



**Cornwall Park**  
District School  
*Te Kura O Maungakiekie*

# **LEARNING SUPPORT AT CORNWALL PARK DISTRICT SCHOOL**

***Whakapau kaha - to be better than before***

[www.cornwallpark.school.nz](http://www.cornwallpark.school.nz)



## OUR LEARNING SUPPORT TEAM



**Lisa Rolle**  
LITERACY



**Diana Hayman**  
GATE



**Linda Yu**  
ESOL



**Cynthia Peat**  
ESOL



**Glenys Muir**  
READING RECOVERY



**Jan Quensell**  
ASSISTANT SENCO



**Serena Eden**



**Masumi Gillard**



**Reena Hora**



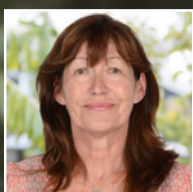
**Jude O'Sullivan**



**Pam Davies**



**Kirsty Ellison**



**Julia MacArthur**

## THE SPECIAL EDUCATION NEEDS COORDINATOR (SENco)

The SENco is responsible for:

- ensuring that teachers identify and track students who have learning or behaviour needs that are outside the typical classroom parameters
- assisting teachers to make applications for extra support from outside agencies
- liaising with families, outside agencies and classroom teachers
- overseeing Individual Education Plans and coordinating associated meetings
- allocating teacher aide time
- managing funding and associated budgets
- maintaining additional needs register

### DAWN WOOD SENco







*This information is a guide only. It is important to note that every child is unique and their pathways/situations may vary.*

## METHODS FOR IDENTIFYING STUDENTS WITH ADDITIONAL NEEDS

Cornwall Park District School supports all children in their learning, and we appreciate that those with additional needs require extra attention. Children identified as such are those who require extra assistance in the form of adapted programmes, specialised equipment or materials and/or personnel in order to access the curriculum, and to develop their full potential in a range of settings.

Some children are already identified by other agencies before they come into the school. If this is the case, the SENco will work with the Ministry of Education and pre-school personnel working with the child to ensure an effective transition into Cornwall Park District School.

Children for whom the above does not apply can be identified through a number of different ways when they start at our school as a new entrant or transitioning from another school by:

- The parent
- Peers
- The previous school's reports
- Any external reports supplied by the parents.

As a teacher works with each child they are evaluating many different capabilities, including physical, emotional, social and academic achievement and progress. Class teachers also conduct ongoing monitoring and assessment of all the students in their class throughout each educational year, using class/age appropriate methods.

Some examples of these assessments include:

- Age appropriate nationwide assessments (if deemed appropriate for your child to sit)
- Formative/summative curriculum-based assessments related to current studies
- Class teachers' observations, complemented by specialist teachers' observations if required.

If at any stage the teacher is concerned that your child is not achieving or coping as expected for their age and

time at school, they raise these concerns at a team meeting. In the same way, if a teacher identifies a child has special abilities and qualities this would also be raised at a team meeting.

Teachers will begin a dialogue with parents so a collaborative approach can be established to support your child. Any concerns raised at a team meeting are also shared with the SENco and senior leadership team. Discussion and ongoing monitoring is then put in place.



# ASSESSMENT SUPPORT

Assessment at Cornwall Park District School is tailored to meet the needs of the individual child. Before each test the teacher decides the suitability and reliability of the test. Adaptations are made to cater for children with additional needs when they are sitting formalised tests, for example providing a reader/writer for maths so reading ability does not influence the outcome. If you wish to have any of this explained further please contact one of the associate principals.

## STUDENTS WITH ADDITIONAL NEEDS REGISTER

CPDS has a register of students who have been identified as having additional needs (High, Moderate and General) in the following categories (or in combination of): health, physical disability, developmental delay, social and or educational. This register also includes gifted children. This register is overseen by the SENco.







For more information on Reading Recovery please visit [www.readingrecovery.ac.nz](http://www.readingrecovery.ac.nz)

*If your child requires help but is not successful in gaining a place on the Reading Recovery programme, we will work with you to see what else the school can offer.*

## TEACHER LED LEARNING SUPPORT READING RECOVERY

Glenys Muir is currently employed to deliver our Reading Recovery programme each morning between 9-12pm. (In addition to Glenys the school is fortunate to have additional Reading Recovery trained teachers who apply these skills in their classrooms.)

Reading Recovery is a well-researched, effective early literacy intervention. It operates in many New Zealand primary schools and is supported and partially funded by the Ministry of Education; however, it

does operate under set rules that include the maximum number of sessions, age bands that qualify for consideration etc. Note, if a child enters our school having been on Reading Recovery at their previous school, they have priority over available spaces.

Reading Recovery:

- can reduce the number of children having reading and writing difficulties
- provides a second chance for six-year-old children who are not getting under way with literacy learning

- provides individual, daily intensive teaching for the lowest achieving readers and writers
- lifts many children's achievement in a short time to an average level
- builds on each child's

- strengths through individually designed lessons
- promotes change across a series of lessons according to individual needs of children.

**Please visit our website for more information..**

## TEACHER LED LEARNING SUPPORT LITERACY

The children in the Senior School are also supported by Lisa Rolle on Thursday and Fridays, when she takes small groups of children who will be focusing on improving their writing skills.



## TEACHER LED LEARNING SUPPORT GIFTED AND TALENTED EDUCATION (GATE)

Cornwall Park District School aims to provide for gifted and talented learners, including the twice-exceptional, by recognising and responding to their specific abilities and qualities. These may be social, emotional, cultural, creative, cognitive, physical, and/or spiritual. It is our role to support these students with a variety of strategies in the classroom to enhance their output and assist in

the scaffolding of their learning.

In addition to the many opportunities CPDS offer in Sport, Music and Technology we have an established 'Link' Programme. Diana Hayman runs this Link programme. Link groups are offered across the school at each year level and have been established to provide for these identified learners to

meet weekly to link with 'like' minds, be challenged and empowered to develop self-understanding.

Students have opportunities to engage in critical, creative, and caring ways with complex issues shaping their world now and in the future.

**Please visit our GATE page on our school website for more information.**



## TEACHER LED LEARNING SUPPORT TEACHER OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL)

Our ESOL teachers help support students for who English is a secondary language at school and at the same time, to help them learn English for social interaction. The aim is to enable students to gain independence and transition back into the

classroom. We provide a framework for initial and on-going assessment of abilities and needs. We work by teaching in small groups, where the need is greatest and within the limits of available funding. We also assist the classroom teachers to meet the

needs of ESOL children by providing strategies and resources.

Our ESOL teachers are Cynthia Peat and Linda Yu

**Please visit our ESOL page on our school website for more information.**

## TUTORING

The school works hard to support all children. We are aware that some parents feel their child would benefit from out-of-school tutoring, however, before committing to this, we would like the opportunity to talk to you about the options the school may be able to provide in-school.

## TRANSITIONING

It is important that children have a smooth transition across classes each year, with information being shared effectively with all concerned parties. If a child is having regular IEP or CLP meetings, this would be specifically addressed as this time approaches each year. There are many ways of building up familiarity with the next teacher without the child (especially younger children) necessarily knowing they will be with a particular teacher next year. Whether the name of the next year's teacher is shared or not will depend on the specific needs of the child.

## COLLABORATIVE LEARNING PLAN

If your child is not working with outside agencies, the teacher may propose to have a Collaborative Learning Plan (CLP) created for them. A meeting is held each term with the teacher, parent and child to set specific and targeted goals in areas where they require more support.

The SENco may also attend this CLP meeting as requested to offer extra support. Please don't hesitate to talk to your child's teacher if you feel a CLP would be of benefit to your child's learning journey.

## INDIVIDUAL EDUCATION PLANS

- IEP (Individual Educational Plan)
- IBP (Individual Behaviour Plan)

Like a CLP, these are a written plan for a particular student; however, they also involve the input from outside expert(s) working with the school and home to meet the needs of your child. The successful implementation of IEPs, IBPs or CLPs depends on building and sustaining an effective partnership between all parties, with each supporting and informing the other.



# LEARNING INTERVENTIONS

## IN CLASS

It is important to note that outside interventions are not the only support offered to children who have additional needs. Teachers are constantly tracking the progress of all their children and, when they identify a child who is not making the expected progress, they then plan specific in-class interventions to meet the learning needs of the child. By offering both in-class and out of class interventions we feel best placed to respond to identified needs on a case-by-case basis.

## OUT OF CLASS

In addition to support offered in the classroom, we also offer small group support each year across Literacy and Numeracy. Children are selected for

these groups if their results indicate they could benefit from a short period of time (eg. 10 weeks) of regular input to build basic facts/ concepts or to assist with reading mileage. The groups selected are discussed with the teachers involved and the senior leadership team, before being finalised. Data is collected pre and post the group forming and may include specific skills/ attitude etc.

Currently some of these programmes include:

- **Fast Forward (Year 4-6).** A programme that focuses on reading fluency and comprehension.
- **Spring into Maths (Year 3-6).** This is an accelerated learning programme for children who are struggling to transition to

the next strategy stage due to lack of required knowledge.

- **Early Intervention (Year 1).** This is an accelerated learning programme designed to build foundation literacy and numeracy knowledge and skills.

The school looks to offer as many programmes each year that our budget and personnel will allow. These groups are taken by various learning support staff under the supervision of the SENco. Children get the opportunity to reinforce skills already introduced by the teacher.

Throughout the period of these interventions there is ongoing communication between teachers and the

staff facilitating the groups. If your child is selected for one of these groups, you will receive a note/or email home to inform you of the programme's details. If you have any questions, please contact your child's class teacher or the SENco.

If at any stage you feel your child is not getting the support they should, your first point of contact should always be the class teacher, and then our SENco.

It is also important to note that as children get older, many prefer not to leave the class. If your child feels this way, please discuss this with the teacher and the SENco.







## SUPPORT AND FUNDING

Our SENco has many years experience in this role and has contacts within many of the external agencies. She is always looking to utilise funding opportunities. There are a number of different types of funding available to apply for, such as but not limited to:

- Resource Teachers for Learning and Behaviour **(RTLb)** Years 1-6
- Speech Language Therapy, **(SLT)** Years 1-6 including LLI (Language Learning Intervention) Years 1-3
- Resource Teacher of Literacy **(RTLit)** Years 2-6
- Assistive Technology Years 1-6
- On-going Resource **(ORS)** Scheme) Years 1-6.
- Ministry of Education **(MOE)** Years 1-6.

Each funding/support stream has specific criteria. The school will apply for any and all available funding

where needs and criteria match, and the SENco is happy to talk through the available and viable options with parents at any time so you have a clear understanding of what is being put in place for your child. If at any stage you feel we are not applying for something we could access, please come and speak to our SENco or Principal immediately. At times, we also receive external reports from specialists stating that the school needs to provide Teacher Aide support specifically. We will always consider any such requests and will work with you as parents to see what is possible to help your child. We understand how difficult it can be for parents with children with additional needs and it is our aim to work with you through these shared frustrations.

## LEARNING SUPPORT STAFF

CPDS employs a large number of staff to assist our students with additional needs, as well as supporting our class teachers.

Our support staff are not completely funded by the Ministry; however, we are fortunate to have a Board of Trustees that continues to support this area by annually providing a large amount of funding above that funded by the Government.

The school constantly monitors the effectiveness of all support offered throughout the year to ensure it is matched to identified needs in the best way possible. We offer one-to-one assistance for a few children, while most other children accessing these facilitators work in small groups overseen by the class teacher. The school encourages the Learning Support Staff to support all the children in the class while the teacher works with the child(ren) with additional learning needs.



# CLASS PLACEMENTS

A lot of care is given by teachers as to how they place children at the end of the year for classes the following year. Attention is given to ensuring there is a balance in each group between such things as genders and abilities, as well as attempting to separate children who would benefit from a break from each other.

Requests are not taken for specific teachers; however, if you believe a certain style of teacher would suit your child, please discuss this with your child's teacher.

It is important to note that class lists often have changes, including class spaces and teachers and can take a while to finalise. Once finalised, there may need to be occasional changes that are out of our control; however, we will ensure all affected parents are kept informed to the best of our ability.





## SHARING OF INFORMATION

If you have decided to source an outside report/diagnosis and require information from your teacher to support this, we ask you to touch base with our SENco.

If you have received a report from a specialist/outside agency, then it is best to pass a copy to our SENco so she can file it in a central folder. You can also provide a copy to the teacher to read, or they can access it from the SENco's office (as some parents prefer). The SENco will

discuss the report with the teacher so there is a shared understanding of the needs identified, as well as how they can best cater for them in the classroom.

School staff are also always happy to meet with any specialist who would like them to meet face-to-face.

If this report is received prior to starting school, a smooth transition and any associated support will be overseen by the SENco. At the beginning of each year, teachers are scheduled

a specific time during Teacher Only Days to read and review all reports relevant to their new class before classes start.

Teachers will also make contact with families within the first three weeks of school to offer a face-to-face meeting as this is a great opportunity for you to meet the teacher and discuss any concerns you have may to ensure transition is effective. We also ask parents to fill out a 'Getting to Know Your Child' sheet to support these meetings.





# ENSURING ALL STUDENTS ARE ACTIVE PARTICIPANTS IN THEIR LEARNING JOURNEY

*If there is anything else you would like more  
information on, please do not hesitate to contact us  
as we all want the very best for your child.*



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