

GLADSTONE PRIMARY SCHOOL

5. Additional Support

RATIONALE

Our responsibility as educators is to meet the needs of all students and encourage them to achieve their potential. Students with specific needs will be identified and provision made to support their learning and other needs in an inclusive environment.

DEFINITION

Additional support is the provision of specially designed programmes targeted to meet the needs of students who require the modification of curriculum delivery or the environment or may have behavioral needs. Generally, these will be delivered within the classroom or in withdrawal programmes.

GUIDELINES

1. Identification of an additional support student will be based on information collected from parents, the Ministry of Education, previous schools or ECE's, teachers and outside agencies.
2. Programmes need to be related to the identified students' needs. Some of these programs will be ongoing e.g., Ongoing Resourcing Scheme (ORS), high health needs, learning needs and behavioral needs. Other students may require shorter support programmes to address an identified need e.g., English Speakers of Other Languages (ESoL) support, literacy or numeracy learning clubs. Students may also require outside agency intervention e.g., Resource Teachers of Learning and Behavior (RTLB), Therapists, Ministry of Education (MOE).
3. All referrals to outside agencies will be made by the Director of Guidance and Support in consultation with parents/caregivers and the Principal.
4. Parents/Caregivers will be kept informed of special programmes their children are involved in. In the case of individual plans these will be written in conjunction with parents/caregivers, teachers, the Director of Guidance and Support and key support personnel as appropriate. These plans will have specific goals for the student and will be reviewed regularly.
5. Classroom teachers are expected to provide an inclusive environment for additional support students. Programming for these students will be evident in teachers' planning.

Dave Shadbolt _____ Stephen Gough _____
(Principal) (Chairperson)
