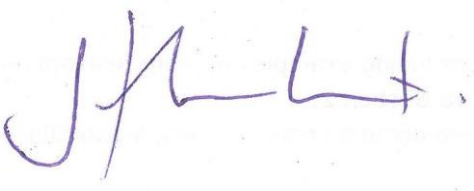




LEARNING SUPPORT POLICY

Signed By:	James Herbert  _____ Waikato Waldorf School Board, Presiding Member
Date Ratified:	Term 4 14 October 2021
Next Review Date:	Term 4 October 2024
Review Cycle:	Every three years (maximum)

Rationale

At Waikato Waldorf School, we promote an inclusive culture where students are valued and respected. All students have the opportunity to achieve their potential, and to participate in school life with their peers.

Resourcing for staffing and support is included in the annual budgeting process. The school works within its funding constraints and annual budgets, prioritising all additional learning needs professionally and carefully.

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Identifying learning support needs

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student needing learning support also has the right to assistance to reach their potential.

The Ministry of Education's Learning Support Action Plan sets out priority actions that help ensure children and young people get the right support, at the right time. Learning should be a positive experience for every young person, including those with learning support needs.

Students who may need learning support include:

- neurodiverse learners and learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments
- gifted learners
- English language learners (ELL)
- those who are not achieving, or at risk of not achieving
- those at risk of disengaging

Identify Learning Support

A need for learning support may be recognised at home, or identified at school through:

- teacher observation
- various assessment tools, procedures, and observations
- consultation – with previous teachers, principal, parents, advisors, therapists, support services, etc.
- professional diagnosis from outside agencies, aided and assisted with guidance and support from the school.

Teachers can refer students and groups of students for assessment and possible extra assistance to the learning support coordinator who refers to the appropriate service, agency, professional, or programme.

Parents with concerns about their child's progress should raise these first with the teacher or the learning support coordinator.

When a student's needs are identified as ongoing, or the school deems it appropriate for a student, an individual education plan (IEP) is developed. This process involves parents, caregivers, whānau teachers, and other support agencies as appropriate.



Learning Support Supervision

Students with learning support needs may have particular needs with regards to safety, behaviour, and supervision. Measures to ensure students' safety and adequate supervision include:

- appointing learning support staff to support the student, or group of students
- sharing or delegating some duty supervision
- ensuring toileting of students with learning support needs is only carried out by an appropriate teacher or a trained support staff member, and another staff member is informed

If a student has an individual education plan, individual behaviour plan or missing student plan it may include more specific information about supervision.

Communicating with parents

School-wide engagement and communication with parents, caregivers and whānau are key aspects of delivering learning support. We support parents, caregivers and whānau to seek appropriate support and advice, and involve them in decision-making about their child.

Organising learning support

Services work collaboratively within the Ministry of Education's Learning Support Delivery Model (LSDM) to organise learning support and support may be provided from a range of sources. See Students with learning support needs (Ministry of Education) for comprehensive information about available supports.

Resources provided may include therapy, staffing, equipment and other materials, and property modification and transport, as well as advice and specialist support. Parents, caregivers and whānau are included in decisions regarding the best approach to support the student's learning needs.

Support is coordinated at the school. We use our schools google drive to record any learning support needs so that all staff can access this information and be aware of any support required. Waikato Waldorf School works with a government-funded learning support coordinator (LSC). A learning support coordinator meets regularly with the principal to budget, prioritise, and allocate resources, and to monitor the progress of students

Learning Support Coordination

At our school, the principal and learning support coordinator is responsible for all students with learning support needs and for all aspects of the delivery of this support.

The key tasks and responsibilities may be shared across several roles at the school. These tasks may include:

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- liaising with the student's previous teachers/education providers and managing the transitions both into and out of school
- coordinating applications for support from outside the school and monitoring programme delivery
- liaising with teachers, learning support staff, parents, and professionals as required. These may include consultants, speech language therapists (SLTs), occupational therapists (OTs), physical therapists (PTs), resource teachers of learning and behaviour (RTLBs), resource teachers of literacy (RTLits), mental health services, Ministry of Education specialists, and psychologists
- responding to concerns raised by parents
- timetabling programmes, meetings, and visits from outside agencies
- managing IEPs
- maintaining records on individual children and overseeing the school referral process
- monitoring school wide learning support needs and trends
- managing the learning support budget
- developing, monitoring, and guiding staff development in issues relating to special needs
- regularly consulting with learning support staff about attitudes, opinions, and general work issues
- leading a coaching group of teacher aides

Our school has a learning support register that allows us to record learning support needs in one place and helps track learners' progress over time.

Funding and resourcing learning support

Some students with significant educational needs are regarded as having ongoing learning support needs, and their extra support is funded through the Ongoing Resourcing Scheme (ORS).

Support may include extra teacher or teacher aide time, literacy support, or other resources and learning programmes.

See Students with learning support needs (Ministry of Education) for information about available supports.

Providing learning support

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Teachers plan programmes and strategies to cater for the individual needs of the students in their class. Teachers and support staff who are responsible for students needing learning support receive relevant professional development as appropriate.

When a student's needs are identified as ongoing, or the school deems it appropriate for a student, an individual education plan (IEP) is developed. This process involves parents, teachers, and other support agencies as appropriate.

Reporting

At Waikato Waldorf School, principal's reports to the school board and staff to ensure we are consistent and reflective in our practices.