

8. At 1 July 2012 there were 593 ORS High and Very High Needs students making up 0.85% of the overall student population residing in Greater Christchurch (Christchurch, Selwyn and Waimakariri Districts). Of these ORS verified students, 217 (36%) attended Allenvale, Ferndale or Waitaha. The majority of ORS verified students in Greater Christchurch attend local community schools. Overall, in 2012 0.37% of all students in Greater Christchurch attended Allenvale, Ferndale or Waitaha Schools.
9. The rolls of the special schools over the past 10 years demonstrate sustainability and relative stability over time. Waitaha School has experienced the greatest growth during this period. The table below shows 1 July rolls for the schools at two year intervals over the past decade:

Special School	2003	2005	2007	2009	2011	2013
Allenvale School	129	150	133	118	125	128
Ferndale School	90	103	105	87	97	99
Waitaha School	14	17	16	20	22	40
Total	233	270	254	225	244	267

10. The implementation in Christchurch of the interagency initiative "Enabling Good Lives" is likely to have an impact on the future rolls of the special schools. Enabling Good Lives was introduced in late 2013 and provides the opportunity for ORS students to leave school at age 18 with continued access to ORS funding (up until the end of the year they turn 21), combined with Ministry of Health and Ministry of Social Development funding to develop a personalised community participation and transition plan from school.
11. Enabling Good Lives is likely to result in higher numbers of students in special schools leaving school earlier than occurs currently. Currently, most students with ORS funding stay in school until the end of the year they turn 21. This needs to be considered in developing the future special school network.

Supporting Inclusive Practice through the Special Schools Network

12. *Success for All – Every School, Every Child* identifies the Government's vision for New Zealand schools, with the overall goal being fully-inclusive state schools. Fully inclusive schools would see children and young people with special education needs being engaged and participating in and out of class with their peers, whilst learning, achieving and experiencing success.
13. The Government's Review of Special Education (2010) considered whether there was an ongoing need for day special schools. There was strong support from the approximately 2000 respondents to the Review for continuing the current role of day special schools, while continuing to build the capability and commitment of all schools to inclusive education for students with special education needs/disabilities.

14. The Christchurch special schools employ specialist itinerant teachers under the Specialist Teacher Outreach Service. The Outreach Service supports the learning needs of students and the capability building of teaching staff in mainstream schools. This knowledge sharing also supports the development of inclusive practices across clusters of schools.
15. Satellite provision is another way in which the special schools network supports inclusive practice. A satellite unit is a special education facility located within a mainstream host/partner school. Students are enrolled at the special school, but are educated in the satellite unit. Satellite units are staffed and operated by the special school. This arrangement provides for both specialist teaching, and integration opportunities with a mainstream school.
16. The satellite units currently operated by the three special schools are marked on the map attached as Appendix 1. Ferndale School currently has satellites operating on five locations throughout Christchurch. Two Ferndale satellites were hosted by schools that have closed as part of the Education Renewal programme, Hammersley Park School and Glenmoor School, and are now operating from temporary locations. The former Glenmoor School satellite is currently operating on the Ferndale School base site, and the students that had attended the Hammersley Park satellite are currently attending satellite provision at Northcote School.
17. Allenvale School currently operates a satellite at Westburn School, and a post-secondary satellite at the Papanui Youth Centre. Waitaha School does not currently operate any satellites.

Future of the Special Schools Network

18. The programme for Education Renewal in greater Christchurch provides a unique opportunity to progress changes to the special schools network that would enhance inclusive practice and support the success of children and young people with special education needs. The proposed changes build on the Government's Review of Special Education undertaken in 2010.
19. The Ministry has considered a number of options for the future shape of special schooling in Christchurch. Included amongst these options were retention of the status quo, an option to merge the three schools to form one provider, and the current options presented in this paper.
20. Retaining the status quo (the three special schools remaining as individual entities in their current locations) would mean that significant opportunities for enhancing special education provision within the Renewal programme would be missed. Two of the three special schools are currently on limited sites, and the present locations of these three schools and the existing satellites are not best placed to serve current and future demographics and community needs. This has resulted in lengthy daily transport across the city for some students. A table and maps showing the July 2012 student distribution and travel patterns for the schools are attached as Appendix 2.
21. Merger of the three schools into one entity is also not considered to be an option that should be progressed. Retaining the three special schools as separate entities from each other provides an element of choice in the special education network, with each school having its own unique identity and character.

22. The proposed network plan that the Ministry considers warrants further deliberation and progression would see each base special school relocated and co-located with a mainstream school within one of three geographical catchments across greater Christchurch. Each co-located base school would serve as a base from which satellite provision and itinerant specialist teaching would extend across clusters of schools within each catchment.
23. As part of this future plan, the Boards of the three special schools would be asked to give consideration to the potential benefits that could be achieved by implementing a shared or collaborative governance structure (eg. A combined board) across their schools.

Geographical Catchments

24. The proposed Special Education network plan would see greater Christchurch divided into three geographic catchments, each to be managed by one of the three current day special schools. Geographic reorganisation was a feature of planning with the special schools prior to the Christchurch Earthquakes. A map illustrating the proposed catchments, and student population data, are attached as Appendix 3.
25. The proposed geographic catchments have been developed based on the following considerations:
 - current and forecast population
 - Learning Community Cluster boundaries
 - new/rebuild opportunities within the Christchurch Renewal Programme
 - transport requirements
 - discussion and preliminary support from the three current Principals of the Christchurch day special schools
 - pathways/options already available across greater Christchurch, including the current special programmes (Type A) in secondary schools which could also see local student enrolments at these schools.
26. Dividing the city into three geographic catchments would facilitate a strategic approach to the provision of special education satellite units across the city. It would also enable a more strategic approach to engagement between the special schools and mainstream schools in their local clusters. Inclusive practices are incorporated in the Learning Community Cluster plans being developed under the Renewal Programme. The proposed geographic catchments would place the special schools in a strong position to collaborate with mainstream schools across their local clusters, in doing so increasing staff capability and supporting inclusive practices overall.
27. Discussion of the implementation of geographical catchments, including possible effects on school rolls, is provided in paragraphs 89 – 91.

Proposals for Relocation and Co-location

28. The proposed relocation of the day special schools in Christchurch aims to increase equitable access to the network of special education provision for students with special education needs.

29. The proposal that the relocated base schools would be co-located with mainstream schools aims to support inclusive practice and utilise shared facilities. It should be noted from the outset that co-location would see the special schools continuing to operate as separate entities, and continuing to provide a genuine alternative to mainstream settings. The table attached as Appendix 4 provides a summary of what co-location could mean for the special schools, in terms of what would remain the same, and what new opportunities co-location could create.
30. The original proposals suggested relocation and co-location of the base schools to a secondary site; however this has been amended following feedback from the special schools and now considers primary and secondary options. The table below identifies the current proposals for each of the three schools:

Special School	Current Base School Location	Area for Proposed Relocation	Mainstream school for proposed co-location
Allenvale School	Bryndwr	Northern network	To be identified
Ferndale School	Merivale	Aranui (Eastern network)	Aranui Community School
Waitaha School	Templeton	Rolleston (Western network)	Rolleston Secondary Or West Rolleston Primary

31. The co-located base special schools would comprise a resource centre, base for itinerant and therapy staff, and classrooms/teaching spaces for those students likely to be the group with the highest level of special education need or those medically fragile not attending a satellite. The number of spaces at the base special school would be determined in conjunction with the number of satellite spaces.
32. International literature provides examples of co-location (and various descriptions of co-location) leading to benefits for students in both the special and mainstream school context. Challenges of co-location are also recognised, for example with regard to planning and coordination between the co-located schools.
33. The benefits that co-location can provide include:
- An inclusive experience for students achieved through the partnership of the schools on the same site (also contributing to the development of skills and practice across clusters and communities).
 - Access to a range of specialist teaching, facilities and resources for students from both schools (development of a partnership agreement between both schools would detail opportunities and processes).
 - Social integration opportunities for students at both schools.
 - Opportunities for staff from both schools to share professional learning and development.
 - Opportunities for the collaboration/integration of identified classes in both schools.
 - Opportunities from an integrated building/planning perspective, eg. shared administration and staff facilities.

34. Co-location would also provide an opportunity for integrated satellite provision, which would see a satellite unit of the special school within the mainstream partner school. This would preferably be located in the same buildings as same-age peers.
35. Some functions of a base school could also potentially be replicated in a satellite within the catchment, in order to enable primary and secondary solutions for students requiring a higher level of specialised support.

Extension of Satellite Provision across greater Christchurch

36. The plan for the future shape of special schooling also includes the extension of the number of satellite units of special schools operating in mainstream schools. As noted above, the division of greater Christchurch into three geographical catchments, each "managed" by one of the day special schools, would help facilitate a strategic approach to satellite provision across greater Christchurch.
37. Currently, satellite provision is developed on an ad hoc basis driven by individual school Boards, without reference to any wider plan. This has resulted in the current inequitable distribution and quality of satellite provision. The Ministry considers that this would need addressing, regardless of the wider Education Renewal Programme.
38. The new builds and significant re-builds that are taking place as part of the programme of Education Renewal in greater Christchurch provide valuable opportunities for satellite provision to be developed as a planned part of property work.
39. The satellite model supports inclusive practice in terms of presence, and also by way of providing learning, social and cultural opportunities for students from both schools when resources, classes, activities and free time can be shared. Specialist teaching knowledge can also be shared and the mainstream school's capability strengthened with regard to teaching practices for students with special education needs.
40. The proposal that the satellites be integrated within school/tertiary or community settings, will enable some students currently attending base special schools to instead attend satellite classes, and in doing so increase access to mainstream education and transition to work/community opportunities.
41. A possible network of satellites has been developed, and is described in the table below. A map showing the possible future locations for base special schools and their satellites is attached as Appendix 5. These possibilities have been identified taking the following into consideration:
 - Areas where provision would be spatially well positioned.
 - Areas forecast to experience population growth.
 - Where there are schools that require significant rebuilding or are new builds within the Renewal Programme.
 - Where there are schools which could complement existing special education provision (eg secondary schools with special programmes), and in doing so support the learning pathways for students.