

Miramar Central School Learning Support System Plan

Vision

Empowering our Learners

Whakatauki

Ma te huruhuru ka rere te manu - Adorn the bird with feathers so it can fly

Values

Mana

Mana Motuhake

Whanaungatanga

Ways of supporting your child who has identified learning difficulties at school.

Abbreviations:

MOE = Ministry of Education

HHN = High Health Needs

ELL = English Language Learners

ORS = Ongoing Resourcing Scheme

RTL B = Resource Teachers: Learning and Behaviour

RT Lit = Resource Teacher of Literacy

IRF = Interim Response Funding

DHB = District Health Board

Te Haika - ICAFS = Infant, Child, Adolescent and Family Services

CAMHS = Child & Adolescent Mental Health Services

CDS = Child Development Services

In School Support Abbreviations:

SENCO = Special Education Needs Coordinator - Lara Nemet

DP - Deputy Principal (Learning) - Lara Nemet

IEP = Individual Education Plan

IBP = Individual Behaviour Plan

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Context

The intent of this document is to support staff and families to understand the levels of support available to children with additional learning needs at Miramar Central School.

As a Kura we access one of the lowest level of support and funding, and do not have access to guidance counsellors, social workers, etc. We work within the scope of the funding we receive and rely heavily on the support of families and other external agencies to meet the needs of our learners.

Stage 1 in School Systems

- Child identified by teacher, or concerns raised by families
- Classroom programme adapted
- Teacher seeks in school advice from either Team Leader/SENCO/DP
- Communication and involvement of parents/whanau
- Informal IBP/IEPs done with parents and whanau

In School Support Personnel:

- Team Leader
- SENCO
- DP Learning
- DP Behaviour

Other Agencies that could be called upon:

- GP (Doctor)
- Police
- Oranga Tamariki
- Public Health Nurse
- Heather (School Wellbeing Coach)
- Private Counselling

Stages 2, 3 & 4

Stage 2

Referred beyond the Class but within School

Stage 3

Referred Beyond School

Stage 4

When all other options are exhausted

Options Available

Referred beyond class, but within school options currently include:

- English Language Learning
- Writing groups
- Social skills
- Reading friends
- Spring into Maths
- Personalised Teacher Aide Support
- Talk Link

Referred beyond the School depending on needs. IEPs/IBPs become more thorough and complex. Further agency support may be available through:

- RTLB
- RTLIT
- Doctor
- Pediatrician
- ICAFS
- CDS
- SLT

When relevant avenues in stages 1-3 have been investigated and exhausted we may consider involving:

- SBT - Severe Behaviour Team
- HCN - High Complex Needs
- IWS - Intensive Wrap-Around Service
- ORS (if not earlier)

Stage 2 breakdown...

Title	Outline	How children are selected	Funding Source
English Language Learning	English Language Learners (ELL) are those who are learning the English language in addition to their native language or other languages they may speak.	Students are assessed against the ELL progressions for: listening, speaking, reading and writing.	Is funded by the Ministry of Education as part of the Literacy and Numeracy Strategy.
Reading Friends	Reading Friends is a programme delivered by volunteers who meet regularly to chat and share stories in one-to-one sessions with students.	Students who are needing a boost with reading mileage are nominated by their classroom teacher. Reading Friends Co-ordinator - Lara Namet	Run by volunteers (Lara Nemets time is part of her working contract).
Spring into Maths; Rainbow Reading; Talk Link;	Spring into Maths is a teaching resource designed to help children visualise numbers. Talk Link is an oral language programme designed to boost speech in younger students.	Students are nominated by their classroom teacher on a needs basis. The programmes are run by trained Teacher Aides	Funding primarily comes from schools operational funding (occasionally topped up by external agencies)

Stage 3 breakdown...

Title	Outline	How children are selected	Funding Source
GP = Doctor	A general practitioner (GP) is a medical doctor who treats acute and chronic illnesses and provides health education	Parents refer to own GP	Private.
RTLb	Resource Teachers: Learning and Behaviour (RTLb) are funded to work together with teachers and schools to support the achievement of students with learning and/or behaviour difficulties.	Schools are able to request service and support to help meet the needs of students experiencing learning and behaviour difficulties. If whanau/family think their child may benefit from additional support they can talk to the classroom teacher to discuss options for referral.	Is supported and funded by the Ministry of Education.
RTLit/ SLT / LLI	Resource Teachers of Literacy (RTLit) provide specialised literacy assistance to support teachers and identified students. Speech Language Therapists (SLT) provide teachers and students with communication support. Language Learning Intervention (LLI) provides effective small-group instruction for students who find reading and writing difficult.	Referred by classroom teacher for students working well below expectation and normal in-school programmes have not made desired inroads.	Is supported and funded by the Ministry of Education.
IRF/ ICAFS/CDS	Interim Response Fund (IRF) provides a temporary pool of money to assist when a student's behaviour has reached crisis point. Infant, Child and Family Support (ICAFS) is a part of the child mental health services. Child Development Services (CDS) works with identified disabilities/development delays.	Referred when the school feels they can no longer provide support for the child. ICAFS and CDS referrals are for cases where the behaviours/medical needs reach beyond the education context.	Is supported and funded by the Ministry of Education or through publicly funded healthcare

Stage 4 breakdown...

Title	Outline	How children are selected	Funding Source
SBT	Severe Behaviour Team (SBT) for extreme and ongoing behaviour challenges that affects the child's learning, and risks their safety and the safety of others.	Students are referred through the school and RTLB services. There is a high threshold for acceptance onto this service with children having behaviours that put themselves or others at risk, and have exhausted strategies implemented through RTLB.	Is supported and funded by the Ministry of Education.
HCN	High Complex Needs (HCN) unit supports families/whanau/caregivers with young people who have high and complex needs. Working with multiple government and non-government agencies to help find positive solutions.	Students are referred through the school and/ RTLB services. There is a very high threshold. Children must have multiple sectors already providing support - and all avenues of help have been exhausted.	Is supported and funded by the Ministry of Education, Ministry of Health and Oranga Tamariki
IWS	Intensive Wraparound Service (IWS) is for the small number of students who have behaviour, social and/or learning needs that are highly complex and challenging and require support at school, at home and in the community.	Students are referred through the school and/ RTLB services. As above, very high threshold of need to access this service. Children must require additional support in all aspects of their lives (school, home, community)	Is supported and funded by the Ministry of Education, Ministry of Health and Oranga Tamariki
ORS	Ongoing Resourcing Scheme (ORS) (if not earlier involved) provides support for students with the highest level of need for special education to learn alongside other students in a school environment.	Students are referred through the school and/RTLB services. Intended for those with medical diagnosis that will prevent them from adequately accessing the curriculum throughout their years at school.	Is supported and funded by the Ministry of Education, Ministry of Health and Oranga Tamariki

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Links:

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In School Support Link:

Policies and Procedures found - [SchoolDocs](#)

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