

STELLA MARIS CATHOLIC SCHOOL

POLICY: DIVERGENT LEARNERS

PURPOSE

Based on knowledge available, Stella Maris School will identify students and groups of students:

1. who are not achieving
2. who are at risk of not achieving
3. who have special needs;
4. who are gifted and talented

To ensure that they are provided with support, learning programmes and opportunities to realise their full potential.

PROCEDURES

A Students with special learning needs

1. Students requiring special needs assistance are identified based on knowledge available in consultation with the relevant agencies.
2. A register is kept of all children with special education needs and these children are monitored by the Senior Leadership Team as part of regular meetings.
3. Sometimes funding is made available through the Ministry of Education to allow schools to develop and implement learning programmes for students identified with special learning needs, such as the SEG(Special Education Grant) grant.
4. Principal and the SENCO(Special Education Needs Co-ordinator) will be responsible for overseeing the programmes to meet the needs of individual students within the school and for supervising the budget for Divergent learners and students identified as gifted and talented.
5. Special needs assistance may be given in the student's own classroom environment. However, groups of students with common learning needs may be grouped for specialised instruction.
6. The Principal and SENCO will report to the Board on the delivery of programmes.
7. The SENCO, class teacher, teacher aide and MoE(Ministry of Education), in consultation with the parents, may develop an IEP(Individual Education Plan) for the student. Where possible, external service providers for the student would be invited to join the meeting.
8. The class teacher will have overall responsibility for the daily implementation of the IEP.
9. Relevant and timely training will be provided for teachers and teacher aides where possible, as determined by the Principal and SENCO.
10. The class teacher, and/or SENCO, will monitor and give feedback to parents on the progress and implementation of the IEP and other matters arising.
11. All ORS(Ongoing Resourcing Scheme) pupils are required by the MOE to have 2 IEP's a year.

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B Gifted and Talented children

Students with special abilities will be identified and provided with programmes within their classroom and when available outside their classroom programme.

C. International Students

All International students are entered into the Divergent learners Register and monitored by the Senior Management Team as part of regular divergent learners meetings.

D. Mainstreaming of students

- Students have the right to be educated with their peers in a supportive environment.
- Students with specific learning difficulties may need additional help and support other than that provided by the classroom teacher.
- The needs of students will be the first consideration and decisions will be made in consultation with SENCO, classroom teacher, teacher aide, parents and relevant agencies, if necessary.
- The SENCO, classroom teacher, teacher aide and other agencies will work together to facilitate the implementation of appropriate programmes.

This policy will be reviewed according to the Boards Effectiveness Review Programme.