



MAPPING

EDUCATIONAL

OPPORTUNITIES

IN THE CURRENT SYSTEM

CARE MATTERS
LEARNING & WELLBEING



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$$A+B=C$$



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A TIME OF CHANGE

The disability support system is going through a time of major change. This resource relates to how things are at the moment. It is important to note some systems may differ, now or in the near future, in the following regions: MidCentral, Waikato and Christchurch.

Care Matters support the Enabling Good Lives (EGL) vision and principles that are the foundation for the current system transformation. One of the EGL principles is “mainstream first”. Care Matters promotes families being able to successfully access all universal supports and services e.g. a local early childhood education service or school. Another EGL principle is “self-determination”. Care Matters also supports the right for families to have full information so they can make informed choices regarding all options – including specialist supports and services.

LEARNING SUPPORT (PREVIOUSLY SPECIAL EDUCATION) UPDATE

The Ministry is trying to phase out the use of the word ‘special’, primarily because of feedback from families. Not all the terms/titles have changed on their website or in the attached booklets at the time of printing this resource.

Keep informed. The Ministry of Education is looking at improving the education system for those who have learning support needs. The [Learning Support Update](#) will keep you informed about the changes being made.

The reason for changes to the education system are:

- hard to navigate
- too many hurdles to get the right support
- don’t always get the support required early enough.

Click here to find out about the [Learning Support Update Pilot](#).

A new role within the Ministry is the ‘Learning Support Manager’. This person will be the ‘go to’ person for parents when issues arise and it is hoped that having this person will help processes move faster.

The Learning Support Manager will be responsible for ensuring there is a plan in place for your child as well as ensuring a lead worker is assigned to that child to assist schools to develop and implement plans.

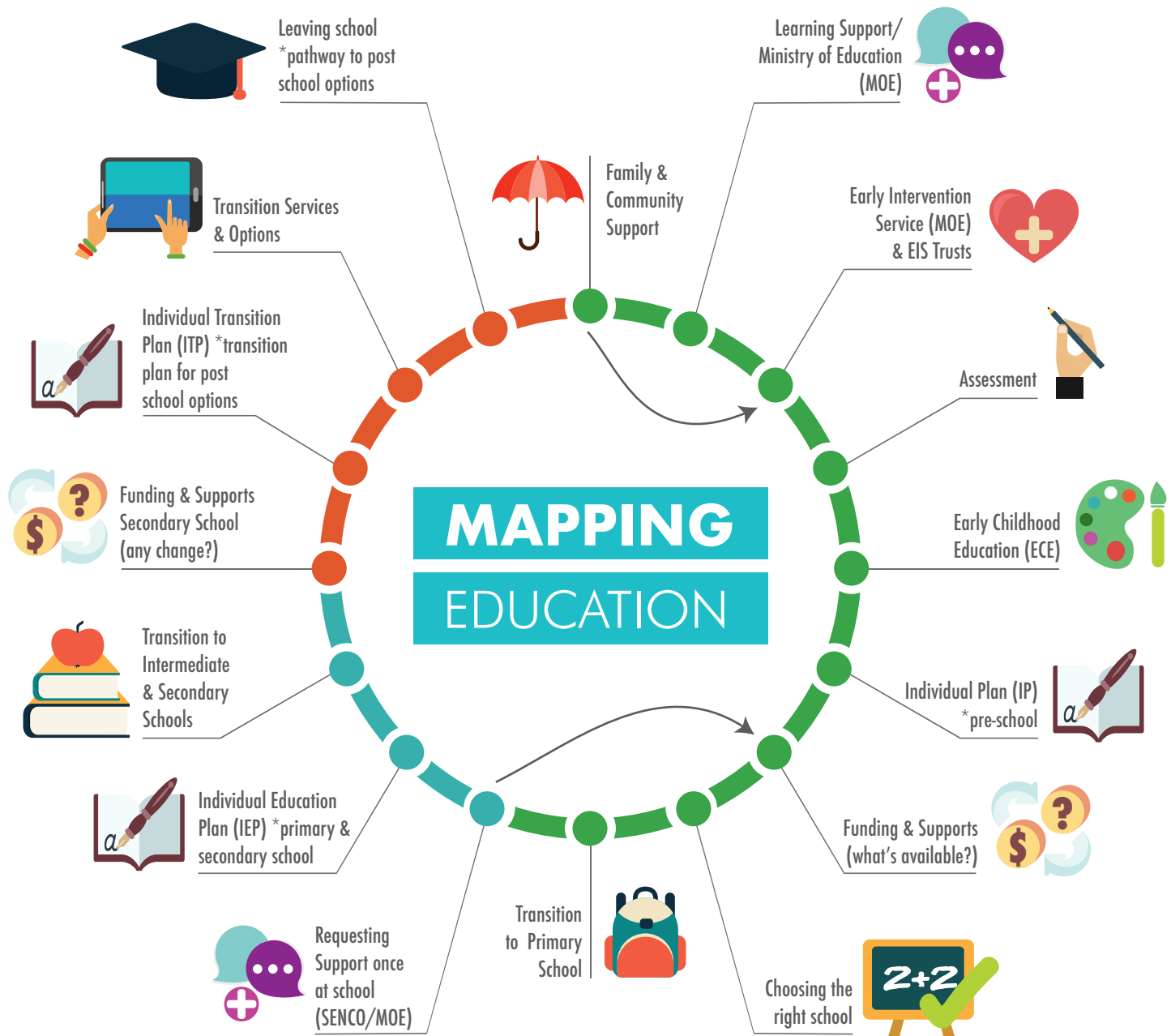
The new Learning Support Manager will work with the Community of Learning (COL) group (refer to page 11) in your area to help students achieve their full potential. Refer to the [Learning Support contacts](#) to find a Learning Support Manager in your area.

UPDATING THIS RESOURCE

All efforts were made to ensure the information in this resource was accurate at the time of publishing, April 2018. This document represents the current system and will be reviewed at a later date to reflect national changes.

If you have additional tips you think would be useful for carer/families/whānau to know, please email samsrw@outlook.com for inclusion into future editions of this resource.

MAPPING EDUCATION (AT A GLANCE)



● 0-5 YEARS

● 5-13 YEARS

● 13 YEARS – TO THE END OF SCHOOL

Refer to the diagram on page 6 for more detailed information.

NB: Appendix of abbreviations at the end of this booklet

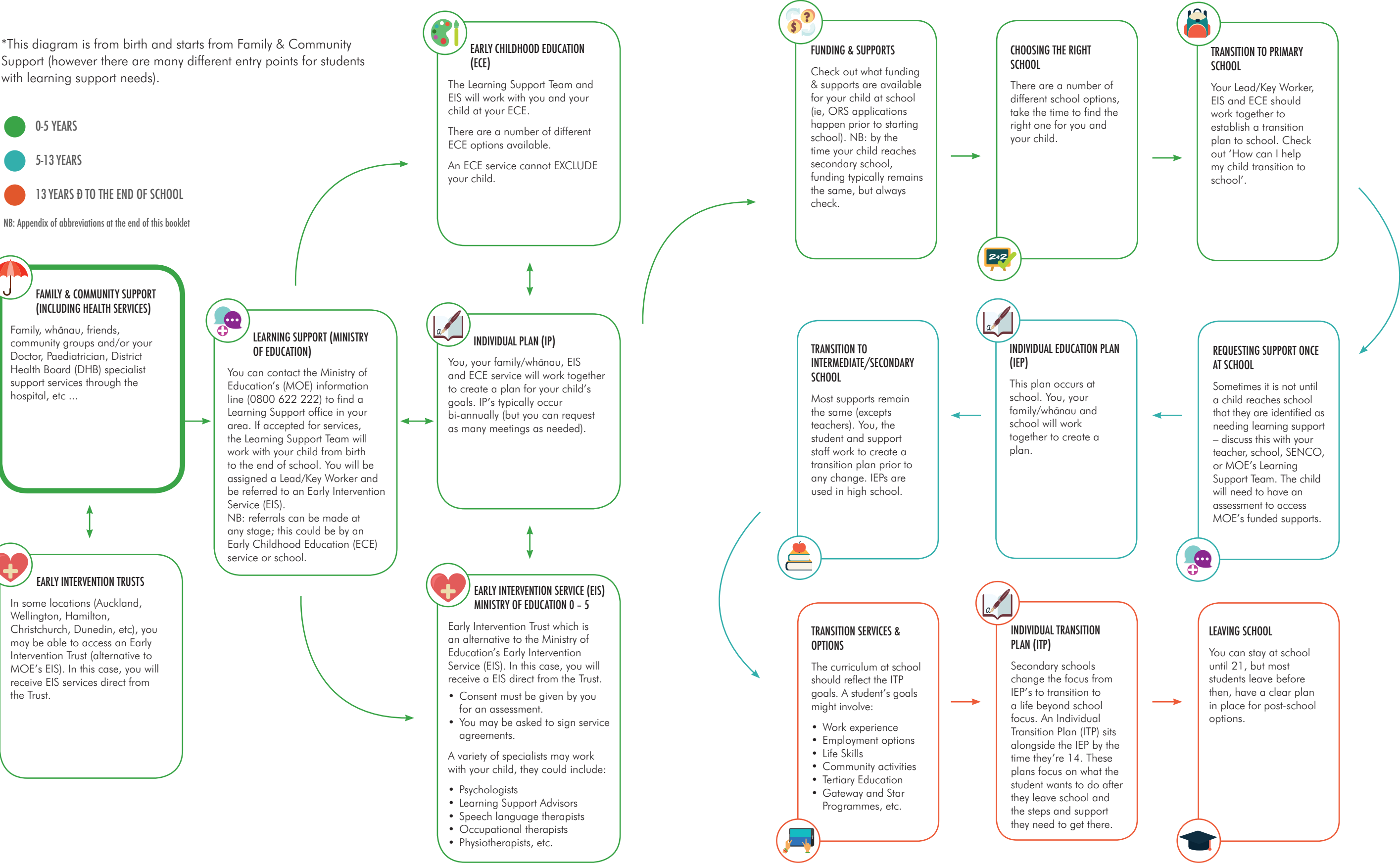
MAPPING EDUCATION

KEY STEPS/0 – END OF SCHOOL

*This diagram is from birth and starts from Family & Community Support (however there are many different entry points for students with learning support needs).

- 0-5 YEARS
- 5-13 YEARS
- 13 YEARS Ø TO THE END OF SCHOOL

NB: Appendix of abbreviations at the end of this booklet



0–6 YEARS OF AGE

If you are concerned about your child's development in the early years, you might want to talk with your [doctor](#) or paediatrician, [plunket nurse](#) or call Plunket Line on 0800 933 922, contact a [WellChild/Tamaki Ora](#) service, or iwi health authority.

HOW CAN I HELP MY CHILD GET A GOOD START WITH EDUCATION?

If you think your child may need some additional learning support, you can contact the Ministry of Education (MOE) for information and advice by calling 0800 622 222 or emailing learning.supportmailbox@education.govt.nz

They can also connect you with the Learning Support [office](#) closest to you. They can [guide](#) you through the process and talk with you about Early Intervention Services.

If your child is assessed as needing some extra support, the Learning Support Team will work with your child from birth through to when they leave school. You will be assigned a lead or key worker who will be your main contact. This person will coordinate services, attend relevant meetings and handle any funding issues. They may ask you to sign a service agreement which outlines the amount of specialist time your child will get.

It's a good idea to talk to family/whānau, friends, your child's educator/s (if they are receiving a service), or other groups in your community (ie, [Parent to Parent](#), [Autism](#)

[New Zealand, Prader-Willi Syndrome Association \(NZ\)](#), etc). Talking to others who may have had similar experiences can be helpful in planning your next steps.



If you want more information on community groups, there are [disability information services](#) throughout New Zealand. The MOE also has a list of [community groups](#) that can support you.

The Ministry of Education's website has lots of information for families on various [services and resources](#) available.

EARLY INTERVENTION SERVICE (EIS)

The Ministry of Education's Learning Support team can refer you to an [Early Intervention Service \(EIS\)](#) who will work with your child from 0 – 5 years of age.

The EIS service can work with you at home or with your Early Childhood Education (ECE) centre (if they attend). You will be asked to sign a consent form that gives permission for the Learning Support staff to work with you, your child and their ECE centre. Your child will undergo an assessment to help determine the types of support your child may need.

If your child's needs are not high enough for the Ministry's Early Intervention Service then they will talk to you about other places

you can go to for support, such as Plunket or Barnardos.

Some of the people who may work with your child to assist them with their learning needs include:

- Psychologists
- Learning Support Advisors (LSAs)
- Advisers on deaf children (AODC)
- Speech-language therapists (SLTs)
- Kaitiakiwhāriki (Māori cultural advisors)
- Occupational therapists (OTs) and
- Physiotherapists (PTs), etc.



- Ensure that your consent has been sought and a consent form has been filled out (refer to consent [checklist and guidelines](#)).
- When you do an assessment, have someone with you, this can help alleviate stress.

EARLY INTERVENTION TRUSTS

There are several other, independent charitable trusts that have been set up to provide specialist early intervention services around the country. In this case these trusts, rather than the EIS through MOE, will provide the support and services your child needs. You can contact the trust direct, you do not need to go through the Learning Support team.

[GlowKids](#) and [Ohomairangi Trust](#) in Auckland

[Wellington Early Intervention Trust](#) in Wellington

[The Champion Centre](#) in Canterbury

[CCS Disability Action](#) in Auckland, Christchurch and Dunedin

[McKenzie Centre](#) in Hamilton, and the [New Zealand Foundation for Conductive Education](#).

INCREDIBLE YEARS PROGRAMME

[The Incredible Years](#) parent programme is for children aged 3 – 8 who may be experiencing behaviour difficulties. The Incredible Years programme for parents (there is one for [teachers](#)) is a 14-session programme which provides parents with skills to better manage children with behavioural problems, creating a home environment that is conducive to positive social and educational outcomes.

Contact your local Learning Support [office](#) if you're interested in the Incredible Years – Parent programme.

EARLY CHILDHOOD EDUCATION (ECE)

There are lots of different types of ECE centres that might suit your child. The MOE has a list of [different types of ECE centres](#) and a [map](#) where you can find the different centres in your local area. Try to speak with friends/family/whānau or other people in your local area about the different centres available and which ones they have used and why.

The government subsidises ECE and Kōhanga reo for every child up to the age of 5 living in New Zealand. Talk with the ECE service or Kōhanga reo you are interested in and find out what fees they may charge and their enrolment conditions.

All teacher-led early childhood centres, Kōhanga Reo and Playcentres can offer 20 hours per week of government funded early childhood education to all three, four and five-year-old children. This means that the cost can be fully subsidised for up to **6 hours** a day and up to **20 hours** a week.

All children must attend school from age 6, the last day the 20 Hours ECE can be claimed is the day before your child turns six. If your child goes to more than one ECE service or Kōhanga reo, you can split the hours between them so long as it's not more than 6 hours a day/20 hours per week.

You may also want to check out other government subsidies such as the [childcare subsidy](#). This subsidy is for parents whose income is below a certain level and it helps to pay for childcare costs. If you receive, for example, 30 hours of childcare subsidy


and claim 20 hours ECE then you can use the remaining 10 hours somewhere else (or potentially increase your hours at the same service).

INDIVIDUAL PLAN

Once you have chosen an early childhood service or Kōhanga reo, your child's teacher and early intervention staff will work with you to develop an [Individual Plan](#) (IP). An IP is a written plan that outlines your child's goals and how long it should take to reach those goals. It will describe the teaching strategies, resources and support needed to help your child meet those goals. The plan should be reviewed every few months, progress discussed and agreed changes made. Everyone should be working together to ensure the right support is in place to meet the learning needs of your child.

BUILDING PARTNERSHIPS

It is pivotal that everyone who is involved with your child works together (at every stage of your child's education) to develop the best possible programme, that will ensure your child gets the most out of their education and the school environment.

- 
- An ECE service is not allowed to exclude your child. ECE/schools should have an 'inclusion policy'.
 - Go for some visits before making a decision, take your child with you, and see how your child responds to this environment.
 - Make sure you speak with the service before making your decision as each service has its own way of working with children and their parents.
 - Ask other parents what their recommendations might be – parents might know the different strengths of various centres and what might suit your child and his or her needs.



Being able to build good relationships or partnerships is based on everyone feeling respected and valued in their role. Everyone in this partnership should be able to express themselves and their opinions without feeling intimidated.

Although at times making these relationships work may be difficult, these are key relationships for you and your child. In an ideal partnership, it would involve:

- all parties working together to develop the best possible programme for the student
- different points of view are respected and valued (including the views of the parent)
- the student's voice is heard and the plan is understandable or presented in an accessible format so the child is at the centre of the partnership.

Parents are a useful resource to schools and have considerable

knowledge about their children! Check out whether a parent's group has been set up (or could be set up). These groups support the parents within them as well as help source practical resources such as sensory mats or sensory tents, etc.

WHAT ARE MY EDUCATION OPTIONS?

LOCAL SCHOOL

Everyone has the right to go to his or her local school and be included. Here is some information on what to look for in an [inclusive school](#). Ideally, the school should welcome all learners and makes sure their transition into school is smooth and well planned.

Other options may include [day special schools](#), [residential schools](#) or [home education](#).

The Kiwi Families website has some good information on [home schooling](#).



- If you are not going to a local school, the Ministry of Education will not fund transport.
- If you choose to home school, you are not able to access specialist resources.

GOING TO A SPECIAL SCHOOL

Depending on where you live, there may be a special school that your child can attend. These schools cater for children with high and complex needs – this means all the students at the school have high needs, served by specialist teaching and services onsite.

HOME SCHOOLING

You'll need permission from the Ministry of Education to educate your child at home. The Ministry can provide grants to help with the costs of learning materials or teaching services from the Correspondence School.

The Ministry of Education provides a small amount of assistance in the form of an annual 'supervisory allowance' of \$743 for the first child, \$632 for the second, \$521 for the third, and \$372 for each one after that. This is paid retrospectively, in two instalments each year, January and July.

HOW CAN I HELP MY CHILD TRANSITION TO SCHOOL?

The Ministry's Learning Support team, EIS and ECE centre can help with the transition to school or kura. Start planning early so that support is in place by the time your child starts school. The MOE has a '[Starting School](#)' booklet which provides information and advice to families and/or carers.

In reality, children with complex learning needs are not always included in the school community. As a parent, you may need to educate the school, the teachers and the child's peers on how this could be supported.

Check out what processes the school uses to assist the child with being included. Don't leave this too late, the earlier you have agreement on this the better.

Make an appointment to meet with the SENCO or Principal before starting school and ask about:

- the school charter
- the school inclusion policy
- if there are programmes like music therapy?

- the structure of the class, what the expectations are, whether the child can attend half days, if there is a break out space, etc?
- how the school will ensure your child feels safe, welcomed and accepted?
- how your child will be supported to be included in the life of the school, including lunch times, community activities or camps?
- take a tour of the school and visit some classes
- check the classroom environment, equipment and facilities are suitable for your child (ie, toilet, shower, accessible ramps, hand rails, break out spaces, soft areas, sensory cubes, etc)
- how the school involves parents/family/whānau in your child's schooling (and how they will keep you informed, up-to-date and the reporting format they will use)?
- Individual Education Plans (IEPs) and how this works?
- what the agreed protocol is for the 'settling in' period when a child first attends school (ie, do they stay in the same class or are they moved?)
- how the schools SEG (Special Education Grant) is spent

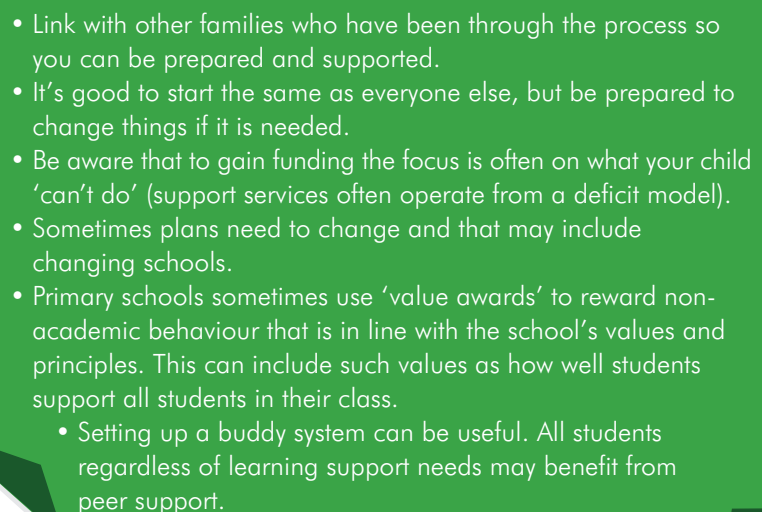
and what the protocol is if more Teacher Aide hours are required?

COMMUNITY OF LEARNING

The new [Community of Learning | Kāhui Ako](#) initiative by the MOE should be helpful to students with learning support needs as it is about education pathways for students, up to employment.

A Community of Learning (COL) is a group of education and training providers (early learning, schools, kura, and post-secondary) working together to help students achieve their full potential. Each Community of Learning sets shared goals, or achievement challenges, based on the needs of its children and young people. As of August 2017, there are 210 [Communities of Learning](#) spread throughout New Zealand.

It would seem worthwhile to choose primary/secondary schools that are in the same Community of Learning (COL). Each COL is supposed to work as a team around individual students as well as tapping into local community initiatives.

- 
- Link with other families who have been through the process so you can be prepared and supported.
 - It's good to start the same as everyone else, but be prepared to change things if it is needed.
 - Be aware that to gain funding the focus is often on what your child 'can't do' (support services often operate from a deficit model).
 - Sometimes plans need to change and that may include changing schools.
 - Primary schools sometimes use 'value awards' to reward non-academic behaviour that is in line with the school's values and principles. This can include such values as how well students support all students in their class.
 - Setting up a buddy system can be useful. All students regardless of learning support needs may benefit from peer support.


5–13 YEARS OF AGE

REQUESTING SUPPORT ONCE AT SCHOOL

By the time your child starts school you might know what support they need, but not always. If you have concerns at this stage, talk with the SENCO (Special Education Needs Co-ordinator) or Principal.

SPECIAL EDUCATION NEEDS COORDINATOR (SENCO)

This role is also called the Learning Support Coordinator (LSC). The SENCO or LSC is the resource person in a school who leads and coordinates support for students with additional learning needs so that students get the most out of their school years. They have a range of duties, including: liaising between families/whānau, teachers, teacher aides and specialist providers, testing students and analysing results, and completing a variety of administrative tasks.

- 
- The SENCO often has to do all their learning support work in around 3 hours a week, usually in addition to teaching
 - It is helpful if the SENCO can move some of the more administrative tasks to the school administration team (ie, arranging meetings and writing up minutes). By removing some of these tasks, the SENCO can use their time to look at programmes, teacher knowledge, adequate classroom adaptations, initiatives, playground audits, and resources such as visual aides, etc.
 - The SENCO should be reporting to the Board of Trustees on the achievement of students with learning support needs. With the changes to the Education Act, Board of Trustees are more accountable for the inclusion of students with learning support needs.
 - The SENCO can include disability awareness talks at the school (annual talks informing students/staff about disability) but it may be that the Principal needs to get involved in this as the SENCO's hours are limited.
 - The Principal should be informing any new staff about the behaviour profiles of students with learning needs so that all the staff are aware.



Most (but not all) schools will have a SENCO. If the school you attend does not have a SENCO, contact the [Learning Support office](#) in your local area.

In a [survey of SENCOs in 2016](#), the survey found that 89% did not believe that their school was receiving enough government support, and that up to 60% of students were not receiving adequate support/funding.

INDIVIDUAL EDUCATION PLAN (IEP)

An [Individual Education Plan](#) (IEP) is the plan that is developed for your child when they are at school or kura. IEPs are a way of adapting the school programme to fit the student rather than the other way around.

Parent to Parent have produced a booklet explaining IEP ([Individualised Education Plan](#))

REPORT FORMATS


Your school should have an alternative report format for those children with Ongoing Resource Scheme (ORS) funding (or indeed any child with an intellectual disability or significant learning challenge). This is because 'national standards' are not relevant to students who are working at a different curriculum level.

The alternative report format should have the curriculum levels that your child is working on in each subject, then you can see if they have moved curriculum levels or if they remain in the same curriculum level.

In addition to alternative report formats, some teachers may keep a 'learning journal';

these learning narratives capture moments when teachers notice that a child has achieved something and what the next learning steps could be. These learning journals are most useful if they have entries every few weeks.

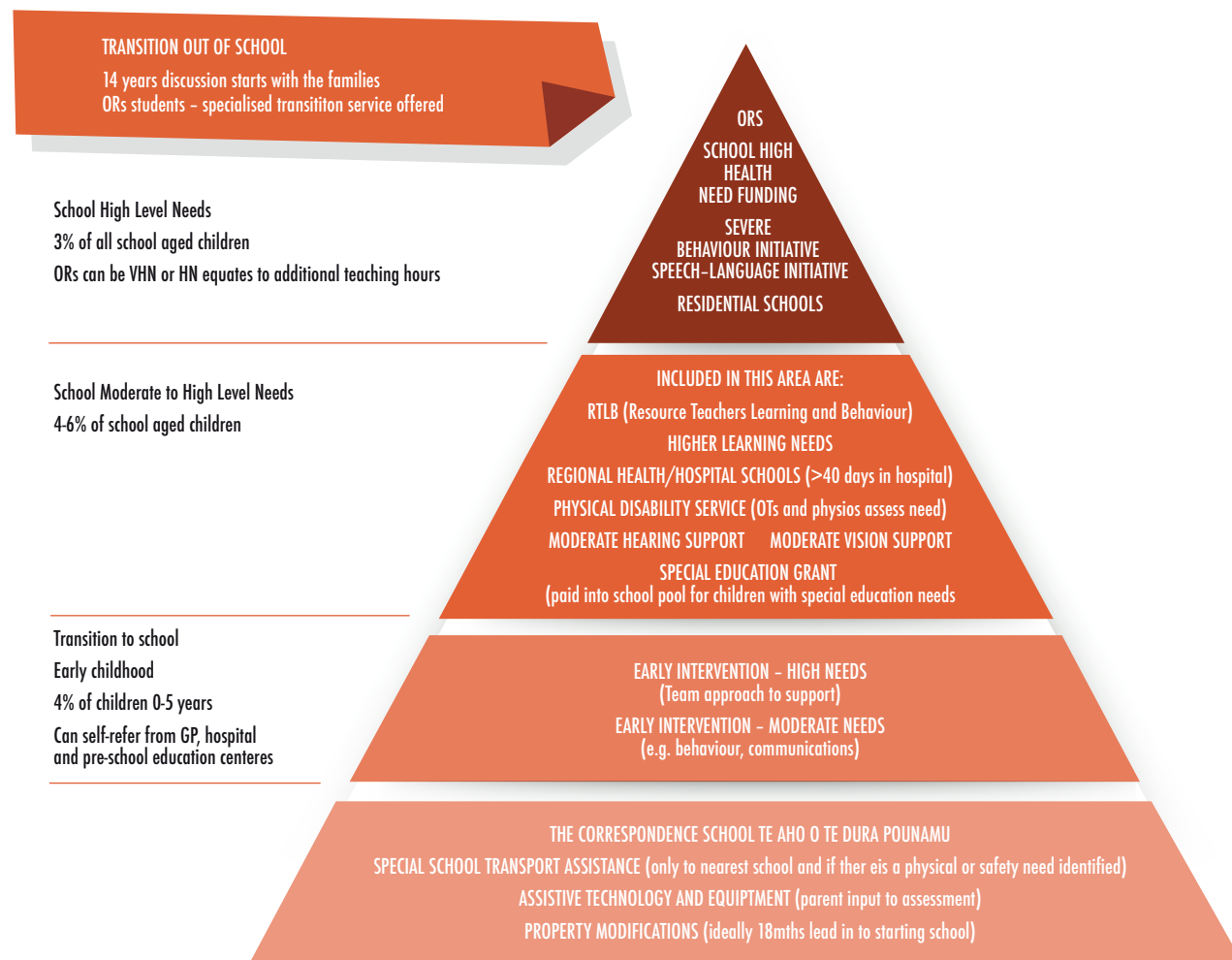
[Click here](#) for an alternative report format (provided by a parent). This report format was created for a young person with high ORS funding and includes reports from the Outreach Teacher and Music Therapist.

- 
- You can get attendees to submit reports or ideas prior to the IEP meeting (you only have one hour for this important meeting).
 - Parents can submit a 'parent reflection' document to the IEP team prior to the IEP meeting. List all the subject areas and ask questions and make observations eg, is there a possibility for more handwriting opportunities, etc.
 - Have an agenda for the IEP meeting.
 - Ensure you have all the specialists mentioned on the IEP document, otherwise the MOE won't fund them, eg, OT, Physio, SLT, Psychologist as well as any specialist programmes, eg, Numicon (maths programme), music therapy, etc.
 - Goals from an IEP should be embedded into everyday classroom practice.
 - Never go to an IEP alone.
 - IEPs help the teacher to inform their lesson planning. A few key goals are highlighted and these will be incorporated into the curriculum level your child is working at.
 - An IEP should explore curriculum subjects – ensuring your child has the right curriculum will help them be more settled.
 - Try to ensure the IEP focuses on a range of competencies and not just about the key competencies to do with behaviour (ie, 'managing self' and 'relating to others').
 - Some parents discuss the key competencies in relation to the core curriculum subjects, which can be effective. For instance, if a child is doing maths, you may want the child to get the Numicon kit out themselves, etc.
 - An IEP template is available on the [TKI website](#).

WHAT LEARNING SUPPORT/ SERVICES ARE AVAILABLE?

The support, services and funding that your child can receive will depend on the assessment they do through the Learning Support team. This assessment will confirm if there is any difficulty with some area of your child's learning or development, and whether your child has mild, moderate or high learning support needs.

SERVICES TO SUPPORT CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATION NEEDS



HIGH TO VERY HIGH NEEDS

If your child is assessed as having [high to very high needs](#) and are at school, your child may work with a specialist teacher, teacher aide, speech-language therapist, psychologist, occupational therapist or physiotherapist, learning support advisor, kaitawaenga or Māori advisor, or an adviser who works with deaf children. They may also receive support from Resource Teachers in Learning & Behaviour (RTLB) or Vision, Deaf and Literacy.

NB: Early Intervention is funded separately as is correspondence, school transport and equipment.

ONGOING RESOURCING SCHEME (ORS)

ORS funding is for children who are unable to access the curriculum as it stands and whose needs are not going to dramatically change over time. The ORS funding is available until the student is 21.

The application for ORS is a difficult process – the application is put in by the school, family and early intervention team. It requires two verifiers to go through the application and it is checked by a third. Where possible, this application should be completed prior to the child starting school.

ORS will provide students with dedicated teacher aide support, a high needs ORS student gets

15 hours of teacher aide support over a 30-hour week (refer to tips for more advice).

Read about [the Ongoing Resourcing Scheme](#) and [Welcome to the Ongoing Resourcing Scheme](#).

If you are unhappy with the decision for ORS funding, you can make a request for reconsideration; this must be made in writing to the Secretary for Education within one month of the decision or direction the parent does not agree with. This is subject to the formal process under [Section 10 of the Education Act](#). You can contact [Youthlaw](#) for support to lodge an appeal.



- It's useful to sit down with the school and the MOE and work out how the other 15 hours are going to get covered, especially if your child is likely to be lost without a teacher aide.
- If you can get a schedule of specialist visits (including music therapy) that can take care of a few hours.
- Some schools use the SEG grant to pay for further teacher aide hours when 15 hours is not enough. However, this can mean that the students with low-moderate needs miss out. It may also mean that there is less money to pay for programmes or improve teacher knowledge on specific learning disabilities such as dyslexia.
- Sometimes it is possible for parents to challenge the allocation of teacher aide hours individually, via Youthlaw, this requires a lot of effort and does not change the system.
- There are several parent-professional movements campaigning for better funding for students with learning needs: [Education For All](#), [Inclusive Education Action Group](#), [New Zealand Educational Institute](#), etc.

[Severe Behaviour Service](#) – a team of specialists who schools can call in to help if your child is experiencing severe behaviour difficulties and have needs above and beyond the school's capabilities. For students in years 1 – 10.

[School High Health Needs Fund \(SHHNF\) and Regional Health School](#) – the MOE can provide support so that your child can continue his or her education if they are unable to attend school or have a serious medical condition. The SHHNF funds teacher aides and the Regional Health Schools provides the teacher. Your child may be supported by both. For the SHHNF application, you will need to provide up to date medical information from your child's specialist and this funding is reviewed annually.

The Regional Health School is available for students in years 0 – 13. The Regional Health School can be accessed after

two weeks out of school and they will come and work with the child at home – they may liaise with the child's school/teacher for information and reports.

[Physical Disability Service](#) – provides physiotherapists and occupational therapists to work with your child at school or kura so they can participate and learn alongside their peers.

[Communication Service](#) – offers support to children who have difficulties with speaking, listening and understanding language. A speech language therapist will assess your child's communication skills to work out what they need.

[Intensive Wraparound Service](#) – the Intensive Wraparound Service (IWS) is for the small number of students who have behaviour, social and/or learning needs that are highly complex and challenging and require support at school, at home and in the community.

MODERATE NEEDS TO HIGH NEEDS

Supplementary Learning Support (SLS) is given to those who just miss out on ORS. If your child is assessed as having **moderate to high needs**, you will be eligible for:

[Resource Teacher: Learning and Behaviour](#) – works with teachers and schools to find solutions to support students in year 1 – 10 with learning and/or behaviour difficulties. RTLB's work with teachers rather than specific children and they tend to work in clusters of 4 – 5 schools. There are also Resource Teachers for Vision, Deaf and Literacy.

Learning Support Grant (was the Special Education Grant) - if your child is not eligible for ORS, speak to the school about the Learning Support Grant. Schools can use this grant to support students with learning needs who may or may not get other support or funding, this can be used to provide resources, teacher training, teacher aides, RTLB and other specialists. All schools get a Special Education Grant which is attached to the school, not a child.

Regional Health Schools (as described above).

Communication Service (as described above).

MILD NEEDS

If your child is assessed as having mild needs, they can get support from the Learning Support Grant. Talk to the school and teacher about what support is available.

CAN I GET HELP WITH TRANSPORT COSTS & EQUIPMENT?

[Specialised School Transport Assistance \(SESTA\)](#) is for students who have learning support needs and may have difficulty getting to the school (due to mobility or safety reasons). How much help they get is based on their needs and the nearest school that can meet their needs. Your child must be aged between 5 and 21 years. If your child is eligible for SESTA, you can apply for a School Transport and Equipment Grant (it can also pay for equipment used for trips to and from school). The school or kura is responsible for making changes to the [school building/s](#) to enable your child to safely get around.

ACCIDENT COMPENSATION CORPORATION (ACC)

ACC is responsible for any injury-related needs your child may have that could impact on learning, attending and participating at school.

Some examples are:

- assistive technology and equipment your child may need ie. writing aids, a note taker, a computer or laptop, and FM sound systems.
- Education Support Workers and Teacher Aides

- equipment to assist with an everyday need, for example, a standing frame or a hoist.

Eligibility for ACC support at school is determined by either:

- a Support Needs Assessment, or
- an Education-Based Rehabilitation Assessment.

Refer to [ACC Education Support](#) for more information.

TEACHER AIDES

A [Teacher Aide](#) helps a full-time teacher with many of their responsibilities. Also known as a Teaching Assistant (TA), these individuals work with the teacher to help with administrative and non-administrative responsibilities. They spend most of their day helping in the classroom in whatever capacity the teacher requires.



- The Teacher Aide and the teacher should be working together to support your child.
- The Teacher Aide is an aide to the teacher and is often thought of as the one-to-one support for the child. Each year check how the hours will be used by the Teacher Aide and how this will assist the teacher to create lesson plans for your child. Is the resource being used in the best way?
- The teacher should be devising lesson plans and should know your child as well as the Teacher Aide.
- Teacher Aides are often other mothers at the school. Confidentiality is vital and the Principal should discuss this with each Teacher Aide.
- If you are unhappy with the Teacher Aide, this is an employment issue as they are employed by the school. Discuss this with senior management.
- Ask if you can take part in the recruitment of a new Teacher Aide.
- The relationship your child has with the Teacher Aide is an important one – your child should get on with the Teacher Aide.
- There are benefits to having a range of people work with your child and not just the Teacher Aide/s. If a child becomes attached to a Teacher Aide, it may be harder for your child to connect or make friends with other people.
- There should be a resource area for professionals to store resources for those students with learning support needs.



13–END OF SCHOOL

GOING TO SECONDARY SCHOOL

In many situations, the support your child receives at primary and intermediate school remains the same and will carry over. The only significant change is that the people supporting your young adult and the way they work may change at secondary school.

It is important to talk to the SENCO about supporting your child with the school day. There will be a home room and a variety of subject teachers and your young adult may need help in navigating this new system. A plan needs to be put in place. All the teachers will need to be briefed on this plan.

The tips described earlier in ‘How can I help my child transition to school?’ also relate to this section. Start planning the transition to secondary school 12 – 18 months ahead of time.

Check out the Ministry’s [“Going to Secondary School”](#) booklet which provides general information about transitioning to secondary school, what to look for in a secondary school, and the support available, etc.

At 16, the young adult will have their last ORS review and the funding then does not change until the end of school. Be aware of any changes made to funding at this stage.

Students can exit school from the age of 16 – with many students with learning needs staying at school until 18. An ORS funded

student can stay at school until they are 21; however, many students leave before 21.

INDIVIDUAL TRANSITION PLANS (ITP) & TRANSITION OPTIONS

An Individual Transition Plan (ITP), which is also referred to as a Career Plan, sits alongside your child’s Individual Education Plan (IEP) by the time they’re 14. These plans focus on what your young adult wants to do after they leave school and the steps and support they need to get there. The school has a responsibility to ensure the curriculum reflects the ITP goals.

It’s important the student starts to explore the options available for them as early as possible. The school can add activities into the classroom programme that will set your son or daughter up for life outside of school.

The ITP may look at a variety of topics, such as:

- Life Skills
- Work Experience and Employment options
- Community Involvement (ie. recreation and leisure)
- Tertiary Education
- Gateway & Star Programme.

Get the school’s career advisor involved as soon as a Transition Plan is being developed. They can provide advice on subject choices. [Careers New Zealand](#) has useful information to help your son or daughter work out their subject choices.

TEACHER AIDE AS A JOB COACH

You can be creative with the resources you have available; the Teacher Aide can be used as a Job Coach. If the Teacher Aide is used in this way, ensure they have the skills to be able to provide this support.

The Teacher Aide may be able to work with your son or daughter to develop visual schedules, social skills, work ethics and life skills (ie. learning to use public transport).

LIFE SKILLS PROGRAMMES

Most Life Skills Programmes start at the age of 16, check out if the school your son or daughter will be attending has a Life Skills Programme and what they can offer? Programmes are tailored to the individual and their IEP goals or career goals. Such topics can include money handling, meal preparation, cooking, managing household activities, travelling independently and so forth.

If the school you attend does not have a Life Skills Programme, you may be able to transfer to another programme in your area.

GATEWAY

[Gateway](#) is a work-based learning programme, which gives opportunities for students to explore the career pathway of their choice, and at the same time work towards gaining their NCEA qualifications.

It is an initiative developed and supported by the Tertiary Education Commission (TEC), and builds on existing partnerships between the school, Industry Training Organisations (ITPs) and employers.

The purpose of Gateway is to enable schools to provide senior students (years 11–13+) with opportunities to access structured workplace learning that has:

- a formalised learning arrangement set in the workplace
- specified knowledge and skills that a student will attain
- specified assessment methods (workplace learning).

The Tertiary Education Commission (TEC) provides Gateway funding to meet the costs state secondary schools, state-integrated secondary schools, or Partnership Schools|Kura Hourua incur in arranging and managing workplace learning, including assessment.

STAR (SECONDARY TERTIARY ALIGNMENT RESOURCE)

STAR stands for [Secondary Tertiary Alignment Resource](#).

It is additional operational grant funding that is provided to all schools funded by the government with Year 11–13 students.

Schools are given a certain amount of funding for STAR, so the programme and what courses are offered can vary. As with the other components of operational grant funding, schools have discretion about how they use STAR funding. However, it is expected that

schools use it to provide students with the range of learning experiences needed to support their engagement and achievement and successful transition to further study and employment.

With STAR students can:

- try out tertiary education while still at school
- get practical, hands-on, work-based experience
- try out a possible career, so that they can decide if it's something they want to do in the future.

SUPPORTED LIVING PAYMENT

The student is eligible for a [Supported Living Payment](#) (SLP) from age 16 from Work and Income. SLP is assistance for people who have, or are caring for someone with, a health condition, injury or disability.

For some people, they will need to appoint an [agent](#). It is useful to know that each person can have two agents. An agent is a person who may act on their behalf. For example, to apply for financial assistance, update personal details or receive mail.

EXAMS

If your son or daughter is not taking part in exams, find out what they do for students with learning support needs and if they can attend school until the end of the year with teacher support/supervision.

STAND-DOWNS, SUSPENSIONS, EXCLUSIONS AND EXPULSIONS

While this has been put into the secondary school section, this can happen at any stage of school life.

The [IHC Advocacy Toolkit](#) has some great advice for parents on this topic and there are clearly defined processes that schools must adhere to, refer to the [Ministry of Education Guidelines](#).

MINISTRY OF DEVELOPMENT (MSD) FUNDED TRANSITION SERVICE

Another option in a student's final year of school (for ORS funded students) is a MSD funded Transition Service. These services focus on the uninterrupted movement of students in their last year of school into post-school education, employment and/or community services and activities. The purpose of this service is to ensure there is a co-ordinated plan in place to assist the student to achieve his or her post-school goals.

The criteria for students applying for the MSD funded Transition Programme are:

- must have current High or Very High Needs ORS funding
- must be in their last year of school or tertiary education
- must be aged between 16 – 21 years of age.

MSD funded Transition Programme details:

- services are for 1 year whilst the student remains in school
- enrolments begin in the last half of the school year, before the student's final year.

If you want to find out about Transition Services in your area, contact a MSD Contracts Advisor and discuss this option with them (contacts listed are current as of December 2017).

If you want to find out about Transition Services in your area, contact the National Manager Contracts for the Ministry of Social Development, who can put you in touch with the right Contracts Advisor for your local area. Contact Claire Stearne (National Manager Contracts – MSD) on (04) 916 3224 or Claire.Stearne001@msd.govt.nz.

NB: Some Trusts do work with students who do not have High or Very High Needs ORS funding; however, this is usually dependent on funding from other philanthropic trusts.

PREPARING TO LEAVE SECONDARY SCHOOL ...

Refer to the MOE's '[Preparing to leave school](#)' for more information about the support available for moving into tertiary education, employment, and living in the community.

Click here for information on further [Education and Training Options](#).

AFTER LEAVING SCHOOL

Hopefully by the time your son or daughter leaves school they will have a clear idea of what they want to do, be it employment, tertiary education or meaningful participation in community activities.

The NZDSN ([New Zealand Disability Support Network](#))

is a member network of disability support services and providers and you can search their database for services by region and disability. You may also want to contact [Workbridge](#) or a Supported Employment Service for employment support. Workbridge administers the [Job Support funding](#) and the [Training Support funding](#). They may also be eligible for programmes such as the [Mainstream Employment Programme](#) (funded by MSD).

FUNDING FOR STUDENTS WITH HIGH ORS VERIFICATION POST SCHOOLING

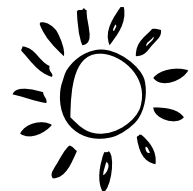
High ORS funding for students ceases when they transition from school. Funding for these young people is provided through a number of MSD contracts depending upon post school pathways.

FUNDING FOR STUDENTS WITH VERY HIGH ORS VERIFICATION POST SCHOOLING

Students who have Very High ORS verification may qualify for individual funding from the Ministry of Social Development (MSD) when they leave school through a contracted service. MSD will contact you directly about this.

ABBREVIATIONS

LSO	Learning Support Office (was Special Education Office)
ACC	Accident Compensation Corporation
AODC	Advisers on deaf children
COL	Community of Learning
DHB	District Health Board
ECE	Early Childhood Education
EIS	Early Intervention Service
IEP	Individual Education Plan (planning tool once attending school)
IP	Individual Plan (pre-school planning tool)
ITP	Individual Transition Plan
IWS	Intensive Wraparound Service
LSA	Learning Support Advisor
LSG	Learning Support Grant (was the SEG – Special Education Grant)
MOE	Ministry of Education
MSD	Ministry of Social Development
OTs	Occupational Therapists
ORS	Ongoing Resource Scheme
PTs	Physiotherapists
RTLB	Resource Teachers: Learning & Behaviour (also Vision, Deaf & Literacy)
SENCO	Learning Support Needs Coordinator (was the Special Education Needs Co-ordinator)
SESTA	Specialised School Transport Assistance
SHNNF	School High Health Needs Fund
SLP	Supported Living Payment
SLS	Supplementary Learning Support
SLTs	Speech-Language Therapists
TA	Teacher Aide
TOPs	Training Opportunities Programmes



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