



## **POLICY: SPECIAL NEEDS LEARNING ASSISTANCE**

### **RATIONALE**

Special Needs Learning Assistance are programmes designed to meet the needs of children who experience difficulty in coping with learning in the normal classroom programmes. The reason for their difficulty may be one or more of the following conditions:

- 1) A specific learning disability
- 2) A perceived low potential to learn
- 3) Non English speaking background
- 4) A physical, sensory or behavioural disorder
- 5) A need for extension or enrichment.

The delivery of programmes can be through a combination of classroom teachers, specialist teachers and teacher aides determined by individual children's needs. To develop programmes that nurture, support and care for individuals within the Christ-centred community. The programmes could include one to one, small group teaching and/or a change or alteration in teaching styles.

### **PURPOSES:**

- 1) To assist children with special learning needs throughout the school.
- 2) To develop programmes for these children to meet their special needs.
- 3) To utilise and make the best possible use of resources such as psychological services, speech therapist, public health nurse, visiting teacher and use special needs funding for alternative programmes within the school. (S.E.G., ESOL, T.F.E.A.)
- 4) To ensure that the availability of sufficient resources have been budgeted for each year.

### **GUIDELINES**

- 1) School support services and appropriate external agencies will be involved whenever appropriate in the identification of children with special needs and in the design and delivery of programmes for these children.
- 2) The Resource Teacher: Learning and Behaviour resource can be the first step for children with mild to medium learning difficulties. More severe cases may involve BEST intervention. For long severe term conditions Ongoing and Reviewable Resourcing Scheme applications may also be considered.
- 3) The classroom teacher is seen as the person most responsible for children with learning difficulties. Therefore, the Special Needs Teacher/s will be seen as a resource, providing support for classroom teachers in dealing with children who have difficulties within the normal class group, in addition to their direct teaching role.
- 4) From Yr 1 - Yr 3 the class size where ever possible of 1:23 will enable the classroom teacher to work more intensively with children with special needs. Whole language development and the learning of English will be a priority in this area. The ESOL and reading recovery programme will also be a major component of whole language development.
- 5) From Yr 4 - Yr 8 children with special needs will receive learning assistance according to their needs. This may be on a withdrawal basis or within the classroom.



## **IMPLEMENTATION PROGRAMME**

**(For children with Special Needs and children with Special Abilities)**

- 1) Identify children in most need who are not achieving, at risk of not achieving or who have special needs. Gather data. Place in appropriate register.
- 2) (NB. See ESOL assessment guidelines for children with English as a second language, Resource Teacher: Learning and Behaviour, request for assistance forms, and Reading Recovery selection criteria).
- 3) In conference with the Classroom Teacher and the Special Needs Teacher (Resource Teacher: Learning and Behaviour) define the programme required that will address the particular needs (I.E.P). Also state the expected duration of the programme. (This is for needs outside Reading Recovery).
- 4) Post test. Gains made during the programme need to be assessed and then continue monitoring in classroom.

## **CONCLUSION**

Children deserve an equal opportunity to receive the best possible education. For children with English as a second language or other special needs, provision needs to be made so that they can maximise their potential.

<b><u>DECEMBER Review (Even Year)</u></b>			
COMMENTS (select from): Approved / Ratified / to be amended / to be rewritten			
<b>Year</b>	<b>Comment</b>	<b>Action</b>	<b>Signed</b>
2018			
2020			
2022			
2024			

**This policy will be reviewed according to the Board's Effectiveness Review Programme**

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Date