

## The Ongoing Resourcing Scheme (ORS) Guidelines

### Introduction

The Ongoing Resourcing Scheme (ORS) provides resources for a very small group of students throughout New Zealand who have the highest need for special education. These students have this level of need throughout their school years.

The ORS is additional to teacher funding and operational grants paid to schools for every student in New Zealand. The resources are primarily to provide specialist assistance to meet students' special education needs.

Any student who meets the criteria is included in the scheme. About 7000 students receive this assistance at any one time.

**The scheme is for students verified with Very High or High needs at the time of application where it is expected they will continue to require the highest level of specialist support until they leave school. Information in the application must confirm the certainty of this decision.**

Please see the Glossary for a definition of some terms used in this document.

### Eligibility

Students are eligible when they meet one of nine criteria. They require intervention from specialists and/or specialist teachers for access to the New Zealand Curriculum and/or adaptation of curriculum content.

To meet the criteria they must have significant educational needs that arise from extreme or severe difficulty with any of the following:

- learning
- hearing
- vision
- mobility
- language use and social communication

or

moderate to high difficulty with learning, combined with any two of:

- hearing
- vision
- mobility
- language use and social communication.

### Verification levels

ORS has two verification levels:

- Very High
- High including Combined Moderate Ongoing Needs.

### Appropriate applications

Applications are appropriate for children and students with the highest special education needs who are:

- in transition to school from an early intervention programme, or
- 5 - 6 years old with little or no involvement in early childhood education, or

- identified with a significant increase in their level of needs, or
- recent or intending immigrants to New Zealand.

### Next step

Please read the ORS Criteria below in detail before deciding to apply.

## ORS criteria

There are nine criteria for ORS at two levels: Very High, and High which includes Combined Moderate Needs. Each criterion (or sub-criterion of Combined Moderate Needs) relates to a particular area of need: learning, hearing, vision, physical or language use and social communication.

**Table 1: Relationship between area of need and criterion level**

	Very High	High
Learning	Criterion 1	Criterion 5
		Criterion 9 (9.1 plus 2 other)
Hearing	Criterion 2.1 and 2.2	Criterion 6.1
		Criterion 9 (9.1 + 9.2 + 1 other)
Vision	Criterion 2.3	Criterion 6.2
		Criterion 9 (9.1 + 9.3 + 1 other)
Physical	Criterion 3	Criterion 7
		Criterion 9 (9.1 + 9.4 + 1 other)
Language use and social communication	Criterion 4	Criterion 8
		Criterion 9 (9.1 + 9.5 + 1 other)

The following section describes each of the nine criteria with brief profiles for children under five years of age who meet them as examples to help you decide whether to apply for ORS.

Two further profiles under Criterion 5 and Criterion 8 describe older students who continue to meet those criteria.

### Criterion 1

**Students need total adaptation of all curriculum content.**

#### **Jenny at 4 years 9 months meets Criterion 1 – a brief profile**

Jenny is able to finger feed and likes to help with hand over hand spoon-feeding. She drinks from a cup with a spout. Jenny sometimes raises her arms to assist with undressing. She shows no recognition when she is wet or soiled. Jenny has learned to walk in the last year.

Jenny's play consists of brief exploration with a few toys that she will put in her mouth, tap or shake. She has some awareness of cause and effect – for example, she will press one of the buttons on a board to hear an animal sound. Jenny will look at a noise-making toy presented from either side of her

body. She has recently started to notice an object she drops on the floor if it remains in sight. She will look at it but not attempt to retrieve it. Jenny can draw, paint and play with dough with hand-over-hand support.

Jenny smiles at a familiar person and is starting to make babbling sounds. When she is content she will smile and make happy noises. She shows she is unhappy by biting her hands and crying.

This criterion is for students who have extremely delayed cognitive development. At age five they are at the earliest levels of child development.

For example, they are learning:

- through sensory exploration eg, by putting objects in their mouth
- to wave bye-bye in response
- to take turns at making sounds
- to respond to their names
- to imitate a simple action
- to visually track people moving nearby
- to smile at a familiar person.

Throughout their schooling students who meet Criterion 1 will require very high levels of specialist teacher input and other specialist interventions for intensive programming.

Towards the end of their schooling the students may achieve some early developmental goals. When they leave school they will need fully supported living, working and recreational/leisure services.

## **Criterion 2**

**Students need special assistance to engage in all face to face communications.**

### **2.1 Students who rely totally on signing for communication.**

#### **Esther meets Criterion 2.1 at 4 years 10 months – a brief profile**

Esther has a profound hearing loss in both ears and uses New Zealand Sign Language (NZSL) almost exclusively for communication at home, kindergarten, and in the community. Since her diagnosis at 18 months she has received specialist support from an Advisor on Deaf Children (AODC).

A Resource Teacher of the Deaf visits kindergarten to work with Esther supported by an Education Support Worker (ESW) who signs to her during all learning activities. When Esther is playing with her peers she uses gesture to communicate unless the ESW is available to interpret.

Using NZSL, Esther can follow two-part unrelated directions and sometimes asks who, where and what questions. She is very interested in copying over letters and can write her name. She labels nine colours and can give the correct number of objects to five.

Students who meet this criterion almost always have a profound hearing loss in both ears and use New Zealand Sign Language (or an equivalent signing system) in all settings, ie, at home, in the community, at school or early childhood education centre.

They need specialist intervention from Advisors on Deaf Children, teachers of the deaf and support from paraprofessionals (teacher's aides) to assist with communication and access to the curriculum. They require extensive support from people skilled in using sign language and for additional teaching to understand new concepts.

These students use signing not just because they may attend school within a signing environment (eg, a Deaf Education Centre) but because signing is a necessity.

## **2.2 Students who rely totally on the help of a trained person for communication following a cochlear implant.**

Students who meet this criterion require an intensive auditory skills programme to learn how to use the sounds they hear, as a result of a cochlear implant. They need to develop listening and speech-production skills to access the curriculum. The specialists involved in this intensive programme may include a trained habilitationist, an Advisor on Deaf Children and a Resource Teacher of the Deaf.

## **2.3 Students who rely totally on Braille for reading and writing.**

### **Natalie meets Criterion 2.3 at 4 years 10 months – a brief profile**

Natalie is blind. When she was 2½ she started pre-Braille sessions with the Resource Teacher Vision to become familiar with Braille and tactile materials. She is now able to recognise most of the Braille alphabet and can write words using her Braille machine. Her new entrant teacher is familiar with the equipment Natalie already uses.

Natalie is assisted by the Resource Teacher Vision weekly and this will continue at school. An Orientation and Mobility Instructor is helping Natalie learn safe travel routes around her new school.

## **Criterion 3**

**Students need specialist one-to-one intervention at least weekly and/or specialist monitoring at least once a month, together with daily special education support provided by others. This support must be to help with mobility and positioning or personal care.**

### **Ravi meets Criterion 3 at 4 years 9 months – a brief profile**

Ravi has very little independent functional movement and is reliant on an adult for all his positioning, mobility and personal care needs. Ravi has a customised wheelchair with head support and chest harness. He also has a standing frame that he tolerates being placed in for short periods each day. When lying on his front on the floor Ravi can hold his head up briefly and roll over onto his back.

Ravi is unable to clear his throat, his swallowing is significantly impaired and he constantly struggles to maintain a clear airway. When he is fed, care needs to be taken to ensure he is correctly positioned as he has a strong tongue thrust, gags easily and is at risk of choking.

With slow, concentrated movements, Ravi is able to take objects held out to him. When correctly seated at an easel Ravi can hold a paintbrush with a fist grip and paint marks on paper with hand-over-hand assistance.

This criterion is for students who have an extremely severe physical disability, with spasticity or low tone and difficulties with eating, speaking and swallowing. They may be extremely fragile.

These students are unable to move, change position, sit, eat, dress, grasp or release or manipulate objects independently. Daily care, physical support and supervision are part of their programmes. They require specialised equipment, such as wheelchairs, fully supportive seating systems and standing frames and need to be lifted and positioned in equipment safely. They may require aids for communication, tubes for feeding or specialised equipment for toileting.

These students require specialists such as physiotherapists and occupational therapists or conductors. Continuing therapist involvement is critical for the development of physical skills and to maintain physical wellbeing so that appropriate learning can occur. Students are also very likely to require a speech-language therapist because of eating difficulties and communication needs.

In addition, students with a deteriorating condition who are no longer independently mobile and have significant difficulties with swallowing, respiration and use of their limbs meet this criterion.

#### **Criterion 4**

**Students need specialist one-to-one intervention at least weekly or specialist monitoring at least once a month, together with daily special education support provided by others. This support must be to help with needs arising from a severe disorder of both language use and appropriate social communication.**

##### **Henare meets Criterion 4 at 4 years 10 months – a brief profile**

Henare does not appear to understand spoken language. He uses jargon-type babble that is unintelligible and does not seem to have any communicative intent. Henare will sometimes tug on his mother's clothes to get an immediate need met but he cries and has tantrums when not understood.

Henare has great difficulty engaging in or attending to activities and participation is fleeting and intermittent. With persistent encouragement from an accepted adult, he is learning to carry out simple actions with a small range of familiar toys, such as blocks. This has taken intensive intervention over a long period.

When an adult does not work with Henare he is totally absorbed with small cars and puzzle pieces and either lines them up or holds them close to his eyes while babbling and squealing with excitement. It is extremely difficult to interrupt him and change his focus of attention.

Henare finds any changes to his routines and environments very distressing and, at times, is inconsolable. He does not interact with other children. He will walk over them and their activities to get what he wants. He likes to be outside and spends long periods of time running up and down the fence line.

This criterion is for students who have communication and social behaviour that is extremely unusual, repetitive and inappropriate in their social context. They have an absence or severe impairment of social interaction, communication and imagination

and carry out a narrow, rigid and repetitive pattern of activities that appear meaningless to others.

The intensity and combination of these characteristics vary with each student but are apparent most of the time.

These students with very high needs:

- seem remote and unaware of others. It is extremely difficult to gain their attention, which is only achieved when the student has a very strong need
- have very severe processing problems and seldom respond when spoken to or give any indication that they understand the purpose of communication. They are mainly non-verbal, may use a word occasionally and lack interest in imitating actions or words
- often show a fascination for specific objects or actions that are used in a ritualistic way
- are extremely anxious and disruptive in new environments or situations and unable to tolerate change or variation in routines
- may communicate their feelings (including distress, frustration and confusion) through aggression or self-abusive behaviour. For some students self-injury can also be a repetitive habit.

These students need frequent, intensive intervention from a speech-language therapist and a psychologist to help them develop an awareness of others and some form of meaningful communication.

## **Criterion 5**

**Students need significant adaptation of almost all curriculum content.**

### **Hemi meets Criterion 5 at 4 years 10 months – a brief profile**

Hemi has been supported through an early intervention programme since he was six months old. He follows the routines at kindergarten with constant verbal and physical prompting. He is able to finger feed, drink from a cup and help with getting dressed. Hemi has been on a toileting programme and is starting to indicate when he wants to go by holding himself.

With frequent adult prompting, Hemi can build a tower of three blocks, match two colours and do a three-piece form board puzzle using trial and error. Hemi makes circular scribbles on paper using a fist grip to hold the pencil. He can put a spade 'in' a bucket on request when playing in the sandpit.

Hemi will briefly look at a book with his mother and sometimes label a familiar picture. Hemi communicates using single words but often uses sounds and gestures. He likes to be with other children but does not understand turn taking or sharing and will take what he wants from others.

This criterion is for students who have a severe delay in cognitive development resulting in major difficulties with learning across almost all curriculum areas.

At five, they are learning skills and developing knowledge usually achieved by children up to or sometimes just beyond 2½ years of age.

For example they can:

- stay at activities with one-to-one adult support
- solve simple problems eg, giving a container to an adult to open
- label some familiar objects

- operate a toy to cause a sound effect or action
- sometimes follow a simple one-step instruction, for example, 'bag away' when the adult models the action
- use some two-word phrases eg, 'mummy drink'.

With constant repetition, they are learning to:

- match up to two colours
- demonstrate early concepts, such as 'in' and 'out'
- follow basic routines.

Throughout their schooling they will require high levels of input from specialists and specialist teachers, using particular teaching strategies. Their Individual Education Plans (IEPs) will focus on developing practical skills and knowledge for independence.

Nine- and ten-year-old students will still be learning skills and concepts usually demonstrated independently by four-year-old children.

### **Sam meets Criterion 5 at 13 years 2 months – a brief profile**

Sam was identified as having global developmental delay when he was two years old. His early intervention team made a successful application to the ORS before Sam started school.

He is unable to understand class instructions and needs them broken into single steps and usually repeated. All new learning needs to be practised frequently so Sam can remember it. He struggles to apply his learning across a variety of activities and in different environments. Sam can focus for about 10 minutes on a familiar task that is of high interest and at his level. However, he stops and doesn't seek help if tasks are difficult. Sam is unable to participate in class discussions.

Sam recognises letters and knows most sounds but doesn't use this information to help him decode text. He has a bank of up to 35 high-frequency words, although he doesn't retain them all over time. Sam's instructional reading age is at the 5½ year level. He usually answers factual questions when reading a familiar text and using picture cues. With prompting Sam can write a short sentence about a recent experience using his word card. He records the first letter of an unknown word. Sam has difficulty staying on task to finish the sentence.

Sam can rote count forwards to ten and backwards from ten. He has a relative strength for recognising the face value of coins and notes up to \$10. However, Sam can't combine one and two dollar coins to make an amount up to \$10 and he can't calculate the change he should expect when buying his lunch.

Sam prefers to play with much younger children and at intermediate school he is a loner in the playground. He has little understanding of the rules of games and although he is invited to join his peers at break times, he has great difficulty doing this.

Sam meets his personal care needs independently at school but often loses his belongings. He has difficulty manipulating tools and needs supervision for safety during technology classes. Sam can start a computer and, with help, can find a simple game to play.

Before school Sam needs prompting to shower and get organised. He dresses independently and gets his own cereal for breakfast but he can't safely heat or cook food.

Sam's progress at school has been very slow. His programme is focused on supporting him to learn functional skills, which will be useful to him when he leaves school.

Towards the end of their schooling students who meet Criterion 5 will still be working within Level One of the New Zealand Curriculum through activities appropriate to their age level. When they leave school they will require supported employment and other relevant services.

This criterion is not for students who have specific difficulties with only some parts of the curriculum, such as receptive and expressive language, literacy or numeracy.

## **Criterion 6**

**Students need specialist teacher contact time of at least half a day per week.**

**6.1 Students have a severe or profound hearing impairment and need regular input from a teacher with specialist skills in deaf education to access the curriculum.**

### **Helen meets Criterion 6.1 at 4 years 10 months – a brief profile**

Helen has a severe sensori-neural hearing loss in both ears and uses her hearing aids full time. When she starts school she will have an FM radio aid.

Helen uses three- to four-word phrases only intelligible to people who know her well. She also uses key signs. She frequently needs instructions re-phrased, although she understands better at a face-to-face level.

A Resource Teacher of the Deaf has been teaching Helen some vocabulary and concepts. Helen participates happily at kindergarten but relies on imitating other children.

Students who meet this criterion:

- have a severe (71 - 90 decibels) or profound sensori-neural hearing loss in both ears, and
- use hearing aids and/or a cochlear implant full time and usually use an FM system, and
- use spoken language as their primary means of communication and may use sign language and gestures, and
- require frequent oral interpreting of information in learning settings and need pre- and post-teaching of concepts.

Other students may meet this criterion and be included in the Scheme because they have a sensori-neural hearing loss in both ears in the moderate-severe range with:

- a late diagnosis and/or
- poor management of hearing loss in their early childhood education and school years.

This criterion is not for students with a conductive-only hearing loss or with a central auditory processing disorder.

## **6.2 Students have severe vision impairment and need regular input from a teacher with specialist skills in vision education to access the curriculum.**

### **John meets Criterion 6.2 at 4 years 11 months – a brief profile**

John has severe vision impairment. His visual acuity is 6/36 after best possible correction and he has restricted vision in his right field of vision. He will need to have materials presented to him in enlarged print size N24-N32.

Kindergarten teachers are careful to place activities on a table where there is sufficient light and no glare for John. He sits near the front at mat time and the teacher presents materials to his left side. John has difficulty going into unfamiliar environments or when furniture at kindergarten or home is moved.

Students who meet this criterion may:

- have low vision in the severe range with visual acuity of 6/36 or beyond after best possible correction, or
- have a loss-restricting field of vision to 15-20 degrees, or
- be blind but unlikely to learn Braille.

A student who meets the criterion usually needs:

- specialist teaching of concepts
- specialist advice to class teachers to improve access to the curriculum
- a desk copy of any work presented from a distance
- enlarged print
- a range of assistive equipment
- orientation and mobility instruction for independence.

This criterion is not for students with visual perception difficulties alone.

## **Criterion 7**

**Students need specialist one-to-one intervention on average once per month and/or specialist monitoring on average once per school term together with daily special education support provided by others. This support must be to help with mobility and positioning or with personal care.**

### **Rosie meets Criterion 7 at 4 years 9 months – a brief profile**

Rosie has low tone in her trunk and high tone in her limbs. She can roll on the floor and commando crawl slowly in an asymmetrical pattern. Rosie can maintain her balance for short periods when sitting on the mat.

Rosie can stand up from the floor with full support and maintain her balance when standing at a ladder. Rosie is able to push the ladder forward for a few steps with an adult lifting and placing her legs in position. Rosie requires assistance to transfer to and from her wheelchair. She can propel her wheelchair for short distances on flat ground.

Rosie indicates her toileting needs but requires assistance with undressing, positioning on the toilet and for hygiene. She can finger feed cut-up sandwiches and is able to drink from a single-handled mug.

Rosie has age-appropriate cognitive and communication skills and, although her speech is unclear, her peers can understand her. Rosie holds a felt pen in a fist grip using her whole hand. With physical guidance she is able to copy basic shapes and attempts to copy her name. Her early intervention team at

kindergarten has a computer on trial to assess her need for assistive equipment.

This criterion is for students who have a severe physical disability and are unable to stand and walk without support. They are often able to move themselves independently at floor level, for example, by crawling. They usually have poor hand control and cannot independently dress, eat, hold a cup or maintain their stability when sitting on the toilet.

These students need considerable personal support for mobility, positioning, changing direction in their wheelchairs or walkers and for meeting personal care needs. Most of these students have manual or power wheelchairs, walkers and specialised seating. They are likely to require considerable help to get in and out of their equipment and to manoeuvre their wheelchairs or walkers.

They require a high level of continuing intervention and monitoring from specialists, such as physiotherapists, occupational therapists or conductors. Specialist involvement is critical for the development of physical skills and to maintain physical wellbeing so the students have access to the curriculum. They may also require a speech-language therapist because of eating and communication needs.

In addition, a student with a deteriorating condition, such as Muscular Dystrophy, who is having frequent falls and difficulty with steps or slopes and is using a wheelchair for distances, will meet the criterion.

### **Criterion 8**

**Students need specialist one-to-one intervention on average once per month or specialist monitoring on average once per school term, together with daily special education support provided by others. This support must be to help with needs arising from a severe disorder of both language use and appropriate social communication.**

#### **David meets Criterion 8 at 4 years 10 months – a brief profile**

David is not involved in most activities and has a brief attention span for anything not self-chosen. He completes a favourite inset puzzle of nine pieces. Left to himself he runs a train around a track constantly or flicks very quickly through two favourite books about trains. He is distraught if he can't find these books at every kindergarten session.

David follows very familiar routines, such as washing his hands before morning tea, but needs frequent adult prompts. If the routine changes, or if there is a lot of noise, David reacts by screaming and hitting. When directed he urinates in the toilet at kindergarten but only does a bowel motion in a nappy.

Given a range of appropriate prompts, David matches colours and shapes, makes lines on paper and recognises big and little. He rarely shows generalisation of learning in new situations and does not engage in pretend play.

David leads and pushes to make his needs known or screams until someone works out what he wants. He often uses unintelligible jargon and echolalia but names some common objects.

David does not join in peer social play and needs an adult to facilitate turn taking. He relates to teachers through gestures and grunts when he needs something, although he smiles at his education support worker when she arrives at kindergarten.

### **Henry meets Criterion 8 at 14 years – a brief profile**

Henry has a diagnosis of autism spectrum disorder. Prior to a successful ORS application before starting school he was supported by an early intervention team of an early intervention teacher, speech-language therapist and psychologist.

Henry is now 14 years old and attends his local secondary school. His communication is extremely limited. He has difficulty understanding or communicating through non-verbal behaviours, such as gesture, facial expression, eye-to-eye gaze and body postures. Henry uses single words and short phrases, many of which are repetitive and do not always fit the situation, so it is difficult for those who don't know him to understand what he needs. He is very much in his own world. He does not understand information not related to his interests and lacks curiosity about others' activities.

Henry has an extremely narrow range of interests in which he engages independently. These include playing specific computer games and drawing trucks with details of particular makes and models. Henry memorises names and simple facts about trucks and when left uninterrupted is absorbed for lengthy periods.

Tasks need to be broken into small steps and Henry relies on visual cues to help him understand what is required. He needs to be prepared in advance for any changes in routines, as he struggles to regulate his behaviours and becomes distressed and aggressive in situations he does not understand.

It is extremely difficult to keep Henry on task and as a result, his learning achievements are delayed across all curriculum areas. However, with one-to-one support he may engage for short periods with school work, which is adapted for him by a specialist teacher. Henry will use personalised computer programmes to participate in reading, writing and maths tasks based on his specific interests or that he is able to relate to his daily life.

Henry shows little interest in his peers and his lack of ability to determine what is acceptable also isolates him socially. Frequently he misreads social situations. Sometimes he can be supported to join small groups but will not stay if he feels anxious. His anxiety is extreme at times. He starts muttering loudly if he is expected to work in a group.

Large groups are very difficult for Henry. He is fearful of unknown people, refuses to attend some events and is unwilling to attend school assemblies. He is sensitive to touch, sounds and smell, which sometimes act as a trigger for aggression and he hits out at anyone near him.

Henry's programme now includes transition planning and the team supporting him are working with his family and community agencies to explore recreation and future work options that interest him.

This criterion is for students whose communication and social behaviours are very unusual and inappropriate in their social context. They have a combination of severe

difficulties with social interaction, communication and imagination and carry out rigid and repetitive behaviours. The particular combination and intensity of these characteristics vary but are apparent most of the time.

These students:

- are difficult to engage in almost all learning and social activities. They show frequent avoidance behaviour and require prompting to participate. As a consequence, their learning achievements are significantly delayed
- usually distance themselves from social situations and seem to be largely unaware of people around them, although they may respond positively to their parents and other very familiar people
- often have trouble understanding and using non-verbal communication. They may take a person to something they want but do not indicate this by pointing or gesturing. These students also have severe difficulties processing verbal information. Some recognise symbols and words but do not demonstrate how to use this knowledge. Some use learned phrases and ritualised words that appear irrelevant to the current topic and may have little meaning for others
- are severely distressed by change, needing to be reassured even when prepared in advance for new environments or changes in routines. Feelings of confusion or frustration may result in sudden changes in emotions.

Most students who meet this criterion have a diagnosis of autism but some have another, or no, medical diagnosis. A very small number of older students with a severe mental health condition also meet this criterion.

These students need regular specialist interventions from a speech-language therapist and a psychologist to help them develop an awareness of others and some meaningful communication.

This criterion is not for students who, despite major difficulties with communication and/or social behaviour, can be engaged to participate in meaningful learning in the curriculum.

## **Criterion 9**

### **Students with Combined Moderate Needs.**

Criterion 9 is for students with moderate to high learning needs in combination with two other needs at the moderate to high level. The three needs inter-relate to significantly reduce a student's ability to access the curriculum.

These students require assistance throughout their schooling from specialists and teachers to access the curriculum and to support the development of Key Competencies and Learning Areas.

Towards the end of their schooling many students will be achieving most Level One objectives and beginning to work on Level Two objectives of the Learning Areas. These achievements will be supported by specialist programmes and equipment.

When the students leave school, they may require ongoing support services. Sub-criterion 9.1 (see below) is a pre-requisite for eligibility.

### **9.1 Students need significant adaptation of most curriculum content.**

This sub-criterion is for students who have delayed cognitive development. At five, students will be learning skills and knowledge usually achieved by children up to 3½ years of age.

For example, they can:

- complete three- to four-piece puzzles
- name familiar objects in pictures
- demonstrate an understanding of some early concepts, such as big/little, in/out
- match colour, shape and size
- give one object on request and sometimes two
- demonstrate simple problem-solving
- use sentences of three or more words.

With frequent repetition, they are learning to:

- respond appropriately to questions such as what? where?
- imitate a vertical and a horizontal stroke and need:
  - prompts about toileting and other routines of daily care
  - frequent prompts to stay and complete activities.

### **9.2 Students need specialist teacher intervention and monitoring to assist with a moderate hearing impairment.**

This sub-criterion is for students who have a moderate or moderate-severe hearing loss (41 - 70 decibels) in the better ear and use hearing aids for learning.

These students need specialist advice and teaching strategies to improve their language development, understanding of concepts and Key Competencies.

### **9.3 Students need specialist teacher intervention and monitoring to assist with moderate vision impairment.**

This sub-criterion is for students who have moderate vision impairment with visual acuity of 6/24 after best possible correction and/or a loss restricting the field of vision to 30 - 60 degrees.

These students need specialist advice and teaching strategies to access the curriculum.

This sub-criterion is not for students who have visual perception difficulties alone.

### **9.4 Students need specialist intervention and monitoring to assist with moderate physical needs.**

Students who meet this sub-criterion have moderate to high difficulties with gross and fine motor skills. They usually require environmental adaptations, specialised equipment or technology and adaptations to the curriculum in physical education, technology, written language and education outside the classroom.

These students require physiotherapist and/or occupational therapist involvement to help maintain their physical wellbeing and to advise on special equipment and adaptations.

### **9.5 Students need specialist intervention and monitoring to assist with a moderate disorder of both language use and appropriate social communication.**

This sub-criterion is for students who have both language and social behaviours that are unusual, repetitive and inappropriate in their context and impact learning and social interactions.

They have difficulty understanding or communicating through non-verbal cues and rarely use speech for reciprocal, conversational purposes. They often have an unusual tone of voice and speak very precisely. Some are very literal, misinterpret what they hear, have a narrow range of obsessive interests and talk on and on about the same topic.

Some students have good rote learning skills but have difficulties with comprehension and generalisation. They often lack empathy, are socially isolated and are inflexible. Their resistance to change can cause anxiety and lead to aggression and other inappropriate behaviour.

#### **Cory meets Criterion 9 (9.1, 9.3 and 9.4) at 4 years 11 months – a brief profile**

Cory has learning and physical difficulties and vision impairment. With verbal prompting Cory can follow set routines, such as knowing where to hang up his bag and sitting at a table for morning tea. His attention to task during group activities is very short and he requires an adult to prompt and physically guide him through most tabletop activities.

Cory's best-corrected visual acuity is 6/24. He often brings books up very close to his face and copes better with uncluttered pictures.

Cory speaks in two- or three-word phrases and uses gesture to make his needs known. He understands simple one-step instructions but often needs further verbal and physical prompts to carry them out. Cory enjoys listening to stories and can identify some pictures of common objects. He holds a crayon with a fist grip and attempts to copy a circle with circular scribbles. Cory can match by shape and colour and identifies two colours.

Cory walks with an uneven gait and needs to hold a person's hand when walking over uneven surfaces. Cory has difficulties with depth perception causing him to misjudge his step and to fall frequently. He uses furniture to stand up from the floor and sometimes uses a walking frame outside. He climbs steps with two feet per step, holding onto a rail or a person's hand. He is toilet trained but needs help to get onto the toilet and to adjust his clothing.

## **The application process**

An educator takes responsibility for completing the application form. This person is usually a:

- registered early childhood education teacher, early intervention teacher or key worker for a child, or
- class teacher or Special Education Needs Coordinator (SENCO) for a student.

This educator coordinates a process where the parents, specialists, teachers and others, who all know the student well, provide information about the student's needs.

Early intervention teams can apply for children from age four years six months who are expected to meet a Very High Needs criterion. The applicant must select the appropriate form.

Applications can be made for children expected to meet a High Needs criterion from age four years eight months or within four months of the date they are expected to start school.

An application is made on the appropriate ORS Application Form available online under Special Education at: [www.minedu.govt.nz](http://www.minedu.govt.nz). The form is sent to the Ministry of Education's National Office for consideration by a team of verifiers who decide on eligibility.

### **The verifiers**

Ministry of Education verifiers have experience in special education in the early childhood, primary and secondary sectors of education. Each verifier has additional qualifications in a particular area of expertise in special education.

Verifiers work to high professional standards. To ensure their impartiality when making independent decisions about eligibility, each verifier works from a separate location. They are responsible to the Manager Assurance and Eligibility who is at the Christchurch Office of the Ministry of Education.

### **The verification process**

The process usually takes three weeks from the time an application is received. Verifiers consider the information against each of the nine ORS criteria, applying them consistently regardless of where the child is to attend, or attends, school.

1. Three verifiers independently consider each application.
2. Each verifier records their independent decision. The three verifiers then discuss the application and make a unanimous decision.
3. The verifiers record the consensus decision on a national database and advise the educator and the parents in writing.
4. If the verifiers have insufficient information to reach a decision they ask the educator to provide additional information.
5. The decision process is repeated with each verifier independently considering the additional information.
6. If the three verifiers are unable to reach agreement the application is considered independently by the full panel of verifiers who take part in the decision process.

### **Audit visits**

If all the verifiers do not reach an agreement and the application appears close to meeting a criterion, then two verifiers may visit the child's early childhood education centre or student's school to make sure all relevant information has been presented.

The two verifiers report their observations and review of documentation about the child or student to the other verifiers. The decision process is repeated and the verifiers' report is included as part of the information about the child or student's needs.

### **Unsuccessful applications**

The verifiers write a detailed letter to the applicant and parent/s explaining why the student is not eligible for the ORS.

The Ministry of Education expects other resources will be allocated to meet students' educational needs when they are not verified.

### **Reviews**

Applicants can request, in writing, a review of the verifiers' decision. They must do this within six months of the original application. Reviews are appropriate when there is additional information about the student's needs.

The verifiers consider the review information in conjunction with the original application and proceed with the verification process.

A student may have two reviews, usually with a different team of three verifiers each time. After this, the full panel of verifiers will consider any further reviews or new applications.

The verifiers write a detailed letter explaining the review decision.

### **Further applications**

If a student's circumstances change significantly or there is new information relating to their eligibility, a new application can be submitted six months or more after the last application or review.

### **Appeals**

The verifiers make every effort to help parents reach an understanding of the decision. If, after a number of applications and reviews, the parents are not satisfied with the verifiers' decision they may write to the Secretary for Education to request an appeal under Section 10 of the Education Act (1989).

The appeal process is arranged independently of the verifiers. The Ministry of Education and the parents agree on an approved arbitrator from outside the Ministry to conduct the appeal. The Manager Assurance and Eligibility presents the Ministry's position at the appeal hearing.

An appeal is a formal process made by the parent or caregiver (and not the early childhood education centre or school).

If you would like more information on the appeal process please contact your local Ministry of Education, Special Education Office or call the Special Education Information line on 0800 622 222.

## **ORS resources**

The total pool of ORS funding is used to purchase:

- specialist expertise
- additional teaching
- paraprofessional support
- consumable items.

This is in addition to other school funding.

### **Specialist expertise**

Students require specialists who have the knowledge to advise on programmes in the school setting and the skills to provide interventions to meet students' needs identified through the IEP process.

A specialist in ORS is:

- a physiotherapist
- an occupational therapist
- a psychologist
- a speech-language therapist
- a conductor in conductive education programmes
- an orientation and mobility instructor
- a teacher with additional specialist tertiary qualifications in learning, vision or hearing
- a special education advisor
- an advisor on deaf children
- a music therapist (registered).

### **Additional teaching**

Each student in ORS generates an allocation of additional teacher time to the school where they are enrolled at the rate of:

- two-tenths (0.2) Full-time Equivalent (FTE) at the Very High level, and
- one-tenth (0.1) FTE at the High level.

Wherever possible, the additional teacher has training, professional development and experience in special education.

### **Paraprofessional support**

Paraprofessionals (teacher's aides) work under the direct guidance of a teacher to help with implementing IEP strategies planned by teachers, specialists and parents to facilitate a student's learning.

### **Consumables grant**

This grant is for the purchase of small items to support a student's needs identified through the IEP process. Examples are:

- disposable gloves
- materials for visuals and other communication aids
- cds/dvds
- materials for sensory experiences.

### **Managing ORS resources**

The Ministry of Education website has details about managing the resources. Search [www.minedu.govt.nz](http://www.minedu.govt.nz) under Working with ORS.

Resources are allocated on the basis of individual needs identified through the IEP process.

Students are funded from the time they enrol at school. When a student moves schools their ORS funding moves with them.

### **Other resources**

Students with special education needs who do not meet the criteria for ORS will be eligible for other resources. The Ministry of Education has various publications with details of these.

*Services and Support for children and young people with special education needs* provides an overview of special education resources. This is available through your local Special Education office or online at [www.minedu.govt.nz](http://www.minedu.govt.nz).

### For more information

View the Ministry's Special Education pages at [www.minedu.govt.nz](http://www.minedu.govt.nz) for information about the ORS and other special education provisions.

Contact your local Ministry of Education, Special Education office on 0800 622 222.

## Glossary

Term	Meaning
Brief profiles	Each brief profile is fictional and is not based on any individual child or student.
Child/children	Term for young children at home or in early childhood education settings before they start school.
Conductor	A person trained in the delivery of Conductive Education programmes to children or students with physical needs.
Echolalia	The immediate or delayed repetition of words or phrases spoken by others. The echolalia is generally said without complete understanding.
Education Outside The Classroom	Education outside the classroom includes field trips, camps and visits in the community.
EIT	Early Intervention Teacher employed to work with children in the early childhood education sector who have special education needs.
ESW	Education Support Worker – the term for a paraprofessional working in an early childhood education setting.
Habilitationist	A professional person who is specially trained to regularly work with a child to train them to use the sound signal given by a cochlear implant.
IEP	Individual Education Plan – a plan that brings together knowledge and contributions from the student and those who know him or her best. The plan is an individualised supplement to the full-class learning programme that records student achievements, aspirations and goals, the supports required and what success might look like. Refer to <i>Collaboration for Success</i> , a 2011 Ministry of Education publication.
Key Competencies	A term used in the New Zealand Curriculum, Key Competences describe the capabilities needed for living and life-long learning.
Learning Areas	A term used in the New Zealand Curriculum to describe the core areas of knowledge and understanding.

Level One Objectives	The first set of achievement goals described in the Learning Areas in the New Zealand Curriculum.
Manager Assurance and Eligibility	The manager at the National Office of the Ministry of Education responsible for the ORS.
New Zealand Curriculum	A statement of official policy about teaching and learning in English-medium New Zealand schools. Its principal function is to set the direction for student learning and to provide guidance for schools as they design and review their curriculum.
Operations Grant	Funding for schools' day-to-day operations.
Orientation and Mobility Instructor	A specialist who teaches people who are blind or vision impaired to navigate around their environments.
Parent/s	Term for the various names of adults in families/whānau, ie, parent/s, caregiver/s or step-parent/s.
Spasticity	A state of increase in muscle tension characterised by spasms and resistance to stretching.
Students	Term for children and young people at school.
Te Whāriki	The early childhood education curriculum.
The criteria	Term used in the ORS Guidelines to cover the phrase 'one criterion or more'.
Transition	A term used when children move from home to early childhood education and/or school. Transitions also occur when students move between classes, schools and into the community when leaving school.