Identify areas where students may need additional support

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

A suggestion for implementing the strategy 'Review planning, monitoring, and reporting obligations' from the Guide: Board of trustees

Includes:

Identify learning needs

Develop a learning support register

Utilise technologies to share information

Review N.A.G. requirements

Useful resources

Identify learning needs

Identify learning needs of students who require additional support.

Students working at or above the curriculum level for their age
Students who need teaching adaptations and/or individualised support to access the curriculum and achieve at or above the curriculum level. They are likely to have access to a range of special education services and resources.

Students working at level one of the curriculum for most (possibly all) of their schooling
Some students will learn within level 1 for most of their schooling in some or all of the learning areas. Others may not be learning at the same level as most of their peers but are learning within levels 1–8. An individual student may be working at different curriculum levels across different learning areas. Regardless of the level, all learning must be valued and recognised as progress. These students are likely to have Individual Education Plans and may be the recipients of ORS funding.

Students who need additional support to work at the curriculum level for their age
Students who need effective teaching and accelerated teaching programmes to access the curriculum and achieve at the curriculum level for their age. They are likely to need short-term access to some special education services and resources.

Develop a learning support register

Suggestions for developing a register and monitoring student progress.

For more information read **Guidance for supporting students with special education needs, page 2**.

✔ Be clear about its purpose, how it will be used, how its information will be confidentially shared, and how and by whom it will be managed.

✔ Decide how you will identify students who need additional support and who, from within or outside the school, can help with assessing student needs.

✔ Identify students within your school management system, if it supports this.

✔ Use your register to coordinate support across the school. Focus on learning needs to meet the goals in the curriculum, to achieve NCEA, social and emotional support, and support students and parents might need at home.

✔ Think beyond the student to wider school changes that can be made to support learning, such as professional learning and development, inclusive teaching approaches, and cross-school programmes and initiatives.

✔ Establish a process and timeframe for monitoring and evaluating the progress of each student on the register.

✔ Avoid negative or disparaging language when identifying and writing about students with special education needs.

Inclusive Education
From
Guide: The role of the board of trustees

Strategy: Review planning, monitoring, and reporting obligations

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Date
04 October 2021
Link
inclusive.tki.org.nz/guides/the-role-of-the-board-of-trustees/identify-areas-where-students-may-need-additional-support

Utilise technologies to share information

John Robinson reflects on maximising the potential of the SMS and ePortfolios.

Video hosted on Vimeo http://vimeo.com/100662394
Closed Captions

Source:
Ministry of Education, Inclusive Education videos (NZ)
https://vimeo.com/album/2950799

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Review N.A.G. requirements

National Administration Guideline (NAG) 1 requires all schools to identify their students who are at risk of not achieving.

NAG 1c Each board, through the principal and staff, is required to, on the basis of good quality assessment information, identify students and groups of students:

> i. who are not achieving
> ii. who are at risk of not achieving
> iii. who have special needs (including gifted and talented students), and
> iv. aspects of the curriculum which require particular attention.

NAG 1d Each board, through the principal and staff, is required to develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above.

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Useful resources

Wellbeing for success: a resource for schools

Read time: 34 min

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