



GOOD SHEPHERD SCHOOL
LEARNING SUPPORT POLICY



Good Shepherd School recognises the uniqueness of each individual as part of God's creation and supports this through the development of the individual's spiritual, social, emotional, intellectual and physical ability. Good Shepherd School acknowledges that education is provided within the Catholic context.

The Good Shepherd School Board of Trustees recognises the unique position of Māori as tangata whenua, and its role and responsibilities in meeting its obligations under Te Tiriti o Waitangi / The Treaty of Waitangi. Good Shepherd School is, therefore, committed to Te Tiriti o Waitangi and its practical expression in our school.

DEFINITIONS

Students with Exceptional Abilities

At Good Shepherd School *Students with Exceptional Abilities* are those students who have a high level of abstract reasoning, talents, abilities or potential in one or more area where achievement is significantly higher than their cohort group.

Students with Specific Educational Requirements

Students with Specific Educational Requirements are those students whose developmental or educational needs require a significant individualized focus.

Inclusive Education

Inclusive Education is about full participation and achievement for all learners, where students are engaged and achieving through being present, participating and learning. Inclusive practice means the school will adapt to the student rather than making the student to adapt to the school.

GUIDELINES

1. Good Shepherd School will provide an inclusive education for all students.
2. Good Shepherd School will recognize diverse cultural perspectives of learning support needs and child development.
3. The provision of high quality classroom programmes across all curriculum areas will endeavour to meet the needs of students with specific educational requirements and students with exceptional abilities.

4. Where significant barriers to students' learning are identified, an Individual Educational Plan (IEP) will be developed collaboratively between educators, parents/whānau and other key professionals. The IEP will be implemented, reported against and reviewed at least twice a year.
5. Use may be made of outside expertise to help with identification of, and assistance for, students with specific educational requirements and students with exceptional abilities.
6. To further strengthen the home/school/whānau partnership, regular consultation, information sharing and evaluation will take place between parents/caregivers, the school (teacher, SENCO and principal) and other professional agencies with an interest in identified students.
7. A school register of students with specific educational requirements and students with exceptional abilities will be maintained and monitored regularly.
8. Government funding which is allocated to specific groups of students will be applied to these students. Funding and resources will be allocated annually to meet the needs of other students with special educational needs in the school, bearing in mind the needs of all students and Good Shepherd School.
9. Students with special education needs will receive equal consideration in regards to enrolment.



Chairperson

June 2021
Approved

2024
Next Review