

Success for All – Every School, Every Child Aggregating sensory resources

Key messages from 31 May 2011

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

A staged and managed process for the aggregation of resources to the three sensory schools has been planned.

The Ongoing Resourcing Scheme's (ORS) specialist 0.1 and 0.2 teacher resource will be provided to the three sensory schools from 2012 for the 420 ORS students verified as Deaf or with a significant hearing impairment and for the 250 ORS students who are verified as blind or who have low vision as their primary significant educational need.

There are also about 500 ORS verified students who are blind or have low vision and also have other significant disabilities. Resourcing will not be aggregated for this group of students and BLENNZ will develop support arrangements through transfer of staffing arrangements with enrolling schools where appropriate.

For students enrolled at special schools the 0.1 or 0.2 teacher resource will not be aggregated or will be transferred back as agreed between the schools.

There will be no change to the teacher aide allocation process for these students for 2012. Teacher aide will continue to be allocated by the Ministry of Education and other fund holders.

Specialist services will continue to be provided by Ministry, Special Education and other fund holders and the sensory schools will develop partnerships with the specialist services providers in the provision of services to students and enrolling schools.

Opportunities for flexible arrangements to be piloted will be identified and developed.

Staff from the sensory schools have begun to have meetings with enrolling schools and these will continue over term two and perhaps into term three. Arrangements for 2012 for each school and each student will be agreed by the end of term three.

Increased funding for the training of Resource Teachers Vision and Resource Teacher Deaf have been made possible in Budget 2011. Training will be increased for the training intakes in 2012 and 2013. The courses are part-time for two years.

For information about applying for study awards and the courses available go to :www.minedu.govt.nz/sestudyawards

The next project management team meeting is scheduled for 29 June 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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