
Macleans College - POLICIES & DIRECTIVES

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TITLE: STUDENT GUIDANCE & SUPPORT SYSTEMS		ISSUE NO: 4
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Special Education - Learning Support

RATIONALE:

Macleans College is committed to providing appropriate assistance to students identified as having special needs, either physical or mental learning needs which can be met with the facilities and resources available at the college.

PURPOSES:

- 1 Students requiring special assistance will be identified in consultation with the special education service (GSE), parents, contributing schools and subject teachers.
- 2 The students will be mainstreamed but the school will use the Special Education Grant (SEG) for assistance for these students.

The main type of assistance will be regular weekly teacher aide help either inside the classroom or on a one to one withdrawal situation. The students or subject teachers will identify areas where the student needs help and the teacher aide(s) will assist with these areas seeking guidance from the subject teacher when necessary.

- 3 The HoD Learning Support will oversee the planning and implementation of assistance, working with the teacher assistants, the teacher responsible for learning support or school nurse and liaising with the GSE, subject teachers and parents.
- 4 That regular consultation will be held with all concerned to monitor progress.
- 5 That application be made to GSE for any Ongoing Resource Scheme (ORS) funding for students identified by parents, contributing school or Macleans College as having high needs.
- 6 That the school provides maximum assistance possible within the limits of the facilities and organisation of the school which has no special facilities or services for high need students.

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GUIDELINES:

- 1 1.1 All subject teachers will be asked to submit names of those they consider require assistance for the following year based on results of the November examinations.
- 1.2 The HoD Learning Support will contact contributing intermediates for names of those considered to require help for the third form.
- 1.3 The Progressive Achievement Test (PAT) and PROBE reading/comprehension assessment testing results will be used to select year 9 students.
- 2 2.1 The targeted areas for help will be Year 10 and Year 11 with more selected help for Year 9 students as the remedial reading and additional English programmes cater for Year 9 students.
- 3 3.1 That the school will employ teacher assistants as required for students with learning needs and made possible by the SEG funding.
- 3.2 That students with physical disabilities be provided for in ways considered desirable according to need by parents and the house leader.
- 3.3 That teaching resources be purchased by the teacher assistants as considered necessary.
- 3.4 That the teacher assistants will be responsible to the HoD Learning Support, reporting weekly in written form and meeting fortnightly for consultation and discussion on progress.
- 4 4.1 That parents be invited to meet with teacher assistants at a special introductory evening in March and thereafter at the parent interview evenings to discuss progress.
- 4.2 That where specific learning needs are suspected and students are not making the expected progress, parents are encouraged by the school to have their children tested by a reputable child psychologist – eg. Barbara Karlshoven.
- 5 5.1 That Ongoing Resourcing Scheme (ORS) funded students will be assigned to a teacher with responsibility under special staffing allowance.

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- 5.2 That the HoD Learning Support will be responsible for regular consultation meetings with parents and GSE representations to plan Individual Education Programme (IEP).
- 5.3 That the HoD Learning Support will have the responsibility in consultation with senior management, faculty head, house leader and subject teacher for adapting the regular timetable if he/she decides in their professional opinion, the student cannot cope with a regular timetable and subject choice.