

Education

It's a biggie...

What is the role of Learning Support

- *Learning support refers to the additional support some children and young people need to engage and achieve in education.*
www.education.govt.nz
- To provide specialist advice, guidance and support services not usually available in each school.

The terms they use are still being updated...

LSC	Learning Support Coordinator	Work alongside children with special educational needs and their whanau to ensure learners have access to a broad curriculum and get the most out of their years at school. Previously known as SENCO.
RTLb	Resource Teachers Learning and Behaviour	RTLb are specialist teachers who work across a number of schools to manage the additional learning needs of students in a number of ways including: <ul style="list-style-type: none">• supporting classroom/subject teachers to manage the diversity of students' learning needs in an inclusive environment• supporting teachers and/or schools to implement class or school-wide programmes• working directly with a student or small groups of students.
ORS	Ongoing Resourcing Scheme	May include specialists, additional teachers, teacher aides, and a grant for consumables based on individual need.

RTL

-
- The Ministry of Education calculate RTL funding using the roll and decile of each school in the cluster.
 - Schools are able to request service from RTL to support them with students with learning and behaviour difficulties.
 - Whānau/family can also talk to the classroom teacher about making a request for RTL support.
 - Each cluster (a regional group of RTL) has established its own process for managing requests for support.
 - RTL Year 11-13 Funding (renamed Year 11+ Funding) is now available through Ministry regional offices.

How to access these services

- Pre-school - contact the Ministry of Education Learning Support office closest to you. An early intervention service is available.
- Primary School – talk to your child's teacher or the Learning Support Co-ordinator. If you prefer you can contact the Ministry of Education's local Learning Support office.
- An assessment follows involving you, your child and other family/whanau members. The assessment includes observing your child, looking at how your child learns, and possibly formal assessments.
- Based on the assessment an Individual Education Plan (IEP) is developed.

Initial Informed Consent Discussion Checklist

	XXXX Region	XXXXX District Office	Phone: Fax: www.minedu.govt.nz
--	-------------	-----------------------	--

Child or young person's name:

As a parent/guardian I have had explained to me:

Parent/Legal
Guardian
(Child/Young Person
as appropriate)

Practitioner
checklist

1. The services the Ministry of Education provides and the names and roles of those people who may be working with my child.	<input type="checkbox"/>	<input type="checkbox"/>
2. The assessment and intervention options that may be available for my child, and their purpose.	<input type="checkbox"/>	<input type="checkbox"/>
3. How information about services or any changes will be communicated, including: <ul style="list-style-type: none">• assessment processes• frequency or type of service• the people working with my child	<input type="checkbox"/>	<input type="checkbox"/>
4. The right to decline services offered for my child and the right to withdraw consent to the services at any time.	<input type="checkbox"/>	<input type="checkbox"/>
5. Information storage, including: <ul style="list-style-type: none">• what happens to any records about my child held by the Ministry of Education• the process for accessing information held by the Ministry of Education.	<input type="checkbox"/>	<input type="checkbox"/>
6. The sharing of information with others and the Ministry's Privacy Statement – why the information is needed and who it will be shared with.	<input type="checkbox"/>	<input type="checkbox"/>
7. How to make a complaint about services.	<input type="checkbox"/>	<input type="checkbox"/>

PRIVACY STATEMENT

The Ministry of Education collects personal information about children and young people to support their learning and ensure that effective services are provided. Personal information is also used for quality assurance purposes to improve the quality of services provided, and for associated administrative and accountability purposes. The information is held by the Ministry of Education (PO Box 1616, Wellington) in a national database or sometimes paper files at local Ministry offices. Information may be shared with your child's school or early childhood education provider, but is not shared with other agencies except where necessary for the provision of services, or as authorised or required by law. It is not compulsory for you to provide any personal information but we may not be able to provide the most effective services for our child if you don't. You and your child have rights to request access to and correction of personal information held by the Ministry.

Parent/Legal Guardian (please sign to show that you have understood how services will be provided and personal information used)

Name:

Signed:

Dated:

Practitioner (please sign to show that a discussion has taken place about the above items)

Name:

Signed:

Dated:

Referrals, Consent and Rights

The Education Act 1989 - Section 8, relates to Learning Support. The Act says, "People who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education in state schools as people who do not".

<https://parents.education.govt.nz/assets/Documents/Special-Education/Informed-Consent-Guidelines.pdf>

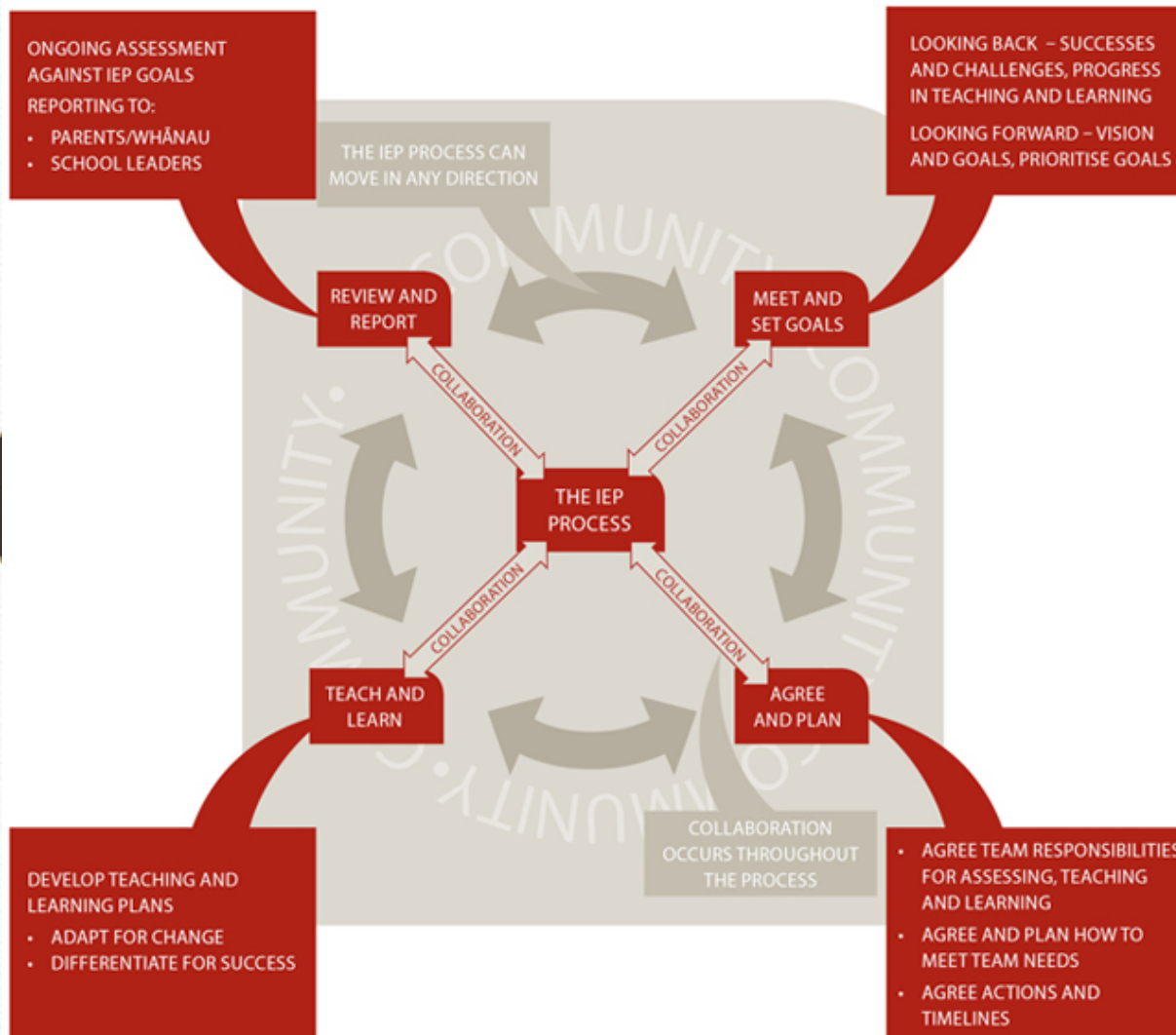
Expectations

- An Individual Plan (IP) is the name of the plan for your very young child before they start school or kura.
- An Individual Education Plan (IEP) is the plan that is developed for your child when they are at school or kura.
- An Individual Transition Plan (ITP), which is also referred to as a Career Plan, sits alongside your child's Individual Education Plan (IEP) by the time they're 14. These plans focus on what your child wants to do after they leave school and the steps and support they need to get there. This can be broad and include information on the support that's available for moving into tertiary education, work, housing options and support, budgeting and support for you as parents.

IEP

Students with learning support needs make progress when those who know them best, plan and work together. Planning includes agreeing the next steps for teaching and learning.

Template for your use available on:
<http://seonline.tki.org.nz/IEP/How-to-succeed/Agree-and-plan>



Useful resources

- <https://parents.education.govt.nz/assets/Documents/Special-Education/TheFamilyWhanauFile.pdf>
- <https://www.education.govt.nz/our-work/changes-in-education/strengthening-learning-support/>
- <https://education.govt.nz/quick-links/special-education/>
- Ministry of Education Learning Support offices
- <http://seonline.tki.org.nz/IEP>