

Hi there to everyone

Please find below some pieces I have pulled off the Government Special Needs web page, which hopefully will answer some of your questions.

NB: red highlights are my highlights and blue writing is my opinion.

If there are other issues that you would like clarified then please don't hesitate to e-mail me at rammells@xtra.co.nz.

I look forward to hearing from you.

Take care

Fiona

When is the right time to apply to ORRS?

For young children, the application is best completed 3 to 4 months before your child goes to school. For school aged students, an application can be made at any time.

Who makes an application for my child?

An application is a team effort. You are an important member of this team because of your detailed knowledge about your child. The team may include early childhood teachers, early intervention teachers, specialists, class teachers, therapists, health professionals and others who know your child well. The team should work together to provide information about your child's special education needs.

Am I responsible for filling in the form?

No - you are part of your child's team, but an educator takes responsibility for completing the form.

For children in early intervention programmes, the **early intervention keyworker** completes the form using information from everyone involved in your child's programme.

THE RATES FOR ORRS FUNDED CHILDREN:

For **2007** the funding rates are

Level of Verification (Ongoing or Reviewable)	Rate per annum (GST incl)
Very High	\$16,231.17 incl \$535.60 for consumables
High	\$9,414.10 incl \$267.80 for consumables

2. Additional teacher time

The MoE pays **additional teacher time** to schools for each student in the Schemes. The amount of time depends on the student's High or Very High needs.

Level of Verification (Ongoing or Reviewable)	Full Time Teacher Equivalent (FTTE)
Very High	0.2 FTTE or one day per week
High	0.1 FTTE or half a day per week

NB: There is an ability for the area managers to use a system called “unders and overs” to balance their funds. However, and I will endeavour to get this confirmed for you, if your child requires the funding, otherwise they are not able to attend school, then by rights they should have the funding.

To highlight this point, please refer to the special education principles as listed below:

SPECIAL EDUCATION PRINCIPLES

- 1 Young children and students with special education needs have the same rights to a high quality education as people of the same age who do not have special education needs.**

This principle will be visible in practice when:

- 1.1 Young children and students with special education needs have access to the same range of age-appropriate education settings as other young children and students
- 1.2 There is recognition of the legal right of young children and students with special education needs to enrol and attend school on the same basis as all other young children and students
(This means a full school day.)
- 1.3 Early childhood education services and schools provide a supportive climate which meets the individual educational needs of all young children and students
- 1.4 Central agencies, early childhood education services and schools accept and value all young children and students
- 1.5 Educators have the skills and confidence to assist young children and students who have a broad range of needs and abilities
- 1.6 Early childhood education services and schools provide education of the highest quality to all young children and students enrolled
- 1.7 Early childhood education centres and schools are progressively upgraded to provide physical access
- 1.8 Transport assistance is provided between the home and education setting where a need is clearly established
- 1.9 The rights of young children and students with special education needs and their families/whānau to confidentiality and other protections afforded by the Privacy Act 1993 are respected.

- 2 The primary focus of special education is to meet the individual learning and developmental needs of the young child and student.**

This principle will be visible in practice when:

- 2.1 Services are available to ensure the earliest possible identification of and support for young children and students with special education needs

- 2.2 The Individual Education Programme (IEP), which occurs within the context of the family/whānau , education setting and community, is the basis of programmes for young children and students with special education needs
- 2.3 Early childhood education services, schools, providers of teacher education and central agencies provide training for teachers to meet the educational needs of all their young children and students
- 2.4 Professional development for regular and special educators, teacher aides and boards of trustees is provided
- 2.5 **Specialist support** and advisory services are **nationally available** to individuals, families/whānau , early childhood education services and schools
- 2.6 All young **children** and students **achieve** to their **full potential**
(And if the full funding is not in place, how can this ever be achieved?)
- 2.7 Schools and early childhood education services **adapt programmes** so that young children and **students** with special education needs are **included**
- 2.8 The curriculum is inclusive of the educational needs, experiences, interests and values of all students.

3 All young children and students with identified special education needs have access to a fair share of the available special education resources.

This principle will be visible in practice when:

- 3.1 National special education resources are **distributed fairly** to meet identified special education needs wherever the young child or student is educated
- 3.2 **Decisions** on individual resource **needs** are based on **valid, fair** and culturally appropriate assessment practices
- 3.3 Resources are retained in special schools and units while supported by enrolments
- 3.4 Any special education resources released by reorganisation are retained for special education purposes
- 3.5 Regular reviews of all special education resources are undertaken to ensure that resource needs and resource allocation are well matched
- 3.6 Schools and early childhood education services are aware of the available resources and support services, and use them when required.

4 Partnership between students' families/whānau and education providers is essential in overcoming barriers to learning.

This principle will be visible in practice when:

- 4.1 Information about the barriers to learning and the provision of resources is shared between families/whānau and education providers
- 4.2 Full information is provided to families/whānau to enable them to make sound education choices and to participate fully in the enrolment, assessment, planning, programming, placement and monitoring of the young child or student's progress
- 4.3 Both education providers and families/whānau share in the responsibility for ensuring maximum benefit from the resource
- 4.4 Families/whānau are able to have placement and other decisions reviewed
- 4.5 Families/whānau may choose to be supported by an advocate in assessment, planning, placement, review and appeal processes
- 4.6 Schools and early childhood education services consult with families/whānau of young children and students with special education needs when recruiting and appointing special education staff.

5 All special education resources are used in the most effective and efficient way possible, taking into account parent choice and the needs of the young child or student.

This principle will be visible in practice when:

- 5.1 Education providers are accountable for efficient and effective use of resources
- 5.2 The various providers of special education services co-ordinate their services effectively
- 5.3 Services for special education are co-ordinated with regular education and with services provided by health and welfare agencies at national and local levels
- 5.4 Criteria for individual special education resource entitlements are consistent and transparent
- 5.5 Decisions, wherever possible, are made collaboratively by those closest to a student.

6 Young children and students with special education needs will have access to a seamless education from the time that their needs are identified through to post-school options.

This principle will be visible in practice when:

- 7.1 Admission and transition procedures enable young children and students to move successfully from one education setting to another, or to a workplace.

The guidelines will assist early childhood education services and schools to achieve the following National Education Goals which form part of the National Education Guidelines:

- 1 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals and to develop the values needed to become full members of New Zealand's society.
- 2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
- 3 A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

Definition

Special education means the provision of extra assistance, adapted programmes or learning environments, specialised equipment or materials to support young children and school students with accessing the curriculum in a range of settings.

Resolving differences in views

Some families will be well satisfied with the services their children are receiving. Other families may not be satisfied. There may be differences of opinion about a student's needs and the adequacy of their resources, service levels, programming, staff actions or management decisions.

Where there is open communication between all parties - parents or caregivers, teachers, specialists and Specialist Service Provider - most differences can be resolved, particularly if the IEP process is working well.

Where differences cannot be resolved, a Ministry of Education Facilitator can be brought in. Facilitators can be contacted through your local Ministry of Education management centre office.

Sometimes a student's IEP team will decide that the solution to a particular difficulty lies in getting more resources through seeking a review of the student's verification in ORRS from High to Very High.

It is important that any such review is based on significant changes in the student's circumstances and the subsequent need for greater input from one or more specialists. Reviews that seek a higher level of verification in order simply to gain more teachers' aide time will be unsuccessful.