

Success for All – Every School, Every Child

Aggregating sensory resources

Key messages from 29 June 2011

All three sensory schools and the Ministry were represented at the meeting.

Staff from the three sensory schools reported on their visits to enrolling schools of the ORS sensory students since the last Project Team meeting. Visits will largely be completed to all schools by the end of term, except where a student will be moving to a new school in 2012.

Feedback from the enrolling schools shows that they are supportive of the decision not to change the teacher aide resource in 2012 while the .1 and .2 additional teacher resource is being changed.

Some enrolling schools will have resource teachers from the sensory schools in 2012 and some will continue with the additional teacher model they are currently using.

There is interest from enrolling schools in having Partnership Agreements detailing responsibilities of all parties including specialist services providers, the sensory schools and school based provision. Such things as involvement in IEPs, collection of assessment and achievement information, support for classroom teachers and for students as well as professional learning and development opportunities could be specified.

Although there were issues related to existing established arrangements for some students and in some schools, generally enrolling schools were able to see advantages in the aggregation of the .1 and .2 teacher resource.

The Principals from the team met with national education stakeholder representatives to update them on progress with the Aggregation of Sensory Resources Project and visits to enrolling schools.

Changes required to the current internal Ministry processes for Resourcing and IT processes were discussed and will be ready for the beginning of 2012 so that the ORS staffing entitlement can be directed to the sensory schools rather than the enrolling schools.

Ministry, Special Education staff contributed information to update lists of sensory ORS students and final lists will be available at the end of July.

Further discussion took place with Property Group on regional property for RTDs and the Visual Resources Centres in need of upgrades, extensions or relocation.

The next project management team meeting is scheduled for 24 August 2011.

Background to Aggregating Sensory Resources

This policy initiative is the result of:

- feedback to the Review of Special Education discussion document. The majority of the feedback came from parents. Educational staff, advocacy and interest groups also contributed.
- the need to get a more flexible and responsive service which meets the individual needs of children with sensory impairments
- the Ministry of Education working with the sensory schools over time. In particular, this initiative follows on from the work of sensory schools to match student need with specialist teacher capacity.

Benefits of policy initiative for children

- allows for more flexibility in how and what resources are provided
- allows for redefinition of types of workforces to most appropriately meet student need
- will strengthen relationships between sensory schools and regular schools which have children with a sensory impairment on their rolls
- will allow for more direct access to specialist teachers
- supports specialist teachers to manage workloads efficiently to meet the needs of individual students
- allows opportunity to strengthen and build professional development of those working around children with sensory impairments
- contributes to lifting confidence of schools through providing better training and understanding
- will increase access to a wider range of services by families
- strengthen collaborative approach of the team to supporting the learning needs of individual children.

Contacts

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