

MINISTRY OF EDUCATION FUNDED SUPPORTS AND SERVICES FOR LEARNERS WITH SPECIAL EDUCATION NEEDS/DISABILITIES

Purpose

This paper provides an overview of Ministry of Education funded supports and services for learners with special education needs/disabilities as at April 2012. It is organised into the following sections:

- context
- specialist service delivery
- strategic policy
- operational policy

Context

Government invests more than \$500 million annually in special education. The Ministry of Education (the Ministry) ensures services for learners with special education needs/disabilities are delivered effectively and efficiently, and helps build schools' capability to provide quality education for *all* learners – with an emphasis on improving outcomes for Māori and Pasifika learners and learners with special education needs/disabilities.

Each year we provide schools with a range of resources to support an estimated 40,000 - 60,000 learners with moderate special education needs/disabilities.¹ Our specialist staff directly support a further 3% of school learners (30,000) with high special education needs/disabilities.²

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Historical and legal context

Under the Education Act 1989, all children have the right to enrol at their local school:

Equal rights to primary and secondary education

...people who have special educational needs (whether because of disability or otherwise) have the same rights to enrol and receive education at State schools as people who do not.

Education Act 1989 s(8)(1)

¹ Throughout this paper 'we' refers to all national, regional, and district office Ministry of Education staff.

² As at July 2010, there were 953,322 students enrolled in primary and secondary schools (764,398) and early childhood education centres (188,924). Source: www.educationcounts.govt.nz

The landmark *Special Education 2000* policies of the late 1990s and early 2000s helped realise the gains made in the legislation by ensuring support was available for learners with special education needs/disabilities to attend their local schools. The recent *Review of Special Education 2010* (the Review) represented another turning point in special education. The Review canvassed opinions from across the sector, including parents and whānau, with findings signalling the need to:

- increase inclusive practices in schools
- raise achievement for learners with special education needs/disabilities
- reduce bureaucracy and make special education services (provided by the Ministry and schools) easier for parents and whānau to access and navigate.

New Zealand has binding obligations to provide an inclusive education system under the United Nations Convention on the Rights of Persons with Disabilities and the New Zealand Disability Strategy, which are supported by the National Curriculum.³ Article 24 of the United Nations Convention on the Rights of Persons with Disabilities affirms:

Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.

The majority of learners with special education needs/disabilities attend regular schools, with only around 2,400 learners attending the 28 special day schools across the country. A small number of learners with special education needs/disabilities attend residential special schools, regional health schools, and vision or Deaf Education Centres.⁴

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Learners with special education needs/disabilities

Learners with special education needs/disabilities have a range of impairments which affect their ability to learn and achieve at school. These include physical (eg, cerebral palsy), sensory (eg, blind/low vision and Deaf), cognitive (eg, Down Syndrome), psychosocial or behavioural issues, or a combination of these. Recent medical advances mean low birth weight infants (pre-term, small-for-date or multiple births) are now much more likely to survive. However, of those who do, a significant number will experience difficulties ranging from mild cognitive impairments through to severe and complex disabilities.

The majority of learners with special education needs/disabilities do not have a clear diagnosis. Furthermore, no two learners with special education needs/disabilities have exactly the same needs, and the needs of learners with the same diagnosis (eg, Down Syndrome or Autism Spectrum Disorder) may differ markedly. For this reason, we allocate supports and resources *on the basis*

³ The National Curriculum comprises the New Zealand Curriculum and Te Marautanga o Aotearoa.

⁴ Kelston and van Asch Deaf Education Centres, and the Blind and Low Vision Education Network cater for both day and residential students.

of need rather than diagnosis. Impairments vary greatly in duration, severity and impact and learners may require minimal through to highly intensive support.

The education sector's view has moved from one where learners either have or do not have special education needs/disabilities (a categorical view), to a more nuanced perspective, where learners are on a continuum from those with no special education needs/disabilities through to those with low, moderate, high or very high special education needs/disabilities.

This shift in perspective has direct implications for the way that resources and supports are allocated and delivered to learners. We are increasingly providing specialist advice to schools on how they can effectively include learners with a range of special education needs/disabilities in all aspects of school life. This is evident in our focus on building schools' capability to support the learning of *all* their learners, including those with special education needs/disabilities.

Learners with special education needs/disabilities currently have low levels of educational achievement and are much less likely than their peers to go on to further education and employment when they leave school. Raising educational achievement for learners with special education needs/disabilities will result in a range of social and economic benefits over the longer term.

Investing in the right supports early on will enhance positive outcomes. Learners with special education needs/disabilities who go on to tertiary study and employment, have full and interesting lives and strong support networks, will be valued and contributing members of their communities. Investing early will also help minimise negative outcomes such as mental and physical health issues, loss of potential earnings, benefit dependence, and involvement with the criminal justice system as well as the costs associated with these.

One of the key challenges in the current fiscal and economic environment is to balance available resources against the ever-increasing demand for services and expectations for achievement.

The role of the Ministry

We provide policy advice to Ministers on the strategic direction of special education supports and services and are responsible for:

- administering funding for special education support
- developing and implementing new policies
- enhancing professional practice and developing the special education workforce
- data analysis, monitoring and evaluation
- providing information to the education sector and parents.

We support learners with special education needs/disabilities through providing resourcing to schools as well as providing services directly to learners with special education needs/disabilities (see Appendix One). More than two-thirds of special education funding is provided directly to schools (or school clusters) for them to support learners with special education needs/disabilities.


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Special education stakeholders

We work closely with a range of agencies and individuals with an interest in special education (see Appendix Two). These include:

- parents, families and whānau of children with special education needs/disabilities
- school principals and boards of trustees
- education sector groups
- disability and parent sector groups
- other government social sector agencies such as the Ministries of Health, Justice and Social Development.

Many of the disability and parent sector groups include people with high levels of expertise in particular areas. We have well-established networks across the sector and consult widely and often on policy development and implementation.

Focus on Māori

Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012 (Ka Hikitia) sets the direction for improving education outcomes for Māori learners – including those with special education needs/disabilities. The strategy focuses on high quality, culturally responsive education that incorporates the identity, language and culture of Māori learners and engages their whānau, hapū and iwi.

Work underway for learners with special education needs/disabilities strongly upholds and reflects the basic tenets of *Ka Hikitia*. For example, the notion of ‘stepping up’ embodied in *Ka Hikitia* maps onto the need for the education system to ensure that learners with special education needs/disabilities are learning and achieving in school. For Māori learners, including learners with special education needs/disabilities, this means enjoying and achieving education success as Māori. The special education vision *Success for All – Every School, Every Child* (see p.7) and *Ka Hikitia* both:

- promote an education system that adapts to fit learners rather than learners having to adapt to fit the system
- recognise and value partnership with learners, families, whānau and schools
- emphasise personalised approaches to learning in order to raise student achievement.


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Specialist Service Delivery

We provide specialist services to schools, learners, families and whānau through a network of 16 Special Education district offices and 44 local centres. In providing supports and services for learners with special education needs/disabilities, our guiding principles are to:

- remove barriers to learning
- intervene early
- provide quality services
- build and sustain productive partnerships
- build a strong evidence base.

Special education services are underpinned by the *Special Education Service Promise*:

Every day, children will learn and succeed because of the work we do.

We will:

- value, respect and treat you fairly
- listen and understand you
- together, find what works
- make it easy for you to work with us
- do what we say we will do in a timely manner.

Ia rā, ka ako, ka angitū ta tamaiti i ā tātou mahi

Hei tā mātou:

- *he mahi tōtika, he manaaki i a koe*
- *he whakarongo, kia mārama hoki mātou ki a koe*
- *he mahi tahi kia kitea ai ngā mahi whai hua*
- *he whakamāmā kia ngāwari ai tō mahi i tō mātou taha*
- *he mahi i tā mātou e kī ai i te wā tika.*

The Ministry employs around 820 specialist staff (full time equivalents) comprising speech-language therapists; psychologists; special education advisors; early intervention teachers; occupational therapists; kaitakawaenga; advisors of the Deaf; physiotherapists, and behaviour support teachers and specialists. As set out in the Statement of Intent, the Ministry is working to increase the number of Pasifika specialist staff to 1.5% in 2011/2012, up from 1.1% in 2009/2010.

We also fund schools to employ teachers' aides who provide the bulk of the day-to-day support for learners with special education needs/disabilities in schools

and early childhood education centres. It is estimated that the annual expenditure for teachers' aides is around \$200 million.⁵

In the year to June 2011, specialist staff provided services directly to 4,950 learners with high and complex needs, We also provided:

- early intervention services to 13,000 children
- severe behaviour services to 3,780 learners
- communication service to 6250 learners.

A further 3,000 learners received specialist services through 53 contracted providers.

Focus on Māori

We are increasing the proportion of Māori specialist service delivery staff. The 2011/2012 target is 11%, up from 10.4% in 2009/2010. Very few specialist staff are able to work in Māori medium settings and this impacts on our overall ability to deliver culturally responsive services to Māori learners with special education needs/disabilities. However, kaitakawaenga work to build districts' ability to provide Māori responsive specialist services while improving schools' ability to implement programmes and interventions. Kaitakawaenga work alongside Māori learners and their whānau, hapū/iwi, and schools to identify and address barriers to learning and achieving for Māori learners with special education needs/disabilities.

Key indicators

Educators, parents and whānau of children with special education needs/disabilities are surveyed annually about the quality of services provided by Special Education specialist staff.⁶ Findings from the 2011 survey showed that around three-quarters of parents and whānau, and two-thirds of educators are satisfied with the quality of special education service provision, including cultural responsiveness, fairness and staff competence. Just over half of parents, whānau and educators were satisfied with the amount of time it took to access services.

Emergency and Traumatic Incident Service

We play an important role supporting schools to deal with traumatic incidents, emergencies and disasters such as the Canterbury earthquakes and the Pike River mining disaster. Teams respond to requests for support from schools following incidents such as sudden death, suicide or serious injury to young people, staff members or family/whānau; threats of death or serious injury; and missing learners or staff. In the year to June 2011, traumatic incident teams responded to 174 incidents. They offer information and support for schools to engage emergency services, restore routines, and communicate effectively and in culturally responsive ways to promote the wellbeing of their school community.

⁵ Cognition Review of Special Education Resourcing, 2008/2009. Includes funding through the Special Education Grant, Ongoing Resourcing Scheme, behaviour services, RTLB learning support funding and operational funding)

⁶ Special Education Client Satisfaction Survey

Strategic Policy

We are driving system-wide changes in education through supporting schools to deliver fully inclusive education. The three special education policy themes are:

- making it easier for learners, parents and whānau to access support
- setting higher expectations and strengthening accountability
- ensuring programmes and interventions are effective and provide value for money.

Our work continues to have a strong emphasis on ensuring value for money for Government's investment in special education through:

- ensuring programmes are effective and strongly evidence-based
- integrating services where possible
- working with other social sector agencies to better coordinate services and funding.

We are exploring ways to share information more effectively across social sector agencies so that parents, families and whānau only need to provide information about their child once, and so that services and resources are delivered in an efficient and coordinated way.

We are also working to encourage participation in Youth Guarantee by young people with special education needs/disabilities. This means ensuring that young people and their families and whānau have information about the opportunities available under Youth Guarantee, and that Youth Guarantee providers are able to effectively include learners with special education needs/disabilities.

Success for All – Every School, Every Child

Launched in 2010, *Success for All – Every School, Every Child* represents a vision for achieving a fully inclusive education system. *Under Success for All – Every School, Every Child* all schools will have the resources, skills and ethical leadership required to provide an environment where learners with special education needs/disabilities are welcome and thrive.

Our objective is for every child to have the genuine option to attend their local school confident in the knowledge that they will meet with positive attitudes, skilled teachers and a supportive peer environment. This underpins initiatives such as additional support for learners aged 5-8, the transformed Resource Teachers: Learning and Behaviour (RTL) service, work to develop more effective transitions from school, efficient use of specialist teaching resources, and enhanced outreach services.

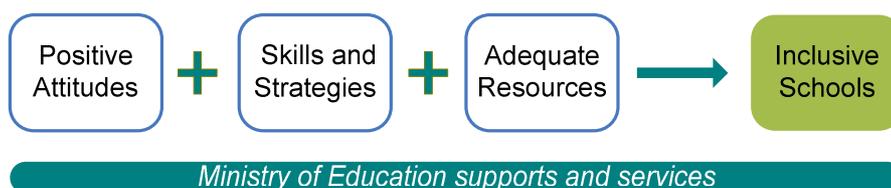
An inclusive education system

A step-change is underway to create a fully inclusive education system where parents, whānau, and learners can have confidence that all learners, including those with special education needs/disabilities will receive quality education. We are supporting schools to be more inclusive by:


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- promoting positive attitudes by schools towards learners with special education needs/disabilities
- developing schools' capability to effectively include learners with special education needs/disabilities
- ensuring professional learning and development providers include material for learners with special education needs/disabilities
- providing the necessary resources to support inclusive practice.

Figure 2: Building inclusive schools



Focus on Māori

A focus on improving outcomes for Māori learners is part of the fabric of *Success for All – Every School, Every Child*. The trialling of flexible funding for effective transitions will enable transition plans which are more culturally responsive and closely linked to the aspirations of learners and their whānau.

Higher expectations and strengthened accountability

We are asking schools to include evidence of how they are supporting learners with special education needs/disabilities in their regular planning and reporting. This will reinforce the work of the Ministry's *Student Achievement Function* practitioners to lift school performance and meet the diverse needs of learners.

Inclusive practices enable learners with special education needs/disabilities to successfully enrol, participate, learn and achieve in the academic, extra-curricular, and social life of their school. The 2010 Education Review Office (ERO) report found 50% of schools surveyed demonstrated *mostly* inclusive practices, 30% *some* inclusive practices and 20% *few* inclusive practices.⁷ We are taking steps to support schools to achieve the goal of *all* schools demonstrating *some* or *mostly* inclusive practices by 2014.

All Ministry-contracted professional learning and development providers must now specifically include provision for learners with special education needs/disabilities in all the work they do.

Milestones and next steps

As at September 2011, milestones achieved under *Success for All – Every School, Every Child* included increased access to communication services for learners aged 5-8 years and more learners receiving Ongoing Resourcing Scheme funding. A new qualification, the Post-Graduate Diploma of Specialist

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⁷ Education Review Office (2010). Including Students with High Needs.

Teaching was also established in 2011 and is being delivered by the University of Canterbury and Massey University.

Residential Special Schools

We are considering how we can best support young people who have complex learning, behavioural and social needs, often with associated intellectual impairment. These learners require intensive and comprehensive support that spans school, home and community settings. Typically, many of these learners attend residential special schools, whereas the new approach will focus on supporting learners within their own communities. Support will be based on our experiences following the Christchurch earthquakes and the closure of Waimokoia Residential School. This work is likely to have a significant impact on the future role of the existing residential special schools: Halswell Residential College, Salisbury School, McKenzie Residential School and Westbridge Residential School.

RTLB and SLS amalgamation

Fragmentation of special education services was identified as an issue in the *Review of Special Education 2010*. One of the steps we are taking to address this is the amalgamation of RTLB and SLS services. Feedback will be sought on options proposed in an online discussion document. The new, amalgamated RTLB service is scheduled to be in place in 2013 and there will be no change to SLS services in 2012. The amalgamated service will:

- reach a wider group of learners
- ensure better co-ordinated support
- be more flexible and responsive.

The amalgamation is expected to result in better quality services which lead to better achievement for learners.

Looking ahead

The next three to five years will see the continuation of work to transform the education sector, including supports and services for learners with special education needs/disabilities. Government agencies are increasingly working together to deliver social services more effectively, including services for children and young people with special education needs/disabilities (see Appendix Four). For example, the Ministry has an important part to play in realising the objectives of the Disability Action Plan and much of our work is closely aligned with these (eg, our work around transitions from school).

How we work together to transform the education sector will be the focus of future work, which is likely to include options for pooling funding, sharing data, and coordinating services more effectively. Workforce development, alternative fundholding models, and ways of measuring achievement outcomes for learners with special education needs/disabilities, including those with very high special education needs/disabilities, are likely to remain priorities over the medium to longer term.


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There are growing expectations that learners with special education needs/disabilities will achieve and succeed alongside their peers. However, not all learners with special education needs/disabilities have the potential to complete National Certificate of Educational Attainment (NCEA) qualifications – although this should be the aim for learners with special education needs/disabilities who do have the potential to achieve at this level. Work will be undertaken on ways to aggregate measures of individual achievement for learners whose achievement is likely to be measured in terms of fine-grained progressions towards attainment of NCEA Level One.

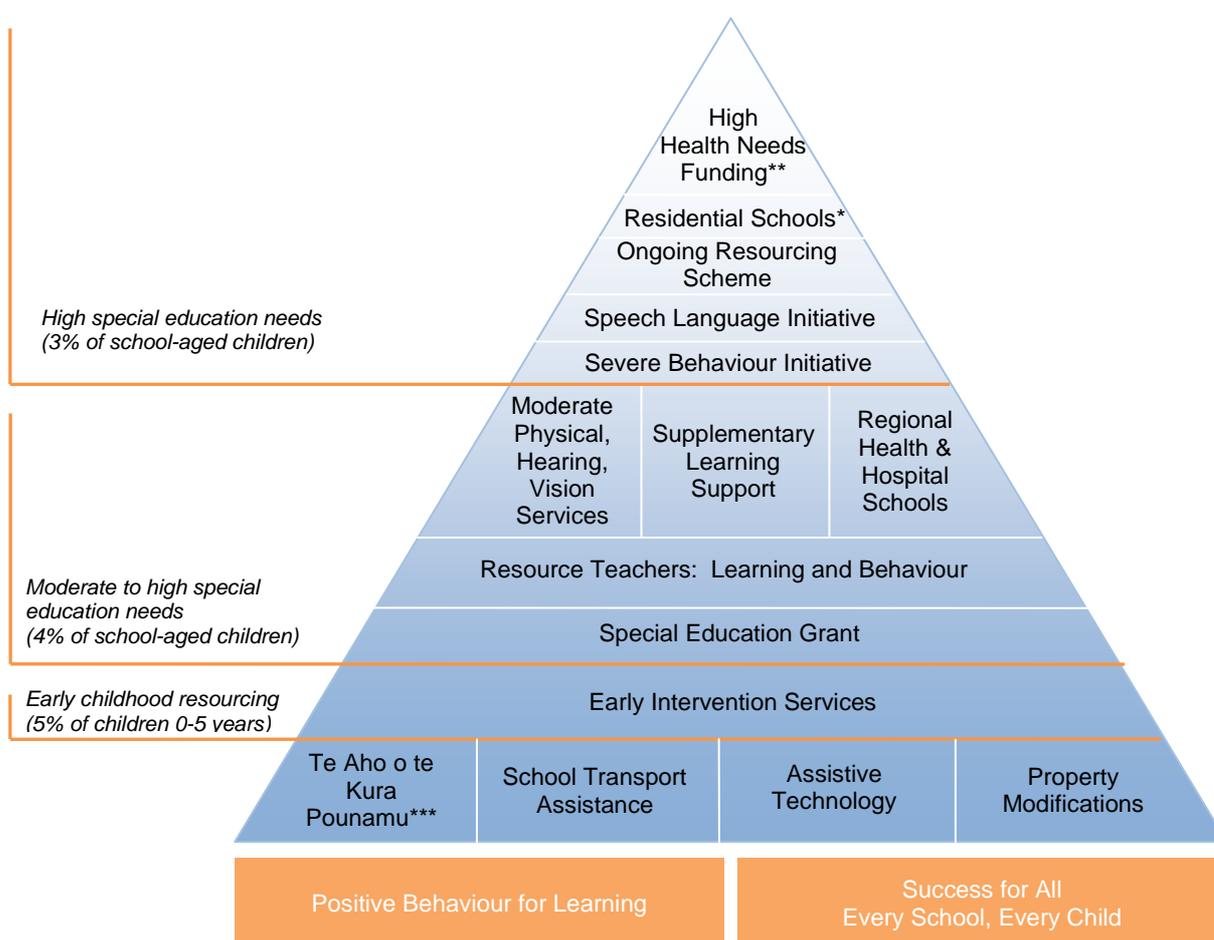
A major theme over the medium to longer term will be the increasingly important role of technology in enabling learners with special education needs/disabilities to learn and achieve in school. The range of assistive and adaptive technology including specialised learning software and communication devices continues to expand and these technologies are becoming increasingly affordable. Access to assistive technology can mean the difference between learners with special education needs/disabilities achieving a great deal, or achieving only minimally at school. The implementation of school learning networks will also lead to greater opportunities for learners with special education needs/disabilities to interact with other learners in their own and networked schools.

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Operational Policy

Key initiatives and resourcing for learners with special education needs/disabilities are shown in Figure 1 below. Some funding (such as the Ongoing Resourcing Scheme) directly targets learners with high special education needs/disabilities, while other funding (such as Resource Teachers: Learning and Behaviour) is formula-based and is used by schools to support learners with moderate special education needs/disabilities.

Figure 1: Initiatives and resourcing for learners with special education needs/disabilities



* Includes schools for learners with vision and hearing, behavioural, or cognitive impairments.

** School High Health Needs funding provides teacher's aide support for 644 learners with high health needs.

***Correspondence School

Initiatives being implemented in 2012 include the complaints and dispute resolution process, the re-focused specialist teacher outreach service, and aggregated teaching resources for learners with sensory impairments.

We fund and deliver culturally responsive services that support learners to learn and achieve, take part in activities, and engage with their peers at school. Our roles and functions relating to supports and services for learners with special education needs/disabilities include:

- delivering specialist services
- developing strategic and operational policies to support service delivery
- supporting professional learning and development
- building and sustaining effective partnerships across the education and wider social sectors
- ensuring continued delivery of Ka Hikitia – Managing for Success: The Māori Education Strategy 2008-2012 and the Pasifika Education Plan 2009-2012.

Our work programme for 2011/2012 focuses on:

- supporting learners to succeed
- supporting parents, families and whānau
- equipping schools to better include all learners.

Supporting learners to achieve

The overarching aim of special education supports and services is to enable learners with special education needs/disabilities to participate, learn and achieve in school.

Extended support for learners aged 5-8

Learners with poor communication skills are at increased risk of poor educational outcomes. Intensive individualised communication services (including speech-language therapy) are currently being extended to an additional 1,000 learners aged 5-8 years. This support is for learners with special education needs/disabilities who do not meet Ongoing Resourcing Scheme (ORS) criteria and will help ensure that learners at risk for poor learning outcomes get a good start to learning in school. Increased access to communication services for learners aged 5-8 years gives at-risk learners, including Māori learners, the best possible start to achieving at school.

More effective transitions for learners leaving school

We are working with the Ministry of Social Development on a joint initiative to improve transitions for learners with special education needs/disabilities. The project (known as *Going Places*) will trial the effects of flexible funding and integrated support for ORS funded learners who are transitioning from school. *Going Places* will be implemented in 2012 and will focus on supporting young people to transition into tertiary education, training and employment where possible. This will involve learners having a single transition plan, more flexible use of ORS funding and better coordinated transition supports and services.


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Enhanced outreach services and networks

We are encouraging special schools to offer teaching support in regular schools, where most learners with special education needs/disabilities are enrolled. This will establish closer links between schools and help build capability to support a wider range of learners with special education needs/disabilities.

More efficient use of specialist staff

Ensuring that learners can access specialist services wherever they are in the country is a particular issue for vision and hearing impaired learners. To help address this, specialist teachers for learners with vision and hearing impairments currently employed by several schools will be aggregated under the Blind and Low Vision Network New Zealand (BLENNZ) and the two Deaf Education Centres – Kelston and van Asch. These organisations will manage specialist teachers who support around 600 learners and their teachers in local schools. Orientation and mobility services for blind and low vision learners are also being reviewed with the aim of improving the efficiency and effectiveness of these.

Supporting parents, families and whānau

The Review found that some parents, families and whānau had difficulty accessing and navigating special education supports and services. Work is underway to address this and to ensure that services are client-focused.

A streamlined Ongoing Resourcing Scheme application process was introduced in 2011. We are also ensuring that parents and whānau know where to go when things are not going well by setting up a clear complaints and disputes resolution process. The new process will be implemented in 2012 to ensure parents and whānau have confidence that issues they raise about school-based services will be dealt with fairly and effectively. The process will involve providing information, following up the issues, facilitating resolution and intervening to work with schools to address issues.

Equipping schools to include all learners

Ensuring schools and teachers have the skills and support they need to include learners with special education needs/disabilities sits at the core of *Success for All – Every School, Every Child*.

Transformed Resource Teachers: Learning and Behaviour service

Resource Teachers: Learning and Behaviour (RTLB) play a key role in providing individualised support for around 20,000 learners each year who have learning and/or behaviour needs and are at risk for low achievement. The Education Review Office review of the RTLB service in 2009 identified issues with service quality and cluster management. In response to these findings, 2011 has seen changes to the RTLB service with the development of a consistent governance structure, a reduction in the number of clusters from 199 to 40, and the establishment of RTLB practice leader positions. Together these changes will drive consistent service provision, a more culturally responsive service, stronger professional leadership and better coordination of local services.


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Positive Behaviour for Learning

The five-year Positive Behaviour for Learning (PB4L) action plan has been developed to help schools turn around learners' problem behaviour and encourage positive behaviour (see Appendix Three). PB4L is being led by the Ministry of Education with input from other agencies and represents a major shift in the management of disruptive behaviour.⁸ PB4L has been developed in collaboration with the wider education sector and includes a suite of whole-school and targeted programmes which:

- focus on intervening early in the life of the child and the life of the problem
- have a strong evidence base
- can be delivered consistently across the country
- are sustainable.

Positive Behaviour for Learning School-Wide is a systemic approach to support schools to create environments that foster positive behaviour and learning through:

- preventing problem behaviour
- developing learners' social skills
- reinforcing desired behaviour
- using consistent strategies to reduce inappropriate behaviours
- using data-based assessment and problem-solving to address concerns.

All schools will have access to a *Behaviour Crisis Response Service* from the Ministry. Following an extreme event, Ministry specialists will be available to help schools stabilise the situation, ensure safety, prevent further deterioration of the situation, put an immediate plan in place and make links with other resources and support as necessary.

A small proportion of learners referred to us require more intensive support, both in and out of school. These are learners with the most complex and challenging needs and behaviours. Up to 100 learners, aged 8-12 years, receive wrap-around support per year under the *Intensive Behaviour Service*.

The *Incredible Years Teacher* programme trains teachers of learners aged 3-8 years to turn disruptive behaviour around and create a more positive learning environment. The *Incredible Years Parents* programme is for parents of children who have significant behaviour problems aged 3-8 years. Our priorities include increasing Pasifika participation in *Incredible Years Parent* and *Teacher* programmes, and training more Pasifika *Incredible Years* group leaders. *Incredible Years Parent* programmes are delivered by Ministry staff and community organisations, including 11 Whānau Ora providers, throughout the country.


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⁸ Ministry of Health, Ministry of Social Development, Ministry of Justice, Te Puni Kōkiri, New Zealand Police.

Focus on Māori

Around one in five Māori learners (15-20%) will have behaviour problems requiring intervention at some time.⁹ These figures are reflected in the 40% of learners referred to special education behaviour services who are Māori. PB4L programmes prioritise Māori parents and whānau, and teachers and schools with high numbers of Māori learners. *Incredible Years* programmes are delivered in a culturally responsive way through their strong focus on a collaborative approach with parents and teachers.

We are focusing on increasing Māori participation in *Incredible Years* parent and teacher programmes. To date, we have trained more than 400 *Incredible Years* parent and teacher group leaders. Future group leader training will focus on increasing the number of Māori group leaders. A number of iwi-based organisations, some marae-based, are contracted to deliver *Incredible Years* programmes to Māori parents and whānau. Work is underway to increase the proportion of Māori parents who participate in *Incredible Years* from 34% (currently) to 40% by the end of 2014.

The Ministry's cultural enhancement framework guides the development of international programmes that are intended for use with Māori. A Māori advisory group will help ensure that PB4L programmes are culturally responsive in their design, development, delivery and evaluation. Three kaupapa Māori behaviour programmes (Hei Awhina Matua, Hui Whakatika, and Te Mana Tikitiki) will be piloted and evaluated for possible inclusion in PB4L.

Youth Mental Health package

The Ministry has a key role in the Youth Mental Health package which will improve services for young people with, or at risk of developing, mental health problems (eg, depression, anxiety, conduct disorder, substance abuse).¹⁰ Rates of mental health problems in young people are high – one in five have experienced depression by age 18 – and even higher for Māori.

As part of the *Youth Mental Health Package* the Government will invest around \$30m over the next four years to better equip schools to take responsibility for the well-being of their students. The package includes:

- expanding Positive Behaviour School-Wide to every secondary school
- piloting the FRIENDS for Life programme in ten secondary schools. FRIENDS for Life helps build students' self-esteem and resilience to help them cope with depression and anxiety
- placing more nurses in low decile schools, alternative education and teen parent units; placing trained youth workers in low decile schools
- trialling Check and Connect to mentor and monitor young people who have disengaged, or are at-risk of disengaging, from school
- making schools more accountable for student wellbeing through the development and inclusion of student wellbeing indicators in ERO reviews
- reviewing the school guidance system.

⁹ Ministry of Social Development (2009). Conduct problems: Best practice report.

¹⁰ Other agencies are the Ministry of Health, Ministry of Social Development, Te Puni Kōkiri and the Treasury.

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Appendix One: Special education expenditure 2011/2012

The table below sets out the main special education expenditure for the 2011/2012 financial year as at November 2011. All figures are approximate and subject to change.

Programme	\$ million	Target Group*	Fundholder
Ongoing Resourcing Scheme	151	learners with high/very high special education needs/disabilities	Ministry of Education and fundholding schools
Resource Teachers: Learning and Behaviour	77	learners at risk of low achievement due to learning and/or behaviour difficulties	school clusters
Early Intervention services	39	children aged 0-6 years with special education needs/disabilities	Ministry of Education and contracted providers
Special Education Grant	37	learners with mild to moderate special education needs/disabilities	schools
School Transport Assistance	36	learners needing assistance to travel to and from school	contracted providers
Positive Behaviour for Learning (PB4L)	25	parents, teachers and learners	Ministry of Education
Speech Language Initiative	16	learners with high to very high communication needs	Ministry of Education
Supplementary Learning Support	14	learners with significant and ongoing special education needs/disabilities	school clusters
Property Modifications	14	learners with accessibility needs	schools
Regional Health Schools	8	learners with health-related special education needs/disabilities	regional health schools
Residential special schools	4	learners with high and complex needs	schools

The following programmes and initiatives are also funded through special education:

- Moderate hearing support
- Moderate vision support
- Moderate physical service
- School High Health Needs fund
- Te Aho o te Kura Pounamu (Correspondence School)
- Assistive Technology
- Special School Class Funding

* *subject to eligibility criteria*

Appendix Two: Sector groups and agencies

Government agencies

- Human Rights Commission
- Ministry of Health
- Ministry of Justice
- Ministry of Social Development (Office for Disability Issues; Child, Youth and Family)
- Office of the Commissioner for Children

Education Sector groups

- Association of Integrated Schools New Zealand
- Early Childhood Advisory Committee
- New Zealand Principals' Federation
- New Zealand Education Institute (NZEI) and NZEI Principals' Council
- New Zealand School Trustees Association
- New Zealand Association for Intermediate and Middle Schooling
- New Zealand Area Schools Association
- Post Primary Teachers' Association (PPTA) and PPTA Principals' Council
- Secondary Principals' Association of New Zealand
- Special Education Principals' Association
- Te Akatea Māori Principals Association

Disability Sector groups

- Association of Blind Citizens
- Autism New Zealand
- CCS Disability Action
- Deaf Aotearoa New Zealand (DANZ)
- Disabled Persons Assembly
- Federation of Parents of Deaf Children
- IHC
- Inclusive Education Action Group
- Parents of Vision Impaired
- Royal New Zealand Foundation for the Blind
- Parent to Parent

Positive Behaviour for Learning overview

PROGRAMMES/INITIATIVES/SERVICES	TYPE OF INTERVENTION	NUMBER OF CHILDREN IMPACTED	WHO IS DELIVERING
<ul style="list-style-type: none"> Severe Behaviour Service (existing service) Intensive Behaviour Service (residential and wrap-around) High and Complex Needs Service (existing service) Behaviour Crisis Response Service 	 <p>Individual (high risk)</p>	<ul style="list-style-type: none"> 4,000 per annum through Severe Behaviour Service 100 per annum through High and Complex Needs Service 100 per annum through Intensive Behaviour Service 	<ul style="list-style-type: none"> Ministry of Education
<ul style="list-style-type: none"> Incredible Years – Parent Programme Incredible Years – Teacher Programme Restorative Practice 	<p>Targeted and preventative (at risk)</p>	<ul style="list-style-type: none"> 30,000 through parent programme over 5 years 180,000 through teacher programme over 5 years 	<ul style="list-style-type: none"> Ministry of Education Non-Government Organisations Iwi Resource Teachers: Learning & Behaviour Early childhood education associations District Health Boards
<ul style="list-style-type: none"> School-Wide framework Wellbeing@school toolkit 	<p>Whole school and preventative</p>	<ul style="list-style-type: none"> 143,000 through School-Wide framework over 5 years 	<ul style="list-style-type: none"> Ministry of Education School-Wide leadership teams within schools

Appendix Four: Cross-agency workstreams

The Ministry of Education contributes to a range of cross-agency work in the wider social sector including:

- Youth Mental Health package (lead: Department of Prime Minister and Cabinet)
- Addressing the Drivers of Crime (lead: Ministry of Justice)
- Suicide Prevention Strategy (lead: Ministry of Health)
- Gateway Assessments for Children in Care (lead: Ministry of Social Development)
- Education Officers in Youth Courts (lead: Ministry of Justice)
- Vulnerable Children (lead: Ministry of Social Development)
- Improving Attitudes and Behaviours towards Disabled People (lead: Office for Disability Issues, Ministry of Social Development)

These initiatives focus on working together across the social sector to achieve better outcomes for children and young people, including those with special education needs/disabilities.