



Aii Te Uki Ou

Inclusive Education Policy

CIAG 1

Akakoro'anga (Purpose)

It is the right of every child to receive instruction commensurate with his or her ability. It is also the right of each child to receive extra instruction to redress matters of inequality and equity, lack of opportunity and a lack of previous access. Every child has the right to receive an education, therefore; extra instruction will be put in place within classrooms to address any issues of inequality or equity which stem from cultural, environmental, social, gender, physical behavioural or intellectual sources within the existing school structure and budget approved for that year.

At Aii Te Uki Ou we also recognise that accelerated or "Extension" students also deserve the right to an education that does not hold them back, but rather is stimulating, meets their needs and allows them to become the best they can be under a differentiated teaching approach.

At Aii Te Uki Ou we define:

- "Additional Needs" to be someone who has a Ministry of Education approved professional assessment, identifying physical and/or intellectual disability.
- "Remedial" to be those deemed as underachieving in comparison to standardised benchmarks, determined via in school and national diagnostic testing and assessments.
- "Extension" to be those deemed as far exceeding the benchmarks for their chronological age.

The purpose of the Inclusive Education Policy is:

- To identify, minimise and or eliminate issues of inequality or equity which are limiting the ability of individuals and groups of students from reaching their full potential.
- To ensure appropriate resources are made available to develop and implement special learning programmes to address issues of inequality or equity, especially for children identified as having 'Additional Needs' or 'Extension'.
- To allocate resources carefully to ensure the maximum benefit for students who are facing issues of inequality or equity.
- To ensure that the matters of access to learning and equity are considered in the creation of school programmes and policies.
- To promote a non-discriminatory and accepting culture within the school

Te au Kaveinga (Guidelines)

1. The staff will use observations and available data to identify specific barriers to learning as they arise, especially in regards to issues surrounding inequality and equity and who are at risk as a result. The principal will ensure these issues are addressed within the school and will list these barriers in the Principal's Board Report each month, the reallocation of resources and the actions undertaken to minimise or eliminate them.
2. Staff will have access to this policy and be given opportunities to develop their ability to meet their identified requirements. A provision of the Conditions of Service shall be that staff are employed under the understanding that we have a policy of inclusive education for all students and are therefore responsible for planning and assessment which meet the needs of all students in their class.
3. The Board of Governors will make special provision for the funding of resources to meet the needs of students with additional needs or abilities in the annual budget.
4. The Board of Governors will make available additional funding throughout the year to ensure the principal is able to effectively and efficiently identify, minimise and or eliminate barriers to learning as needed and when possible. Attention will be given to equity issues limiting students from reaching their full potential.
5. Staff and Board members must be provided with this policy prior to developing new policies or teaching programmes.
6. Individual Education Programmes (I.E.P's) will be written for each child identified as Additional Needs. These will be reviewed at regular intervals. Input will be from the Learning Support Team. The



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individuals identified within the I.E.P. will be responsible for coordinating all programmes of a student with additional needs.

7. Additional needs and abilities assistance will be given in the child's own classroom environment. To meet specific needs, individuals or groups of pupils with identified common needs may be withdrawn from the classroom for specialised instruction for brief concerted periods of time as appropriate.
8. Parents are fully informed and consulted with by the principal, Learning Support Coordinator or their classroom teacher prior to any pupil being placed in Learning Support or placed on a supplementary programme.
9. All staff are fully informed of the nature of any withdrawal-type programmes and these are coordinated and timetabled.
10. The total number of students with additional needs within the school will be no more than the following ratio of students with Additional Learning Needs (requiring Teacher's Aide support) to students without Additional Learning Needs. Ratio - 1:20
11. Teacher's aide support will be capped at a maximum of 10 Teacher's aides across the school (To be reviewed annually to reflect the school's financial allocation of supplement funding for Teacher's Aides)..

Enrolment

Students with additional needs will be given priority of classroom placement once enrolled. A waiting list of students with additional needs will be kept for placement purposes and prioritisation (refer to the Enrolment Policy).

Date of Last Review:	November 2025	November 2025
Signed:		
	Gina Bamber Chairperson Board of Governors	Liz Cribb Acting Principal Apii Te Uki Ou