

71. For example, co-located base schools and satellites would be equipped to provide safe, accessible environments for students with special education needs. The design of new classrooms and buildings for special school use would involve the Board of the special school, to ensure that these facilities meet the needs of their students.
72. Base schools on co-located sites would provide a learning environment outside of the mainstream for students with the highest level of special education needs, or those who are otherwise not able to be well provided for in a mainstream learning setting. These students could still benefit from participation in the wider community provided by the co-located partner school, in ways considered appropriate and beneficial for the individual student.
73. Students attending co-located base schools or satellites would still be able to access community facilities and activities. A goal of extended satellite provision in particular is to enable more students with special education needs to learn within their own, or local, communities. This would support children and young people to engage with activities, services and people within their own community.
74. The Ministry considers that the co-location of Waitaha School with one of the new Rolleston schools provides a significant opportunity for enhancing inclusiveness for current and future students with special education needs. The opportunity for the special school to be co-located as a planned part of a new build is unlikely to arise again in the foreseeable future. For these reasons, the Ministry considers that the Board and community should have a further chance to engage with and fully consider the opportunity provided by the proposal before submitting their final feedback on this. Following this further engagement, the Ministry would not recommend that you progress this proposal if there was no support for it.

Ferndale School

75. The Board of Ferndale School advises in its informal "pre-submission" that its preference is for its base school to stay on its current site. However, it would also consider a new build base school on a site acceptable to the Board and the Ministry.

Ministry Comment

76. While the Ministry's current view is that the base of Ferndale School should be co-located with Aranui Community School, it is recognised that there could be merit in the continuation of some form of special education provision on the current Ferndale site. Possibilities for this would be part of discussions with the Board of Ferndale School and could include, for example, the Ferndale site operating as a satellite of an Aranui-based Ferndale School. The Ministry remains open to investigating any further options or proposals that may arise during the next phase of engagement with the special schools and the wider disability sector.

Engagement with the Rolleston and Aranui Communities

77. During consultation with the Rolleston community about the establishment of new education provision in Rolleston, community members indicated a desire for specialist Special Education provision within the Rolleston area. As part of that consultation, Waitaha School indicated that it wished to establish satellite units at the new Rolleston schools. The Ministry's view is that relocating the Waitaha base school to one of the new Rolleston schools, in addition to developing satellites at these schools, is a stronger option for the future of special education in South-West Christchurch. However, the satellite provision at Rolleston can be developed regardless of whether the Waitaha base school is also co-located.
78. Consultation with the Aranui community about the establishment of new education provision in Aranui found support for various forms of inclusive education, including an inclusive mainstream environment, and a special school (base school/satellite).

Engagement with the Education Advisory Board on the proposed plan

79. The Ministry presented its draft proposals to the Education Advisory Board in September 2013. It was agreed that a sub-group of the Board would meet and consider the draft proposals in more detail in order to provide advice to the Ministry and to you. The sub-group reviewed a draft of this Education Report and provided feedback on it, which has been considered and incorporated into the report. The advice received by the Board is attached in full for your consideration as Appendix 10.
80. On 12 March 2014 you met with a member of the Advisory Board, Mr Graeme Daniel, to discuss the special schools and inclusive education. Mr Daniel is President of the Special Education Principals' Association of New Zealand (SEPANZ) and Principal of Allenvale School. Following this meeting, the Ministry reviewed and revised the version of the current report that had previously been prepared for you, to ensure that the matters raised by Mr Daniel were appropriately addressed.
81. The Advisory Board supports the overall proposal to develop a Special Education network that includes co-location of the three base special schools, three geographical catchments across greater Christchurch, and satellite provision and itinerant specialist teachers for each catchment. Some of the key points made by the Board, and the Ministry's comment on these are summarised below.
82. The Board sought assurance that the Ministry's proposals, including co-location, incorporated best international practices, and that co-location would not reduce real choice between mainstream and special schools. The Board is concerned that co-location of a "base" Special School with either a mainstream primary school or mainstream secondary school may reduce the options available to a family.

Ministry Comment

83. The proposed reorganisation considers international literature, and also the New Zealand Government's mandate for the development of highly inclusive schools which is fully described in the Success for All strategy.

84. The proposed reorganisation would retain an element of choice between base special schools (which, though co-located with mainstream schools, would provide a real alternative to the mainstream learning environment), satellite classes of special schools, and enrolment at mainstream schools. An overall goal of the plan is to enable students with special education needs to receive the support they need in a wider variety of learning settings, which include options in or closer to their local community.
85. The original proposals had been for all of the base schools to be co-located with mainstream secondary schools. In response to feedback from the Board of Allenvale and the Education Advisory Board, both primary and secondary options are now included in the proposals. If the base schools are co-located, the possibility of providing some functions of base schools at satellites will be considered in order to provide secondary and primary options for students with a higher level of need. In the case of Ferndale School, you have now decided that a Year 1-13 school, Aranui Community School will be established in Aranui. This provides an excellent opportunity for the base special school to be co-located with a mainstream school that encompasses both primary and secondary provision.

Advisory Board

86. The Advisory Board considered that more recognition needed to be given to ensuring that providing pathways to inclusive environments is paramount for all students.

Ministry Comment

87. Strengthening learning pathways from Early Childhood Education through compulsory education and through to secondary/post-secondary will be an ongoing consideration as plans and discussions progress. Pathways beyond secondary school to the community are planned for in a number of ways in the proposals. At a special schools network level this is planned for through the development of facilities for 18-21 year olds, and strengthening links to post secondary opportunities, for example through the Enabling Good Lives initiative.
88. The Ministry will ensure that strengthening the pathways from ECE to primary provision is given greater consideration as the plan develops. The Learning Community Cluster networks will also provide important forums for these pathways to be considered and developed.

Advisory Board

89. The Advisory Board considers that the proposal for geographical clusters will need to be supported by an enrolment scheme that reinforces this concept by promoting the attendance of students at their "local" special school (base or satellite). The Board considers that this scheme would need to be sufficiently flexible to allow some students to attend a special school that is not their local special school, but which is considered to be the best school in their particular circumstances; and that the scheme would need to be progressively implemented to avoid disruption to existing students and families.

Ministry Comment

90. The Ministry would work with the special schools to consider ways to encourage students to enrol at the school that manages the geographical catchment they reside in. This would help to ensure transport times were minimised, and that students were learning within their local community. This could include consideration of enrolment schemes for each of the special schools.
91. The implementation of the geographical catchments would see gradual shifts in roll numbers between the three special schools. To provide an idea of the possible effects on rolls, the table below compares each school's July 2013 roll with the projected number of special school enrolments in the school's geographical catchment for 2021. It must be noted that the intention to retain an element of choice in the special schools network (ie Not all students will necessarily go to their "local" special school) means that the projected enrolments for catchments are not expected to correspond precisely with actual future rolls.

School	July 2013 Roll	<i>Projection – Enrolments per catchment 2021</i>
Allenvale School	128	101
Ferndale School	99	89
Waitaha School	40	88

92. It is recognised that a staged implementation will need to occur to avoid disruption for existing students. Additionally, transitions will need to be carefully managed for students that do change special school (if, for example, the family's preference is to immediately move the student to the special school geographically closer to their home address). There are likely to be adjustments to roll numbers over time as this transition occurs and "grandparenting" of current students is completed.

Advisory Board

93. The Advisory Board considers that the co-location of the special schools with mainstream schools will need to be supported by partnerships between the special and mainstream Boards which are underpinned by documented collaborative agreements.
94. The Advisory Board also advises that consideration should be given to establishing "inter special school" arrangements. Specifically, the Advisory Board sees significant merit in the three special schools having a combined Board of Trustees, cooperative or shared leadership, shared or common systems, processes and technology and teaching resources.

Ministry Comment

95. Partnership Agreements would be developed between base and partner mainstream schools in all cases.

96. The Advisory Board also advises that consideration should be given to establishing "inter special school" arrangements. Specifically, the Advisory Board sees significant merit in the three special schools having a combined Board of Trustees, cooperative or shared leadership, shared or common systems, processes and technology and teaching resources.
97. As noted at paragraph 55, the Ministry intends to encourage the Boards of the three special schools to give consideration to the possibility of shared governance across their schools. Following the advice of the Advisory Board, options for collaborative leadership will also be considered. The recently announced *Investing in Educational Success* is an initiative which may provide opportunities for supporting greater collaboration across the special schools.

Advisory Board

98. The Advisory Board raised concern that the details of resourcing, professional development and milestones for implementation had not been traversed in the draft proposals.

Ministry Comment

99. Careful consideration will be given to all aspects of this process (including resourcing and professional development requirements) and to the planning requirements of the each project embedded in this proposal and programme of work. Timelines and milestones would be negotiated and planned to ensure integration with the overall work programmes in Greater Christchurch.

Engagement: Next Steps

100. Engagement on, and progression of, some elements of this plan will be ongoing. This includes the realisation of the geographical catchments structure for the network, the wider extension of satellite provision, and further development of the Specialist Teacher Outreach Service.
101. This ongoing engagement will include the National Association for Special School Principals and Disability Sector representatives in Christchurch. This is in line with the United Nations Convention on the Rights of Disabled Persons, which has been ratified by New Zealand. Article 4(3) of the Convention includes an undertaking that, when making decisions concerning issues relating to persons with disabilities, government will "*closely consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations*".
102. While informal engagement about the relocation and co-location of the special schools has already occurred, the Ministry wishes to now undertake a more formal (though non-legislative) process of engagement about these proposals. This is necessary in order to ensure that decisions about the proposals are made in time to make the best use of the opportunities available within the Renewal programme. In particular, it is important that decisions are made in a timely manner so that if the proposals to co-locate the schools are to be progressed, the co-location can be a planned part of new builds and rebuilds, with the special school Boards involved in the design and visioning process as early as possible.