



LETTER CIRCULAR

Information: ✓

Action Required: ✓

Ref: HRD/46/2009

From: Director, Human Resources Development

To: All Heads of School (State Only)

Subject: Inclusive Education – Statementing Moderating Panel’s Recommendations

Date: 26th May 2009

Heads of School are requested to note and adhere to the following interpretations and implications of the Statementing Moderating Panel's Recommendations of support required to facilitate the inclusion of Students with special needs in the mainstream.

1. **Full-Time Support on a one-to-one basis:** The Student requires **full-time support on a one-to one basis**. The Learning Support Assistant should dedicate **all her/his** time to support **that particular student**.

2. **Full-Time Support:** The student requires the full support of the Learning Support Assistant but **not** on a one-to-one basis. The Learning Support Assistant **is present in the classroom throughout the whole day** and **can support more than one student in the same class provided that only one of the students is in need of full time support**.

3. **Shared in the Same Class:** The student requires the shared support of the Learning Support Assistant **who is in the classroom throughout the whole day**. This type of support is determined by the students' statement. The Learning Support Assistant can support a maximum of two students in the same class.

4. **Shared Support:** The student does not require support throughout the whole day. This type of support is determined by the statement. The Learning Support Assistant may either be assigned responsibility of up to three students who are in the same class **and/or** support up to two students who require shared support but are not in the same class. In the latter case equity is recommended.

5. **Benefits:** The Panel recommends that the learners' needs should be met by the Class teacher with the cooperation of the LSA in class **if available**.

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N.B. All Heads of School are to ensure that an **IEP (Individualised Educational Programme)** is held for **all students with a Statement of Needs** to determine their Educational and/or Physical and/or Emotional needs as recommended by the Statementing Moderating Panel. A member of the School Administration Team is to chair the IEP. Teachers, Guidance Teachers, Learning Support Assistant, Parents and the student should participate in the IEP meeting. The participation of the **Inclusion Co-ordinators (INCOs)**, where available, is restricted to IEPs of students with a statement of **Full Time one-to-one**. Other cases may be considered.

If in his/her professional opinion, a Head of School is certain that a particular student needs to be re-assessed, s/he must re-apply for a review with the Statementing Moderating Panel substantiating this claim. Heads of School are to note that a review can only be requested **after one year** from the date of the last statement unless stated otherwise by the Statementing Moderating Panel.

Heads of School and/or Parents have the **right of appeal** within 3 months from the date of statement to the **Appeals' Board**. In this case they can address their appeal to the Chairperson Statementing Appeals Board.

Heads of School are reminded that students with a statement cannot be supported by the same LSA for more than two consecutive years unless exceptional circumstances warrant a different arrangement which needs the approval of the Service Manager Inclusive Education Students' Services Department.

Alfred Mallia
Director
Human Resources Development