

Middleton Grange School – Learning Support Structure Yr7-13



At Middleton Grange School, we recognise that the supports and interventions students require to access learning, and to accommodate specific learning needs or challenge, can vary significantly depending on their developmental stage, age, and individual context.

While every student is unique and may require personalised support, the approaches we use are tailored to align with where they are in their schooling journey. The following page outlines the general structure of learning support available in both the Middle School and Senior College, offering a broad overview of the typical supports in place at each level.

- At the start of the year, selected year 7 & 8 students are screened to identify those who may benefit from small group interventions.
- Students are identified based on previous learning notes and results.
- Parents are informed before the screening takes place.
- Each year a large number of year 10 students are screened in Terms 3 & 4 to determine eligibility for Special Assessment Conditions (SAC) for NCEA assessments.
- In addition, year 9 & 10 students may be identified for screening at other times to gather information that supports intervention planning.
- In all cases, parents are informed before screening takes place.
- Students in year 11, 12 & 13 may be identified for screening at any time during the year to support intervention planning or determine eligibility for SAC.
- Parents will be informed prior to any screening.



Year 7 & 8

Supports:

- **In-class:** Learning Assistant support is provided in the supported Year 7 and Year 8 Math's class, as well as Home Room Classes as needed.
- **Structured Literacy:** is an individual reading intervention that takes place 3x per week.
- **Comprehension Group:** Small group intervention that focuses on comprehension and language skills.
- **Numeracy Intervention:** Small group or individual Numicon intervention groups are implemented for identified students.
- **Bricks Intervention:** Is a small group intervention focusing on social, emotional and communication skills.
- **Collaborative Holistic Action Plans (CHAPs):** are implemented for students who have not made the expected progress, despite the above interventions being implemented.

Year 9 & 10

Supports:

- **Numeracy In-class:** Learning Assistant support is provided in the supported Year 9 and Year 10 Math's classes.
- **Literacy In-class:** Learning Assistant support is provided in the 3 supported Year 9 and Year 10 English classes.
- **General In-Class:** Learning Assistant support is provided in several other Middle School subjects depending on the specific need of the classes.
- **Math's Intervention:** Small group or individual Numicon intervention groups are implemented for identified students.
- **Middle School Study Support:** is a supported study subject. This is staffed by experienced Learning Assistants and/or teachers, who provide extra tuition and support for students' subjects
- **Collaborative Holistic Action Plans (CHAPs):** are implemented for students who have not made the expected progress, despite the above interventions being implemented.

Year 11, 12 & 13

Supports:

- **Numeracy In-Class:** Learning Assistant support is provided in the Year 11MAN, 11MAC and 12MAN Math's classes.
- **Literacy In-class:** Learning Assistant support is provided in the year 11ENC and Year 12ENC classes.
- **General In-Class:** Learning Assistant support is provided in several other Senior College subjects depending on the specific need of the classes.
- **Supported Learning Program (SLP):** Is a subject offered to students with the goal of developing important independence and life skills.
- **Senior Study Support:** is a supported study subject (7 periods per fortnight). This is staffed by experienced Learning Assistants, who provide extra tuition and support for students' subjects.
- **Collaborative Holistic Action Plans (CHAPs):** are implemented for students who have not made the expected progress, despite the above interventions being implemented.

External agency support and funding may be applied for in order to support students who require individualized, intensive learning and/or behaviour interventions.

What Are Special Assessment Conditions (SAC)?



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Some students face barriers when it comes to accessing or demonstrating their learning during assessments. These challenges can arise from:

- Learning challenges (e.g., dyslexia or processing disorders)
- Physical impairments (e.g., limited mobility or fine motor difficulties)
- Sensory challenges (e.g., visual or hearing impairments)
- Medical conditions (e.g., chronic illnesses, fatigue, anxiety, or ADHD).

Special Assessment Conditions (SAC) are supports designed to help students overcome these barriers so they can fully engage in assessments and demonstrate what they know.

Why Are SAC Important?

SAC do not make assessments easier or change what students are being tested on. Instead, they ensure that all students have a fair opportunity to showcase their abilities by providing tools or adjustments that meet their individual needs.

These supports can be used in both internal assessments and external exams, such as NCEA or New Zealand Scholarship exams.

Examples of SAC:

- Reader assistance: A reader is an adult who reads the assessment text aloud to the student. The reader does not explain, interpret, or give hints → only reads the words as written. This support is particularly useful for students with reading difficulties, as it ensures they understand the questions being asked.
- Writer assistance: A writer is someone who writes down exactly what the student dictates during an assessment. The writer does not edit, rephrase, or correct answers → they simply record the student's response as spoken. This support is valuable for students with fine motor challenges, dysgraphia, or slow writing speeds.
- Rest breaks during an exam
- Access to a quiet or separate space
- Extra Time
- Braille or enlarged exam papers
- Using a computer or assistive technology

How Can Parents Help?

Understanding and accessing SAC can make a significant difference to a student's confidence and success. The school works closely with families to identify whether SAC is needed, gather evidence, and make the necessary applications.

If you have concerns or think your child may benefit from SAC, start by having a conversation with the Learning Support Team. Open communication and collaboration ensure that your child receives the support they need to thrive.

Information Used to Support a SAC Application:

In order for a student to be approved for Special Assessment Conditions (SAC) in Senior College, the school must submit an application to NZQA (New Zealand Qualifications Authority). NZQA reviews the evidence provided and then approves or declines the application based on set criteria.

To ensure a strong and accurate application, the school gathers a range of information about the student's learning needs and challenges. This information may include:

- Teacher observations – observations about the student's learning disposition, and areas of difficulty.
- External assessments – such as formal reports from an Educational Psychologist.
- In-school screening tests, which may involve:
 - YARC or Probe – measuring reading age, comprehension, word recognition, and reading speed.
 - Written work samples – assessing writing level, grammar, content development, handwriting grip, letter formation, and overall readability.
 - Patoss assessment – evaluating writing and typing speed.
 - SAST (Spelling Age Screening Test) – determining spelling age and accuracy.