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| Office Use Only - Moderation | | FINAL |
| | | |



Request Form: In-Class Support For students with ongoing learning needs (2018)

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|--------------------------|------------|---------------------------|---------------|
| Student Name: | | DOB: | Age: |
| NSN: | Ethnicity: | Gender: | Year Level: |
| Parent/Caregiver Name/s: | | Parent/Caregiver Address: | |
| Current School: | | School Facility Number: | |
| School 2018: | | Facility Number: | RTLB Cluster: |

| | | |
|--|---|--|
| BUSINESS SUPPORT OFFICE USE ONLY (ENTER THE DATE/S COMPLETED) | | |
| Entered new student into SS | | |
| CMS File | Create new file if needed | |
| | Update School | |
| | Check District | |
| | ✓ In-Class Support and enter funding notes in 'Other' funding | |
| Entered Funding into Te Kereru | | |
| H03 emailed to school | | |
| Sent letter to Caregiver | | |
| Administration Notes: | | |

Benefits

- Supports students' wellbeing and achievement.
- Supports students to be present, participating and engaged in their learning.
- Provides teachers with opportunities for greater flexibility in classroom management.
- Supports teachers to develop their confidence to manage the needs of all students in an inclusive classroom.
- Supports curriculum adaptations which provide learning progressions matched to individual student's learning needs.

Dependencies

In-Class Support relies on:

- clear communication and collaboration between the Ministry of Education (MoE), cluster schools, RTLB and parents/whānau
- a moderation panel identifying students to receive support
- schools employing and providing professional development opportunities for teacher aides
- effective support from school SENCo/learning support co-ordinators.

Useful Information

Websites:

- ICS information on *Ministry of Education*, <http://www.education.govt.nz/school/student-support/special-education/in-class-support-funding-for-students-with-special-education-needs/>
- *Teacher & teacher aides working together*, <http://teachersandteachersaides.tki.org.nz/>
- *Inclusive Education*, <http://inclusive.tki.org.nz/>
- *Wellbeing @School*, <http://www.wellbeingatschool.org.nz/>

Mailbox

Process for identification of students

Students to receive ICS are those who are attending school and:

- have ongoing learning needs not supported by the Ongoing Resourcing Scheme (ORS)
 - would benefit from teacher aide support in the classroom
 - may be achieving long term within level one of the New Zealand Curriculum or Te Marautanga, and/or
 - may be achieving below their chronological age by three years or more (refer Appendix 2).
-
- Contact mailbox, In-Class.Support@education.govt.nz

Priorities

The moderation panel determines which students' learning needs are prioritised. Priorities may include:

- National priorities
- Regional priorities
- By student age
- During times of student transition

Roles and responsibilities

The School

- Advises the parents/whānau of the named student/s to receive ICS (refer Appendix 3 for the letter template).
- Oversees the employment and professional development of teacher aides. Schools may consider incorporating the opportunity for teachers to meet with teacher aides to plan programmes of support for identified students.
- Informs the appropriate MoE district office (refer Appendix 1 for the contact list), new school/s and RTLB cluster manager/s when student/s transition to a new school after obtaining parental consent.
- Informs the appropriate MoE district office (refer Appendix 1 for the contact list) in the event of a student:
 - being verified on to ORS
 - enrolling full time at Te Kura
 - becoming homeschooled or
 - going overseas
- Evaluates the effective use of the funding provided by monitoring the progress and achievement of all students receiving ICS.
- Ensures effective support from the school SENCo/learning support co-ordinators.

The classroom/subject teacher

The class/subject teacher is the leader of learning in the classroom. The class/subject teacher:

- Provides current achievement data for students likely to benefit from learning support
- Takes an inclusive approach to managing the needs of students
- Manages the class programme and leads the student's support team
- Works with the whānau and teacher aide to plan the best use of the resource
- Works collaboratively with RTLB if the student is on an RTLB roll.

Moving schools

When a student receiving ICS moves schools during the year, that student will continue to receive funding until the end of the school year with parental consent. The funding follows the student.

Discontinuation of ICS

ICS will discontinue for those students who:

- Are verified on to ORS
- Enrol full time at Te Kura
- Become homeschooled or
- Go overseas.

In the event of ICS being discontinued for a student, the moderation panel, through the MoE local representative, will provide the details of an additional student to receive learning support

Regional Priorities for Canterbury

Students who

- Are working towards or within Level one of the New Zealand Curriculum or Te Marautanga in both numeracy and literacy **and**
- Are achieving below their chronological age by more than three years **and/or**
- Require additional ongoing support to access the learning environment e.g. ASD/sensory/communication

| | |
|----------------------|---------------------------------------|
| Student Name: | Length of Time at this school: |
|----------------------|---------------------------------------|

Did this student receive ICS in 2017?

If Yes
 How has ICS funding improved access/ engagement and achievement in the inclusive setting for this student?

| | |
|------------------------------|---|
| RTLB (if applicable): | MOE Lead Worker (if applicable): |
|------------------------------|---|

| | |
|------------------------------|--------------|
| ORS Application made: | Date: |
|------------------------------|--------------|

| | |
|--|--------------|
| Formal Diagnosis (if applicable): | Date: |
| Diagnosis made by: | |
| Report available: | |

| | | | |
|--------------------------|------------------------|-------------------------|-------------------------------|
| <u>Attendance</u> | <u>Fulltime</u> | <u>Part time</u> | <u>Attendance Data</u> |
| | | Hours: | Term 2 2017: |
| | | | Term 3 2017: |

Other Agency Support:

| | |
|------------------------|---------------------|
| <u>Current:</u> | <u>Past:</u> |
| | |

| Current Funding Support for this student | Term 3 2017 (Hours per term) | Term 4 2017 (Hours per term) |
|---|------------------------------|------------------------------|
| MOE IRF | | |
| MOE LLI | | |
| MOE Discretionary | | |
| RTLB - LSF | | |
| CYF- SAS | | |
| School- SEG | | |
| Other | | |
| Additional Learning Support provided for this student in last 12 months Please indicate type of support under each category | | |
| School Based Individual /Group / Reading Recovery | | |
| RTLB / RT Lit | | |
| MOE LLI, EI, SLT, OT, BLENZ | | |
| Other/Previous Support Whakatata House / Paediatrician | | |
| Current IEP/ CAP/ Intervention Plan (Please attach) | Date: | |

Student Data *(All data collected within the last month)*

Literacy

| Assessment tool | Result | |
|---|--|--|
| Current Running Record <i>(Please attach)</i> | Instructional (90-95% Accuracy) Reading age: Accuracy = % Comprehension = (75% or above) = % | Hard (<90%Accuracy) Reading age: Accuracy = % Comprehension = (75% or above) = % |
| Burt Word Reading | | |
| Burt or Peters spelling age | | |
| 10 minute unassisted writing sample <i>(Please attach)</i> | Number words: | |
| | Number mistakes: | |
| | Quality of sentence structure: | |
| Other (YARC/ NEALE/ 6 Year Survey/Additional Assessment data) | | |
| Indicate results for relevant school based data (latest testing) | | |
| | | |

Numeracy

| Number | Knowledge |
|--------------------------------|-----------|
| JAM | |
| Other e.g. Numpa/asTTle/PAT | |
| Comment: | |

| Additional information to support this application | |
|--|--|
| Transition 2018 (Year 6-7 / 8-9) | |
| Communication | |
| Sensory | |
| Physical | |
| Behaviour | |
| Comment | |

Parent Consent

Privacy Act

By signing this form, parents are giving permission for information to be used by Ministry of Education Learning Support/RTLB for the purposes of service delivery. Information may be shared with other education or health professionals where it is considered to be in the best interest of the student concerned. Existing information held by MOE Learning Support/RTLB as a result of any earlier consultations may also be used to help provide appropriate service delivery.

Consent

I/We consent to this request for (Student Name) _____

Parent / Caregiver Name/s: _____

Signature/s: _____ Date: _____

SCHOOL TO CHECK AND COMPLETE: Signed by a representative of the school

Name: _____ **Role** (ie: SENCO, Principal): _____

Signed: _____ **Date:** _____

Have you included?

Reviewed CAP/IEP

Current Running Record

10 minute unassisted writing sample

JAM

Please email this form and all relevant documents in a single PDF file to

ics.canterbury@education.govt.nz

before 5pm on 27th October 2017