<table>
<thead>
<tr>
<th>School Name:</th>
<th>Helensville School</th>
<th>School Number:</th>
<th>1306</th>
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**Strategic Aim:**
Our students with additional needs will be able to access and engage with the curriculum within a supportive and inclusive environment.

**Annual Aim:**
That all students with additional needs will meet, or make measurable progress towards their individual education goals.

**Target:**
All children ‘Well Below’ National Standards at the end of 2018 in one or more curriculum areas will meet, or make measurable progress towards, their agreed IEP or ILP (Individual Learning Plan) goals.

**Baseline Data:**
2017 goals
| **Actions**  
**What did we do?** | **Outcomes**  
**What happened?** | **Reasons for the variance**  
**Why did it happen?** | **Evaluation**  
**Where to next?** |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| We tracked the achievement of students on IEPs.  
Action plans were developed for any student not achieving as expected.  
Individual Learning Plans were co-constructed for students who were well below NS in one of more curriculum areas.  
IBPs (Individual Behaviour Plans) were a focus for students needing further support with self-management. This was to support their learning goals and make them more attainable.  
SENCO met regularly with our Teacher Aides to ensure information was shared effectively.  
Transition meetings were held to support students with additional needs transferring into our school/into new classes.  
SENCO was given 0.2 classroom release weekly  
Support and training were given to the SENCO to be able to effectively carry out her role. | Our target was achieved as evidenced by goals changing at review meetings in reflection of progress made. | The SENCO lead her team effectively and there were clear procedures and expectations for learners with additional needs.  
Goal setting was co-constructed effectively and created more achievable and specific goals for the child.  
Giving more consideration to ‘voice of the child’ with students in attendance at ILPs and their opinions collated for IEPs.  
Collaborative relationships with staff to ensured actions were followed.  
Having an open-to-learning team of teachers and culture.  
Professional learning for SENCO.  
SENCO supported teachers and Teacher Aides in the development of goals and followed up with learning strategies.  
Outside agencies were more fully utilised.  
SENCO moderated goals. | Continue to release SENCO 0.2 weekly.  
Continue collaboration between SENCO, classroom teachers and whanau to have achievable educational goals.  
Establish closer links between GaTE and SENCO roles within the school; greater sharing of information.  
Provide professional learning and support for a new SENCO.  
Focus professional learning around needs of specific students (e.g. Downs Syndrome, Autism), including students we know will be joining our school in the near future.  
DP and SENCO to establish closer links in regards to our identified students and those that we become aware of.  
SENCO to meet weekly with RTLB service.  
SENCO to meet regularly with our Learning Support staff (Teacher Aides)  
SENCO to continue to look at ways to streamline IEPs, ILPS, IBPs and make them living, effective guidelines. |
### Planning for next year:

We will continue to make this area a focus in 2019 and support our new SENCO in her role. Inclusive education is our aim.