



# MARIST CATHOLIC SCHOOL

## PROCEDURE: **Learning Support**

At Marist Catholic School, we promote an [inclusive](#) culture where students are valued and respected. All students have the opportunity to achieve their potential, and to participate in school life with their peers.

Resourcing for staffing and support is included in the annual budgeting process. The school works within its funding constraints and annual budgets, prioritising all additional learning needs professionally and carefully.

### **Identifying learning support needs**

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student needing learning support also has the right to assistance to reach their potential.

The Ministry of Education's [Learning Support Action Plan 2019–2025](#) sets out priority actions that help ensure children and young people get the right support, at the right time. Learning should be a positive experience for every young person, including those with learning support needs.

Students who may need learning support include:

- neurodiverse learners and learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments
- [gifted learners](#)
- [English language learners \(ELL\)](#)
- those who are not achieving, or at risk of not achieving
- those at risk of disengaging.

See [Identify Learning Support](#)

### **Communicating with parents**

School-wide engagement and communication with parents and whānau are key aspects of delivering learning support. We support parents and whānau to seek appropriate support and advice, and involve them in decision-making about their child.

### **Organising learning support**

Services work collaboratively within the Ministry of Education's [Learning Support Delivery Model](#) (LSDM) to organise learning support and support may be provided from a range of sources. See [Students with learning support needs](#) (Ministry of Education) for comprehensive information about available supports.

Resources provided may include therapy, staffing, equipment and other materials, and property modification and transport, as well as advice and specialist support. Parents/Caregivers are included in decisions regarding the best approach to support the student's learning needs.

Support is [coordinate](#) at the school. We use our student management system to record any learning support needs so that all staff can access this information and be aware of any support required. The senior leadership team meets regularly to budget, prioritise, and allocate resources, and to monitor the progress of students. The team comprises the SENCO, principal, and deputy principal.

### **Funding and resourcing learning support**

Some students with significant educational needs are regarded as having ongoing learning support needs, and their extra support is funded through the Ongoing Resourcing Scheme (ORS).

The Learning Support Action Plan prioritises a wide range of support for children and young people with moderate learning support needs, who are not eligible for ORS funding.

Support may include extra teacher or teacher aide time, literacy support, or other resources and learning programmes.

See [Students with learning support needs](#) (Ministry of Education) for comprehensive information about available supports.

### **Providing learning support**

Teachers plan programmes and strategies to cater for the individual needs of the students in their class. Teachers and support staff who are responsible for students needing learning support receive relevant professional development as appropriate.

When a student's needs are identified as ongoing, or the school deems it appropriate for a student, an individual education plan (IEP) is developed. This process involves parents, teachers, and other support agencies as appropriate.

### **Reporting**

At Marist Catholic School, principal's reports and staff presentations detail information about learning support in the school. Updates are provided in board and staff meetings to ensure we are consistent and reflective in our practices.