

Special Education Policy



Rationale

The aim of Rosehill College's special education policy is to improve learning outcomes for all children and young people with special education needs in our school. We need to ensure that we offer students with special education needs the best possible education while they are enrolled at the College and that we do so in consultation with their family/whanau and relevant specialist agencies.

Definitions

The definition of special education in the Ministry of Education's Special Education Policy Guidelines is "the provision of extra assistance, adapted programmes or learning environments, specialised equipment or materials to support children and young people with accessing the curriculum in a range of settings."

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

Guidelines

1. This policy is aligned with the Education Act 1989, the National Educational Goals and special Education Policy Guidelines.
2. Special Education Needs Students will be identified as early in Term 1 as possible and recorded in the SEN Register. Identification and assessment is an ongoing process.

Principles

The provision of special education at Rosehill College will be aligned to the following principles:

1. Learners with special education needs have the same rights, freedoms and responsibilities as people of the same age who do not have special education needs.
2. The primary focus of special education is to meet the individual learning and developmental needs of the learner.
3. All learners with identified special education needs have access to a fair share of the available special education resources.
4. Partnership between parents and education providers is essential in overcoming barriers to learning.
5. All special education resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the learner.
6. A learner's language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes.
7. Learners with special education needs will have access to a seamless education from the time that their needs are identified through to post-school options.



Signed for the Board of Trustees

4 August 2011

Date Reviewed