

How students will benefit from *Success for All*

- An additional 1100 students in Ongoing and Reviewable Resourcing Schemes (ORRS).
- 1000 more children aged five to eight years will receive individualised specialist support to support them in their first three years of school; some of these children will be those who have not attended an early childhood centre.
- A more flexible service for students verified for ORRS with sensory impairments. Teaching resources will be allocated to Blind and Low Vision Education Network NZ (BLENNZ) and the two Deaf Education Centres (DECs) meaning students will have more access to specialist teachers, interpreters or notetakers.
- Special schools will be encouraged to provide an outreach service to provide specialist teacher support to children in mainstream settings.

How schools will benefit from *Success for All*

- The New Zealand Teachers Council will require teacher education providers to include a focus on inclusive education in future initial teacher education programmes.
- The Ministry of Education will review existing training programmes for boards of trustees and principals to ensure that they cover expectations and requirements for educating students with special needs.
- The Ministry will include a focus on students with special education needs in current programmes of work such as the Student Achievement Function and Professional Learning and Development contracts.
- The changes already announced for the transformation of Resource Teacher: Learning and Behaviour (RTLB) clusters will mean greater consistency of practice across the country.

How families and whānau will benefit from *Success for All*

- Reduced bureaucracy for children who are clearly eligible for ORRS.
- Assessment will focus on the level of need, rather than the level of disability.

What does a fully inclusive education system look like?

- The 2010 Education Review Office (ERO) report *Including Students with High Needs* indicated that a fully inclusive school has:
 - strong ethical leadership and standards
 - coordinated and informed approaches to including all students
 - innovative and flexible practice.
- The report provides detailed indicators and self-review checklists for schools to use as they build inclusive practices.

What sort of specialist services will be available for students with a sensory impairment?

From 2012:

- ORRS teacher and teacher aide time for students with a sensory impairment will be transferred to BLENNZ and the two DECs for allocation nationally.
- This will mean that they have more flexibility to customise the specialist resource needed by students with sensory impairment.
- This could include more specialist resource teacher time for blind children, notetaker or interpreters for deaf children.
- The Ministry will work with BLENNZ, the DECs and the schools where the students are enrolled over the next year to ensure that students receive a service that best meets their individual needs.

How much money is being spent?

- \$6.4 million per year (\$25.6 million over four years) to give approximately 1000 children aged five to eight years access to individualised additional support.
- \$51 million over four years to extend ORRS by 1100 places (funding approved in Budget 2009).
- Government currently invests approximately \$460 million per annum to support students with special education needs – this includes \$136 million per annum for the ORRS, \$68 million per annum for the Resource Teachers: Learning and Behaviour service and \$37 million per annum for early intervention services.

What changes will there be for special schools?

- Special schools will remain as an important part of the education system to ensure there are choices available for parents.
- They will be encouraged and supported to provide out-reach specialist teaching services to support students with high and very high needs in mainstream schools.
- This recognises the skills of specialist teachers and means more students will benefit from their expertise.
- For some special schools there will be no change because they are already providing out-reach services effectively.

Who will be involved?

- Everyone needs to be involved – boards, principals, teachers, Ministry of Education staff, the disability sector, providers, students and parents – everyone who currently supports students with special education needs.

Further Information

For more detailed information on the changes resulting from the Review of Special Education:

call us on 0800 622 222

see the Questions and Answers on our website:

www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation.aspx

or email us at: se.review@minedu.govt.nz

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