

Communication Difficulties (Speech & Language)

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Communication Difficulties (Speech & Language)

Needs of student

SUPPORT FOR STUDENTS WITH MODERATE DIFFICULTIES

A student at your school has moderate communication difficulties, such as language delay or speech difficulties that impact their social skills.

SUPPORT FOR STUDENTS WITH SEVERE DIFFICULTIES

A student at your school has severe and persistent communications difficulties. These could include: difficulty understanding language, expressing ideas and needs and developing social skills, stuttering, repeating words or sounds, or voice problems.

Help available

Ministry of Education, Special Education speech-language therapists provide training and support for teachers to establish language programmes and facilitate language development in the classroom.

A speech-language therapist will assess the student's communication skills and work out what support they need to participate and learn in their educational setting.

How to get it

You can request information about the training programmes available from your local Ministry of Education, Special Education district office.

There should be referral forms at your school. If not you can get them from the service manager at your local Ministry of Education office.

What to expect

Speech-language therapists will provide training for teachers and teacher's aides to support their work with these students.

An assessment of the child's hearing may be done to determine whether this could be contributing to the communication difficulties.

If the student has severe communication difficulties, their needs will be assessed and recommendations will be made. These may include individual intervention and/or programming ideas for the teacher and/or the student's parents.

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SUPPORT FOR STUDENTS WITH THE VERY HIGHEST NEEDS

A student at your school has very high needs in learning, vision, hearing, mobility or language use and social communication.

Their needs are likely to remain high or very high right throughout their schooling and they will require significant curriculum adaptations. These students may also require support from specialist staff, additional teaching time and teacher's aide support.

Help available

The Ongoing and Reviewable Resourcing Schemes (ORRS) provide resources for a very small group of students who have the highest need for specialist assistance in New Zealand. These resources enable these students to receive an education at their local school.

These students may also be eligible to go to a special day school.

How to get it

Because the eligibility criteria for ORRS are complex it is best to read about this support before you apply. The *ORRS Guidelines* will provide you with information about the application process.

Go to the Ministry of Education website:
www.minedu.govt.nz

If enrolment at a special school is being considered, you need to contact your local Ministry of Education, Special Education office or special school.

A consultation process will follow before a decision is made about whether an application should be made for a Section 9 agreement for enrolment.

For more information about Section 9 agreements, go to the Ministry of Education website: www.minedu.govt.nz

What to expect

These students receive teacher's aide and specialist services. The level of support provided for each student will be based on the student's needs. The student's school receives an additional 0.1 or 0.2 full-time equivalent teacher depending on whether the student is verified as having high or very high needs

At least two years before a student receiving ORRS leaves secondary school an Individual Transition Plan will be developed. This plan outlines what the student wants to do after they leave school and the steps they need to take to get there.

Special day schools provide specialist programmes for students with high needs.

To read more about special schools go to:
www.minedu.govt.nz

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ASSISTIVE TECHNOLOGY SUPPORT

A student at your school may require technology or equipment to remove barriers to learning and raise achievement at school.

FACILITATION SERVICES

The student's family and your school are having difficulty working together to meet the student's severe communications needs.

Help available

The education team around the student – their parents, school staff and special education staff, as well as the student themselves, assess what is needed and then develop and implement assistive technology solutions.

The Ministry of Education, Special Education district assistive technology coordinators can work with the team, if required.

The Ministry of Education employs special education facilitators for schools and parents to approach if the relationship between the family of students (who need extra communications support) and the school breaks down.

How to get it

There are pre-requisites the student's education team need to complete before an application is made. Read about these in the online *Assistive Technology Guidelines*. These guidelines also provide a link to the application form. Go to the Ministry of Education website: www.minedu.govt.nz

Call your local Ministry of Education office and ask to speak to a student support manager. They will refer you to a facilitator.

What to expect

Assistive technology includes computer products as well as vision equipment, specialised seating, tables and hearing devices.

The process outlined in the guidelines ensures support is available so that students get the right equipment or technology for their needs and the student gets the most out of the equipment once it is in place.

Impartial special education facilitators are available to provide information, to facilitate and, where appropriate, mediate if difficulties arise. The facilitator will start a problem-solving process, which is focused on achieving a consensus among all those involved.