

# KAIKORAI VALLEY COLLEGE



## LEARNING SUPPORT PROCEDURE

### RATIONALE

At Kaikorai Valley College we are committed to providing a learning environment where our students become lifelong learners, striving for personal excellence in academic achievement, cultural endeavour and the sporting arena.

One aspect of this sees a Learning Support (LS) team focused on providing support and care for students who find learning difficult because of *identified learning and behavioural needs*. This includes students affected by a wide range of general learning disabilities, including but not exclusively diagnosed developmental neurodiverse conditions such as Dyspraxia, Dyslexia, ADHD or ASD (Autism Spectrum Disorder) or other Specific Learning Difficulties (SLDs).

In 2020 KVC was fortunate enough to be awarded 1FTTE to enable it to appoint its own dedicated Learning Support coordinator who heads up the Learning Support team that includes the people listed below under definitions.

### OBJECTIVES

1. To maintain learning support consistent with the Charter and Policies of the Board of Trustees.
2. To identify students who have learning difficulties, including diagnosed learning difficulties, and ensure they are provided with additional assistance through the school's LS programme.
3. To work closely with other departments to ensure additional assistance is provided where needed.
4. To support the professional development of staff in order to better identify and provide for the different learning needs of students.
5. To promote a positive and inclusive school culture.

### DEFINITIONS

For the purposes of this document the Learning Support Team includes: Learning Support Coordinator, SENCO, a representative of the SMT, RTLB, and senior teacher aides.

### GUIDELINES

1. At the beginning of the year, and other times of enrolment, LSC/SENCO and pastoral team undertakes screening processes of new enrolments to determine support needs and resource priorities. This includes requests and input from teaching staff.
2. All recommendations and decisions taken by the LS team are communicated to staff by quick and appropriate means.
3. The LS Team meets at least once per term.
4. Attendance at meetings will usually be open to other staff should they wish to attend. Staff will be informed of these meetings and the agendas and minutes will be available.
5. In some cases outside agencies may work with identified students who have particular learning or health needs. In many of these cases an individual educational programme (IEP) is required. These are updated twice a year, and meetings are run by the LSC/SENCO and RTLB in consultation with the student, parents or caregivers, teachers and the dean.

Below are some general guidelines/explanations of other support structures that are put in place to support learning as funding and staffing permit.

## **Learning Support in Year 7 - 10**

In 2019 a decision was made to dispense with Learning Support Classes in years 9 & 10. This came out of research that was suggesting that such an approach was disadvantageous to those with learning difficulties and such students tended to perform to higher levels in mixed ability classes.

In the Junior School (Years 7-10) at KVC we run mixed ability classes with students working across a wide range from NZC Levels 1-5, with some reaching early Level 6 of the NZC around Year 10. The Senior School timetable is determined by student NCEA subject choices. At both junior and senior levels of the school we provide a range of teacher aide support hours, both targeted (funded to individuals and/or groups) and general.

With the inclusive practices adopted at KVC we will also see ORS funded students as well as other students working at NZC Level 1 in fully mainstream classes, working alongside students accessing Levels 2-3-4 (5,6?). At Years 7 & 8 (and in some cases in Years 9 & 10) we endeavour to have some primary trained teachers working with these students in core classes.

Where possible students do general common assessment tasks but programmes are adapted to the needs of Learning Support students, with more scaffolding and a focus on basic skills. Integrated units are taught where possible. We also explicitly teach basic spelling, reading and writing and mathematics skills.

### *General:*

1. Teacher Aide Support is given to identified students where possible for some of their core periods and some option classes. Break time (interval and lunch) teacher aide cover is sometimes given to support behaviour and social needs.
2. Applications for RTLB support are made for individual, and in some cases for whole classes, which means the RTLB is able to adapt programmes and provide teacher support for students with moderate learning and behavioural needs.
3. Towards the end of Year 10, whānau meetings take place with students to discuss subject choices and plan life in the senior school and beyond. The LSC/SENCO may provide some input to these discussions.
4. By the end of Year 10, the LSC/SENCO with the RTLB will complete a screening process of students who meet NCEA Special Assessment Conditions (SAC) criteria, in consultation with Heads of Departments, Deans and Deputy Principals. Following this, diagnostic assessment and applications for SAC can take place at the end of year 10 and start of Year 11/12/13 each year.

## **Learning Support in Year 11 - 13**

1. We endeavour to provide general teacher aide support in classes with a number of students who need support with gaining their Literacy or Numeracy Credits in particular. In the past these have included internal standard courses (English, Maths, Science) and practical courses with a less theory content such as Technology or Physical Education.
2. A number of students have Special Assessment Conditions (e.g. Reader/Writer) who require on-going teacher aide help during assessments throughout Years 11-13.

### *General*

1. At Pastoral meetings the LSC/SENCO communicates the latest information and is updated by the rest of the pastoral team on issues or needs.
2. The LSC/SENCO meet regularly with the senior teacher aide to discuss concerns or needs.
3. The LSC/SENCO and RTLB work together on funding applications for assistive technology, extra teacher aide time or other resourcing where appropriate.

Replaces Learning Support Policy	29 July 2015
Reviewed	28 July 2018
Reviewed	24 November 2021
Reviewed	14 June 2022