

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

### **Key messages from 4 October 2011**

Staff from the three sensory schools updated their estimates for full-time equivalent positions for 2012 resulting from the aggregation of the ORS 0.1 and 0.2 special education teacher staffing entitlement. As students leave their current schools at the end of the year and new verifications are made, the numbers and placement of the Resource Teachers will be updated.

The sensory schools are advertising for Resource Teachers to fill the new positions.

There has been a great response for study award applications for both Teachers of Deaf and Teachers of Vision courses. Numbers, ability and geographic spread of candidates has been pleasing. Nine awards have been confirmed for the vision course and 27 for the deaf course so far. There will be another round of applications sought and these will close on November 3. Thanks to every one who spread the word and please let anyone else with an interest in the education of students who are Deaf and hearing impaired, or Blind and low vision know to apply by November 3.

Property issues; both the needs for upgrading and extension of physical sites and the agreements with host schools was progressed and follow up with Property teams in national office will continue.

Senior staff from the DEC's and BLENNZ have made contact with Ministry of Education, Special Education service managers in most Districts to ensure local arrangements are in place to manage any concerns as we go into the transition for aggregation in 2012. Follow up for other Districts will be done in early term 4.

Discussion on how to collect and collate achievement measures for all students with sensory impairments and what measures we can collect to show the effect of aggregation continued and will be a focus for the November meeting.

A letter was sent to all schools with ORS sensory students who will have their staffing aggregated, updating them on progress and plans for 2012 on September 7. The letter went at the same time as the 2012 Staffing and Funding Entitlement Notices to schools which noted that there will be changes in 2012 to the staffing entitlement. The details of the changes will be sent to individual schools in December. Enrolling school's staffing notices in December will show the ORS sensory student by name and the sensory school the staffing will be provided to. A very few schools contacted because of the Staffing and Funding Entitlement Notices and we have reasonable confidence that schools with currently enrolled students have the information about the change for 2012. Where we do not know the new school students

will be attending for 2102, we may find schools not aware of the change. These schools will be followed up as early as possible in 2012.

Separate letters went to private schools explaining the changes that are going to happen for state schools. As private schools do not get staffing entitlement there will be no change for them in 2012. Private schools receive the ORS 0.1 or 0.2 as a cash grant and changes to this and other cash resources ie teacher's aide funding, will be considered in 2012 for change in 2013.

Special Schools also received a letter which gave details of the aggregation process and noting that the sensory schools will discuss with each special school arrangements for 2012 as appropriate.

The next project management team meeting is scheduled for 21 and 22 November 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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