



WHANGANUI HIGH SCHOOL POLICY

STUDENTS WITH ADDITIONAL LEARNING NEEDS

Policy No: 1.5
(NAG 1)

(Throughout this document, the term 'parents' is inclusive of other caregivers acting together, with, or on behalf of a parent.)

INTRODUCTION	1	<p>Students with additional learning needs require special consideration and resources to help ensure they reach their potential.</p> <p>Students with additional learning needs may include:</p> <ul style="list-style-type: none"> a) Those who display moderate to high learning educational needs/behavioural concerns, learning disabilities, physical disabilities, exceptional creativity, giftedness, or who face barriers to learning resulting from cultural differences, gender differences, or low socio-economic status. b) Additional learning needs education involves the provision of extra assistance, adapted programmes and/or learning environments, and/or specialised facilities equipment or materials to support identified learners in either an additional or a mainstream educational setting. c) Meeting the need of gifted and talented students at Whanganui High School (<i>Appendix I</i>). d) Procedures for Students with Specific Learning Difficulties (<i>Appendix II</i>).
OBJECTIVES	1 2 3	<p>1 To assist Whanganui High School to achieve its Charter expectations, specifically: The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.</p> <p>2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.</p> <p>3 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</p>
GUIDELINES	1 2 3 4 5 6	<p>1 Learners with additional learning needs have the same rights, freedoms, and responsibilities as people of the same age who do not have additional learning needs.</p> <p>2 The primary focus of additional education is to meet the individual learning and developmental needs of the learner.</p> <p>3 All learners with identified additional learning education needs should have access to a fair share of the available additional learning education resources.</p> <p>4 Partnership between parents and education providers is essential in overcoming barriers to learning or to help ensure students reach their potential.</p> <p>5 All additional learning education resources are used in the most effective and efficient way possible, taking into account the needs of the learner.</p> <p>6 A learner's language and culture comprise a vital context for learning and development and must be taken into consideration in planning programmes.</p>
PROCEDURE	1 2	<p>1 The School, through its Principal, will establish and follow such procedures as are necessary in order to follow the guidelines set out above (within the limits of the School's resources and abilities).</p> <p>2 Given that any student may have particular additional learning needs, the School needs to have in place procedures that will enable it to respond to those specific needs.</p>
ACCOUNTABILITY		<p>The Board of Trustees is responsible for supporting the Principal and staff financially in their endeavour to meet the guidelines.</p>

EVALUATION	1	The Principal will seek advice on the effectiveness of the School's Additional Learning Education Programme from relevant staff, including those with management units in this regard, senior and middle management, parents and relevant outside agencies.
	2	The Board, in association with the Principal, will review this policy on a three-yearly cycle in accordance with the School's quality management cycle.
CONCLUSION		Learners with additional learning education needs need additional care and support to help them realise their potential.

Approved by the Board
Signed Chairperson:

Date: 19.9.16

Signed Principal:

Date: 20/9/16

MEETING THE NEEDS OF GIFTED AND TALENTED STUDENTS at WHANGANUI HIGH SCHOOL

Whanganui High School recognises the differing needs of students within our community and is committed to developing strategies and vehicles to support these students. In particular, those students' classes as 'Gifted and Talented' need to be identified and then provided with programmes to support their needs.

1 Curriculum Programmes

a) Whanganui High School groups its students into three academic groups at Years 9 and 10. In English, Mathematics, Science and Social Studies students are placed into three bands:

- i) Extension
- ii) Mid-band
- iii) Foundation

The placement of students into each of the bands is determined by entrance testing (STAR, e-asTTle) and WHS end of year examinations as well as ongoing feedback from teachers regarding student's class work. The HOD's determine the students who go into each of these bands using this summative assessment data stored in the school mark books and the teacher feedback on individual students.

At week six of term one student placements with regard to subject choice and band makeup are reviewed formally. Where solid evidence suggests that students are incorrectly placed, changes to the individual student's timetable are made once parents have been consulted.

b) Extension classes also operate at Years 11 to 13 in some curriculum areas. Placement into these classes is determined by academic achievement in the previous year's examinations. Makeup of these classes also recognises the limitations that are sometimes imposed by individual student's subject choice. Extension classes operate in the following subjects:

- Year 11 Mathematics
- Year 11 Science
- Year 11 English

- Year 12 Mathematics
- Year 12 English

- Year 13 English

c) For students who might struggle in the traditional achievement standard classroom there is a large range of courses based on a combination of Unit Standard and Achievement Standard courses as well as courses that are fully internally assessed. A Career Development and Gateway programme for Year 12 – Year 13 students is also available which includes two full days a week of work experience.

The courses structure allows a variety of pathways to be followed and a suitable pathway is available for all student abilities.

d) Sports and Arts Academies.

Whanganui High School recognises that the makeup of those students classed as 'Gifted and Talented' includes those students with special talents in the areas of sport and the performing arts. In order to meet the needs of this group of students, Whanganui High School has developed the following programmes:

- Sports Academy
This is a programme which includes students from Year 10 through to Year 13. All students have been identified as possessing superior sporting abilities and meet together as a class during one of the timetabled option lines. As well as following a programme of specific sports instruction each student is individually mentored by the teacher in charge of the academy. This programme is not running
- Performing Arts Academy
Year 13 students who are elite performers in the performing arts are able to apply for a place in this academy. Individuals who are interested in this programme must apply through a written application that details their particular strengths and contribution to the arts in the school. Once accepted into this programme, each student develops, in conjunction with their teacher, a personalised programme within each visual art discipline. All programmes culminate in a public performance of some nature. Students in the Performing Arts Academy are also required to complete some Media Studies curriculum material.

e) Enrichment Programme.

Eight percent of the current roll at Whanganui High School are involved in the Enrichment Programme. Approximately 25 students at each year level are identified as 'gifted' and are invited to participate in the programme. Students are identified through analysis of the range of assessment data available at the school (STAR, e-asStle, PAT, NCEA, school examinations) by the Deputy Principal. All students receive a formal invitation and are expected to reply in writing indicating their willingness to participate.

It must be remembered that gifted and talented students may have a Specific Learning Difficulty (SLD) as well. An SLD should not stop them from participating in Enrichment programmes.

The Deputy Principal maintains a waiting list at each year level and this ranked list is used to fill spaces made available if any students decline the invitation to participate. Students who miss out on a place in the Enrichment Programme may also appeal in writing to the Deputy Principal.

Parents can also contact the Deputy Principal to nominate their son/daughter for the programme. The DP will then weigh up the merit of the nomination and consult the parent before making a decision.

The Enrichment Programme is facilitated by the appointment of an Enrichment Teacher at each year level. Each Enrichment Teacher is responsible for:

- 1) Meeting with the Enrichment Group once a week at form time to facilitate group bonding and discuss relevant topics of interest.
- 2) Organising group activities outside of the school to create the opportunity for students to experience fun activities while developing social and team work skills.
- 3) Meet with individual students at least once a term in a mentoring role to discuss student progress and raise issues that might be impacting on each student's ability to meet their academic potential.

PROCEDURES

for STUDENTS WITH SPECIFIC LEARNING DIFFICULTIES

(Throughout the document, the term "parents" is inclusive of other caregivers acting together, with or on behalf of a parent)

Purpose:

The purpose of this set of procedures is to ensure that WHS recognises and provides appropriately for students with **Specific Learning Difficulties such as Dyslexia; ASD; Dyspraxia; Dyscalculia, auditory and visual processing problems, ADHD etc.** We do this to encourage our students to be and achieve the best they can while attending WHS.

This set of procedures is based in these key values of the NZ Curriculum:

- 1) Excellence, by aiming high and by persevering in the face of difficulties.
- 2) Innovation, inquiry and curiosity, by thinking critically, creatively and reflectively.
- 3) Diversity, as found in our different cultures and heritages (one size does not fit all).
- 4) Integrity, involving honesty, responsibility, accountability and respect.

These procedures are our statement of how these values underpin our provision for SLD learners. Our aim is to support students with SLDs to perform at ability appropriate levels within the five key competencies of the NZ Curriculum:

- Thinking
- Using language, symbols and text
- Managing self
- Relating to others
- Participating and contributing

Procedures:

- 1) Students with SLDs are identified early (it is critical that teachers understand that students with SLDs can be found across the achievement spectrum).
 - Preferably on the WHS enrolment form, if SLD is already known on enrolment to WHS. Recorded on Kamar and student names forwarded onto SENCO.
 - By parents with concerns, contacting the SENCO directly.
 - By subject teachers with concerns, referring student, via Kamar, to the SENCO.
 - By Deans referring onto SENCO.
- 2) Students of concern are screened and tested by SENCO as soon as possible. Screening tests may involve:
 - Probe – reading and comprehension
 - Spelling Assessment
 - PATOSS handwriting and typing assessments
 - Numeracy Assessment
 - Alpha to Omega
 - Lucid Lass 11-15
- 3) Results of testing are analysed and recorded on Kamar:
 - Mile needs met by teacher
 - Moderate needs met by SENCO; Learning Support Centre and school-wide programmes (reader-writer assistance offered for assessments and examinations)
 - Serious needs are met by specialists such as RTLB, RTlit etc. and may be referred on for a Level C assessment – Yr 10 so report remains current for the three years of NCEA SACs)
- 4) Special Assessment Condition students are identified and new SAC applications are made in term 4 of the student's Yr 10 year, ready for Yr 11; students already receiving SACs have their results analysed and if appropriate their SACs are rolled over. Any newly identified senior students will have applications made, if appropriate.
- 5) Identified students are re-assessed at intervals to see how programmes are working.

- 6) The register of Additional Learning Needs Students is updated bi-annually, including nature of SLD and any SACs awarded to each student.
- 7) The SENCO will report to the Board annually.

This set of procedures was developed in 2016.

Approved by the Board

Signed Chairperson: _____ **Date:** _____

Signed Principal: _____ **Date:** _____