

Inclusive Education

From

Guide: [The role of the board of trustees](#)

Strategy: [Review planning, monitoring, and reporting obligations](#)

Suggestion: [Identify areas where students may need additional support](#)

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Link

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

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.

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