



TIRIMOANA SCHOOL

LEARNING SUPPORT AND ENRICHMENT POLICY

RATIONALE:

This school is committed to providing for and supporting children with learning difficulties and enrichment needs.

PURPOSES:

1. To establish a framework for identification, data collection, programming provision and monitoring of children who require learning support or enrichment.
2. To ensure individual learning and behavioural needs are met to the best of the school's ability.
3. To ensure there is effective communication and liaison between staff, home and external agencies providing the best outcomes for identified students.

GUIDELINES:

1. The school will appoint a Special Educational Needs Coordinator (SENCO) and will make provision within the annual budget to resource this position.
2. The SENCO and SLT meet regularly to co-ordinate and monitor additional needs support in the school.
3. The Board will provide resourcing through the annual budget to support the learning of students with additional educational needs.
4. The roles and responsibilities of teachers and teacher aides will be clearly communicated, and staff will be supported to implement their roles and responsibilities by SENCO, SLT and principal.
5. The provision of Reading Recovery will be a priority in the annual budget.
6. The SENCO will coordinate referrals to the RTLB service, MOE, and other agencies, where appropriate.
7. Individual programmes and additional support for students with additional education needs will be funded from a variety of sources, including On-going Resourcing Scheme (ORS), In class support (ICS), School High Health Needs (SHHN), MOE Behaviour support and supplemented by other school funds, where appropriate.
8. Children with special abilities may have the opportunity of participating in an extension activities programme for Gifted Learners, depending on resources available, including One Day School (Mind Plus).
9. The school will maintain a register of students with additional learning needs. The register will be based on information from parents, teacher observations, class descriptions, teaching and learning plans, achievement data and if appropriate from external agencies and specialists.
10. It is an expectation that teachers will deliver a differentiated learning programme to meet the learning needs of students achieving either well below or well above their peers within the classroom setting.
11. Staff will be offered professional learning development, when appropriate to support children with specific learning needs.
12. Parents will be informed when children are offered opportunities for learning support or extension and enrichment programmes.

CONCLUSION:

All children have the right to receive appropriate learning support and learning opportunities to cater for individual difference. This includes both learning difficulties and areas of special abilities.

NELP Objective 1, Priority 1,2; Objective 2, Priority 3,4; Objective 3, Priority 6

Policy 19

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