



WE CAN DO BETTER

National Special Needs Survey Report

JUNE 2022

Every child has the right to timely access to the learning support and resources they need in order to flourish

Ko te ahurei o te tamaiti, ārahia ō tātou mahi
Let the uniqueness of the child guide our work



Executive Summary

National Special Needs Survey Report

ANGIE DENT, SABBATICAL REPORT, JUNE 2022

The report summarises the key findings from the National Special Needs Survey, 2022

Introduction

As a Deputy Principal in a Specialist School and coordinator of the local Specialist Teacher Outreach Service, I noticed an increase in discussion and concern around the availability, accessibility, quality and effectiveness of support for students with additional needs in Aotearoa. This led to the question: Are all our ākonga receiving what they need in order to flourish within the current education system?

The purpose of the study was to collect information from mainstream schools relating to the availability, accessibility, quality and effectiveness of services, support and resources in order to identify current strengths and areas for improvement and further investigation.

The report will be shared with all schools and the Ministry of Education to support positive systemic change and will hopefully be considered alongside the Highest Needs Review, with the overarching aim that:

Every child has timely access to the learning support and resources they need in order to flourish.

The Survey and Participants

The survey was sent out to Principals in mainstream schools in Term 1, 2022, requesting completion of the survey by the Principal or SENCO. There were 826 responses which represented a broad demographic range, including all regions, school types, school sizes and deciles. As well as the quantitative data, responses provided further qualitative anecdotal and experiential evidence through the supporting comments.

Presenting the Results

The discussion of findings is structured under the sections/topics listed below and includes:

- Significant data / Key findings
- Discussion of findings including demographic ranges and anomalies
- Supporting comments (in italics)

Sections/Topics

- Funding
- Specialist Teacher Allocation
- Ministry of Education (MoE) Support; Resource Teacher: Learning and Behaviour (RTLB), Specialist Support
- Learning Support Coordinator (LSC) support Specialist Teacher Outreach Service (STOS) support Comparison of Supports
- The Special Education Needs Coordinator (SENCO) role Emotional / Behavioural Wellbeing
- Training and Resources
- The Environment
- Greatest Challenges
- Wishes

Key Findings (Quantitative Data)

- 56% of responses (466) reported having 10% or more students with additional needs on their roll requiring extra support but without additional funding
- 99% of responses reported having students with additional needs on their roll requiring extra support but without additional funding
- Only 21% of responses had a full time SENCO and 6% reported having no SENCO in their kura
- 74% of responses received support from the Ministry of Education
- 94% of these responses received RTLB support in their kura
- Only 44.9% of responses agreed that the service received from the Ministry of Education was effective in supporting their students with additional needs
- 44% of responses had access to LSC support
- 83.6% felt supported by their LSC to enable their school to meet the needs of their students with additional needs
- Only 59% of responses had heard of the Specialist Teacher Outreach Service (STOS) and the service had been accessed by only 39% of responses to support their ORS funded students
- 83.5% of responses felt their staff were well supported by the STOS service to meet the needs of their students with additional needs

- 84% of responses agreed that some students were at significant risk due to emotional and behavioural challenges
- 64% agreed that emotional and behavioural incidents are impacting significantly on the safety and emotional wellbeing of other students
- 58% agreed that emotional and behavioural incidents are impacting significantly on the safety and emotional wellbeing of staff
- 93.5% of responses agreed they would benefit from professional development to adapt the curriculum for learners with additional needs
- 85.7% of responses agreed they would benefit from professional development to support students with emotional and behavioural challenges
- Around half of responses felt that they didn't have access to quality resources to provide equitable learning opportunities for their students with additional needs

- Increased autonomy for schools to manage funding and access supports needed independently
- Specialist support to be more hands-on and working directly with students, kura and whānau
- Increased funding to employ more Teacher Aides and ensure hours meet the actual needs of students across the day
- Increased number of specialists available (Occupational Therapists, Physiotherapists and especially Speech & Language Therapists and Psychologists) to ensure equity for students in all regions and school types so students can have individual needs met in a timely and effective way
- Moderation of equity and consistency of Ministry of Education support across regions, school types and age ranges and ensure Ministry specialists have the level of knowledge, expertise and experience required to meet needs of students with whom they are working
- A funded SENCO position in all mainstream schools, relevant to need and size
- Moderation of the specialist teacher component - Are all students accessing their entitlements? How consistent is practice?
- Evidence-based and relevant PLD opportunities for trainee teachers and ongoing for current practitioners within schools to;
 - improve outcomes for students with emotional and behavioural challenges including positive behaviour support strategies, managing physical behaviours (evidence-based/certified)
 - improve knowledge of and strategies to improve outcomes for students with specific needs e.g. FASD, ADHD, Dyslexia, Trauma Informed Practice support kura to adapt the curriculum to best meet the needs of students working below Level 1 and significantly below their peers
- Increased availability and accessibility of the Specialist Teacher Outreach Service, especially in rural areas
- Increased opportunity for across school collaboration and support networking for all practitioners, including supervision for Principals, SENCOs, LSCs, Teachers
- Easier and timely access to support and funding for environmental adaptations e.g. sensory spaces, safe outside areas, toilet adaptations and fencing
- Explore a model where specialist schools support mainstream schools with PLD, expertise, sharing strategies and resources, Teacher Aide professional learning development, etc.
- Additional funding to pay for the training and release time required to implement it

Key Findings (Qualitative Data)

<i>Q: What is your greatest challenge?</i>
<ol style="list-style-type: none"> 1. Funding – 211 2. Time - 171 3. Teacher Aide - time and support -144 4. Accessing support from Ministry services -144 5. Managing complexity of students' needs -131
<i>Q: If you had one wish to support students with additional needs, what would it be?</i>
<ol style="list-style-type: none"> 1. Funding - 220 2. Teacher Aide time and support - 215 3. Accessing support from MoE - 140 4. Staffing - staffing/ release time - 74 5. Training/ PLD - 59

Key Findings (Additional Analysis)

Each section was analysed in the 'Prioritising to Take Action' section, with suggestions for improvement.

Key areas for improvement and consideration include:

- Additional funding to meet needs of all students with additional needs, as early as possible
- Explore funding to bridge gap between ICS and ORS funding and broaden the ORS criteria
- Increased number and availability of LSCs to ensure equity across all schools
- Greater access to Counsellors and Social Workers in Schools
- Simplifying the application process and reduce wait time to access funding and additional support
- Exploring options for additional funding and access to specialist behaviour support for students with emotional/ behavioural needs

- Exploring options to ensure all schools, especially in rural areas, can access PLD and support, possibly through online forums

Areas for further investigation

The findings from the report have also identified areas of further investigation, including:

- What are the types and range of additional needs currently being unmet by funding? Are there any commonalities?
- What is the actual percentage, range and type of unmet needs in the >10% category?
- What are the perspectives of Teachers and Teacher Aides?
- What are the perspectives of parents, whanau and carers?
- What are the perspectives of students with additional needs around what would make their learning better?
- What is the current data around the number of Ministry of Education Specialists nationally and regionally? What is the current unmet need for Ministry Specialist support?
- What are the funding options to support unfunded students with additional needs? How can the gaps between ICS and ORS be bridged? What are the options for schools to have autonomy over how funding is used?
- What Professional Learning and Development opportunities are currently available and what are the current priorities for training to support students with additional needs?
- What can we learn from regional areas? What are the advantages in more supported areas e.g. Taranaki and what are the barriers in regions with less support and resources e.g. Marlborough, Gisborne, West Coast? How can rural areas increase their access to support?
- What training, support and moderation is in place currently and needed in the future for the SENCO / LSC / STOS roles?
- How can the Specialist Education sector support mainstream schools more with Professional Development, specialist knowledge and resources and potentially therapist support?

Conclusion

The data from the report shows clearly that the current systems, funding, support and resources are inequitable and failing to meet the needs of the growing number of students presenting with additional needs.

Potential barriers to schools meeting the School Evaluation Indicators (ERO, 2016), in order for them to successfully support these ākongā, have also been identified in Appendix 11 against each of the relevant domains.

Educational professionals are frustrated, exhausted and desperate for support in the form of timely access to funding, staffing, relevant professional development opportunities and resources to enable them to provide an equitable, barrier free and engaging education for all of their ākongā.

The need for change is urgent. There cannot be more and more children and young people in Aotearoa missing out on reaching their potential.

Professor Barry Carpenter (2019) stated, *'21st Century children have changed, are changing and will continue to change'*.

We have a national responsibility to keep up with these changes and the pedagogy that supports them.

Full Report

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Noticing

Every child has the right to timely access to the learning support and resources they need in order to flourish.

Background

Over recent years I have noticed an increase in the inequalities in the support, resources, specialist input and time allocations that students with additional needs received across mainstream settings. Through my positions as Deputy Principal at Kōwhai Specialist School and Outreach Coordinator, supporting ORS (Ongoing Resource Scheme) funded students across mainstream schools, I have been in a unique position to observe, engage in discussions with colleagues and make comparisons across a wide range of settings. This has been a concern shared by other outreach leaders within the Central Region Outreach Cluster, suggesting it could be a broader issue.

My educational philosophy has always been that every child has the right to a relevant, individualised, targeted and engaging education in order to best meet their specific needs and reach their full potential as a valued member of the community. This aligns with the New Zealand Curriculum vision and outcome indicator for students (ERO, 2016, p11) where, 'Every student is a confident, connected, actively involved, lifelong learner'. It also begs the question:

Are all of our ākonga receiving what they need in order to flourish within the current education system?

The Highest Needs Review (2021) acknowledges the need for action with its purpose, 'To ensure that children and young people with the highest needs for learning support achieve their full potential through positive education outcomes.'

(<https://www.education.govt.nz/our-work/changes-in-education/highest-needs-review/>).

It is a basic human right for all children to be educated in ways that suit their individual needs and have access to equitable learning opportunities. There is a national responsibility for schools to provide all children with access to what they need in all aspects of learning; be it a tool to enable communication, environmental adaptations to support physical needs or extra support to enable them to be ready to learn. The United Nations Rights of the Child, (1989), advocates for this in Article 23, 'Governments must do all they can to support disabled children and their families.'

This concept is also defined clearly in the NELPS, (National Education and Learning Priorities), objectives and priorities (2020):

- Reduce barriers to learning for all, including disabled learners/ ākonga and those with learning support needs (Government Action: Objective 2, Priority 3)
- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce (Government Action: Objective 3, Priority 6)
- Create a safe and inclusive culture where diversity is valued (School Actions: Objective 1, Priority 1)
- Have high expectations for every learner/ ākonga and identify and respond to learner/ākonga strengths, progress and needs and learner/ākonga and whānau aspirations (School Actions: Objective 1, Priority 2)
- Ensure every learner/ākonga gains sound foundation skills including language, literacy and numeracy (School Actions: Objective 2, Priority 4)
- Develop teacher/confidence and competence to teach diverse learners/ākonga with varying needs and appropriately modify teaching approaches (School Actions: Objective 3, Priority 6)

Students with more obvious challenges, such as vision and hearing impairment or physical disability, usually receive what they need to access learning, i.e. glasses / hearing aids / wheelchair. Unfortunately, there are many students who are slipping through the gaps within the current system, many of whom have less obvious needs and do not fit into the current criteria for funding, or who have more complex and often unfamiliar needs.

The Learning Support Action Plan, (2019-2025, p4), identified that, 'One in five children and young people need some kind of extra support for their learning'.

This might be because of disability, learning difficulties, disadvantage, physical or mental health or behaviour issues. With a school population of 826,572, (Figures.nz) this would suggest there could be 165,314 students with some type of additional need in New Zealand.

The number of students with needs is growing exponentially and the time needed to work/fight for funding is increasing.

Specialist Education

Within our specialist school setting, we have the benefits of onsite therapists, smaller class sizes, higher staff to student ratios, specialised professional development (often from overseas), highly individualised learning goals using an adapted curriculum, access to relevant assessment tools, expanded curriculum frameworks and individualised equipment and resources. Our mainstream peers should also have equitable access to the level of resourcing needed to best support the learning of all students within the mainstream setting. However, these components can often be challenging to access and staff are not always aware of what is needed or available.

Special Education itself has changed quite dramatically over the last decade and many of our students are presenting with more complex needs bringing new challenges for teachers.

Professor Barry Carpenter (OBE, CBE and Professor in Mental Health in Education, UK), (2011) predicted this shift over a decade ago and classified the increase in students with 'complex needs' to include:

- Those with co-existing conditions (e.g. ASD Autism Spectrum Disorder), ADHD (Attention Deficit and Hyperactivity Disorder), ADD (Attention Deficit Disorder), Profound and Multiple Learning Disabilities (PMLD)
- Children with difficulties arising from premature birth (babies are surviving from earlier stage)
- Disabilities from parental substance and alcohol abuse, e.g. Fetal Alcohol Spectrum Disorder
- Children with rare chromosomal disorders

He also states, '*These children challenge skilled professionals; they do not fit our current range of learning environments, curriculum models or teaching and learning approaches.*' (2011)

The special educational sector is experiencing new and difficult challenges and is constantly having to evolve to try and find new strategies to meet students' needs. The old adage, 'If a child can't learn the way we teach, we should teach the way they learn,' has become much more of a challenge for all educators.

In a recent Neurodiverse Superpower publication, (2021), it was estimated that there are around 114,750 students in New Zealand considered to be Neurodiverse (p7).

I have observed significant changes in the types of students with whom I have worked over my 20 years of working in Special Education. There has been a shift from students with moderate and identifiable needs to

students presenting with more challenging and complex needs. These include a rise in students with FASD (estimated to be around 30,000 children and young people in New Zealand, Superpower, 2021, p17), Attachment Disorder and an increase in comorbid and complex needs.

In her work on improving outcomes for neurodiverse learners, Karen Waldie (March 2022) states, '*Educators need to be equipped now to give these learners the best chance.*' She suggests that '*The system needs reworking,*' in order for these students to thrive, including the provision of compulsory training on the brain and neurodiversity for educators. Professor Barry Carpenter (2019) states, '*Complex needs students are 'wired differently,'* and we need to inquire, '*How do they learn differently?*' and '*How do we teach them differently?*' rather than fitting them into a system that does not best meet their needs.

The high prevalence of trauma in New Zealand has made this a growing area of professional development and research. Dr Emma Woodward (May 2022, p10) defines trauma as, '*Any negative life event that occurs in a state of relative helplessness, that isn't acknowledged for its impact and fails to provide an opportunity to repair.*' She also discusses the impact of trauma on children which can significantly affect their learning, wellbeing, neurological pathways and mental health, as well as being linked to longer term health issues. The 'Growing up in New Zealand' Survey (April 2019), identified that 52.8% of children aged four and a half had experienced one Adverse Childhood Experience (ACE) and 2.6% had experienced four or more ACEs before they even started in the school system (p4). With increased knowledge and understanding of Trauma Informed Practice, there should be a positive shift on how best to support and teach students affected by trauma.

One of the most frequently discussed and stressful challenges for professionals across all educational settings is supporting students with emotional and behavioural needs. Many schools are finding it increasingly challenging to manage the complex behaviours students are displaying.

The Ministry of Education has recently sought consultation on the 'Draft Rules and Guidelines on the use of Physical Restraint,' (2021) which include more detailed content around preventative strategies and the suggestion of further training and support. It will be interesting to see the outcomes of this.

Kōwhai Specialist School staff are trained and certified in Crisis Prevention Institute's (CPI) Safety Intervention (formerly CPI Management of Actual or Potential Aggression) which focuses heavily on preventative strategies and positive responses at each stage of a behaviour escalation. This enables staff to intervene safely and has greatly reduced the need for physical intervention and restraint.

The Mana Enhancement Model, Te Ara Whakamana, (2017) also supports students to manage and regulate emotions in a culturally relevant and meaningful context using story, imagery and cultural metaphors to connect students to their Mana, their sources of strength, and their world.

The local Hastings Kahui Ako Severe Behaviour Study (2021) identified an increase in severe behaviour since 2007 including a rise in 'physical attacks' from 6% in 2007 to 33% in 2021 (p9). Other key findings included those listed below and it would be interesting to see if these are national trends;

- low levels of external support/funding
- high numbers of stand-downs (45 in two weeks)
- prevalence of boys
- peak at intermediate age
- transient students (p11-12).

There is no doubt that many areas within the ever-evolving realm of Special Education have room for improvement and there is an urgent need for systemic change. The Learning Support Action Plan (2019-2025, p4) states ambitiously, 'We want to build the world's best education system for all New Zealanders and provide a range of different types of learning environments and settings to meet the needs of children and young people and their parents and whānau.'

UNICEF (United Nations Children's Fund) ranked New Zealand 33rd out of 38 countries for education inequality and 35th out of 41 countries for child well-being (2020), showing that we have an urgency to improve. This will take systemic change, increased funding, shifts in practice and ongoing momentum to create a better education system where all of our children and young people can, 'receive the learning supports they need, when they need it, and for as long as they need it.' (Highest Needs Review, 2021)

Investigating

Research Question:

How effectively are you resourced at your kura to support the needs of all students with *additional needs to have access to equitable opportunities and outcomes?

* I will use the term *additional needs* during the survey to include both funded and non-funded students who fit within the criteria below:

- Students working below Level 1 of the NZC or two levels below their expected curriculum level
- Students diagnosed with specific developmental disorders, e.g. ASD, FASD, PDD, GDD, Down Syndrome
- Students who have physical challenges to access the curriculum at the level of their peers, this could be fine or gross motor, hearing, vision
- Emotional and/or behavioural challenges which impact on learning

Method

The initial question posed was: What can Kōwhai Specialist School offer to support schools within the community to better support their ākonga with additional needs? Kōwhai Specialist School has been successfully providing workshops on our Expanded Curriculum Frameworks to local schools, LSCs and Ministry of Education professionals with excellent feedback so this seemed a natural progression.

However, it became apparent that it was more relevant to seek current data and information from mainstream schools to ascertain if there was an actual need for support and where the priorities lie.

Areas to research included:

- the prevalence of funded and non-funded students with additional needs
- current experiences of schools in supporting students with additional needs
- the effectiveness of services available
- barriers for students with additional needs
- what could make a difference in improving education for these students

With the support of AskYourTeam, the survey questionnaire was designed to collect the data around the key questions. By making it anonymous, it was hoped that the data would be honest and provide anecdotal data, information and experiences. The report would be shared with all schools, the Ministry and ERO (Education Review Office) with the aspiration that the findings could be used to support evidence-based change to improve the quality of learning and equitable outcomes for all of our ākonga with additional needs.

The survey content may align with the current Highest Needs Review, (2021), which aims to consider the needs of children and young people who are experiencing barriers to their education, including students who:

- currently receive individualised support
- have an unmet need for individualised support
- are in settings that have inequitable access to these supports

The survey comprised of 36 questions including a range of Likert scale questions (strongly agree-strongly disagree rating scale), Yes/ No choice, multi-choice and free text questions. (See Appendix 1 for survey questions).

The survey was shared with mainstream schools in New Zealand via email with a link to the survey, requesting responses from the Principal/ SENCO. A reminder email was sent 7 days out from the survey closing.

The ERO (Education Review Office) Self-Evaluation Framework was used to organise the research and report.

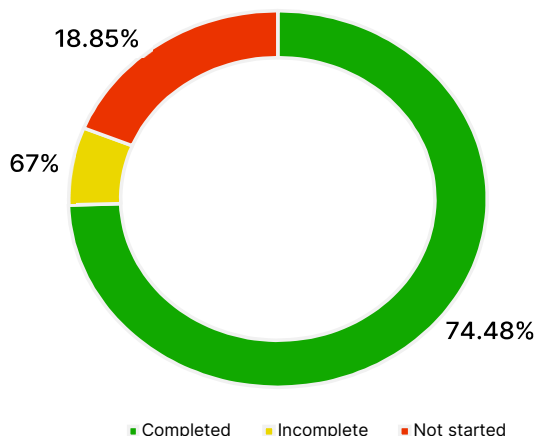
Response Demographics

The survey was open from the 3rd of March 2022 and closed on the 21st of March with a total of:

826 Responses

A total of **1109** participants accessed the survey with a

74.5% completion rate.



Responses received by across demographic breakdowns:

School size:

School size	Number of responses
Up to 100	146
101–250	228
251–500	281
501–1000	123
1001–1500	30
Over 1500	18

Region:

Region	Number of responses	Region	Number of responses
Auckland	211	Northland	47
Bay of Plenty	50	Otago	51
Canterbury	89	Southland	29
Gisborne	10	Taranaki	28
Hawke’s Bay	46	Tasman	10
Manawatu - Whanganui	51	Waikato	92
Malborough	8	Wellington	83
Nelson	8	West Coast	13

Decile:

Decile	Number of Respondents
1–3	225
4–6	346
8–10	255

School Type:

School Type	Number of schools
Full Primary (Y1–8)	340
Contributing (Y1–6)	312
Composite (Y1–15)	24
Intermediate (Y7–8)	39
Secondary (Y7–15)	32
Secondary (Y9–15)	79

Respondents:

Principal	400
SENCO	364
*Other	62

*Reasons for ‘other’ noted: Acting Principal, Principal on sabbatical (DP/AP), LSC taking on SENCO role

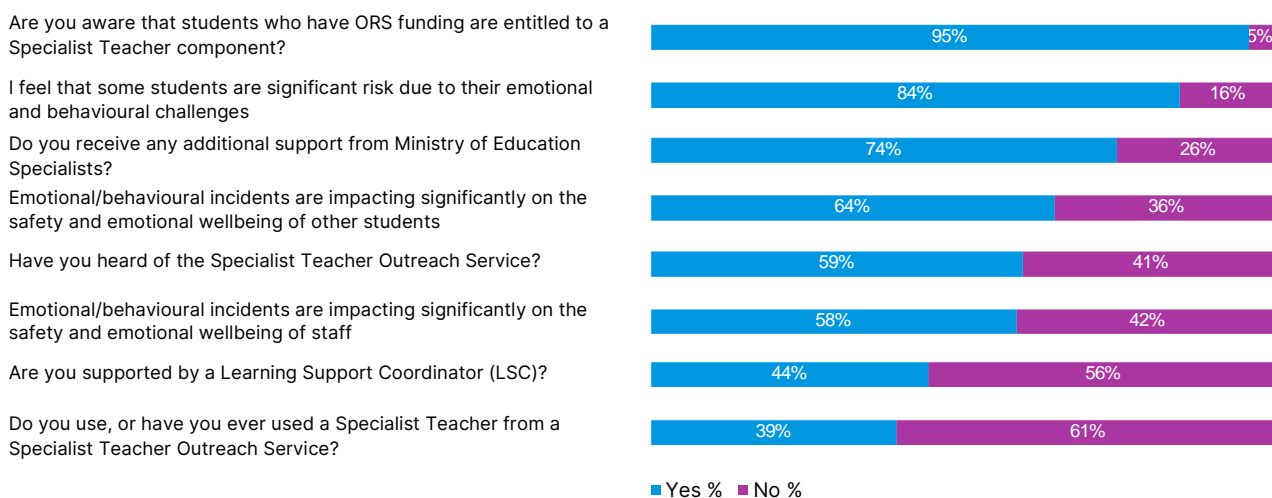
Demographics - Overview

As the questionnaires were coming in, it was apparent that there was very little variation in response data over time and with increased numbers. A few key focus questions only showed a 1-3% shift across the survey period, showing that the results were highly consistent across regions, school settings, deciles and school size.

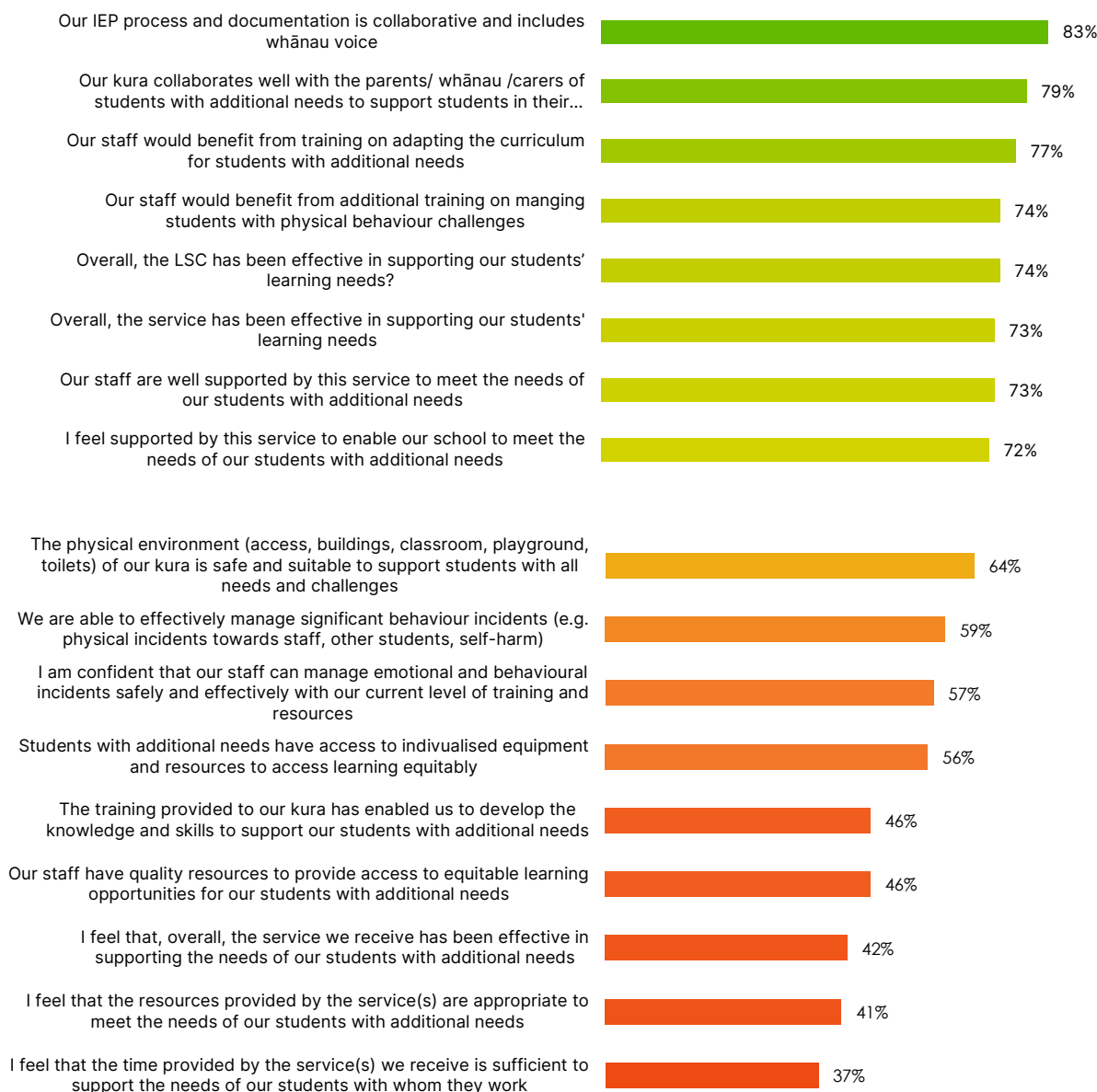
From a close review of the demographical data, a few anomalies were noticed and some slight variations across demographics which will be included in the body of the report.

Results

Yes/No questions

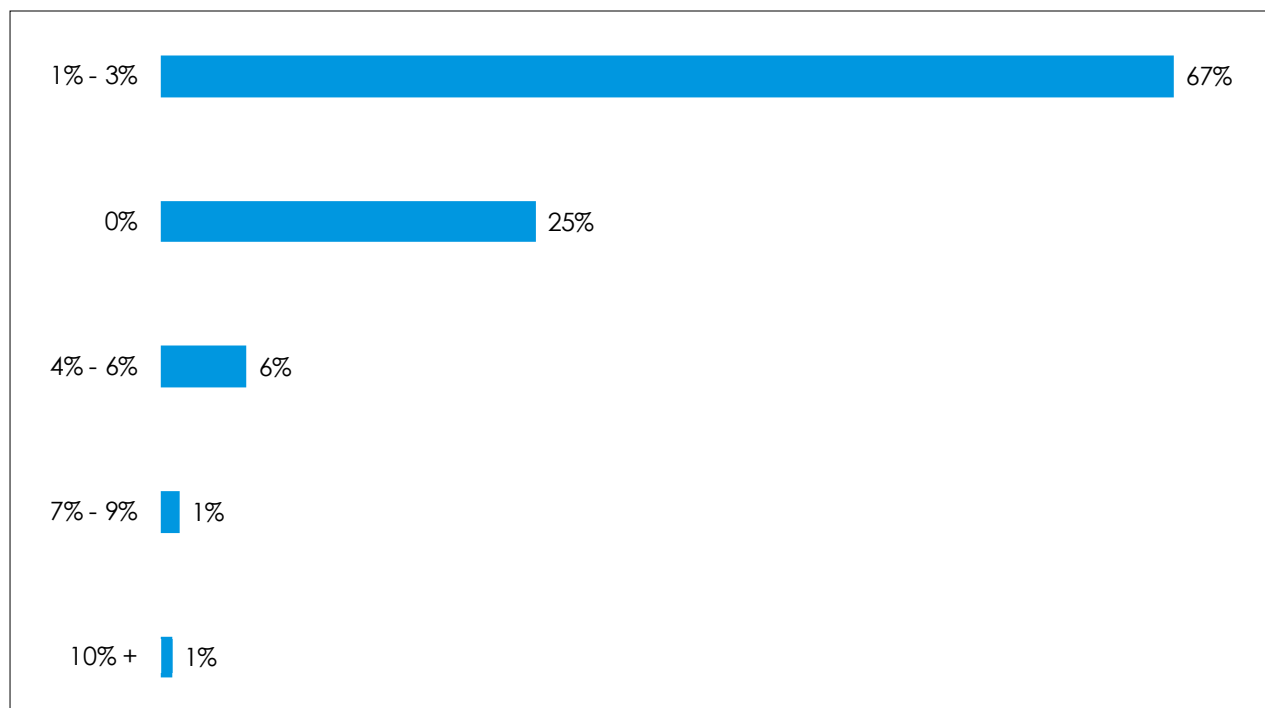


Average scores on Likert questions



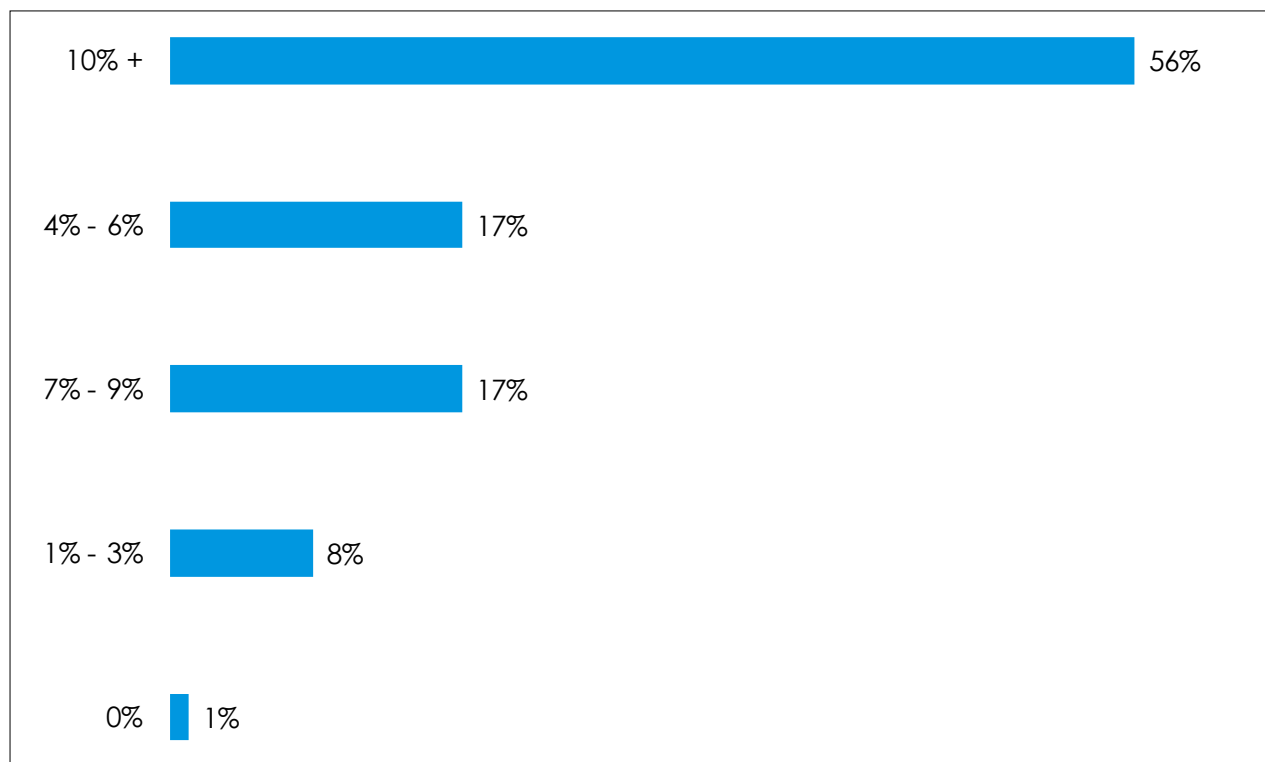
Multi-choice question

Approximately what percentage of students at your Kura currently receive ORS funding?



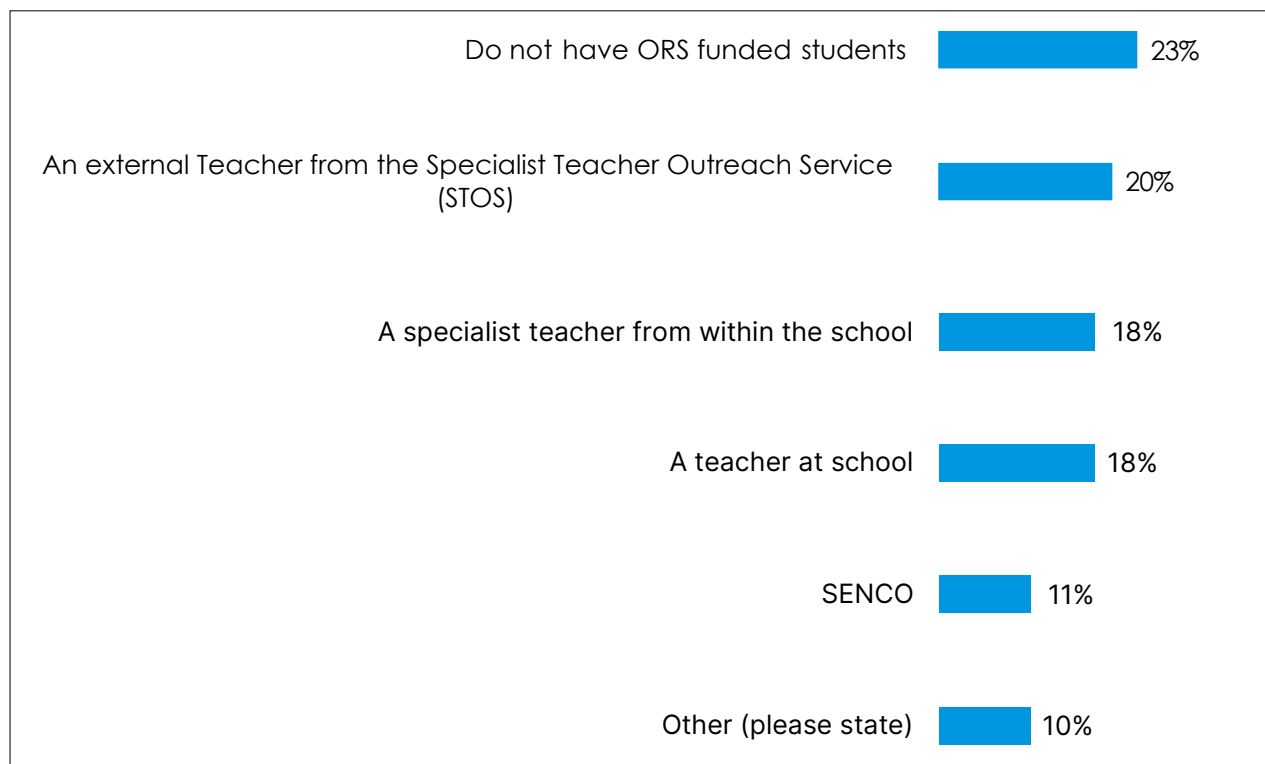
Multi-choice question

Approximately what percentage of students with additional needs require extra support but have no allocated funding?



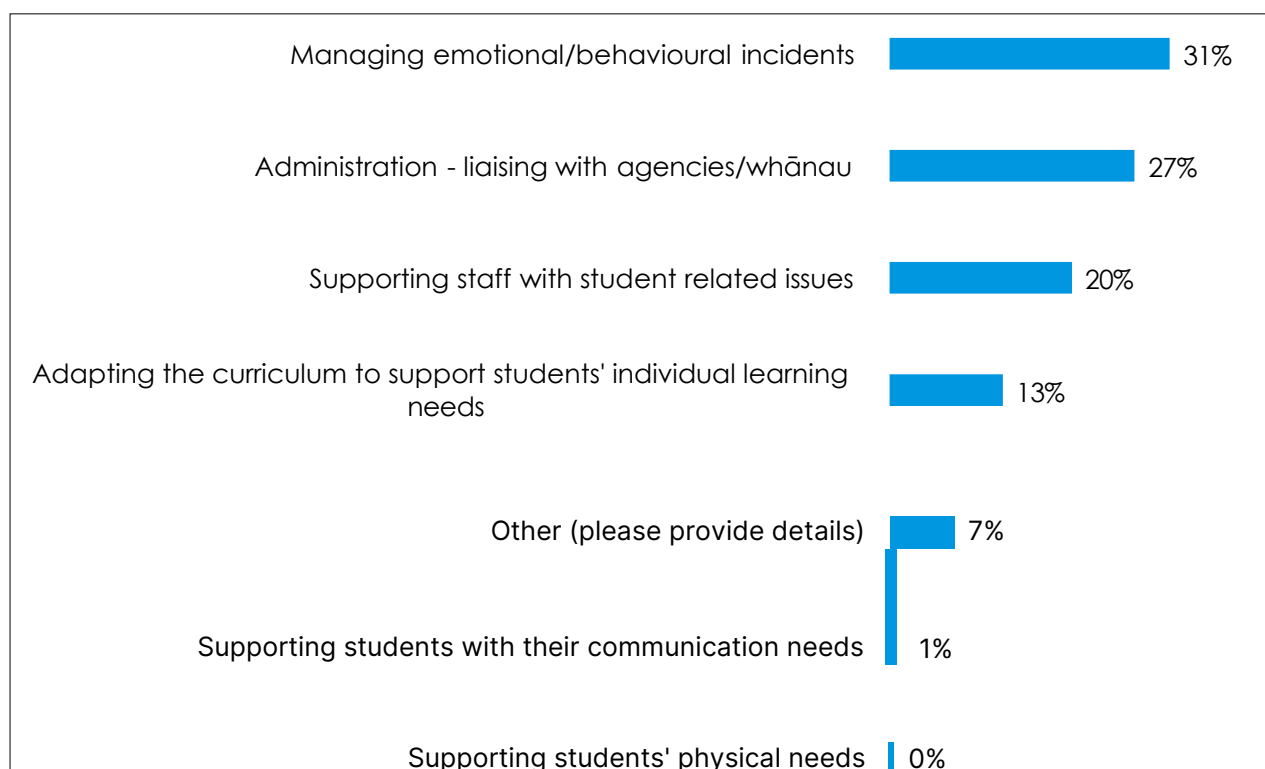
Multi-choice question

How do you currently provide Specialist Teacher time and support for your ORS funded students?



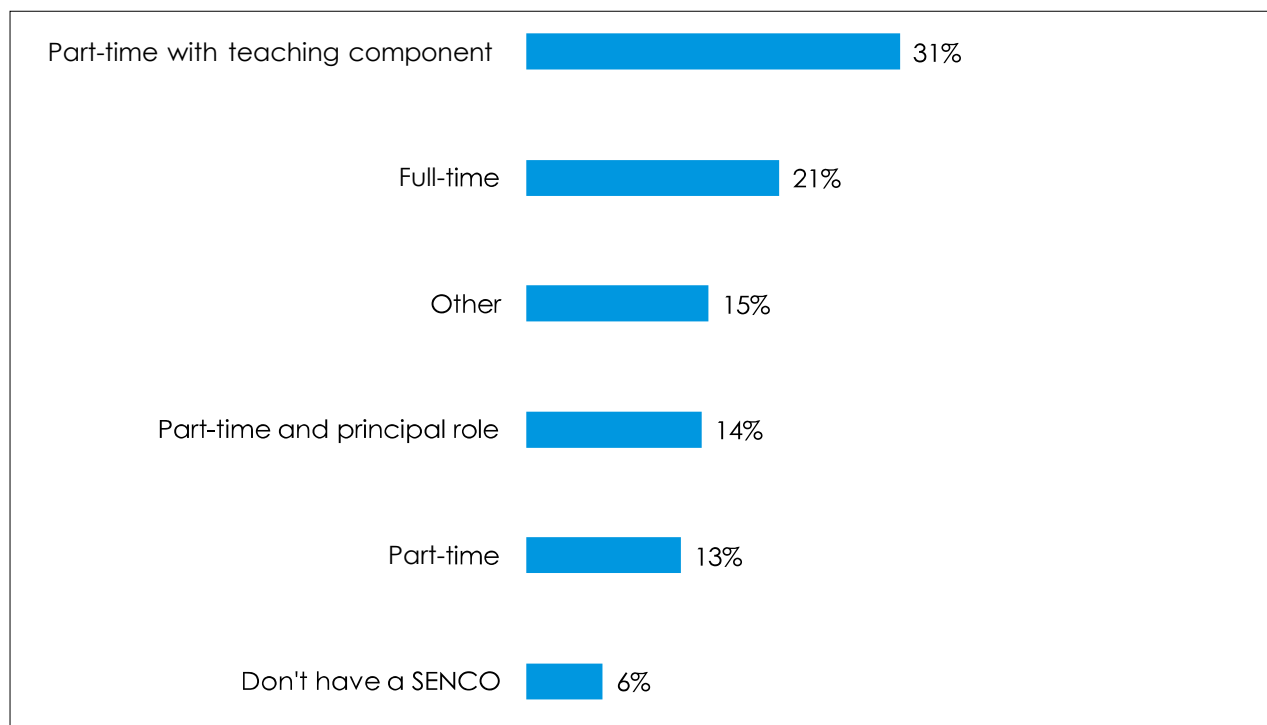
Multi-choice question

Please select which one of these takes up the most of your time



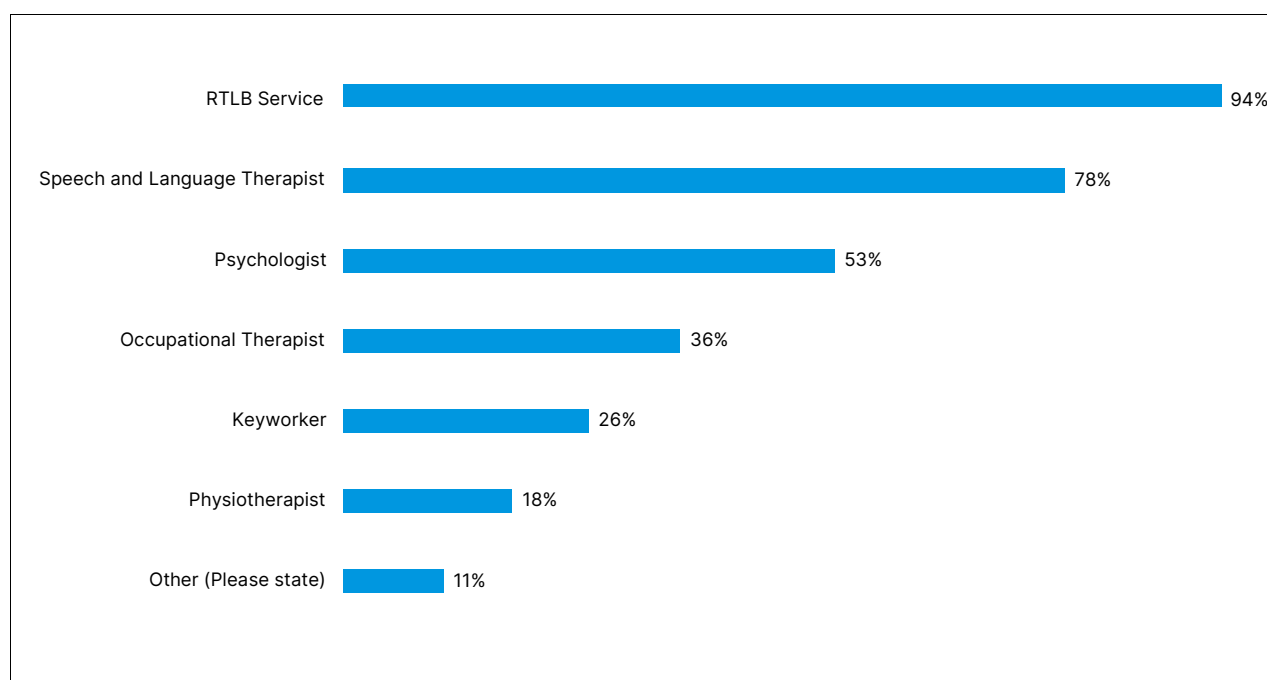
Multi-choice question

Which of these best describes the SENCO's role at your kura?



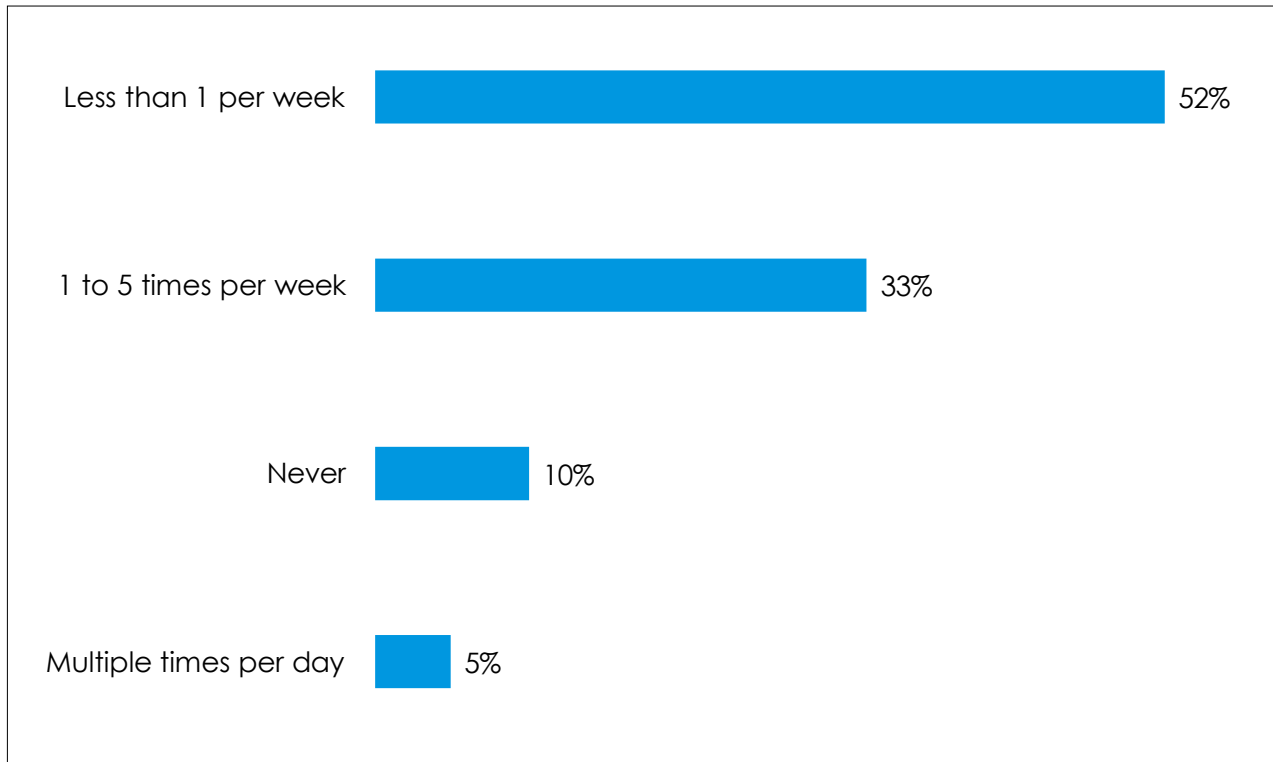
Multi-choice question

Which of the Ministry of Education specialists support your kura?



Multi-choice question

Within our kura, on average we manage significant physical incidents towards staff/students



Collaborative Sense Making

Funding

56% of responses (466) reported having 10% or more students on their roll requiring additional support but without additional funding.

99% of responses reported having unfunded students with additional needs.

Funding is a competitive lottery that more often than not fails to deliver.

We are managing in an environment that is sub-standard. Our tamariki deserve better.

Why is it that children with needs have to jump through hoops to be given what should be a right, not a budget consideration?

The difficulty of getting ORS funding is having a huge effect on managing students who really do need this support and whose lives are seriously impacted by the lack of funding.

Related questions on **Page 12**

Key Themes:

- A significant lack of additional funding to support all students' needs
- Time consuming and frustrating funding application process
- Students missing out - funding often too little and too late
- Students with additional needs felt to be growing in number and complexity
- Many applications for ICS (In Class Support) and ORS funding turned down
- A gap in funding between ICS and ORS
- Frustration having to reapply for ICS funding
- Noticeable lack of additional funding for students with behavioural needs
- Principals and SENCOs feeling professional judgment about students' needs is not valued
- Schools are funding support through the Board, impacting financially on other areas
- Many schools would like autonomy of funding

There is such a vast range of additional needs that students have now, at least 30-40% of every class has students who require support, whether it be learning, medical, behavioural or pastoral. There are never enough hours in the day!

Over 80% of our students with additional needs don't come with any funding.

This area of feedback was by far the most significant of the survey. There are a HUGE number of students presenting with additional needs who are not receiving additional funding to support their needs; an overwhelming 56% of responses report having 10% or more unfunded students with additional needs and 99% having unfunded students with additional needs.

The demographic data findings show:

- This was noticeably higher in school sizes 1001-1500 students (67%) and 501-1000 students range (62%)
- For Decile 1-3 schools this was significantly higher at 64%
- The regional range of responses with >10% students with additional needs was 43-71%, showing this is significant across regions. Areas that reported having above average responses of >10% non funded students were Manawatu- Whanganui (71%), Marlborough and Canterbury (63%), Bay of Plenty, Waikato and Northland (60%), Taranaki (57%)
- Full Primary (Y1-6), Intermediate Schools and Y9-15 Secondary Schools had above average percentages of non- funded students (>10%) needing support; 57%, 59% and 62% respectively. Intermediate and Secondary Schools also had above average numbers for 1-3% ORS funded students, suggesting they have a high percentage overall of students with additional needs. Full Primary Schools had above average for 0% ORS funded students (33%, average of 25%) suggesting there is an unmet need for funding in this sector.
- Regionally, areas reporting significantly above average numbers of students with 0% ORS Funding (average being 25%) included; Marlborough (50%), Gisborne
- (40%), Hawke's Bay (39%), and Southland and Manawatu- Whanganui (31%)

If a child has a diagnosed intellectual disability, this funding should not be contestable. This child is NOT getting an equitable education in the mainstream.

Principals and SENCOs are feeling frustrated due to the access to and lack of availability of funding.

Barriers shared were:

- the time consuming and challenging process to apply for funding
- the often extensive wait time to receive funding and support
- when received, the quality of support provided was often deemed insufficient or ineffective.

Teachers are not lazy. There are some students who need more than they can give in a classroom setting. I do not make frivolous applications.

'The ambulance at the bottom of the cliff,' 'jumping through hoops,' and access to funding being 'like hen's teeth,' were cliches mentioned in the comments and many reported funding support for students internally through the Board. Some Principals had even given up applying for funding such as ICS and ORS which they felt had an inadequate finite amount available for the increasingly growing pool of students with additional and often more complex needs. There was also a sense that their judgment about the need for funding was not being valued, respected or accommodated as applications were frequently rejected or not deemed severe enough. Many schools would like increased autonomy of funding to allocate as they saw the need.

The funding is grossly inadequate to meet the needs of our students. There are children who have multiple needs who are not having any targeted support because of the lack of funding.

Provide the support with money directly to the school so the school can directly target the students that need it. We know who needs it and how much support they need.

Teacher Aides

We can't afford to fund additional Teacher Aides.

Key themes:

- Significant need for more Teacher Aides across all sectors
- Teacher Aide hours are often insufficient to meet the needs of ORS (Ongoing Resourcing Scheme) funded students
- Schools are using funds from other areas to fund much needed Teacher Aide time to support students with safety and self-care as well as learning needs

Even our ORS funded students only get 13-14 hours a week when they just couldn't even be at school without full time care by Teacher Aides.

There were an overwhelming number of comments and concerns around the lack of Teacher Aide funding and support for students, especially in response to the ‘What is your greatest wish?’ question, appearing in 215 comments.

Even for students with ORS funding, hours were felt to be insufficient and did not cover the hours required to meet student needs. Break times and afternoons were often unsupported, posing a safety risk, especially for students requiring support with self-care, with potential to run away or with behaviours requiring additional staffing.

Teacher Aides’ hours were often stretched to support many students all of whom required 1:1 support, yet not all funded. Many schools have been topping up funding and paying for additional Teacher Aide time, but this isn’t always an option and also uses funding that would otherwise be used for other learning areas.

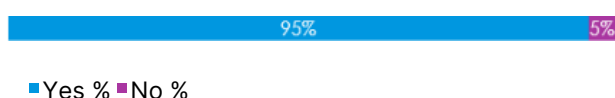
Children are at school for 6 hours and funding doesn’t cover break times when these children also need monitoring.

See Appendix 2 for supporting comments

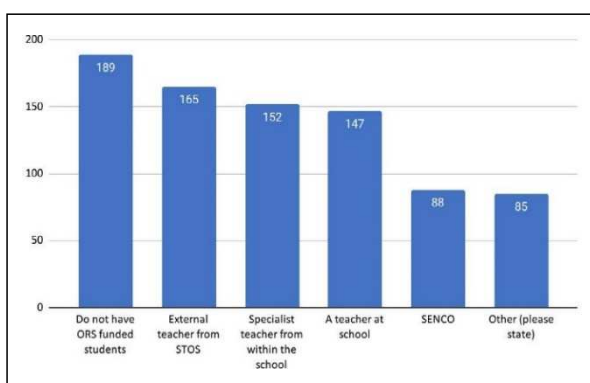
Specialist Teacher Allocation (ORS Funded Students)

Related questions:

Are you aware that students who have ORS funding are entitled to a Specialist Teacher component?



How do you currently provide Specialist Teacher time and support for your ORS funded students?



Key themes:

- SENCOs often fulfil the specialist teacher component
- Specialist teacher funding is being used to fund extra Teacher Aide time
- Provision of this service is varied in both personnel and practice
- It is often a challenge to fill the part-time nature of the position
- Funding is being used to release the Teacher/ SENCO to support students
- There is a lack of training and support for the role
- A need for moderation to ensure consistency and quality of practice
- The time allocation can be absorbed within day-to-day teaching

Our specialist teacher is a staff member who took on the role but has no support in that role, guidance or training.

95% of responses knew that ORS funded students have a specialist teacher entitlement, yet the findings show that how this is implemented is wide ranging, inconsistent and often challenging to meet the requirements. The role is often filled by the SENCO or a teacher within school and sometimes the funding is used in an alternative way, e.g. to release the teacher or to fund additional Teacher Aide hours rather than the direct contact time required as per the Ongoing Resourcing Scheme, Specialist teachers, Ministry of Education, 2012.

Initially the SENCO. However, SENCOs do not have specialised knowledge, training and resources.

There were over twice as many responses where the provision was provided internally rather than externally. BLENNZ and Ko Taku Reo also provided this support for students with vision and hearing challenges. Distance and travel time impacted the choice of using an external service option. 57% of schools in the range 1001-1500 reported using an internal specialist teacher to fill this role and this was a more common option in Secondary Schools.

Variations of how the specialist teacher component was filled:

- Part Time Specialist Teacher within school
- Ko Taku Reo (Deaf Education, New Zealand)
- BLENZ (Blind and Low Vision Education Network)
- Specialist Teacher Outreach Service
- Special Educational Needs Coordinator
- Teacher in the school

Many reported to using a range of staff e.g.

- SENCO/ DP/ Teacher/ Outreach
- Learning Support Coordinator
- Deputy Principal (DP) release
- The DPs share the role and we do convert some teacher time to TA time so that our HN student has support in the playground and in class full time - they need it
- Reading Recovery teacher

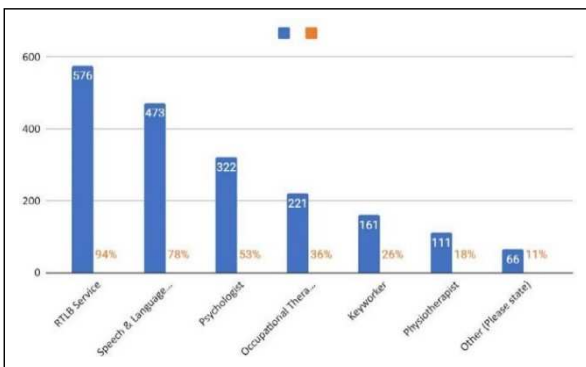
Support Provided by the Ministry of Education Specialist Support (SLT, OT, Physiotherapist, Psychologist) RTLB (Resource Teacher: Learning and Behaviour) Support, Key Worker

- 74% of responses received support from the Ministry.
- 94% of these responses received RTLB support in their kura.
- Only 44.9% of responses agreed that the service was effective in supporting their students with additional needs.

Related questions:

Do you receive any additional support from Ministry of Education specialists? Y/N

Which of these Ministry of Education specialists support your kura?



There is a lengthy waitlist in our region for Ministry professionals.

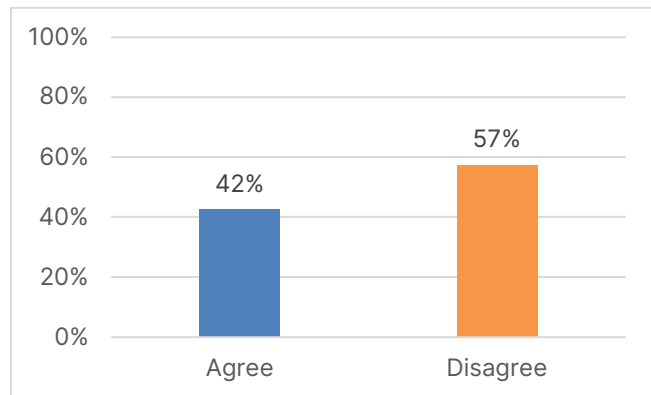
We need people on the ground who can work with and support these children.

MOE are very stretched which means we do not see the Keyworkers/ Ed Psych/SLT as often as we would like.

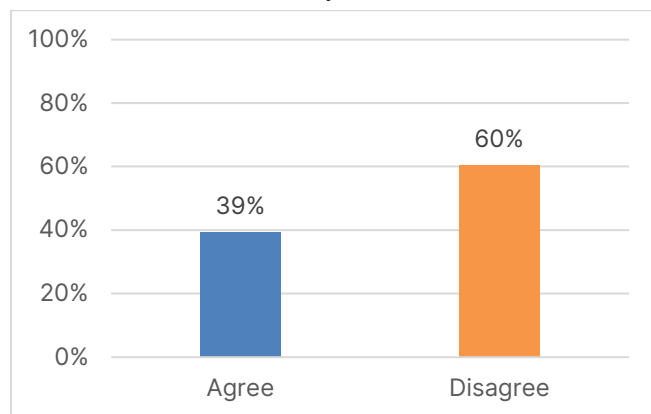
High turnover of staff makes continuity of care an issue.

We have a real shortage of available support in this region and there is a big waiting time when applying.

I feel that the resources provided by the service(s) are appropriate to meet the needs of our students with additional needs.



I feel that the time provided by the service(s) we receive is sufficient to support the needs of our students with whom they work.



The support is nominal and sporadic.

We do not need any more advice. We need specialists who can help children directly.

Key themes:

- Significant lack of specialist support and providers
- Speech and Language Therapists (SLT), Occupational Therapists (OT), Physiotherapists and more frequently, Psychologists
- Long waitlists to access specialist support
- Lack of continuity of support over time and across transitions
- High turnover of staff in many areas
- Varying quality and quantity of RTLB support
- Principals and SENCOS want hands-on, practical support with the student, not advice
- Quality of support dependent on the personnel
- Some schools are funding their own specialist support
- Significant need for increased support for students with emotional and behavioural needs, the impacts of Covid and trauma related issues
- Rural areas reported to having difficulty accessing specialist support

Ministry workers being consultative not therapeutic. As a school, if I need help it would be useful to have professionals that are able to work with the students.

Overall, the support provided from the Ministry of Education was felt to be inadequate to meet the needs of students with additional needs, both funded and unfunded. Access to support was felt to be a difficult and time-consuming process, support was often unavailable or declined, and when received, the quality and quantity of support was variable. It was noted that there was a lack of specialist support in many areas along with a high turnover of specialists and Ministry of Education support workers, making consistency of service a challenge. The theme of support being hands-off rather than face to face for students, whānau and kura was inherent across the feedback. Many comments mentioned the need for on site, practical help and working with the student as opposed to the more hands-off and advice-based service they received.

The MOE model consistently delivers a low level of satisfaction from class teachers and whānau. It appears the consultant approach is woefully misguided and our most vulnerable remain at risk.

Demographic data findings indicated:

- RTLB support was significantly the most common external provider of support for students with additional needs in schools. This figure was significantly lower for schools >1500 (44%). Gisborne and Tasman areas had the least Ministry support, 10% less than the average
- Marlborough and Tasman regions rated support the lowest in time, resources and effectiveness of Ministry of Education support
- All regions agreed that the time provided by the Ministry of Education was insufficient, the range was from 0% (Marlborough) to 58% being the highest (Taranaki)
- All areas apart from Canterbury and Taranaki felt the overall services provided by the Ministry of Education were ineffective in supporting students' needs, with an average of 42%; the range being 23% (Marlborough) to 67% Gisborne, Taranaki again scoring higher at 55%
- Taranaki rated the services higher than average in all areas indicating this region could be a well-resourced region
- Schools in the 251-500 students range reported 11% above the average input from the Ministry of Education and had more support from SLT, OT, RTLB and Psychologists than other school sizes.
- Physiotherapy was the least accessed therapy with only 13% in responses across all demographics.

We would definitely appreciate / need greater access to Psychologists to support our Tamariki.

Specialist Support

The table below shows demographic comparisons of specialist support, highlighting the highest and lowest in each range.

	Ave	Regional range	School type range	School size range
SLT	57%	43% Taranaki 69% Manawatu-Whanganui	18% Intermediate 71% Primary (Y 1-6)	33% >1500 69% 251-500
OT	27%	10% Gisborne 50% Nelson	9% Secondary (Y7-15) 34% Composite (Y 1-15)	10% <100 25% 251-500
Physio	13%	0% Gisborne and Marlborough 32% Bay of Plenty	0% Composite (Y 1-15) 22% Secondary (Y 7-15)	5% <100 25% 501-1000
Psych	39%	10% Otago 75% Nelson	17% Primary (Y1-8) 62% Intermediate	15% <100 52% 251-500
RTLB	70%	60% Gisborne and Tasman 88% Nelson	53% Secondary (Y 9-15) 77% Primary (Y 1-6)	44% >1500 80% 251-500

SLT support is extremely hard to obtain but needed.

- Smaller schools <100 had significantly less support from Psychologists, Occupational Therapists, Speech and Language Therapists and Physiotherapists, which could be assumed with smaller numbers of students
- Although 61% of these schools reported having no ORS funded students, 51% of this sector did report having over 10% of unfunded students, indicating there could be unmet needs within this school set
- Y7-15 Secondary Schools received the least Ministry support at 59%
- Speech and Language Therapist Support was the most accessed therapy in all regions, with an average of 50% of responses accessing this service

We are a rural school and not part of a kahui ako. The level of service provided by external agencies is extremely poor.

- Schools in Gisborne, Taranaki, Southland and West Coast had the least Psychologist support (<20%) and Nelson reported the most Psychologist support at 75%
- <20% of responses from Gisborne, Hawke's Bay, Marlborough and Southland reported support from an OT
- The Bay of Plenty, Nelson and Otago were the most supported by OTs (44-50%)
- Gisborne and Marlborough reported 0% Physiotherapist support (with an overall average response of 13%)
- The Bay of Plenty received the most Physiotherapist support at 32%

See Appendix 4 for supporting comments

Support provided from Learning Support Coordinators (LSCs)

Only 44% of responses had access to LSC support.

83.6% felt supported by the service to enable their school to meet the needs of their students with additional needs.

We are lucky with an LSC, that's our saving grace.

Key themes:

- Inequitable allocation of LSCs
- Lack of LSC support available in many schools
- LSCs are generally positively supporting the Principal and SENCO roles
- LSCs were less prevalent in Intermediate schools, Decile 8-10 schools and Y9-15 Secondary schools
- The overall sense was - we need more!

There is inequity due to LSCs only being in a limited number of schools.

Overall, there was positive feedback around LSC support however, a key theme was that access to the support was inequitable and there were not enough LSCs to meet the needs of schools. The overall effectiveness of the support from the service was rated highly, at 83.6% yet only 44% of responses reported having LSC support.

- Larger schools, >1000 received significantly below average (25.5%) opposed to average of 44%
- LSC support was particularly successful in schools in the 1000-1500 range, where 86% of responses agreed they were well supported
- Only a third of Decile 8-10 school responses reported having access to LSC support
- Only 36% of Intermediate Schools reported to having an LSC and 89% of these agreed that the service supported them well to meet the needs of the students

- In the Secondary sector, 63% of Y7-15 schools had an LSC but only 22% in Y9-15 schools
- With the LSCs, we can largely meet the needs of those students (who are anxious or school averse)

See Appendix 5 for supporting comments

Support provided by the Specialist Teacher Outreach Service (STOS)

83.5% of responses felt their staff were well supported by the service to meet the needs of their students with additional needs.

I don't believe alternatives are as useful or as effective as the STOS.

Related Questions:

- Are you aware that students who have ORS funding are entitled to a Specialist Teacher Component?
- Have you heard of the Specialist Teacher Outreach Service?
- Do you use, or have you ever used a Specialist Teacher from Specialist Teacher Outreach Service?
- Our staff are well supported by this service to meet the needs of our students with additional needs.
- Overall the service has been effective in supporting the students' learning needs.

Only 59% of responses had heard of the Specialist Teacher Outreach Service and the service had been accessed by only 39% of responses to support their ORS funded students.

This is golden time for our student and for our Teacher Aide, Teacher and SENCO to upskill and meet this child's learning and social needs.

Key themes:

- Challenging to fill the role as it is usually a fixed, part-time position
- Service is not available in all areas, especially rural areas
- 41% of responses had not heard of the service
- Travel time and distance impacted access to the service
- Allocated contact time seen as insufficient and rigid
- Some schools felt internal staffing option was easier

None of us would have coped for as long as we did without them.

There was a largely positive response to the provision from the Specialist Teacher Outreach Service with many comments valuing the specialist knowledge, resources and support provided by the teachers to students, school staff and whānau. Some schools were unable to access this service, mostly due to being a significant distance from a specialist school provider and the consideration of travel time for more rural settings. There was variation of quality dependent on the specific teacher and some schools felt it more practical to have onsite specialist teachers.

Excellent service to child and family and mentoring to Teachers and Teacher Aides also.

Other demographic findings included:

- Larger schools, > 1000, reported only 17% use of the service
- Intermediate Schools were the most frequent users of the Outreach Service (36%).
- In Composite Y1-15 Schools, only 17% had heard of the service and 8% had used it
- There was a vast range between regions relating to who had heard of the service -(0-100%). Gisborne and West Coast had not heard of the service, followed by 13% in
- Marlborough, compared to 100% in Nelson, closely followed by Taranaki, Auckland and Hawke’s Bay
- Range between regions on use of the service was wide; 0-88%, from 0% in Gisborne and West Coast, 13% in Marlborough to Nelson (88%), Taranaki (82%) and Auckland (60%)

The effectiveness of the service to support ORS funded students was rated very highly (84.1% overall), yet only 39% of responses had used or are currently using the service highlighting the challenges noted around access and availability.

This service does provide excellent support but we do need more than the 2 hours a week we get.

See Appendix 6 for supporting comments

Comparison of Services and Effectiveness of Support

	Ministry (RTL, Specialists)	LSC	STOS
Respondents accessing the service	74%	44%	39%
Overall rating of the effectiveness of the service	44.9%	85.8%	84.1%

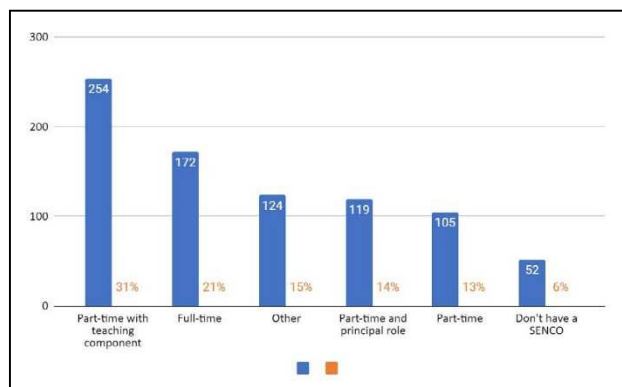
The Role of SENCO (Special Education Needs Coordinator)

Only 21% of responses (172) had a full time SENCO at their school.

6% of responses (52) did not have a SENCO at their school.

Related questions:

- Our kura collaborates well with the parents/whānau /carers of students with additional needs to support students in their individualised learning pathways.
- Our IEP process and documentation is collaborative and includes whānau voice.
- What takes up the most of your time?
- Which of these best describes the SENCO’s role at your kura?



A good SENCO makes the world of difference, and all schools should have resourcing alongside their staffing entitlement to ensure this position is an integral part of the school, not just an add on.

Key themes:

- SENCOs are managing huge workloads and many feel stretched for time, working outside school hours which has an impact on wellbeing
- Many SENCOs are managing dual or multiple roles e.g. AP/ DP, Principal, class teacher
- There is little training and/or support for the role
- Many schools did not have LSC to support SENCOs
- Workload and priorities can fluctuate on a daily basis
- Only a fifth of schools have a full time SENCO
- The time allocation for the role is hugely variable and not always relative to caseload
- Supporting students and whānau was of high importance
- 97.5% of responses agreed that they collaborated well with parents/whānau/ carers of students with additional needs to support individualised learning
- 96.5% of responses agreed their IEP process and documentation was collaborative and inclusive of whānau voice

SENCOs do it for love, not money!

My evenings, weekends and holidays are full of work I don't have time to do during the day because of all the contact hours.

Most SENCOs carry a huge workload and many felt there was a lack of time to complete all of the expectations of the role. With only a fifth of schools having a full time SENCO, many SENCOs were juggling their other positions such as Principal, class teacher, DP/AP making this a challenge, especially in schools with a high number of students with additional needs and without the addition of LSC support.

Other findings included:

- In smaller schools <100, 55% had a dual Principal/ SENCO position
- In larger schools, 1001-1500, 60% had a full time SENCO and schools >1500, it increased to 67%
- Composite Schools (Y1-15) had an above average (46%, average, 31%) number of Part Time + Teaching SENCO role
- Intermediate and Secondary schools had double or more the amount of full time SENCOs; Intermediate, 51%, Secondary, 43%
- Marlborough and Canterbury had the highest response of part time SENCO + Teaching role (63% and 47%)
- The range of having a full time SENCO varied from 0-41% between regions with 0% in Gisborne, Marlborough, Nelson and West Coast to Auckland 41%

- The range of schools not having a SENCO was 0-46%; from 46% in West Coast, 28% Southland and 25% Nelson
- Gisborne, Marlborough, Nelson and West Coast had no Full Time SENCOs
- Areas with higher levels of schools without a SENCO were West Coast, 46%, Southland, 28% and Nelson, 25%
- The SENCO + Principal role was higher in the following areas; West Coast (31%), Gisborne (30%) and >20% in Bay of Plenty, Manawatu - Whanganui, Southland, Taranaki and Waikato
- An above average amount of time spent on supporting staff with student related issues in Decile 8-10 schools
- An above average amount of time spent on emotional/ behavioural incidents in Decile 4-7 schools
- Marlborough had the highest workload priority of managing emotional/behavioural incidents (63%)

The work is endless and draining. There is never a quick response from supporting agencies and the waiting lists are ridiculous.

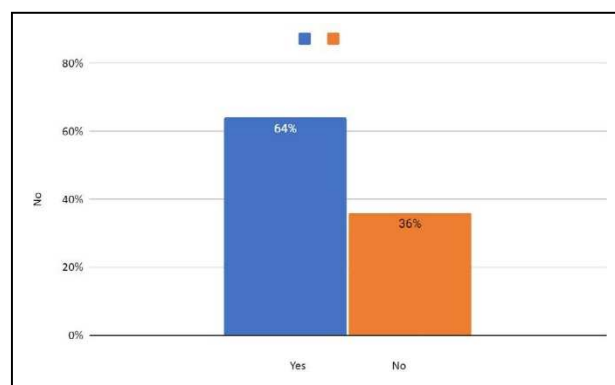
I think the biggest inequality is that some schools have funding for a Special Needs Coordinator and others don't. That is blatantly wrong.

See Appendix 7 for supporting comments

Supporting Students with Emotional & Behavioural Challenges

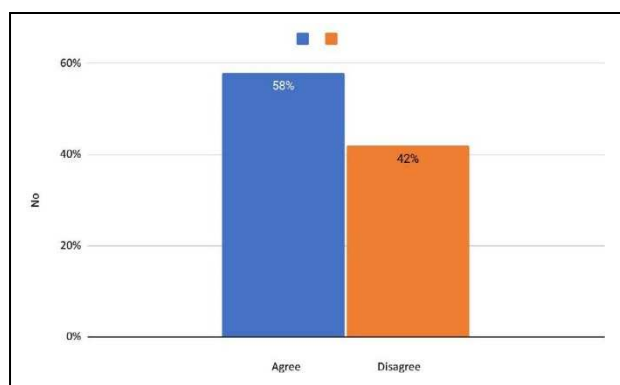
84% of responses agreed that some students were at significant risk due to emotional and behavioural challenges.

64% of responses agreed that emotional and behavioural incidents are impacting significantly on the safety and emotional wellbeing of other students.



Every class in my school has 2-3 students with emotional or behavioural needs that are not being supported. The effect on staff and student wellbeing is significant over time.

58% of responses agreed that emotional and behavioural incidents are impacting significantly on the safety and emotional wellbeing of staff.



We have seen a steady increase of students with increasing behavioural problems over the last five years.

The needs coming into school are complex and most of our ASD children are not entitled to any support.

Key themes:

- A huge increase in students presenting with additional needs and with more complex needs
- Significant need for training to support staff to manage emotional/ behavioural incidents
- Many students are at significant risk due to emotional/ behavioural challenges
- Managing behaviour incidents is impacting the wellbeing of staff
- Behaviour incidents are affecting the wellbeing and learning of other students

- Need for more Teacher Aides- and Teacher Aide hours to support students
- Lack of additional funding and support for students with behavioural needs
- Need for more specialist behaviour support, counsellors and social workers
- Covid has had an impact on student attendance, anxiety and learning progress
- Impacts of trauma are affecting the learning and behaviour of students

Due to the number of unsupported students with emotional and behavioural needs, a significant amount of time is taken up dealing with incidents that might have been prevented with better support in place.

There is a significant need for specialist training for staff to be able to manage behavioural incidents safely - 85.7% of responses agreed they needed support with this. Managing behavioural incidents takes up a large amount of time for staff and it was a common comment that there were not enough support staff to support teachers in class to manage students with emotional and behavioural challenges, also presenting a safety risk to staff and students. There was a need for more specialist behaviour support in class, counsellors and social workers to support students.

Managing behaviour has become the largest and most time-consuming part of my role and that of my SENCO and other senior managers. It subtracts heavily from any focus on teaching and learning.

The table below shows demographic comparisons of frequency of behaviour incidents with overall average responses and lowest and highest responses in the range for each demographic.

	Never	Less than 1 per week	1-5 per week	Multiple times per day
Average	10%	52%	33%	5%
Regional range	0% Marlborough 40% Gisborne	34% Northland 63% Marlborough	0% Gisborne and Marlborough 55% Northland	0% Auckland, Gisborne, Nelson, Southland and West Coast 13% Marlborough
School type range	3% Intermediate 16% Secondary (Y 7-15)	44% Intermediate 75% Secondary (Y7-15)	9% Secondary (Y 7-15) 51% Intermediate	0% Secondary (Y 7-15) 6% Full Primary
School size range	2% 501-1000 27% < 100	49% <100 63% 1001-1500	21% < 100 41% 501-1000	0% > 1000 7% 251-500
Decile range	8% Decile 1-3 12% Decile 8-10	48% Decile 1-3 58% Decile 8-10	29% Decile 8-10 36% Decile 1-3	2% Decile 8-10 8% Decile 1-3

The data also indicated:

- 51% of Intermediate Schools reported managing incidents 1-5 times per week which was significantly higher than other school types
- 74% of Intermediate Schools reported that emotional/ behavioural incidents were significantly impacting on the safety and emotional wellbeing of other students (10% above the average response)
- 5.5% of Primary Schools reported managing incidents multiple times per day which was slightly above other school types
- Managing emotional/behavioural incidents was rated as taking up more time for SENCOs in the primary sector than other school sectors
- Regionally, Marlborough felt 31% less supported than the average regional score to manage significant behaviour challenges
- Frequency of incidents was slightly higher in the Decile 1-3 set

The levels of students arriving at school is slipping year on year. We have a large number of nonverbal children, children with toileting issues, FASD, ADHD, undiagnosed but clearly there. So many children with high and complex needs. Trauma ...

See Appendix 8 for supporting comments

Wellbeing

Managing behavioural incidents has a significant impact on staff wellbeing with over half of responses agreeing that managing behavioural incidents affected their safety and wellbeing. Impacts of this also affect the wellbeing of other students and can also take away from their learning time and support as well as the impacts on safety and wellbeing. There is a recognised and significant need for relevant training, increased staffing and environmental adaptations to help support and manage students with additional needs. These include issues such as safety fencing, having a quiet space for students to self regulate and many responses mentioned smaller class sizes and increased staffing would have a positive impact.

Appropriate funding to ensure we can employ the necessary Kaiāwhina to support students throughout our school from Year 1-13 as we have severe behaviour, mental health and wellbeing issues to address before the students are able to meet their learning needs.

Teachers are fatigued dealing with non-funded, non-diagnosed students (ASD, behavioural / social needs etc.). Mainstream teachers are expected to take on the role of professionals.

My Board heartbreakingly had to exclude students as no matter how hard we tried we couldn't get the child and their family the support they needed in time.

Impacts of Covid and Lockdown

The impact on Covid was a key theme in exacerbating student absence, increased anxiety and a rise in challenging behaviours. Coupled with the absence of sick and isolating staff to manage students effectively, the last few years have been a challenge for many schools. Lockdown and absence due to Covid isolation has made it difficult for many students to return to school and has impacted on learning and behavioural challenges for many students, especially those with additional needs who have had their routine and structure heavily disrupted. There has also been the impact on learning and students falling behind or not making progress as they could have pre-lockdown.

The effect of Covid and lack of school contact has significantly affected the students' academic levels and we now have a majority of students who are working below what we would expect.

It has created a level of anxiety that adds to an already complex environment.

See Appendix 9 for supporting comments

Training and Resources

93.5% of responses agreed they would benefit from Professional Learning Development (PLD) to adapt the curriculum for their learners with additional needs.

Teachers do not have the professional knowledge and skill to adapt the curriculum to meet the needs of students with additional learning requirements. This is the same when supporting students with emotional/ behavioural needs.

85.7% of responses agreed they would benefit from Professional Learning Development to support students with emotional and behavioural challenges.

Staff do not have the experience and/or training to understand emotional dysregulation, the effects of trauma on learners and how to adapt their teaching to support learning differences.

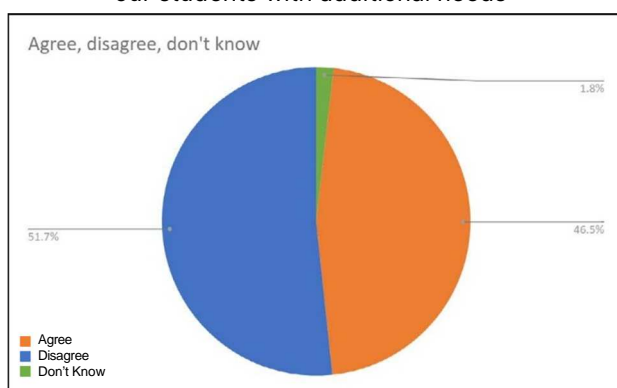
Related questions:

Our staff would benefit from training on adapting the curriculum for students with additional needs

Our staff would benefit from additional training on managing students with physical behaviour challenges

I am confident that our staff can manage emotional and behavioural incidents safely and effectively with our current level of training and resources

The training provided to our kura has enabled us to develop the knowledge and skills to support our students with additional needs



Key themes:

- Significant need for training staff in managing emotional/ behaviour needs
- Significant need for training to adapt the curriculum for students working below Level 1 and significantly below their peers
- Funding for training is needed as well as funding for time to release staff to access training
- Need for training around the increased complexity of students' needs e.g. Fetal Alcohol Spectrum Disorder (FASD), Attachment Disorder, anxiety, trauma
- Positive examples of PLD e.g. PB4L (Positive Behaviour for Learning), Tilting the Seesaw, UBRS (Understanding Behaviour, Responding Safely)
- Rural areas reported less access to training opportunities
- Online training was a positive and time efficient option
- Staff need knowledge of, access to and time to make adapted curriculum resources to meet the needs of students

Around half of responses felt that they didn't have access to quality resources to provide equitable learning opportunities for their students with additional needs.

Training opportunities are scarce, as are quality resources.

Accessing any training or resources is extremely difficult for isolated, rural schools such as ours.

Many comments shared positive experiences and examples of training and professional development. These included; UBRS (Understanding Behaviour, Responding Safely), PB4L (Positive Behaviour for Learning), Tilting the Seesaw and some schools had been provided with individual training from RTLB Services, Psychologists and Ministry Professionals and LSCs. Having online options was also felt to be more accessible for some schools.

Finding time to attend PLD and having sufficient funding to release teachers is always a factor.

Barriers to accessing quality Professional Learning and Development included; lack of time (key theme), lack of funding, being able to release staff from busy classes to attend training and funding for this release time, availability of quality training and also adding on to an already full workload. There is also a need to know what is available and what is needed.

Data also showed:

- 84% Intermediate and Secondary Schools agreed they would benefit from training to adapt the curriculum for learners with additional needs, which is higher than in other sectors
- Less availability of opportunities for rural schools
- Marlborough was the least resourced region in relation to having access to learning resources to support students (18%) and Taranaki rated the highest for this with 61%. Taranaki also rated the highest for training provided and Ministry support
- Again, in response to resources provided by the Ministry, the range was varying with Marlborough the lowest at 13% and Taranaki the highest with 58%

Having the necessary resources available to support our kaiako to support tamariki. (Greatest challenge)

We need more resources in TE REO MĀORI. We need more MOE specialists to be speakers of Māori!!!!

See Appendix 10 for supporting comments

The Environment

20.9% of respondents disagreed that their school environment (access, buildings, classroom, playground, toilets) was safe and suitable for supporting students with all needs and challenges.

We can have all the skills and many resources to meet learning needs, but if our physical environment doesn't meet the needs of our tamariki, then equity in learning opportunities and equitable access to education is a constant battle.

We currently have 4 High Health Needs students with soiling issues and no purpose-built toileting facility for them.

Having a suitable space so that our students can have time out of the classroom.

Related questions:

The physical environment (access, buildings, classroom, playground, toilets) of our kura is safe and suitable to support students with all needs and challenges.

Key themes:

- There is a need for sensory spaces for students to self-regulate in some schools
- Wait time for building adaptations. e.g. safety fencing, toilets can be lengthy
- Safety can be impacted if adequate environmental adaptations are not made in a timely manner, e.g. fencing

The most frequent comment around the school environment was having access to a sensory space for students where they could regulate away from the rest of the class. Physical adaptations to the environment were found to be time consuming and a lengthy process, meaning adaptations were not always in place to meet the student's immediate needs. The physical environment (access, buildings, classrooms, playground, toilets) was rated lower by larger schools >1000.

Our school does not have a fenced area for our special needs children to access when they want to be outside the classroom. Our school fencing is not adequate.

Many of our incidents could have been reduced if our environment was physically set up to manage them, i.e. gates and fences to keep them contained and not running around the school grounds and into different classes.

There's just not enough of them, e.g. our special needs toilet is in demand and often kids have to wait to use the bathroom for changing/showering.

Property projects to meet the needs of students with high needs and the process for property modifications have many pitfalls and hoops to jump through before they are actioned and if you don't fit the 'normal needs' box then the funding streams are complex.

What is the greatest challenge?

There were 777 responses to this question and some key areas were clearly identified when reading all of the comments. For the most frequent themes, a tally was taken to show the frequency of each challenge as mentioned. NB - many responses contained more than one challenge. Comments from this question have been embedded within the relevant sections of the report.

Key themes:

Challenge	Frequency
Funding	211
Time	171
Teacher Aide - time and support	144
Accessing support from Ministry services	144
Managing the complexity of students' needs	131
Staffing - increased staffing/ release time	74
Training/PLD	65
Covid implications	38
Resources for students to access learning	32
Wellbeing of staff	18
Engaging whānau	17
Attendance	16
Collaboration between school and other agencies	12
Environment	11
Assessment of students' needs	7
Assistive technology	2

If you had one wish to support your students with additional needs...

There were 787 responses to this question and clarity and consistency of some of the main wishes. The overwhelming number one topic was to have increased Teacher Aide time. There was also an overarching sense of frustration from responses that schools were not able to access what they knew they needed and their professional judgment wasn't being validated and resourced.

Key themes:

Wish	Frequency
Funding (15 including autonomy of funding)	220
Teacher Aide time/ support	215
Accessing support from Ministry services	140
Staffing - increased staffing/ release time	74
Training/PLD	59
Resources for students to access learning	57
Time	47
Supporting students' complex needs	39
SENCO - Full Time/ Increased time	32
LSC - access	20
Counselling support	19
Environment (9 needing a Sensory Space)	19
Access to Specialist Teacher	15
Supporting whānau	13
Smaller class size	11
Support for staff - mentor/wellbeing	8
Social Worker in School (SWIS) support	5
Support from Specialist Schools	5
Support from Behaviour Specialists	4
Assistive technology	4
Kaupapa Māori specialists (including male role models)	3
Better transition process	3
Attendance	1
Pastoral care	1

Responses to the question, 'If you had one wish to support students with additional needs, what would it be?'

- A counsellor who would work regularly with our students and staff and someone who would help raise the mana of our Māori students.
- On the ground specialists who can come together to make collaborative plans in real time to support students/whānau/ professionals within the school in a timely fashion.
- More time for the SENCO role and easier access to outside support.
- I want to be able to provide what these students need, when they need it without the unrelenting battle for funding.
- Equitable access to ORS.

- Someone to talk to.
- Training in schools for all staff.
- Access to specialised services in a timely efficient way that is best for the student.
- A full time SENCO added to the staffing entitlement.
- Money to provide support/training/time particularly for the students that do not qualify for extra funding/ resources.
- Allocate resources according to needs identified in the school.
- RTLB referrals that get accepted.
- To have the ORS students fully funded - not just the 10 hours they are resourced for.
- Equity - we need to provide what the child needs to participate successfully.
- Make Teacher Aides available to schools as part of the entitlement based upon our role.
- On a personal level, I want time. Time to dedicate to the SENCO role and not have to do the majority of it at night and in my own time when I should be spending it with my own family.
- We need to change the criteria and make support available for the enormous number of students with learning disabilities and issues that are slipping through the cracks. The SEG does not spread far enough.
- Funding that reflected the need. We can be at the top of the cliff but currently I feel like we are always operating at the bottom of the cliff, picking up pieces instead of early intervention.
- Money! Funding in order to provide additional teaching staffing to support the students, to release the SENCO, to purchase additional resources, to upskill teachers, to be able to release teachers for PLD, to be able to afford training courses for all staff not just a selected few.
- That daily specialist help would be available to them if needed and their whānau and kaiako.
- There was a fund like ORS for students with high emotional and behavioural needs.
- Time for the Principal / SENCO to be released to do the work and/or support the learners
- Quality, consistent, reliable and timely experienced/ knowledgeable support that is practical and well resourced.
- To have the money to just purchase resources they need whether it is staffing, differentiated learning, equipment and technology.
- To receive support from outside agencies without having to jump through hoops and/or be told their needs aren't significant enough.
- Have more specialist services outside of MOE such as Kōwhai so we can lean on them and use experts.
- An educational psychologist who can work with children who suffer from trauma.
- Greater funding for children who are not ORS funded but still find it very hard to access the curriculum.

- *More people involved. We cannot resource the in-class support for our extremely low students or those with violent behaviours*
- *All students who need support should get it if they qualify. There should not only be enough resources for half of the qualifying applicants.*
- *Give me the money so I can access the people I need to do the work in regards to supporting and upskilling staff.*
- *Students with diverse needs should not have to continually prove they need resources, funding and support.*
- *All children thrive and achieve their potential. The funding to put the programmes in place to meet individual learning and behaviour needs.*
- *More support for teachers to learn what they can do in the classroom to help as well as more TA time to use on preventative strategies too.*
- *More TA hours for those we are funding for full time care in school.*
- *They had access to counselling and more school programmes catered to their needs.*
- *A speech language therapist for our school who can come in and work with the children.*
- *That every classroom received funded TA hours*
- *The right to access the support they need without question.*
- *Greater access to trained experts who work WITH the students on a regular basis.*
- *More effective MOE workers that we can readily access. That we would know exactly who to contact for help and actually get it without having to jump through so many hoops.*
- *Having a SWiS back in our school.*
- *For all tamariki to be funded so that their needs are met, not just those tamariki with the most complex/obvious needs. Access to a psychologist (or a team of people) who could work with us to implement appropriate strategies as well as work with the child and their family.*
- *To have an LSC in our school.*
- *Small class sizes with a TA attached to each class*
- *Seamless transition from early childhood centre to school with continuation of funding/resourcing etc rather than having to start all again as they enter school.*
- *Kaupapa Māori trained 'specialists' and more staffing to deal with our needs internally*
- *Regular attendance and home support for the families to bridge the gap between home and school.*
- *A sensory/emotional regulation room.*
- *Help when you need it.*

Prioritising to take action

What can we do to ensure better progress and outcomes for more of our learners?

Suggestions below are based upon the data from the report and Principal/ SENCO comments around current good practice and the barriers to ensuring all students with additional needs can make progress and achieve outcomes to reach their potential. The content of this report reflects the need for systemic change in order for schools to be able implement best practice to improve school processes and student outcomes.

The data suggests that currently, there are barriers for schools around funding, training and expertise which prevents them from fully achieving many of the outcome and process indicators as identified in the School Evaluation Indicators, July 2016, particularly within Domain 4 (Responsive curriculum, effective teaching and opportunity to learn). These areas are highlighted along with potential barriers to achievement in **Appendix 11**.

Funding

- Additional funding to meet the needs of all students with additional needs
- Explore funding to bridge the gap between In Class Support (ICS) and ORS funding as many students don't meet the criteria for either - what is missing?
- Broaden the ORS criteria for funding
- Simplify the process and reduce the time frame for accessing funding and support
- Ensure funding is accessible as early as possible to enable early intervention
- Explore options for funding and support for students with emotional/ behavioural needs
- Increase autonomy for schools to manage funding and access supports needed

If there was an alternative option for getting support for these students, a step between ORS and ICS, then we would be able to support more students.

Give us the money and we will employ who we need to suit the needs of our children

Teacher Aides

- Increased funding for more Teacher Aides - Could this be centrally funded?
 - Increased ORS funding for Teacher Aide hours to meet the actual needs of students
 - Provide training for Teacher Aides to support the students they are working with
- Make Teacher Aides available to schools as part of the entitlement based upon our role.*

Specialist Teacher Time

- Moderation of the specialist teacher component - Are all students accessing their entitlements? How consistent is practice?
- Increased availability and accessibility of the Specialist Teacher Outreach Service, especially in rural areas

Being so far away from a school that hosts/employs STOS, we found it almost impossible to access this.

Ministry of Education Support

- Increased number of specialists available (Occupational Therapists, Physiotherapists and especially Speech and Language Therapists and Psychologists) to ensure equity across areas and that all students are able to have their individual needs met in a timely way i.e. reduced waitlists
- Equity and consistency of Ministry of Education support across regions, school types and age ranges
- Ensuring Ministry specialists have the level of knowledge, expertise and experience required to meet the needs of the students with whom they are working
- Specialist support to be hands-on and working directly with students, kura and whānau
- More specialist behaviour support
- Explore options for schools to seek specialist provision from external options and/or specialist schools

Specialist support who know us as a kura and know the whānau and ākonga they work with.

Increase clinical support to address behavioural/ emotional issues and trauma

Often, they do not provide hands-on help/intervention but offer teachers 'advice' and leave us with programmes to administer. It would be helpful if we could see the interventions being modelled over a number of sessions and then we carry on from there.

LSC

- Increase the number and availability of LSCs to ensure equity across all schools

We do not have an LSC and we feel this is unfair in how these have been allocated.

SENCO

- All mainstream schools have a funded SENCO position, relevant to need and size so that they can balance workload and time allocation effectively
- Increased opportunity for training, collaboration and support networking, including supervision for SENCOs

A dedicated SENCO for every kura.

Emotional/ Behavioural Challenges

- Additional funding for students presenting with emotional/ behavioural challenges
- Increased in - class support to safely manage students who need support to regulate
- More behaviour specialist support and RTLB availability to target this group of learners
- Greater access to Counsellors and Social Workers in Schools
- Easier access to support and funding to adapt the environment e.g. sensory spaces, safe outside areas

We act from a trauma responsive and developmentally informed perspective. We put things in place before there is an issue. All self-funded. There is little support for children who are a significant risk to themselves or others, so we have to be innovative.

Staff Wellbeing

- Increased opportunities for collaboration between schools - especially in rural areas
- Explore a model where specialist schools can support mainstream schools with PLD, expertise, TA PLD etc.
- Supervision for Principals, SENCOs and Teachers
- Smaller class sizes and Increased staffing were also common themes

Teachers NEED supervision as a part of their professional development to work through the emotional toll that this job creates because we care.

Training and Professional Development

- Effective evidencebased, relevant and up-to-date professional learning opportunities both at teacher training level and ongoing for current practitioners to keep up with the changing nature of the students' schools are working with

- Professional Learning and Development to improve outcomes for students with emotional/behavioural challenges including, positive behaviour support strategies, managing physical behaviours (evidence based and certified)
- PLD in specific areas to improve learning experiences and outcomes for students e.g. FASD, ADHD, Trauma Informed Practice, Dyslexia
- Training and resources for schools to adapt the curriculum to meet the needs of students working below Level 1 and significantly below their peers
- Additional funding to pay for the training and release time required to manage this
- Exploring options to ensure all schools, especially in rural areas can access PLD, possibly online forums
- Exploring how specialist schools can support mainstream schools with training, curriculum adaptation and resources

Quality of people doing the training/support is key to success and sustainability

Environment

- Easier and timely access to environmental requests for property adaptations to meet students' needs e.g. safety fencing, toilet access
- Having a safe space/ sensory area for students who need areas to self-regulate

We cannot cater for some students as their needs go beyond what we have at school, e.g. suitable playgrounds.

Further Questions and Areas for Investigation

- What are the types and range of additional needs currently being unmet by funding? Are there any commonalities?
- What is the actual percentage, range and type of unmet needs in the >10% category?
- What are the perspectives of Teachers and Teacher Aides?
- What are the perspectives of parents/ whānau/ carers?
- What are the perspectives of students with additional needs around what would make their learning better?
- What is the current data around the number of Ministry of Education Specialists nationally and regionally? What is the current unmet need for Ministry Specialist support?
- What are the funding options to support unfunded students with additional needs? How can the gaps between ICS and ORS be bridged? What are the options for schools to have autonomy over how funding is used?
- What Professional Learning and Development opportunities are currently available and what are the current priorities for training to support students with additional needs?
- What can we learn from regional areas? What are the advantages in more supported areas, e.g. Taranaki and what are the barriers in regions with less support and resources, e.g. Marlborough, Gisborne, West Coast? How can rural areas increase their access to support?
- What training, support and moderation is in place currently and needed in the future for the SENCO / LSC / STOS roles?
- How can the Specialist Education sector support mainstream schools more with Professional Development, specialist knowledge and resources and potentially Therapist support?

Conclusion

The data from the report clearly shows that the current systems, funding, support and resources are inequitable and failing to meet the needs of the growing number of students presenting with additional needs. Educational professionals are frustrated, exhausted and desperate for support in the form of timely access to funding, staffing, relevant professional development opportunities and resources to enable them to provide an equitable, barrier free and engaging education for all of their ākonga. The need for change is urgent. There cannot be more and more children and young people in Aotearoa missing out on reaching their potential.

Professor Barry Carpenter stated, '21st Century children have changed, are changing and will continue to change' (2019) and we have a national responsibility to keep up with these changes and the pedagogy that supports them.

Appendix 1

National Special Needs Survey Questions

1. Which of these best describes the SENCO's role at your kura?

- Full-time
- Part-time
- Part-time with teaching component
- Part-time and principal role
- Other
- Don't have a SENCO

2. Approximately what percentage of students at your kura currently receive ORS funding?

- 0%
- 1% - 3%
- 4% - 6%
- 7% - 9%
- 10% +

3. Approximately what percentage of students with additional needs require extra support but have no allocated funding?

- 0%
- 1% - 3%
- 4% - 6%
- 7% - 9%
- 10% +

4. Are you aware that students who have ORS funding are entitled to a Specialist Teacher component? Y/N

5. How do you currently provide Specialist Teacher time and support for your ORS funded students?

- SENCO
- A specialist teacher from within the school
- A teacher at school
- An external teacher from the Specialist Teacher Outreach Service (STOS)
- Do not have ORS funded students
- Other (please state)

6. Have you heard of the Specialist Teacher Outreach Service? Y/N

7. Do you use, or have you ever used a Specialist Teacher from a Specialist Teacher Outreach Service? Y/N

8. Our staff are well supported by this service to meet the needs of our students with additional needs

9. Overall, the service has been effective in supporting our students' learning needs

10. Are there any comments you would like to add about this service?

11. Are you supported by a Learning Support Coordinator (LSC)? Y/N

12. I feel supported by this service to enable our school to meet the needs of our students with additional needs

13. Overall, the LSC has been effective in supporting our students' learning needs?

14. Do you receive any additional support from Ministry of Education specialists? Y/N

15. Which of these Ministry of Education specialists support your kura?

- RTLB Service
- Speech and Language Therapist
- Psychologist
- Occupational Therapist
- Keyworker
- Physiotherapist
- Other (Please state)

16. I feel that the time provided by the service(s) we receive is sufficient to support the needs of our students with whom they work

18. I feel that the resources provided by the service(s) are appropriate to meet the needs of our students with additional needs

19. The training provided to our kura has enabled us to develop the knowledge and skills to support our students with additional needs

20. Our staff have quality resources to provide access to equitable learning opportunities for our students with additional needs

21. Our staff would benefit from training on adapting the curriculum for students with additional needs

22. Our staff would benefit from additional training on managing students with physical behaviour challenges

23. Is there anything else you would like to tell us about training and resources?

24. We are able to effectively manage significant behaviour incidents (e.g. physical incidents towards staff, other students, self-harm)

25. Within our kura, on average we manage significant physical incidents towards staff/students

- Multiple times per day
- 1 to 5 times per week
- Less than 1 per week
- Never

26. I am confident that our staff can manage emotional and behavioural incidents safely and effectively with our current level of training and resources

27. Emotional/behavioural incidents are impacting significantly on the safety and emotional wellbeing of staff: Y/N

28. Emotional/behavioural incidents are impacting significantly on the safety and emotional wellbeing of other students: Y/N

29. I feel that some students are at significant risk due to their emotional and behavioural challenges: Y/N

30. The physical environment (access, buildings, classroom, playground, toilets) of our kura is safe and suitable to support students with all needs and challenges

31. Students with additional needs have access to idealised equipment and resources to access learning equitably

32. Our kura collaborates well with the parents/ whānau /carers of students with additional needs to support students in their individualised learning pathways

33. Our IEP process and documentation is collaborative and includes whānau voice

34. Please select which one of these takes up the most of your time

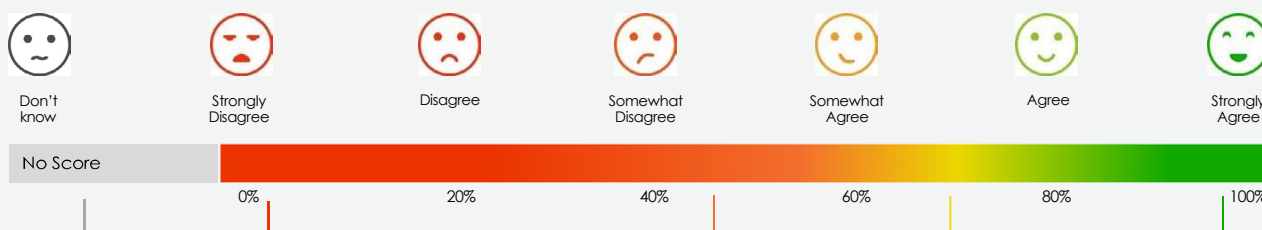
- Managing emotional/behavioural incidents
- Administration - liaising with agencies/whānau
- Supporting staff with student related issues
- Adapting the curriculum to support students' individual learning needs
- Other (please provide details)
- Supporting students with their communication needs
- Supporting students' physical needs

35. What is your greatest challenge at the moment in supporting all of your students with additional needs?

36. If you had one wish to support your students with additional needs, what would it be?

I feel that, overall, the service we receive has been effective in supporting the needs of our students with additional needs.

Rating scale:



Don't know responses are excluded in calculating the score. The number of people that do not know may indicate an issue. Is it a lack of awareness that needs to be addressed?

Red is an area that needs focus. What can you and your team do to improve this? Do you need help from others to solve it?

Orange shows potential concerns and identifies where you could act. What could you build on?

Yellow is good. But are there key areas important to your organisation that should be improved?

Green is excellent! This is worth celebrating. How could you make this even better? What best practice can you share with other teams and leaders?

Appendix 2

Supporting comments - Funding

A 100% increase in the level of funding provided for students with additional needs would still fall short of meeting those needs and the expectations of parents. Our school allocates 5 times more than our SEG grant to support these students and it's still not enough.

ORS funding seems to be impossible to get these days. All our applications for this (ICS) were turned down.

Wish - to be believed when we apply for additional support for individuals.

High needs - guaranteed support as a human rights issue.

16 out of our 26 students across year levels are showing some sort of need.

We support our students' needs as best we can but we could do a lot more. We would love to do more.

I have given up trying to get support.

Children with real needs just aren't being considered needy enough, it's crazy!

We believe we are an inclusive school - but it's getting increasingly challenging to provide a truly inclusive environment for some of our students - they need a better deal!

ORS students are well supported in our school... Students with additional needs (not ORS) do not have equitable learning experiences.

The MOE only makes a contribution, they do not fund the entire care package a student needs.

Lack of funding for students in Year 11+ is a major issue. Only 7 ORS funded students have guaranteed support for the duration of their secondary schooling. A few (1-9) can get annual contestable ICS funding, but only for learners working at NZC Level 1 in literacy AND numeracy.

We often seek support privately and cover the cost to ensure we get immediate support.

We had an autistic child who we unsuccessfully tried to get ICS for.

There is no funding for our year 11, 12 or 13 students who don't have ORS and most don't qualify for special assessment conditions for NCEA (National Certificate of Education Achievement) due to their intellectual disability yet they need lots of support and special programs of work like supported learning units.

It is almost impossible to get additional funding to provide TA support for at risk students. This is unacceptable.

I feel that schools do not get anywhere near the support they need for students with additional needs. The amount of support available from outside agencies is a huge concern and every SENCO/LSC I speak with concurs with this statement. There is a huge gap between what an ORS funded student can get and what those who are declined can access in support - ICS is the only other alternative and this is not a given but must be applied for every single year.

ORS verifiers must meet the tamaiti on several occasions. Approximately 25% of our school is on the Learning Support Register, but only 3 students at present have external funding support.

It's just too difficult to get ORS funding and since RTLBs are for moderate needs there is a huge gap which many children fall into.

They seem to get turned down throughout primary school and as the gap becomes more and more obvious they have a better chance at secondary school. This is too late for many and huge opportunities have been sadly missed.

Learning support for ORS and other high needs students is woefully underfunded - everyday is a fight for staffing, funding and resources. If every child now has a right to attend mainstream school (as they do after the Education Act Review) they should be funded appropriately to do so - it's a disgrace.

As a decile 4 school, we often feel disadvantaged. We do not qualify for the extra support offered to Decile 1-3 kura and certainly do not have a community that can provide funding for extra support and initiatives. We spend a lot of time and energy trying to access external funding to support both learning and well-being initiatives.

Have made a number of applications but been turned down despite the student having clear needs.

Without funding, a parent cannot look at alternate special education providers as they will not accept the application without funding.

With a roll of 350+ students we have 25% of the school on our special needs register.

We get very little support even though the students need and require it. When we do get support, it is often so time consuming and then the service staff are unable to provide the level of intervention and support required over and above what we already have in place.

We have tried to get help and support for 33% of our students who need either speech and language support, OT support or psychologist but have always been passed off from one to another and then back to the original application we initially started with.

The targeted support received is of a high quality and makes a big difference with the cases they are able to take, however there are many, many more (especially those in Y11+) who do not 'qualify for' nor are easily able to access any such support.

We have students who are completely unfunded with e.g. Intellectual Disabilities, Anxiety, Sensory Issues etc, while working at Level 2 of the curriculum at high school, NCEA is not an achievable pathway for them etc - these are the same students that we would have seen with ORS funding in the past. We are really good at working with children that have special needs - but we do it alone. I have just submitted my third ORS application for the same child who has severe learning needs but has been declined in the past because they were deemed to be 'making progress.'

Supporting comments - Teacher Aides

Teacher Aides have been allocated based on personal hygiene and behaviour/safety reasons for the past 3 years rather than to support learning programmes, so at-risk or challenged learners are not getting the support needed. Only half of our Teacher Aide wages are covered by allocations, the rest is from our school budget.

We have amazing teachers and Teacher Aides that have specialised in the learning support area to support the needs in our school. At the moment we also have highly qualified Teacher Aides that support our tamariki (Teacher Aide qualifications or ECE (Early Childhood Education) training). Without this amazing support, we would be really struggling.

Too often there is a fantastic level of support during the morning programme only to have the class dynamic 'fall apart' somewhat when the child/ children fail to have their TA for the afternoon programme. I also feel that if TAs could access specialist training for FASD, ASD for example, they would be better suited to handle the specifications of the child's/ children's needs

It is so hard when high needs students are not bad enough to qualify for in class support but we need to employ a Teacher Aide full time to care for the student so they are safe, clean (soiling) and able to participate in the learning. I know the MoE is not a bottomless money pit, but something needs to change with regards to high needs support.

Not enough funding to cover a student's needs during the whole day.

Having no access to Teacher Aide funding, but having nearly 30% of the school requiring extra support. We are a small school of 40 children and the Board has funded an experienced Teacher Aide for 2 days a week to support our learners as things have exacerbated due to Covid lockdowns.

Make Teacher Aides available to schools as part of our entitlement based on our roll. I currently budget \$250k per year to pay for the TAs we need, and I don't think we have enough.

To have TAs fully funded, not just the 10 hours they are funded for.

Current funding for Teacher Aides is appalling. 5 hours a week for a student is insufficient to meet their needs.

The only issue I have is the lack of TA hours and the funding of their pay. When I have to use the operations grant to pay the extra, the other 151 children miss out on resources for their learning. This is not fair.

Appendix 3

Supporting comments - Specialist Teacher Allocation

This is the role of the SENCO but can be missed due to the large workload of that individual.

We give planning time for the class teacher and this time is also used to meet up with the SENCO and outside agencies.

There has been little support into what best practice looks like for ORS students so we have had to contact local schools to figure out an approach that actually works.

We have a department dedicated to ORS students with specialist teachers as part of this.

We have created specific classes for these students within our mainstream setting.

The SENCO is the additional teacher but students only get half an hour as this is all the time she can spare.

Our specialist teacher is a staff member who took on the role but has no support in that role, guidance or training.

I have just joined a school and there has been no teacher time allocated - I am in the process of organizing this.

I put that time into planning programmes and activities for the students.

We are using .2 created by our ORS students to fund additional Teacher Aide time.

I currently have this role - but effectively I got it because I had .1 free, not because I have any expertise. It has been a pretty steep learning curve.

Trying to access genuinely qualified specialist teachers in our areas is so challenging! A step towards setting up our own satellite, also due to our students not receiving the specialist services they should from the MOE.

As SENCO, I visit classes, meet the students and teachers, observe students each week and discuss the needs.

We employ a full-time equivalent specialist teacher above and beyond our staffing allowance. The time allowance is then split into 3 parts; ORS. Literacy/ additional programmes and ESOL. The cost of the role is covered mostly through the MOE ESOL (English for Speakers of other Languages) funding and topped up by ORS funds and supported by the Board if necessary in a given year.

Appendix 4

Supporting comments - Ministry of Education Supports

Supporting comments - Positive experiences:

We have support from the School for the Deaf and visually impaired.

We are well supported by Mana Ake in Canterbury.

We are currently funding counsellors in school from Vision West. We were lucky to get funding from COVID previously, this service has had huge benefits for our children. I was really disappointed when the Ministry decided not to go ahead with this last year.

We work with specialists in a proactive and school-wide way to support our teachers to build their skills to work with students who have complex needs. An example of this is working school-wide with an Educational Psychologist to build our trauma informed practice.

Waitaha is our fundholder so we access SLT, Physio, OT through them for ORS funded students. This is a brilliant model.

MOE has been extremely helpful. We have a wonderful lead worker now.

Excellent support from our RTLB and MOE office.

The support we receive is of high quality.

Supporting comments - Challenges:

We get support, but due to our physical location (far from a major centre), it is unreliable and not 'just in time'. In fact, by the time support arrives, we have found a solution to issues that have arisen.

In three years I am on my fifth MoE Service Manager - they come and go rather swiftly. Not one of them has ever been in a classroom. We need a HUGE overhaul of MoE. We need teachers with experience in specialist education, not civil servants advising us. Teachers in schools are struggling. We struggle with the ignorance and inflexibility of the MoE.

Inconsistent, confusing and we don't rely on MOE help. Often seek private speech therapists and child psychologists and counselling for our children who aren't eligible or considered bad enough (but still can't talk or function as expected).

When MoE staff come in, time is so pressurised. They visit to show our Specialist Teacher how to use assistive technology or a standing frame, etc. but there is no relief cover organised. So if we want our specialist teacher to spend a morning with an MoE staff member, we then have to book in a relief teacher.

I feel that the promises they make always miss the mark and we do not see it at the coalface.

I am unsure what they actually do to provide support for our students (Key Worker)

It is a slow and arduous process. The purse strings are tightly held as funding is limited, as are people within the RTLB and specialist MOE services. Wait times are huge.

It's really hard when the MOE worker is not very good (talks a lot but never shows up). The person you get is a real raffle and we have had more than our fair share of inexperienced, ineffective MOE lead workers and SLTs. It might sometimes be referred to as going 'into battle' to obtain the services children need.

Very limited MOE support due to staffing issues and RTLB service locally is appalling and lacks credibility - teachers are unwilling to engage with them.

They are working in a system that is hamstrung and under-resourced.

The service is minimal for anyone. We would prefer to have funding to purchase services.

These workers provide minimal support, rather more like an advice service. Constant changes to the key workers for students makes supporting our department difficult.

Support from the Ministry is not enough - communication is poor.

The support they offer students who have no individual funding is very limited.

Being a rural school, I feel it is more difficult to access support services due to the travel time.

The Ministry has declined support on two occasions for extreme behaviour and learning and left us searching for help - we need these specialists in and out of school and assisting us regularly and easily.

Sometimes we need the specialist to work directly with the student, not the teacher, but this doesn't seem to be the practice. Wait list times are long and often as the student ages their criteria for receiving support changes.

Need practical support, not someone coming in, making (1) observational visit, writing recommendations and never to be seen or heard from again, for the rest of the year. What needs to be asked is, 'How can we assist you?' Feel that it's a, 'Here is what you should be doing,' but no practical advice on how to apply this.

When help is asked for, it rarely comes in any meaningful way and often comes with fish hooks such as reporting for the measly contribution provided and the amount provided reducing over time to the point that it is more work than it is worth.

Our ORS students were without a MOE lead worker for nearly a year (2021) and we were left to struggle through transitioning a Y13 student from our school into a meaningful pathway and adapting the curriculum for the other student.

A lot of MOE staff do not have school experience so do not understand how it 'feels' to manage challenging

behaviour as well as provide a learning programme. The stress on classroom teachers is huge.

MOE support lead workers keep resigning, so no continuity of service.

Quality of service is hugely variable. Even within the same service e.g. RTLB.

Very little support is available from the MOE. When you do get it, it's often unhelpful as the MOE model does not suit schools.

An inclusive/ Special Education Advisor who sends information via email. I haven't seen her since the child started in February/ What exactly is their role?

Ministry special education staff are ineffective - they currently have a penchant for meetings and meetings but no real deliverables. We keep getting told they are not a one to one service but their support is outdated, ineffective and next to nothing.

I feel that some of the Ministry staff that come to us as experts have little or no idea on practical ideas for helping our children.

Specialist Support

Psychologists are almost impossible to access.

No psychologist for more than 1 year. Hard to access due to need in Kahui Ako. Like hen's teeth. Process is toooooooo long, RTLB are understaffed so cases are declined, closed or told not to even apply as there are not enough staff.

I wish we had access to a Psychologist. I have a referral for behaviour from April 2021 still without support.

I would love to be able to access a Speech Therapist for a child, and have two trained Speech Therapists living nearby, but am unable to access them due to funding issues. When we did have a speech therapist provided through LLI funding, they visited once a term and we had three different people. This is unacceptable when the NELPs clearly state that it is "barrier free access for all". Very frustrating.

SLT service depends very much on the calibre of the individual provider.

In previous years we have had the services of a fantastic MOE Ed Psych. She left the workforce and has not been replaced.

In theory, these people are supposed to provide support/ intervention, but quite often getting them into school is like pulling hen's teeth. We have to wait over a year for a Psychologist and a similar wait for a Speech Language Therapist.

The other issue we have is lack of continuity. MOE staff change frequently, so it is unlikely to get the same person the following year.

We have a high number of students with special needs who do not receive funded support. The RTLB service and LSC Coordinator do their best to provide support but our students need specialist intervention (SLT, OT, Physio and Psychological services). Despite repeated applications for support, they are declined. We found the wait was too long (one child had been waiting over a year for SLT input) and the current model of service delivery (a consultancy model) less effective than direct and regular therapist involvement with children. As a school, we felt the best way to help the children in need was to employ, on a contract basis, a private SLT. This was an extremely positive experience for the school, children and their whānau. The feedback from whānau was glowing and the observed progress in the children was substantial.

When that piece of work wound up, the BOT decided to continue to fund this kind of support using privately employed therapists.

Occupational Therapists have been privately funded by families due to us being unable to access them through the Ministry of Education. This is similar for Psychologists.

SLT rarely sees any of our students - it's a bit of a joke. The most desperate area of support for us is Speech Language Therapists.

Access to OT and Psychologists are abysmal, waiting a year in some cases.

Educational Psychologist is a key liaison worker for a student returning to school - but advice is not practical or helpful.

In the last two years we have had no SLT and Ministry liaison was so busy we very seldom saw her.

The support we receive from the MOE specialists is minimal and largely ineffective. It consists of copious meetings that result in a level of frustration as we are unable to access any practical assistance. Two terms max of Speech Language Therapist support - LOL. That will fix the issue!

Non-existent!

There is a real need in Aotearoa for more SLT and Ed Psychs.

Supporting comments - RTLB

We receive support from our RTLB. The service we receive is amazing, we also have lots of PLD in PB4L provided by this service which has been extremely valuable.

We have an exceptional RTLB and she has supported us to develop the strategies and skills to work with the majority of our learning support students.

RTLB are more present once requests have been allocated, even if it's short term.

RTLB is amazing, SLT not so much.

The students who access RTLB, ICS, RTLB, ELL funding and services do really well. It is the ones who cannot access any of this who it is very difficult to support. If we had one change, it would be to increase the amount of students who can access ICS). This is only 5 hours per week, but it makes a huge difference when added to our current resources, and ensures each student who has moderate learning needs is getting support.

I also submitted a referral for RTLB to upskill my TAs in behaviour management strategies to help with learning and other relevant topics. It is a great service and should be more widely used in the secondary sector.

The RTLB service is brilliant and we get excellent support through them.

RTLB are at capacity with no shift in their funding budget but significant increase in needs, we are lucky to receive 1.4 hours per week for any RTLB student.

Our RTLB teacher is amazing. I want to convey that our RTLB does an amazing job with the time he is given, and does great work with the students he is working with. HOWEVER, we have such a huge list of students who are needing extra support, beyond the RTLB, that we get basically no support for. These include students

with cognitive difficulties, and students who have missed out on ORS applications. The school is funding a huge amount of Teacher Aide time to support teachers, and we have been declined support for students who are in our senior school working at NZC level 1. Our only useful support has been basically through RTLB.

I believe RTLB service should be separated into a learning service with a separate behaviour service. We are also a smaller region and have MoE specialists travelling to us so have to 'fit into the timetable' - this can be extremely frustrating.

RTLB - neither use nor ornament in our area - we don't appreciate it being her time to talk to parents and offer nothing to school.

The amount of time set for RTLB support is not enough time to get to know families and build a trust so that families can fully engage in making changes for their children's learning. 20 weeks is not enough especially for our Pasifika and Maori whānau.

RTLB service is so variable. If you get a good person, it is great ...if not, it is a total waste of time and money...too many RTLB have not worked in a classroom for soooo long and are out of date or not realistic.

Once a term visit for an hour only.

The RTLB service has the highest level of input in our school. It would be good if they would work to grow Teacher and Teacher Aide capacity rather than implementing programs that are barely effective, time consuming to implement and costly. We need to develop adaptive capability in teacher aides as well as teachers.

Currently, the RTLB service examines what we have already done with students that have needs and suggests their ideas on different approaches. This is done by provision of a plan. The ideas are sometimes new, sometimes not but are often things we have already

tried. The mantra is, 'It's all about the plan,' which might be true but if we do not have the capacity or workforce resources to deliver that plan then maybe it's not worth even applying to RTLB.

RTLB service has become less useful in the service it provides over time.

The RTLB are so hands-off, the number of meetings they want increases teacher stress.

ICS- applied for 7, got 1. Knew we wouldn't get 7 BUT disappointed with what we did get. Local college got 12 - ambulance at the bottom of the cliff. I know lots of primary schools in our area that only got 1 ICS.

Process is toooooooo long, RTLB are understaffed so cases are declined, closed or told not to even apply as there are not enough staff.

We refuse to use the RTLB service as this is highly ineffective and if we do approach them, their advice is low key and less than what we have already implemented so it becomes a waste of time.

We have two ICS funded students for 2022, however applied for 18. A very unjust system, these students are too high for ORS and nothing else available. Also been promised assessment tools by MoE for eg Dyslexia etc, nothing yet only screening information.

The admin from the MoE and RTLB service for ECE transitions is out of proportion with the service they offer. The admin when making a referral for AT or an ORs application is time consuming.

Also, my biggest concern is that In Class Support funding and requirements is inequitable for secondary students. The threshold is suitable for primary but we have students reading at level 21 who miss out on funding. They are still hugely in need of help to navigate the secondary curriculum but are deemed too capable despite the fact that they are many years behind their peers. This is totally inequitable for students who often have a diagnosis of intellectual disability yet are not funded at all.

Appendix 5

Supporting comments - Learning Support Coordinators

We do not have a LSC Co-ordinator in the Whanganui area.

I have 1760 students and no LSC!

Networking is a challenge as we don't have access to LSC but we have a high number of diverse needs at our school.

I am the LSC/ SENCO. Coming into this role from being an RTD, I feel there is not enough support/ mentoring from MOE around the LSC role. There could be some PLD provided on various aspects of the job; setting up programmes, funding sources, challenging behaviours, various diagnoses, assessments of children.

LSC is a great tool as it takes pressure away from the Principal and/or SENCO BUT when they are not in the school full time and have to work across two (or more) schools, the tool/resource/support is not effective, consistent and does not relieve the pressure of referrals and support etc.

With no LSC in a large school like ours and with the huge increase in complex learning and social needs, I now have to be in my SENCO role far too many hours each week just to keep things moving. My other roles in curriculum design/ implementation and in assessment are suffering and job satisfaction is suffering.

As we have no full time SENCO or LSC this work is additional to base class teaching. People can't keep squeezing more and more into their day. - Often the workload that comes with children needing additional learning support is huge on top of class teachers having 25 + other children. More human resources are needed.

The UNFAIR fact that we do not have an LSC for our kura, despite a higher decile school down the road getting FIVE LSC positions!

Appendix 6

Supporting comments - Specialist Teacher Outreach Service

This service is highly flexible and meets the needs of those few very high and complex students for whom the school environment does not meet their needs.

They are flexible, have innovative ideas for learning and fit in well within the classrooms and school.

They are always willing to go the extra mile to support the student, especially during lockdown.

A fabulous service with appropriate staff with specialised training as well as access to educational resources to support learning and wellbeing of students.

When the school staff are being upskilled to meet the child's needs as part of the work of the specialist - this is gold.

The location of our school means that with travel time, the specialist teacher is here for less than 3 hours- rather a waste of their time and our funding.

Being so far away from a school that hosts/employs STOS, we found it almost impossible to access this.

I am not aware of a service available to us.

Just not enough hours provided to schools for this service.

It appears too rigid in its current format from MOE

For an isolated school, getting access to specialist teachers is patchy at best.

Appendix 7

Supporting comments - SENCO Role

You don't know what you don't know. I feel like SENCOs meeting together would really benefit each other much more so than just SENCOs trying to do it on their own.

Whānau Hui takes a significant amount of my time and the teacher's time. But it is so worthwhile!

Involving staff, whānau and outside agencies takes time and means paperwork is often done outside working hours.

I am the DP, SENCO and have a .5 teaching role.

For a school of over 600, the workload is not manageable. I am currently on stress leave due to being overworked and burning the candle at both ends to try and do my role efficiently.

Although my SENCO role is meant to be .4 of my role, it takes up way more of my time than that. This means my D.P role is impacted.

There is a high risk of burnout in this role if you are not highly organized and competent.

Teachers are rapidly becoming burnt out and as SENCO I am finding it hard to support other students and their teachers because of the time spent working with our ORS funded students

All of the above take up a huge amount of time. Especially for SENCOs and teachers who still have to teach during the day. Meetings can be hard work for teachers after a full day of class.

Applications for funding for students with needs are more often than not rejected even when in our professional opinion we know they should be ORS funded students.

All of the above - it is never ending!

A key frustration is dealing with Learning Support and the lack of follow up. We don't have time to constantly follow up and chase. Too much paperwork and wait times for children to be picked up.

I am a teaching Principal who is also the SENCO, juggling all of the above is all part of what I have to do daily.

Administration (liaising with agencies and whānau), adapting curriculum, and supporting staff all take a large amount of time. I feel constantly stretched as, in addition to this, I have a full teaching load. I think that it is grossly inequitable that some schools have the benefit of an LSC, while others are expected to deliver the same outcomes for students without the support.

Appendix 8

Supporting comments - Supporting Students with Emotional/Behavioural Challenges

I feel that support services have not moved in line with 21st century needs. We now have a huge number of anxious / traumatized students who need specialised therapeutic support. We need training for a specialised teacher (maybe SENCO / LSC) to help at these higher levels. MOE needs more psychologists and the process/criteria for accessing their service needs to be easier.

We are seeing an increase in students with high behavioural needs starting school at age 5 (or older and moving into our zone) with no support of funding in place. We have a number of vulnerable students who exhibit violent behaviours with peers and adults and students who are a running risk. We have an increasing number of students presenting with self-regulation needs, anxiety and emotional vulnerability.

Sometimes your whole school is turned upside down and the only response you get after pouring hours into requests for help is an email back to say that you don't meet the threshold for help. On one such occasion, this type of response occurred after a serious incident involving destruction of property, threatening behaviour towards staff and self-harm threats.

Behaviour involves relationships- random people outside of school are of little use.

MOE funding for Behaviour Support Worker appreciated but this is for a very small number of students and many are falling through the cracks of support.

We are a PB4L school and have a great framework for consistency. A lot of time is put into our PB4L teaching and rewarding our expectations. With major behaviour it doesn't matter what skills and strategies you have in your tool box as these students are the ones that lack proper funding and extra support - which means it all falls onto the classroom teacher who ends up drained and stressed. It can also have detrimental effects on the other students in the class.

How to manage challenging behaviours and still offer support to other students as this can be extremely draining on all resources.

We have a wellbeing specialist at school and he will be with us for three years. He is fantastic.

Our previous student was violent and we all learnt a lot on our own. We had physical restraint training, but I didn't find the physical restraint part very helpful, as we were focussed on reducing his violent behaviour, so when he did have outbursts I couldn't remember the training very well.

The number of students with behavioural needs is sharply increasing and currently relies on the skills of experienced teachers to support the needs.

We have asked for MAPA training as we have violent students and have not received any. It would seem as though if you are in an area with Base or Specialist Satellite schools you have availability to training and if not there is none.

Supporting students with emotional and learning needs. Many students come to school with 'baggage' from home. Our school is their 'safe' place!

This includes Oranga Tamariki, Police, Lawyers for Children, children with needs, e.g. cutting, self-destructive behaviour. This also includes managing parents or whanau who are unhappy around agency involvement, often blaming the school (me as principal) for making notifications. Really hard.

I spend a lot of time dealing with behaviour and emotional needs. In the past 2 years we have had staff verbally and physically threatened and hit, kicked, bitten etc by students daily. The school put in systems to support the students involved and to ensure safety of staff etc. This year is the first year that we have started the year without the extreme verbal (extreme swearing) and physical behaviour by students. These students were also predominantly aged 5 and 6 years

The complexity and sheer number of children with additional life challenges that are coming into our classroom, for a variety of reasons, are beyond what a classroom teacher can be expected to manage effectively. All the training in the world will not change this. A teacher is often made to feel inadequate by "specialist teachers" if they are unable to meet the needs of the kids in front of them. They are expected to be all things to all people as "specialist teachers" swan in and out of meetings. You can probably sense the frustration! As student needs get increasingly complex e.g. FASD and meth babies coming into secondary, there is no support from MOE to help these young people thrive and succeed. We are all crying out for help and resources, PLD, to no avail. The MOE employs ever more "experts" with zero benefit to those of us in schools. The learning support system is a joke.

There is a disproportionate allocation of resources to boys who have challenging behaviour. Currently 75% of RTLB referrals are for boys, and this is consistent with overseas special education support. The girls who have been raised in the same home environment are less violent or are withdrawn, and therefore have less of an impact on the classroom. The girls therefore are left to cope until they lash out at the age of 11 to 14, but then it is too late. We need a more appropriate way of allocating resources so the girls have an equitable access to RTLB etc.

In a large secondary school such as ours, it is difficult for mainstream teachers to get time to consider the needs of those with behaviour and learning challenges.

The focus of most teachers is on the curriculum rather than the student.

Our class sizes are getting bigger as well as the number of students with specific needs, so much so that every class has a student that is either ICS, ORS support or in need of support.

Time taken to talk a student down from Red zone to Green, can take up to an hour at a time.

We have spent a considerable amount of money employing TAs to support students like this, we found that it was near impossible to get good counselling and support services that actually made a difference.

A huge need for us is emotional - anxiety etc. we funded counselling hours through IRF last year and the BOT have committed to continuing this. However, we can't find anyone to provide the service due to the vaccine mandates and workload. That is a tragedy.

Sensory needs too - this is not well understood as a barrier to engagement.

Our staff are skilled and effective. The reality is they are expected to manage a wider and wider range of learning and behaviour needs constantly. The great teachers are exhausted and the poor teachers see the exhausted ones and wonder what the point is. We are a high school with increasing numbers of students with academic, social and emotional needs down to curriculum level 2 and the challenges that go with the whole child. Differentiating and adapting only goes so far when students don't have access to devices, can't manage themselves over morning tea and lunch, aren't regulated, haven't taken meds, have incredibly limited literacy and can't access the curriculum, or even log into things by themselves. ICS places are so limited, they need to be like ORS and if you fit the criteria, you get funding, not just the highest out of x number of allocated places. ESOL funding is woeful. So many students need support, we are drowning in needs.

There is simply not enough funding available to support behaviour needs. There is a lack of male TAs, especially Māori male. We only have 1 behavioural psychologist in our area who is overworked.

When support comes in it is never enough and being a rural school, when it is e.g. 30 mins a day, it is difficult to find someone who is skilled enough and would drive 20 minutes to spend 30 minutes. In the ideal world it would be better to totally wrap these students with support to start with and then slowly reduce it back over time.

Three years ago we had 4 high behavioural needs students who physically attacked staff and other students on a regular basis. Our board had no other option but to implement stand downs/exclusions with 3 of these children due to the impact their behaviour was having on the safety of others.

We have a number of students who exhibit the potential for violent and antisocial behaviour. These students do not have ORS funding and we have been compelled to take them as we are their local school.

Appendix 9

Supporting comments - Wellbeing and Impact of Covid

Wellbeing

The challenge is supporting staff who are exhausted and struggling and seeing the great learners missing out due to the behaviour of others.

Behavioural issues impacting on the wellbeing of staff and students. (Greatest challenge)

High needs behavioural students are our most challenging to support as we get no funding for them. This stretches both our teachers and teacher aides as well as disadvantaging other students in the class.

We would love mentor-type support for teachers. Someone working alongside a teacher with students with high behaviour to observe, give feedback, support and goal set. This on a regular basis, i.e. weekly, would make excellent gains for our school and students.

At times, supporting pupils who have complex emotional/behaviour needs can be very time consuming. An incident could take up an hour or two of my time and,

in some cases, a whole day. These types of incidents happen a couple of times each term on average.

Wish - that our teachers could have the support they need to ensure the learning of our mainstream students is not impacted. To see classes regularly evacuated during prime teaching time due to the behaviour of one child is a real concern.

We are currently dealing with a child who was sent home from health camp because they couldn't manage him.

What are we supposed to do better when his medication is not provided? This affects everybody's wellbeing.

There are more and more children who require comprehensive support for trauma. Unable to regulate or coregulate in classes of over 20 students, and 1:1 teacher/teacher aide support, their behaviour can manifest very violently and without warning. Impact on the wellbeing of the school cannot be understated.

We used to have a lot of these happening, but our trauma informed approach has allowed us to better meet the needs of our students. Negative Neutral Mixed Positive approach has allowed us to better meet the needs of our students emotionally and socially, which in turn allows for more learning.

Staff have to deal with some really big issues and there is no supervision for them to be able to work through what they have seen, heard and/or experienced.

There is a place for every student that enters our school. We welcome every child and their whānau, irrespective of any need or challenge that they may face. Teachers by and large are not trained to deal with the breadth of challenges that come through our doors, e.g poverty related issues, domestic violence, gang related activity, addiction issues and mental health. Though tamariki have little influence on these issues, their little lives are certainly impacted by them. For our staff, these issues come on top of the learning and physical needs that children present with. We don't have a blame and shame mentality and we bend over backwards, and then some to work with tamariki and their whānau to understand, support and work towards resolving issues both within the school and outside. This takes time and emotional energy, however we believe that we are truly in a service industry and we will do what we can to support our whānau.

These incidents just get more and more severe each year and the number of children displaying these dangerous behaviours from the age of 5 also increases each year. It is seriously taking a toll on the wellbeing of our teachers. We desperately try not to suspend or exclude children, but this also takes a huge toll. If we do exclude a child (maybe one every 2 years or so) we instantly get a directed student to replace them, in addition to the directed students that come our way while we are still managing our own difficult children.

Managing behaviour and guiding our students who need support with emotional regulation etc. is very time consuming. Our school is small - 9 pupils across Year 1-8 with at least 6 learners who have some kind of need whether it be behaviour or learning.

There was a massive amount of stress emotionally (and occasionally physically) on staff and students... the behaviour of that child has had lasting impacts on all of us and in particular the other students still show some of the behaviours that the violent child showed, demonstrating that it has a long lasting effect on the other students.

I would also add equally 'supporting staff with student related issues'

It can be incredibly emotionally taxing on staff who do their very best to support students, but don't see much benefit from it.

Impact of Covid

Many are working from home due to Covid fears and we are having to be more creative about the ways that we support them. The changes have really unsettled our neurodiverse students whose routines are so vital and coming back to school takes time to resettle them.

We are a small school and with the impact of staff isolating due to Covid, we are struggling to meet the needs of all our kids.

Greatest challenge - The variety of needs and associated elevation of academic and emotional needs due to Covid and lockdowns.

So many children are below curriculum expectations after lockdowns and truancy is also affecting this.

The number of students presenting with stress and anxiety and emotionally 'strung out' has been exacerbated by COVID and the pastoral team at the school, including guidance, are under significant pressure to address these student needs

Appendix 10

Supporting comments - Training and Resources **Positive Practice, training:**

We recently had a Canterbury District Health Board Psychologist present to a group of our staff on Trauma, this was brilliant and it would be great if the MOE was more proactive in providing such PLD.

We are getting some great upskilling through learning support both from Ed Psychs who work school wide and SLTs who work with our juniors. This is really only happening because of the push I have done to get this in place. Good on the local Learning Support Office for going down this approach.

PB4L is great!

There are great resources available on the MOE website. I think video training is best for teachers - scenarios and real life examples and explicit, purposeful strategies.

Teachers cannot absorb information after a teaching day or during their release or breaks, which is when agencies want to meet. Video clips and explanations can be seen at home/school holidays when teachers can be focused on what is to be learned and then reflect to apply strategies.

The MoE are great with their assistive technology - this has been fantastic.

UBRS (Understanding Behaviour, Responding Safely), IYS (Incredible Years)

The availability of PLD e.g 'Tilting the Seesaw' - Autism would be extremely valuable across other areas. How this PLD was presented was also effective - one hour a week over Zoom, excellent facilitator feedback and accessibility, some homework questions that were time manageable, and an easy to use and understand resource.

Our LSCs are able to provide better training/access better training than what MOE offers.

Training comes through the RTL service - again if the person is good, then it is useful...if they are not...it is not! Our LSC coordinates training for our Teacher Aides on the PST and Teacher Only days - great utilisation of resources.

We really enjoy the access to PLD through Zoom and Webinar because it reduces travel costs and travel time. More of our staff can attend and we can tailor our PLD to our specific needs.

We have made our own investments into targeted PLD to meet the needs of our students. This has not been via MOE funded PLD, rather the BOT saw the need and were happy to support it financially.

Most of our training is conducted in-house by expert teachers on staff. We fully fund our SENCO who is an expert and who has a heavy workload. We release teachers from the classroom to work with the SENCO on IEPs, to meet with visiting 'specialists' etc. We train our support staff to work with children who require alternative ways of teaching to assist their learning. All of this puts a financial strain on the school.

It's not training we need. What we need is access to counsellors, psychologists and pediatricians. We need clinical help that is timely and constructive.

UDL (Universal Design for Learning) is something which is quite foreign to most teachers. I only know about it due to my RTLB training. Staff don't get enough PLD in this area for the implementation to be sustainable.

We have done UBRS training - we have drugs and gangs in our community and it would be beneficial to engage and partner with police and community groups too.

This should be part of MOE Learning Support Team's role .

Training Challenges:

Training in managing our own safety safely with students with aggressive physical behaviour will be a 'YES please' from our kura. Training in managing positively, assertively and safely for both the aggressive student and other students within the school who they socialize with in the playground and a time in their homeroom, to keep other students safe, will be a 'DEFINITE YES'. A network of whānau support is needed.

I would love to see wider availability for training in holistic approaches to supporting our learners with managing dysregulation.

Classroom teachers need to be trained when they are training as teachers on how to deal with severe and challenging students and children who have high anxiety

Whilst building capacity and confidence with our staff is very important, at times it can be overwhelming for staff in terms of the level of expertise across multiple areas that they are increasingly expected to have in order to meet increasingly complex needs, all whilst juggling the already huge demands of teaching. It can be challenging to implement, embed and sustain systems to support the complex needs of learners when dealing with staff / leadership changes. Funding pathways are not always transparent and very limited. As capacity to identify complex learning needs improves / increases, so too does the resourcing. No one is debating the increasing need, however, the available resourcing is not keeping pace.

Wish - That all our staff have access to the specialised training that Specialist Schools have - we do a lot of in house and access what we can - but if you haven't heard about it, you don't know you are missing out.

It would be good to have further training on assessments for behaviour management such as functional behaviour assessment, serious risk identification and Huakina Mai / Hikairo Schema.

My comments above relate to the fact that while staff would be willing to undergo training to adapt the curriculum or manage extreme behaviours, this is yet another expectation put upon staff. How would it be resourced? Over and above everyday workloads? Would release be provided..?? How much training would be required for them to become 'specialists'..? Would that then mean that external support providers would no longer be available? The children that need support are beyond the scope of everyday teachers and training and we need the support of external specialists, regardless of how well 'trained' we as everyday regular teachers are. We are not, and will not be specialists.

A lot of the training and resources are very expensive. It is also difficult to know which are the best ones to access. There have been times in the past where we have attended training, thinking it sounded like what we needed, but it didn't cover what we needed. Also, a lot of the training we have attended are theory based or how to recognise specific learning difficulties, but no practical support on how to support these students in the classroom. And it also needs to be backed by current research.

Being rural - not equity with schools in an urban area. No support from services or back up

All teachers should get First Aid, Restraint, Neuro Diverse, dyslexia etc training.

I think it is important that the types of training that is available to special schools is made available to all schools.

The curriculum is overcrowded. Teachers are stressed in getting through their teaching and don't have the time to upskill in training. When they do get some training, they don't not have prep time to then think how to incorporate this into their classroom.

PLD, support around Neurodiversity in general, executive function difficulties.

I think that training needs to come in before teachers are in schools - what are the providers of teacher training facilities including in their programmes to support this? It is the ambulance at the bottom of the cliff stuff to do it once a teacher has a student/s in their class.

It is hard training TAs when we need them on the floor with our students. The pilot fund which paid for staff wages and training was amazing as we could still pay staff to cover those that were out at training.

Schools spend a lot of time thinking of ways to support students with different needs, especially students who have Oppositional Defiance Disorder or who find it challenging to regulate their emotions or who have high anxiety. It would be great to have extra training and resources that support us to work more effectively with these students.

Secondary Trained Teachers are grossly under prepared for learners of difference and often don't see themselves as being responsible for the needs of our most complex individuals. We have offered lots of training, it just isn't taken up by mainstream teachers. We are now looking at individual coaching as a means to challenge teacher perception and encourage change. The increasing needs of students in mainstream settings places an incredible load on the school, staff and resources. Schools are often spending entire SEG grants on 1 or 2 students. Teachers do not have training to be confident and capable in adapting the curriculum to meet these needs. Expectations from families are high that the needs are met.

Extra funding to either release staff for training or for a TA as we don't have the funding to do any of the above.

We have found that the MoE training on physical behaviour challenges was not positive and in fact alienated some of our teachers.

It's really hard to come by, especially being a small rural school.

The biggest barrier to effective training and support for TEACHERS of our students is the time required.

We have drawn on in-house teaching expertise and are using budgets we don't have in the school to give our tamariki the learning support they need.

Teachers should be trained and ready for the needs that present in any classroom which would include diverse needs. Reality is that we are not, and therefore can find it very difficult to know how best to meet the needs of our students with particular learning needs. It is very important that we are able to support all learners. We need more access to training on sensory issues and how to support these.

The training and resources provided have predominantly been provided and organised by the school, not by the Ministry of Education Service Providers. There are very few times the required support and training has been able to be given.

There is no funding available for mental health, for sensory and many students keep falling through the cracks as adequate teacher training and support is sorely lacking when it comes to neurodiversity.

Desperately need help with students with dyslexia. Classroom teachers and leadership require specialist training in order to provide our students with the highest needs including learning needs with the greatest learning opportunities. We require far more professional support from Special Schools for those ORS funded students who are mainstreamed.

The workload is HUGE just to be a teacher within a classroom of 'regular' students - who all have individual learning demands, without any classified as 'high need'. It is a lot to expect classroom teachers to keep upskilling to the level required to meet the demands of very high-level learner needs and have time in the day to meet these demands successfully.

How can we better support children diagnosed with Dyslexia? Once parents have paid to have the diagnosis, there is nothing different really that happens at primary school. How can we get training to better support these learners as it is becoming more of a common thing?

Resources:

As a new Principal, not sure where to go to get resources. No funding for the last few years has been accessed for any of the students we have that do require additional support.

We have developed a large bank of resources and knowledge across our teaching and teacher aide team. New students always teach us new strategies.

Lack of specialised knowledge and resources, especially in Te Reo Māori.

It is extremely important for our staff to have more training and resources to help the complex students we deal with.

I could write a novel. In short, students miss out on a daily basis. Access to resources and funding is not equitable and the MOE is not supporting schools to create barrier free access to education.

Our students would have access to resources (like a library system where they borrow an item) for their use at school so the teachers are not having to 'reinvent the wheel'.

Where is the curriculum for pre level one? I had to get it from Kimi Ora and it took me a long time to find out where to go. Schools should all get them as we are getting more and more students with ORS funding and specific extreme learning needs. We are not adequately funded or resourced and it's a real problem. So much goes into providing TAs over the allocated hours provided by the Ministry that there is little funding left for providing programs for other students.

A large amount of time is spent on making / finding and creating age-appropriate resources for our students. We have a number of non-funded students who really should have ORS - they can not access the curriculum in classes and everything has to be adapted for them.

ORS funded students should come with the appropriate Assistive Technology rather than having to go through the trial and application process.

The question about adapting the curriculum tends in my mind to assume we are talking about English Medium Little if any support is generally available for Māori Medium, particularly from 'specialists'.

Appendix 11

Process Indicators - School Evaluation Indicators (ERO, 2016)

Process Indicators	Potential Barriers to Achieving Outcomes
<p>Domain 1 - Stewardship</p> <ul style="list-style-type: none"> • Student learning, wellbeing, achievement and progress is the Board's core concern. • Strategic resourcing of strategies directed at improving student outcomes. • The Board ensures the school provides a physically and emotionally safe environment for all students. 	<ul style="list-style-type: none"> • Funding. Lack of understanding of students' learning levels and related assessment tools. Access to specialist support. • Knowledge of resources and strategies available to meet the specific needs and learning levels of students. • Time and process to access environmental adaptations e.g. fencing. Access to specialist support e.g. OT/ Psychologist.
<p>Domain 2 - Leadership for Equity and Excellence</p> <ul style="list-style-type: none"> • Leadership sets and relentlessly pursues a small number of goals and targets that relate to accelerating the learning of students who are at risk of underachievement. • Allocation of resources (for example, staffing and time) is clearly aligned to the school's vision, values, goals and targets. • Leadership ensures that policies and practices promote students' wellbeing; confidence in their identity, language and culture; and engagement in learning. • Leadership ensures that the school's teaching programme is structured so that all students have maximum opportunity to learn and achieve at or above the appropriate standard. 	<ul style="list-style-type: none"> • Knowledge of exactly what support and resources are needed and available. • Access to funding and staffing appropriate to needs. • Specialist support - SLT, OT, Psychologist, RTLB, SWIS, Counsellors • Access to adapted curriculum resources and strategies, expanded curriculum frameworks and assessment tools. Class size and staffing ratios.
<p>Domain 3 - Educationally powerful connections and relationships</p> <ul style="list-style-type: none"> • Taking a strengths-based approach, leaders and teachers recognise and affirm the diverse identities, languages and cultures of parents, whānau and the community, and actively broker engagement and participation. • The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing 	<ul style="list-style-type: none"> • Training opportunities to increase knowledge and understanding of specific needs e.g. FASD, ASD and related teaching strategies to best support learning. • Lack of availability and consistency of specialist support.

Domain 4 - Responsive curriculum, effective teaching and opportunity to learn

- Students, teachers and parents and whānau set challenging and appropriate expectations for learning.
- Management of the curriculum ensures that it is coherent and that students have sufficient opportunity to learn (consider, for example, time allocated to learning areas, teacher knowledge and expertise, and resources).
- Curriculum design and enactment is responsive to the aspirations of students, parents, and whānau, drawing on and adding to their funds of knowledge.
- Curriculum design and enactment ensures that every student is learning and makes sufficient progress to achieve curriculum expectations and standards.
- Instructional organisation, task design, modelling, and grouping practices develop community and promote active learning.
- The learning environment is managed in ways that support participation, engagement, and agency in learning.
- Learning opportunities enable students to relate new information to prior knowledge and to modify existing conceptions as necessary.
- In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences.
- Students are given sufficient, related opportunities over time to revisit and consolidate learning through practice and review and by applying it in a range of purposeful activities.
- Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.
- Students are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop meta-cognitive skills, self-regulate, and develop self-efficacy and agency
- Teachers use differentiation and a variety of teaching strategies to engage students and ensure a balance of surface, deep and conceptual learning.
- Teaching practices such as questioning, wait time, and providing opportunities for application, problem solving and invention engage students in learning and thinking.
- Time and organisation for liaising with whānau and other agencies.
- Class sizes/ staff ratios. Time to build 1:1 relationships and work out what engages students.
- Access to adapted curriculum resources and strategies, expanded curriculum frameworks and relevant and accessible assessment tools.
- Time for making engaging and appropriate learning resources. Knowing what is available and what might work.
- Support from specialists to create engaging and relevant learning resources and activities.
- Teacher Aide support to enable students to learn in their own way and at their own pace if different to peers, with 1:1 support when needed.
- Adaptations to the learning environment, e.g. quiet space to work, safe outdoor space, sensory area.
- Knowledge of and how to use communication tools to best support the needs of students. e.g. sign language, visual supports, AAC.
- Professional evidence-based learning opportunities for teachers to develop knowledge and strategies to support students in their learning

<ul style="list-style-type: none"> • Student learning is scaffolded through the use of practices such as prompts, open questions, explanations, worked examples and active discussion and through the provision of appropriate tools and resources. • Teachers promote achievement of learning outcomes by deliberately aligning task design, teaching activities and resources, and home support. • Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps. 	
<p>Domain 5 - Professional capability and collective capacity</p> <ul style="list-style-type: none"> • Teachers are well qualified and have relevant curriculum, assessment and pedagogical knowledge. • Deepen understanding of the curriculum and of pedagogical and assessment practices that promote conceptual understanding and learning-to-learn capabilities. • Develop teacher knowledge and adaptive expertise using context-specific approaches that are informed by research. 	<ul style="list-style-type: none"> • Access to adapted curriculum resources and strategies, expanded curriculum frameworks and relevant and accessible assessment tools. • Professional evidence-based learning opportunities for teachers to develop knowledge of students' needs and strategies to support students in their learning.
<p>Domain 6 - Indicators and examples of effective practice</p> <ul style="list-style-type: none"> • Opportunities for professional learning, mentoring and coaching develop the knowledge, skills and confidence required for evaluation and inquiry. • Relevant internal and/or external expertise is carefully selected and used to build capacity in evaluation and inquiry. 	<ul style="list-style-type: none"> • Opportunities for collaboration and mentoring/ supervision. • Evidence based PLD opportunities for all staff based upon current needs and pedagogy. Knowing what is available and ability to access

Glossary of Terms

ACE - Adverse Childhood Experiences

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

AP - Assistant Principal

ASD - Autism Spectrum Disorder

CPI - Crisis Prevention Institute

DP - Deputy Principal

ECE - Early Childhood Education

ERO - Education Review Office

ESOL - English for Speakers of other Languages

FASD - Fetal Alcohol Spectrum Disorder

ICS - In Class Support

IEP - Individual Education Plan

IY - Incredible Years

LSC - Learning Support Coordinator

MAPA - Management of Actual or Potential Aggression

MoE - Ministry of Education

NCEA - National Certificate of Educational Achievement

NELPS - National Education Learning Priorities

ORS - Ongoing Resourcing Scheme

OT - Occupational Therapist

PB4L (Positive Behaviour for Learning)

PDD - Pervasive Developmental Disorder

PLD - Professional Learning and Development

RTLB - Resource Teacher: Learning and Behaviour

SEG - Special Education Grant

SENCO - Special Education Coordinator

SLT - Speech and Language Therapist

STOS - Specialist Teacher Outreach Service

UBRS - (Understanding Behaviour, Responding Safely)

UDL - Universal Design for Learning

UNICEF - United Nations Children's Fund, (formerly United Nations International Children's Emergency Fund)

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