



# Mt Pleasant School

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Term 3, 2020

## Students with Special Needs

At Mt Pleasant School, we believe that every student has the right to achieve success and make progress at school, regardless of their ability. Every student with special education needs also has the right to receive extra support to assist them to reach their potential.

IB programme principles and practices call for school to be organized in ways that value student diversity and respect individual learning differences. Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.

Success for All – Every School, Every Child (2010) states that all schools should be ready for all children, whatever their needs. Learning should be a positive experience for every young person, including those with special education needs.

Children and young people with special education needs include learners with disabilities, learning difficulties, communication or behaviour difficulties, sensory or physical impairments. Resources provided include specialist support, therapy, staffing, equipment and other materials, property modification and transport, as well as advice and specialist support. (MOE Special Education Policy)

As stated in the International Baccalaureate document Learning diversity in the International Baccalaureate programmes: Special education needs within the IB programmes, "The generic term special education needs (SEN) has been adopted since it caters for the wide spectrum of need along a continuum that encompasses cognitive, social, emotional and physical development."

The IB document specifically addresses the following areas of special needs, although these are not the only parameters under which students are identified and provided for:

- Specific learning difficulties (Dyscalculia, Dyslexia, Dyspraxia).
- Gifted and Talented
- Autism spectrum
- Attention disorders
- Physical disabilities
- Sensory impairment (Hearing, Visual, Speech Language Communication)
- Mental health
- Chronic illness
- Twice exceptional students

Teachers plan programmes and strategies to cater for the individual needs of the students in their class. They differentiate instruction to meet the students' learning needs and styles. Teachers who are responsible for students with special needs may receive relevant professional development. Collaborative planning and reflection will incorporate differentiation for students' learning needs and styles.

Teaching and learning will differentiate instruction to meet students' learning needs and

styles.

A student who is **not achieving success** may be offered extra support by the school. Some children with significant educational needs are regarded as having ongoing special needs and their extra support is funded through **Ongoing Resourcing (ORS)**.

The Special Education Grant (SEG) funds the support of other children regarded as needing extra support at school.

These may be **gifted and talented students**, and **English Language Learners (ELL)**. Support for students under this programme may include extra teacher time, **teacher aide time**, or other learning resources. Resourcing for Special Needs staffing and support is included in the annual budgeting process.

Release history: **30 November 2014, 30 November 2008**

## IN THIS SECTION

**Special Needs Coordination**

**Identify Learning Support**

**The Teacher's Role**

**Learning Support Staff**

**Ongoing Resourcing Schemes (ORS)**

**Individual Education Plan (IEP)**

**Reading Recovery**

**Learning Support Supervision**

**Perceptual Motor Programme (PMP)**

**Gifted Learners**

**English Language Learners (ELL)**

<i>Last <b>scheduled review</b></i>	<i>Term 3, 2017</i>
<i>Last <b>internal review</b></i>	<i>Term 3, 2017</i>
<i><b>Topic type</b></i>	<i>Core Generic</i>