



WHANGANUI HIGH SCHOOL POLICY

STUDENTS WITH ADDITIONAL LEARNING NEEDS

Policy No: 1.5
(NAG 1)

(Throughout this document, the term 'parents' is inclusive of other caregivers acting together, with, or on behalf of a parent.)

INTRODUCTION	<p>1 Students with additional learning needs require special consideration and resources to help ensure they reach their potential.</p> <p>Students with additional learning needs may include:</p> <ul style="list-style-type: none"> a) Those who display moderate to high intellectual disabilities / learning educational needs/behavioural concerns, learning disabilities, physical disabilities, exceptional creativity, giftedness, or who face barriers to learning resulting from cultural differences, gender differences, or living environments. b) Additional learning needs education involves the provision of extra assistance, adapted programmes and/or learning environments, and/or specialised facilities, equipment or materials to support identified learners in either an additional or a mainstream educational setting. c) Meeting the need of gifted and talented students at Whanganui High School (<i>Appendix I</i>). d) Procedures for Students with Specific Learning Difficulties (<i>Appendix II</i>).
OBJECTIVES	<p>1 To assist Whanganui High School to achieve its Charter expectations, specifically: The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals.</p> <p>2 Equity of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.</p> <p>3 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</p>
GUIDELINES	<p>1 Learners with additional learning needs have the same rights, freedoms, and responsibilities as people of the same age who do not have additional learning needs.</p> <p>2 The primary focus of additional education is to meet the individual learning and developmental needs of the learner.</p> <p>3 All learners with identified additional learning education needs should have access to a fair share of the available additional learning education resources.</p> <p>4 Partnership between parents and education providers is essential in overcoming barriers to learning or to help ensure students reach their potential.</p> <p>5 All additional learning education resources are used in the most effective and efficient way possible, taking into account the needs of the learner.</p> <p>6 A learner's language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes.</p>
PROCEDURE	<p>1 The School, through the Principal, will establish and follow such procedures as are necessary in order to follow the guidelines set out above (within the limits of the School's resources and abilities).</p> <p>2 Given that any student may have particular additional learning needs, the School needs to have in place procedures that will enable it to respond to those specific needs.</p>
ACCOUNTABILITY	<p>The Board is responsible for supporting the Principal and staff financially in their endeavour to meet the guidelines.</p>

EVALUATION	1	The Principal will seek advice on the effectiveness of the School's Additional Learning Education Programme from relevant staff, including those with management units in this regard, senior and middle leadership, parents and relevant outside agencies.
	2	The Board, in association with the Principal, will review this policy on a three-yearly cycle in accordance with the School's quality management cycle.
CONCLUSION	Learners with additional learning education needs require additional resources, funding, care and support to help them realise their potential.	

Approved by the Board

Signed Chairperson:

J. Maguire

Date:

5/7/2021

Signed Principal:

Martha McAuliffe

Date:

5/7/2021

MEETING THE NEEDS OF GIFTED AND TALENTED STUDENTS at WHANGANUI HIGH SCHOOL

Whanganui High School recognises the differing needs of students within our community and is committed to developing strategies and vehicles to support these students. In particular, those students' classed as 'Gifted and Talented' need to be identified and then provided with programmes to support their needs.

1 Curriculum Programmes

a) Whanganui High School groups its students into three academic groups at Years 9 and 10. In English, Mathematics, Science and Social Studies students are placed into three bands:

- i) Extension
- ii) Mid-band
- iii) Supported Learning

The placement of students into each of the bands is determined by entrance testing, including STAR, PATs, e-asTTle and WHS end of year examinations as well as ongoing feedback from teachers regarding student's class work. The HOFs determine the students who go into each of these bands using this summative assessment data stored in the school KAMAR system and teacher feedback on individual students.

At week four of term one student placements with regard to subject choice and band makeup are reviewed formally. Where solid evidence suggests that students are incorrectly placed, changes to the individual student's timetable are made once parents have been consulted.

b) Extension classes also operate at Years 11 to 13 in some curriculum areas. Placement into these classes is determined by academic achievement in the previous year's examinations. Makeup of these classes also recognises the limitations that are sometimes imposed by individual student's subject choice. Extension classes operate in the following subjects:

- Year 11 Mathematics
- Year 11 Science
- Year 11 English

- Year 12 Mathematics
- Year 12 English

- Year 13 English

c) For students who might struggle in the examination-based achievement standard classes there is a large range of courses based on a combination of Unit Standard and Achievement Standard courses as well as courses that are fully internally assessed. A Career Development and Vocational/Gateway programme for Year 11 – Year 13 students is also available which includes two full days a week of work experience. The courses structure allows a variety of pathways to be followed and a suitable pathway is available for all student abilities.

PROCEDURES

for STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

(Throughout the document, the term "parents" is inclusive of other caregivers acting together, with or on behalf of a parent)

Purpose:

The purpose of this set of procedures is to ensure that WHS recognises and provides appropriately for students with **Specific Learning Difficulties such as Dyslexia; ASD; Dyspraxia; Dyscalculia, auditory and visual processing problems, ADHD etc.** We do this to encourage our students to be and achieve the best they can while attending WHS.

This set of procedures is based on these key values of the NZ Curriculum:

- 1) Excellence, by aiming high and by persevering in the face of difficulties.
- 2) Innovation, inquiry and curiosity, by thinking critically, creatively and reflectively.
- 3) Diversity, as found in our different cultures and heritages.
- 4) Integrity, involving honesty, responsibility, accountability and respect.

These procedures are how these values underpin our provision for SLD learners. Our aim is to support students with SLDs to perform at ability appropriate levels within the five key competencies of the NZ Curriculum:

- Thinking
- Using language, symbols and text
- Managing self - independence
- Relating to others – social skills
- Participating and contributing

Procedures:

- 1) Students with SLDs are identified early (it is critical that teachers understand that students with SLDs can be found across the achievement spectrum).
 - Preferably on the WHS enrolment form, if SLD is already known on enrolment to WHS. Recorded on KAMAR and student names forwarded onto our SENCO.
 - By parents with concerns, contacting the SENCO directly.
 - By subject teachers with concerns, referring student, via KAMAR, to the SENCO.
 - By Deans referring onto SENCO.
- 2) Students of concern are screened and tested by the SENCO as soon as possible. Screening tests may involve:
 - Probe – reading and comprehension
 - Spelling Assessment
 - PATOSS handwriting and typing assessments
 - Numeracy Assessment
 - Alpha to Omega
 - Lucid Lass 11-15
- 3) Results of testing are analysed and recorded on KAMAR:
 - Mild needs met by teacher
 - Moderate needs met by SENCO; Learning Support Centre and school-wide programmes (reader-writer assistance offered for assessments and examinations)
 - Significant needs are met by specialists such as RTLB, RTlit etc. and may be referred on for a Level C assessment – Yr 10 so that the report remains current for the three years of NCEA SACs)
- 4) Special Assessment Condition students are identified and new SAC applications are made in term 4 of the student's Yr 10 year, ready for Yr 11; students already receiving SACs have their results analysed and if appropriate their SACs continue into the following year. Any newly identified senior students will have applications made, if appropriate.
- 5) Identified students are re-assessed at intervals to see how programmes are working.
- 6) The register of Additional Learning Needs Students is updated bi-annually, including the nature of the SLD and any SACs identified for each student.
- 7) The SENCO will report to the Board annually.