

NZEI TE RIU ROA

Supporting Students with Additional Needs

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Naumai ki tenei pae tukutuku

Reducing barriers to learning is often complex and demanding work. Getting the right help early can bring great success and avoid significant workload, stress, and frustration. It is to be hoped that this site can help you access that support.

A principal and their school must give regard to National Education Learning Priorities Objective 2 – Barrier-free access – that ‘Great Education opportunities and outcomes are within reach for every learner’. The objective has a particular emphasis in NELP priority 3 - ‘Reduce barriers for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs’.

The purpose of this chapter is to provide you with a list of links to the organisations that are best placed to support you to support children with the most commonly encountered additional needs.

You can get help from:

- Your NZEI Te Riu Roa principal Support Officer (0800 774 624)
- Ministry of Education – see links below
- Your local R.T.L.B. Cluster Lead – [This link will take you to the TKI Site](#) which lists all RTLB Cluster Lead Schools, and their contact details.
- Learning Support Co-ordinators at your own or other schools (where applicable).
- Special Education Needs Co-ordinators (SENCOs) at your own or other schools.

FUNDING

Special Education Grant (SEG)

The SEG is part of your school’s Operations Grant. The amount is quantified in your Resourcing Notice for the year.

While you are likely to commit your SEG Funding expenditure in your annual budget, it may be that you reserve some of this SEG funding for any student who needs support you did not anticipate when putting your budget together, or for a student who arrives at your school during the year and needs additional support.

<p>Ongoing Resourcing Scheme (ORS)</p>	<p>It is best to go straight to the site below because the ORS criteria is quite elaborate. Essentially, to meet ORS criteria, students must have:</p> <ul style="list-style-type: none"> • ongoing extreme or severe difficulty with one or more of the five areas of need, or • ongoing moderate to high difficulty with learning, combined with two other areas of need at a moderate to high level. <p>Ministry of Education Go to https://www.education.govt.nz/school/student-support/special-education/ors/</p>
<p>Interim Response Funding (IRF)</p>	<p>IRF – is for immediate needs, where support has not been set in place from other support streams.</p> <p>Go to https://www.education.govt.nz/school/funding-and-financials/resourcing/interim-response-fund-irf/</p>
<p>School High Health Needs Funding (SHHNF)</p>	<p>To be eligible for SHHNF, a student must meet all three of the following criteria.</p> <ol style="list-style-type: none"> 1. The student has a high health need and needs a support person at school to supervise them, help with physical tasks or respond appropriately in a crisis situation. 2. The support is essential to allow the student to access their usual educational environments and is expected to maintain or improve the student's attendance at school and their ability to self-manage their condition. 3. The student has a high health need of such intensity, frequency and duration, that support is needed to: <ul style="list-style-type: none"> • reduce severe effects on personal physical health • prevent accidents or injury to the student • reduce the risk of infection. <p>Examples of conditions that may be funded from the SHHNF:</p> <ul style="list-style-type: none"> • Incontinence; • Type 1 Diabetes; • Severe Allergies; • Epilepsy; • Cancer. <p>For further information on SHHNF</p> <p>To apply for SHHNF</p>

SUPPORT FROM MINISTRY OF EDUCATION FUNDED SERVICES

<p>Ministry of Education Learning Support staff</p>	<p>Follow this link to find out about the range of support the Ministry offers. It is a useful site for accessing an overview Learning Support provision across NZ.</p> <p>Each regional office of the Ministry employs a range of learning support specialist staff who can be accessed by schools to provide specialist support via this link.</p> <p>These specialists are:</p> <ul style="list-style-type: none"> • Special Education Advisors • Kaitakawaenga • Educational Psychologists • Advisors on Deaf Children • Speech Language Therapists • Occupational Therapists • Physiotherapists • Early Intervention Teachers • Behaviour Support Workers • Communication Support Workers <p>This link provides useful information on the direction MOE is taking in learning support and includes a focus on student well-being.</p>
<p>Resource Teachers Learning and Behaviour (RTLB)</p>	<p>You will need to know: Which RTLB Cluster covers your school? Who is the Cluster Manager and what is her/his contact number? Who is the RTLB Cluster’s Lead Principal Who is your liaison RTLB?</p> <p>Meet with your RTLB Cluster Manager, and check: How does this Cluster work? How does my school make contact? What does the Cluster Manager require of my school? Who are the key personnel in the Cluster? What do I need to provide when applying for support?</p> <p>Link to TKI RTLB Site <i>Be aware that each Cluster works slightly differently.</i></p>
<p>Positive Behaviour for Learning (PB4L)</p>	<p>Positive Behaviour for Learning initiatives help parents, whānau, teachers, early childhood centres and schools to address problem behaviour, improve children's well-being and increase educational achievement.</p> <p>By strengthening relationships and creating more positive home and school environments, PB4L removes barriers to engagement and improves students' chances to achieve at school and beyond.</p>

	<p>PB4L is a long-term, systematic approach involving whole-school change initiatives, targeted group programmes and individual student support services.</p> <p>Go to https://pb4l.tki.org.nz/</p>
Behaviour Team at MOE	<p>The Behaviour Support service is for students in Years 1-10 who behave in a way that:</p> <ul style="list-style-type: none"> • significantly affects their learning • risks their safety or the safety of other people • gets in the way of positive relationships with other people. <p>Support can be requested by contacting your local Ministry office.</p>
EXTERNAL AGENCIES	
Oranga Tamariki	<p>Go to: https://www.orangatamariki.govt.nz/</p> <p>If you are worried about the well-being/safety of a child, click on “Worried about a child?”</p> <p>Go to the menu at top right for information about the services Oranga Tamariki can provide.</p>
Intellectually Handicapped Children Society	<p>About IHC Advocacy</p> <p>The IHC Advocacy Team supports all people with intellectual disabilities. You do not have to be using one of their services or be an IHC member to access advocacy support.</p> <p>Contact the IHC Advocacy Team, they can provide:</p> <ul style="list-style-type: none"> • information and advice on the rights and entitlements of those with an intellectual disability • guidance on dealing with services and agencies such as schools, health professionals and government agencies • guidance to people with intellectual disabilities to become self-advocates. <p>Or call IHC Advocacy on 0800 442 442 or email: advocacy@ihc.org.nz to find out how IHC can best support you.</p>
Crippled Children Society (CCS)	<p>CCS delivers specific services through their branches nationwide. The availability will vary depending on where you live and many have specific eligibility criteria. They can often offer support that sits ‘outside’ the work that they are funded to deliver. So, get in touch by clicking on your local branch to discuss your specific needs.</p>

Fragile X Syndrome	<p>Phone toll-free on 0508 938 0552</p> <p>Go to https://fragilex.org.nz/</p>
Autism	<p>Autism is currently estimated to be present in 1 in 54 people*. It is not a mental illness, but a neurological difference - one of many variations of neurodiversity.</p> <p>Go to https://autismnz.org.nz/</p> <p>Every autistic person is unique, with a wide range of skills, qualities, interests and personality styles. As the saying goes, “if you have met one autistic person, you have met one autistic person.” The level of support required is also highly individual. This heterogeneity is due to the fact that autism is not a single condition but a cluster of underlying neurological differences that are present in varying combinations in each person. The behaviour and needs related to these differences share common themes but manifest in different ways for each person.</p> <p>Autism is considered an invisible disability since challenges and difficulties are often not immediately apparent. There are no visible physical markers. The cognitive differences associated with autism may also contribute to specific skills such as superior visual memory, attention to detail, and pattern recognition.</p> <p>Autism NZ - Freephone 0800 AUTISM (288 476) or call +64 4 803 3501, info@autismnz.org.nz</p>
Asperger’s Syndrome	<p>Prior to the 5th edition of the Diagnostic and Statistical Manual (DSM-5)*, Asperger’s Syndrome was considered separate from autism. It was diagnosed when the person met the criteria for autism but had no language delay in childhood.</p> <p>See Details</p> <p>Under the new DSM-5* criteria, people who were previously diagnosed with Asperger’s may now be diagnosed with autism with a severity level of 1 (level 1 means “requiring support”, whereas level 3 means “requiring very substantial support”).</p> <p>This does not mean that the term “Asperger’s” needs to be dropped from our vocabulary. In fact, many people who were initially diagnosed with Asperger’s prefer to continue referring to themselves as “having Asperger’s”.</p> <p>Go to https://autismnz.org.nz/</p>

<p>Diabetes</p>	<p>Diabetes is a chronic disease that occurs when the pancreas is no longer able to make insulin, or when the body cannot make good use of the insulin it produces. Insulin is a hormone made by the pancreas, that acts like a key to let glucose from the food we eat pass from the blood stream into the cells in the body to produce energy. All carbohydrate foods are broken down into glucose in the blood. Insulin helps glucose get into the cells.</p> <p>Not being able to produce insulin or use it effectively leads to raised glucose levels in the blood (known as hyperglycaemia). Over the long-term high glucose levels are associated with damage to the body and failure of various organs and tissues.</p> <p>DIABETES NEW ZEALAND, Phone: +64 4 499 7145 Go to https://www.diabetes.org.nz/</p>
<p>Dyslexia</p>	<p>Dyslexia affects an estimated one in ten New Zealanders, including 70,000 schoolchildren. Information about dyslexia can be found at: https://www.dyslexiafoundation.org.nz</p> <p>Recognising dyslexia</p> <p>While dyslexia may present differently with each child, there are some common “tells” which teachers should be encouraged to recognise:</p> <p>A dyslexic child may:</p> <ul style="list-style-type: none"> ▪ appear bright and highly intelligent and yet may not be achieving well academically; ▪ have poor self-esteem and hide or cover up weaknesses with ingenious compensatory strategies; ▪ be easily frustrated and emotional about school reading or writing exercises; ▪ seem to “zone out” or daydream often; ▪ have difficulty sustaining attention and seem “hyper” or be a “daydreamer”; ▪ learns best through hands-on experience, demonstrations, experimentation, observation, and visual aids; ▪ complain of dizziness, headaches or stomach aches while reading; ▪ be confused by letters, numbers, words, sequences, or verbal explanations; ▪ in their reading or writing, show repetitions, additions, transpositions, omissions, substitutions, and reversals in letters, numbers and/or words;

	<ul style="list-style-type: none"> ▪ complain of feeling or seeing non-existent movement while reading, writing, or copying; ▪ seem to have difficulty with vision, yet eye exams have not revealed a problem; ▪ read and rereads with little comprehension; ▪ spell phonetically and inconsistently; ▪ have difficulty putting thoughts into words; speak in halting phrases; leave sentences incomplete; stutter under stress; mispronounce long words, or transpose phrases, words, and syllables when speaking; ▪ have difficulty telling time, managing time, learning sequenced information or tasks, or being on time; ▪ in maths lessons, show dependence on finger counting and other tricks; ▪ be able to count, but have difficulty counting objects and dealing with money. <p>For information on effective teaching for children with dyslexia</p>
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HEARING AND VISION IMPAIRED

Every child's needs and circumstances are unique so the supports provided may differ for each child and young person depending on their needs, age and circumstances.

The support focuses on building the confidence and capability of family and whānau and teachers to support the child. The support is based around a single plan for each child or young person to achieve their learning goals and includes flexibility to respond to individual needs.

<p>Hearing Impaired</p>	<p>MOE support and advice is available through: https://www.education.govt.nz/school/student-support/special-education/supporting-children-who-are-deaf-and-hard-of-hearing/</p> <p>Ko Taku Reo is the national school for deaf and hard of hearing students. It has been established through the merger of the Kelston and Van Asch Deaf Education Centres. info@kotakureo.school.nz 0800 332 369</p> <p>Deaf Aotearoa General enquiries and feedback: hello@deaf.org.nz Phone: 0800 33 23 22</p>
<p>Visually impaired</p>	<p>For information on the support available for children with a vision impairment, go to https://www.blennz.school.nz/</p> <p>0800 BLENZ (0800 253 669) info@blennz.school.nz</p>