



POLICY: DIVERGENT LEARNERS

*Ko teahurei o te tamaiti arahia o tatou mahi.
Let the uniqueness of the child guide our work.*

PURPOSE:

Based on knowledge available Stella Maris Catholic Primary 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 as per the National Education Learning Priorities (NELPs) of ensuring “*great education opportunities and outcomes are within reach for every learner.*”

PROCEDURE:

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 Divergent Learners' register is kept of all children with special education needs and these children are monitored by the Senior Leadership Team (SLT), including the SENCo, as part of regular meetings.
3. Sometimes funding is made available through the Ministry of Education (MoE) to allow schools to develop and implement learning programmes for students identified with special learning needs, such as Special Education Grant (SEG).
4. Principal and Special Education Needs Co-ordinator (SENCo) 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 and regularly review their effectiveness.

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7. The Principal and SENCo, class teacher, teacher aide and MoE, in consultation with the parents may develop and Individual Education Plan (IEP) 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 students (Ongoing Resourcing Scheme) are required by the MoE to have 2 IEPs a year.

Gifted and Talented Students:

1. Students with special abilities will be identified and provided with programmes within their classroom and when available and appropriate, extension learning opportunities outside their classroom programme.

International Students:

1. All international students are entered into the Divergent Learners' Register and monitored by the SLT as part of regular divergent learners' meetings.

Mainstreaming of Students:

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

POLICY REVIEW DATE:

This policy will be reviewed according to the Board's Effectiveness Review Programme.