aides, specialised staff and resources. The Board will continue to supplement special needs in the future.

2007 General funding

Special Education Grant (MOE)

\$9,600 for special needs and extension for Gifted children

School funding*

* \$ 16,000 for teacher aides, teachers and resources plus extra for professional development

- \$15 per hour average cost of teacher aide
- Teacher cost for 1 day a week approx \$230

Other funds may be made available for particular issues e.g. ACC or special projects are attached to identified children but these are uncertain and are short term.

Reading recovery

(MOE) (.24)

\$ 14,000

School funding (2)

\$ 11,300

Specialised programmes/ groups

Reading Recovery

In 2006 the Ministry of Education paid for a part of this programme and the school board contributed the balance in addition to special needs budget.

RR is an accelerated programme with an impressive and heavily researched track record of success. It is specifically designed to ensure 6 year olds accelerate their progress and catch up or “recover” relative to their peers. All 6 year olds are assessed and those likely to benefit are placed on a waiting list. The programme is intensive and requires 1-1 tuition for half an hour each day. Maximum effectiveness requires that children accepted into Reading Recovery do not take part in other special programmes in school time during the course of the programme. This effectiveness not only means a greater chance of success for the child concerned but also less time in the programme. As a consequence, others on the waiting list will not miss out on this opportunity.

The University of Auckland supervise and train staff as part of valid accreditation and to ensure best practice. Parent permission is required before children take part and the school invites parents of children involved to come in and watch a session.

Private tuition in school time

From time to time a parent seeks to employ a private tutor to run a special programme for their child during school hours. While it is easier for these private arrangements to happen outside school hours there are times when we can accommodate a programme and manage potential adverse effects.

Tutors working at the school must undergo a police check. We also urge parents to ask for evidence of the programme efficacy as we do not have access to research data, success claims or information as to the contents of most programmes. Most of these tutors are not trained teachers.

Other agencies we can access for help and support

*** Public Health Nurse**

This nurse, attached to the Health Department, can provide support for parents and children in the home for a range of health, welfare and behavioural needs. The nurse also provides education and support to the school staff in managing particular health needs.

The nurse can also access a range of related services such as Child and Family counselling, Wilson Home, Marionoto and others.

****Resource Teacher of learning and behaviour (RTL B)**

This is a group of teachers based at Vauxhall School. But are a Ministry of Education resource for all schools on the peninsula. They work across all local schools and give support and advice for managing students with behavioural difficulties and/ or have specific learning issues. Their services, obtained by school referral along with parent permission, will typically include home visits and meetings between home, school and other agencies to develop an individual learning plan for the child. RTL B only have children on their books for 30 weeks but this can be renewed in some cases.



**** Resource Teachers of Reading**

This is a specialist service for all schools in the area based at Takapuna Primary School. These teachers

provided one on one support for students with extreme difficulties.

******Group Special Education (GSE)**

This is a branch of the Ministry of Education. Their main foci are high needs students, speech therapy, early childhood transition and severe health needs.

GSE staff develop learning plans and sometimes provide funding resources. GSE also provide services such as trauma counselling and access to specialised psychological advice and support.



Others

The school can access a range of services for specialised help such as Learning support teachers, Truancy services, Speech therapy, Social Welfare, Resource teacher of Maori, English as Second Language agencies and so on.

I hope this has been helpful. We hope you will ask if anything here is not clear or does

not answer your question.

Please also find enclosed our

Special needs procedure

We are an inclusive school and all individual students will receive equitable opportunities for success under the guidelines of the NZ curriculum.

1. Students are identified by teachers and referred for consideration for special support. This will usually be in-class support and may involve consultation with RTLB, GSE and other agencies. Individual folders will be developed documenting progress and interventions.
2. Where possible, teachers will meet the learning needs of all pupils within the classroom environment by planning a differentiated programme. However special programmes or support will be employed where relevant to provide extra support to identified students
3. Specialist staff, teacher aides, parents, and external experts are consulted for advice, access to services and/ or within the programmes. The Special Needs co-ordinator will liaise with staff and outside agencies to discuss progress, actions and ongoing monitoring needs of pupils
4. Identified students will be recorded in the Special needs folder. Health and safety issues will be discussed with parents and emergency teacher aide time assigned through the co-ordinator where necessary
5. An Individual Education Plan will be drawn up where required and this will form the basis for teacher aide time

6. Syndicates will report through Team Leaders to special needs to co-ordinator who will direct and co-ordinate interventions in discussion with Team Leaders and principal

7. Individual folders of children's records stay with class teachers and are handed on at the end of the year

