

Sensory Disabilities

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Sensory Disabilities

Needs of student

HEARING SUPPORT

Regular screening services.

You suspect a child may have a hearing impairment.

Help available

Vision Hearing Technicians (VHTs) screen four year olds for hearing impairment but a hearing impairment can develop following this screening. Those not screened at four are screened at five. VHTs have information about this screening.

If you suspect a student may have hearing difficulties or auditory processing problems, you can encourage the family to have the child's hearing screened by a VHT or assessed by an audiologist.

How to get it

These screening services should occur automatically.

You can contact your local Vision Hearing Technicians through your District Health Board or you can visit the Ministry of Health B4 School Check page at www.moh.govt.nz for more information about this screening.

Talk to your local VHT to arrange a special screening or speak with the student's family and suggest they go to their General Practitioner who may refer them to be seen by an audiologist.

To get assistance from the Ministry of Education, Special Education, please contact your local office and ask to speak to a service manager.

What to expect

Screeners visit schools and early childhood education services to screen four and five year olds for hearing impairment.

A VHT will arrange to do a special screening for the child and will refer to audiology where appropriate.

Audiologists can conduct a full hearing assessment, can confirm whether a hearing impairment or auditory processing problem is present and can provide interventions such as hearing aids and other assistive devices. A Ministry of Education, Special Education adviser on deaf children will do an educational needs assessment and advise on classroom management. They also provide support to the family following diagnosis should they need this.

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Needs of student

A student at your school is Deaf or has a hearing impairment and needs extra support to learn and participate at school.

They may or may not have an assistive listening device (such as a hearing aid or cochlear implant) or use New Zealand Sign Language (NZSL).

Help available

Some students with a diagnosed hearing impairment will come to school with support in place but there are students who have impairments who haven't been identified before they enrol at school. Immediately following diagnosis of a hearing impairment, and with the permission of the family, the audiologist will send details of the family to a Ministry of Education, Special Education adviser on deaf children.

If students with a hearing impairment are having problems at school the Ministry of Education, Special Education can assess the student's progress and the support they require.

Often an audiologist will request assistance from a Ministry of Education, Special Education adviser on deaf children when a student is identified as having a hearing loss.

If students with a hearing impairment are having problems at school, the Ministry of Education, Special Education can assess the student's progress and the support they require.

How to get it

To get assistance from the Ministry of Education, Special Education, please contact your local office and ask to speak to a service manager.

What to expect

They may also refer the student to an audiologist for further specialised assessment, or apply for FM systems or soundfield systems to assist their hearing in class and provide referrals to other specialists such as Resource Teachers: Deaf (these staff are employed by the Deaf Education Centres and provide specialist teaching services), or speech-language therapists.

Sensory Disabilities

Needs of student

VISION SUPPORT

Regular screening services.

If you suspect a child may have a vision impairment.

Help available

Vision Hearing Technicians (VHTs) screen four year olds for lazy-eye (amblyopia). Those not screened at four are screened at five.

This screening does *not* pick up all vision problems. Children are screened for distance vision problems in Year 7, and boys are screened for colour vision problems at this time.

If you suspect a student may have a vision impairment, you can encourage the family to get their child's vision assessed by an optometrist or at the local hospital's eye clinic.

How to get it

These screening services should occur automatically.

You can contact your local Vision Hearing Technicians through your District Health Board or you can visit the Ministry of Health B4 School Check page at www.moh.govt.nz for more information about this screening.

Talk with the child's family and suggest they go to an optometrist or visit their family GP for a referral to the hospital eye clinic.

There is support available for some families of children who need an assessment with an optometrist and/or glasses. This is called the Enable Spectacles Subsidy.

Visit www.disabilityfunding.co.nz/spectacle-subsidy-manual

What to expect

Screeners visit schools and early childhood education services to screen four and five year olds for amblyopia.

Optometrists and staff at the hospital eye clinic will conduct a full eye assessment and can confirm whether a vision impairment is present. Optometrists will provide glasses where needed and will refer to eye clinics where appropriate.

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Needs of student

There is a student at your school who is blind or has vision impairment and needs extra support to learn and participate at school. They may or may not use Braille.

Help available

Some of these students will come to school with support in place but there may be students who have vision impairments that haven't been identified before they enrol at your school.

If a student has a significant vision impairment you can refer them to your local Visual Resource Centre. A Resource Teacher: Vision can assess the student's visual needs and recommend the support for the student.

How to get it

The Royal New Zealand Foundation of the Blind provides services for children at pre school, primary and secondary levels. The main service is Orientation and Mobility skills. This ensures the student can move independently in and around the school environs. Visit www.rnzfb.org.nz

The RNZFB also employs Child and Family Workers who often case manage childrens' interests. Close partnerships exist between the RNZFB and BLENNZ.

Resource Teachers: Vision are employed by the Blind and Low Vision Educational Network NZ (BLENNZ) and work from regional Visual and Sensory Resource Centres throughout New Zealand.

You can contact your local Visual and Sensory Resource Centre. Contact details are listed on the BLENNZ website: www.vea.org.nz

What to expect

Resource Teachers: Vision provide educational support to students who are blind or have low vision. This includes assessment, teaching, providing resources and equipment, as well as suggestions for modifications and strategies that will enhance learning. They will also make referrals to other specialists, where appropriate.

Sensory Disabilities

Needs of student

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* 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 child 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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Needs of student

ASSISTIVE TECHNOLOGY SUPPORT

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

SCHOOL PROPERTY MODIFICATIONS

A student wants to enrol at your school, or one of your enrolled students becomes disabled, and they need help to access the classroom and playground so they can participate in activities and move around safely.

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 will meet the cost of modifications to state school property to enable access for the student.

For state integrated and private schools the Ministry of Education, Special Education can provide advice but the cost must be met by the school's proprietor (for integrated schools this is an obligation under the integration agreement).

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

At state schools, the board of trustees should apply to their local Ministry of Education for information about the process.

The needs of the student will be discussed with the board and the student's caregiver.

A budget for the modifications will be agreed with the scope of the modifications being all reasonable work required to support the student's needs.

At state integrated and private schools the board of trustees needs to make an application to the school's proprietor.

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 the student gets the right equipment or technology for their needs and the student gets the most out of equipment once it is in place.

Modifications can include items and modifications such as ramps, lifts, rails, specialised bathrooms for those who require wheelchair access, adjustments to doorways and door handles, change tables and hoists.

The assessment, design and construction process can take up to 12 months depending on the complexity of the work, so it is important that the process begins well before the student starts at your school.

Sensory Disabilities

Needs of student

TRANSPORT TO AND FROM SCHOOL

A student at your school needs transport to school for safety or mobility reasons.

This student usually has high needs.

FACILITATION SERVICES

Your school and the student's family are having difficulty working together to meet the student's extra education needs.

EXAM ASSISTANCE

A student at your school wants to sit an exam and has a proven significant learning difficulty.

The learning difficulty may be related to reading and/or written language and/or sensory/physical impairment. And, because of the specific difficulty the student is unable to demonstrate their knowledge in a subject area.

Help available

Assistance for travel between home and the nearest school can be provided for students who need this for mobility or safety reasons.

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 support for disability, high health, or behaviour) and the school breaks down

The New Zealand Qualifications Authority (NZQA) offers a range of assistance for these students.

How to get it

You will need to apply for assistance. There are three separate sections of the application form. One section needs to be filled in by your school. The other sections need to be filled in by the student's parent or caregiver, and the Ministry of Education, Special Education.

Applications should be forwarded to service providers approved by the Ministry. The Ministry of Education website will provide you with more information and an application form: 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.

You need to identify potential applicants at the beginning of the year and provide them with assistance throughout the year.

Applications for exam assistance need to be lodged with the NZQA by August each year.

For more information go to the New Zealand Qualifications Authority website: www.nzqa.govt.nz Search: *Special Assessment Conditions*

What to expect

Assistance may be a vehicle allowance or a place in a taxi, minibus or total mobility vehicle.

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.

Exam assistance may include: a reader and/or writer, extra time to do the exam, enlarged exam papers, or use of assistive equipment.