

Self review questions for your school

School culture and leadership for including students with high needs

1. To what extent do the staff at your school expect to adapt their practice to support the achievement of students with high needs?
2. How caring is the culture of your school towards students with high needs?
3. To what extent do staff at your school have access to a wide range of knowledge, strategies and networks to support students with high needs and their whānau/families?

Teamwork, working with families, using information and transitions

1. To what extent does the school hold internal meetings, and meetings with external people, to support students with special needs?
2. To what extent does the schools relationships with the parents of students with high needs support the inclusion and achievement of these students?
3. How well does the school use various forms of information about students, including information about achievement, social and physical skills, to better include and support students with high needs?
4. To what extent does the school have the systems, coordination, links with external agencies and internal expertise to support the transition of students with high needs both to and from their school?

Cultural identity, ORRS, Individual learning programmes and school safety

1. To what extent does the school support the cultural identity of students with high needs?
2. To what extent are the school's ORRS applications accepted by GSE?
3. To what extent do all teaching staff know how to develop differentiated programmes for students with high needs?
4. To what extent does the school's IEPs provide specific, measureable, attributable, realistic and time-bound goals for student achievement?
5. How does the school know that students with high needs are safe from bullying?

<http://www.ero.govt.nz/National-Reports/Including-Students-with-High-Needs-June-2010>