

Whānau Information

Te Whare Rangimārie

Inclusion Support Centre

Waitākere College

INTRODUCTION

This document for whānau includes information that you may need while your teen attends Te Whare Rangimārie, the Inclusion Support Centre at Waitākere College. Although it is comprehensive, there may be further information you require, and we are very happy to respond to this directly.

Te Whare Rangimārie means the house of peace or calm and that is how we strive to run the Centre, with principles of aroha and manaakitanga; love and kindness.

MISSION STATEMENT

Te Whare Rangimārie/The Inclusion Support Centre is a place where students with specific needs can grow academically, emotionally, socially, cognitively and physically in a challenging and supportive environment which encourages independence.

OUR VISION

Te Whare Rangimārie (ISC) aims to support our rangatahi (young people) to achieve all they are capable of by:

- building strong relationships between ākonga (learners), whānau (families), and kaimahi (staff)
- advocating equality and inclusion for all
- valuing the individuality of our rangatahi
- supporting our rangatahi to develop their passions
- facilitating the independence of our rangatahi in readiness for life after school
- being active and valued members of the Waitākere College and wider communities
- being active, healthy and gaining physical fitness as a lifelong lifestyle habit.

This supports rangatahi to develop their manawanui (perseverance), manaakitanga (knowledge), and aroha (love).

ABSENCE FROM SCHOOL

If your teen is away for any reason, or is going to be late to school, please ring the Centre (phone 836 7895) and let us know. The staff member receiving the call will note the information on the absences/late board as well as notifying the class teacher. You can also email or text your teen's teacher.

DOCTOR, HOSPITAL OR CLINIC APPOINTMENTS:

- If you need to pick up your teen early please let us know in advance if possible.
- If you are sent clinic letters or reports we would appreciate having a copy. The information in these letters is very useful to us and helps us work with your teen in an effective and safe manner. You are also welcome to pass our work contact details on to other agencies if they would like to contact us.

CIRCABILITY

Currently we receive funding to provide the Circability programme in the Centre. Circability “delivers circus arts classes for all ages and abilities, using circus as a tool for developing personal confidence and physical literacy, connecting people and sharing joy. A particular focus of our work is developing inclusion programmes for people with disabilities.” Students are selected to take part in this programme.

CONTACT DETAILS

It is important that the school is able to reach parents/ whānau in case of emergency. Any change in contact details (address, phone number, emergency contact person) for a student should be made known to the Head of Department or class teacher immediately either through email or through the diary. We will also send these changes to the school office.

DIARY/PLANNER

The diary is the one of the primary means of communication between home and school. Any important information about the student can be shared through this. Some days we write a brief summary of happenings and activities, and also pass on notes and information. Please check the diary every night.

ENRICHMENT

The Centre offers an enrichment programme to all students. The purpose of this programme is to provide students with a range of different activities beyond their classroom, to enable social connections and teach new skills. Some of these involve leisure activities to further enrich their lives. This usually occurs in the middle terms.

FILE MANAGEMENT

All students in the Centre have individual record files, many of which are very comprehensive, having been built up over several years. We moved to paperless recording (e-files) many years ago although we still have hardcopies of some items within files. Progress notes and observations are recorded digitally and secured by password on the school's file server. Our specialists/therapists add the details of all

assessments, analyses and interventions undertaken whilst your teen attends this school.

These notes are signed and dated by the relevant therapist. Some hardcopy notes are kept in your teen's file and stored in a locked filing cabinet upstairs.

Access to these files is limited to your teen's team in the Centre.

Should you wish to access any information in your teen's file, please contact a therapist involved with your teen either by email or by phone.

All information collected about students will be stored according to the Privacy Act 2020:

- Collection of records is to be relevant to the student.
- Collection of personal data is collected from the person concerned or the family.
- Reasonable steps will be taken to keep it secure.
- Reasonable steps will be taken to check that it is relevant, up-to-date, complete and not misleading.
- It is kept for the purpose for which it was collected.
- At transition, therapy and classroom files will be passed on to the appropriate place, or stored on site, in accordance with parental signed consents.
- Digital files archived on the school server in accordance with the Privacy and Public Records Act.
- The electronic file (e-file) is stored according to the Public Records Act.
- They are stored on the school's secured Network site, in the student's folder on the server.
- Only staff in the Centre can access the electronic files. The server is password protected.
- When a student leaves, electronic files are archived in a folder entitled 'Past Students' on the server.

FUNDED EQUIPMENT

Communication Devices:

- Ministry of Health (MOH) funded communication devices can be applied for students following a successful trial of a device.
- Students who use funded communication devices usually take their devices home with them. Communication devices that are on mounts on a wheelchair should be taken off before travelling in a vehicle, this is in accordance with safe travel.
- Parents/whānau are to ensure the devices are charged overnight and returned to school the next day, together with all the necessary attachments and leads. If this arrangement is not feasible, please discuss this with the speech language therapist (SLT). If you have any customised vocabulary or photos you would like entered onto the device, please let the SLT or class

teacher know by email or a note in the diary. The SLTs in the ISC and at Talklink are available to support you with training and trouble shooting. If you have any issues outside of term time call the team at Talklink, 0800 825 554

- Whānau are to ensure that they have insurance that will cover the device in the case of loss or irreparable damage.

MOE Assistive Technology:

- In schools, Assistive Technology (AT) is specialised equipment and technology that supports students with additional learning needs use in class to increase or improve their ability to participate and learn. Some types of AT provide physical assistance, while others provide helpful aids for individuals with specific learning needs. They include: computer hardware and software/apps, hearing, vision, and equipment for physical access, specialised furniture, low-tech, adaptive tools like lined paper, pencil grips, highlighters, and organisers may be available already as a class or school resource.
- Ministry of Education funded equipment can be applied for students when the technology provided by the school is not meeting the students' needs. The technology is for learning, so is generally equipment for school use. In some circumstances, technology such as a laptop may go home. This is decided on an individual basis.

Ministry Of Health Equipment Repairs:

Repairs @ Accessable is responsible for all ongoing maintenance of equipment, which is funded by the Ministry of Health through Accessable.

This equipment includes:

- Standing frames
- Wheelchairs
- Walkers

Anyone can contact Accessable; school staff will do it if issues arise at school. When issues arise at home (especially in the school holidays), please contact them directly. Email repairs@accessable.co.nz or phone (09) 620 1700 or 0508 001 002.

HEALTH

Staff need to be made aware of any health issues, allergies, dietary requirements, or particular bathroom and toileting requirements. This includes letting us know if your teen is not permitted certain foods for allergy, religious or cultural reasons.

Administration of Medicine:

- If your teen needs to be given any prescribed medication during school hours, we require a 'Permission to Administer Medication' form filled in and kept on record. This is completed on enrolment and updated annually. Medications are kept in a secure, locked cupboard, and administered by the Centre staff.

- If your teen has a short term prescribed medication, permission must still be given either by writing a note to the class teacher in the diary or an email.

Special Cares Needs:

- A Health Care Plan is developed for all students with medical issues or needs, or those who require particular assistance when going to the bathroom or toilet. When Health Care Plans are needed they are developed with your input, and updated during the IEP process.

Dysphagia:

- The Waitākere College dysphagia policy provides for safe eating and drinking for students within the school environment and where possible supports a consistent approach between school and home regarding eating and drinking routines. The Therapists work together to ensure all care is taken to ensure the safety of students.

INDIVIDUAL EDUCATION or TRANSITION PLANS

All students in the Centre who have ORS funding have an initial Individual Education Plan (IEP) meeting in Term 1 to plan their learning experiences at school. New students may have their meeting in Term 2 to enable staff to assess and get to know the student to enable a more meaningful IEP. The IEP meetings are attended by all stakeholders, which may include whānau, teachers, teacher aides, occupational therapist, physiotherapist, speech language therapist, and sometimes relevant outside agencies. The goals that come out of the IEP meeting are linked to the five Key Competencies, which are explained in more detail later. The IEP meeting is important because as well as celebrating successes, it identifies next learning steps that need to take place. When the student is in their last two years at school they will have an Individual Transition Plan (ITP). This will be targetted towards their journey from school to the adult world.

IEPs and ITPs contain goals that are developed collaboratively and written in SMAR format. This means goals are **S**pecific, **M**easurable, **A**chievable, and **R**ealistic. Prior to the IEP/ITP we will send home a reflection form for you to complete. This will give us an indication of some of the issues we may wish to have discussed during the meeting. Once the plan is written, it is sent home for approval and signing. At the end of the year you will receive the final IEP/ITP, with evaluations added.

INFORMED CONSENT

When your teen is enrolled in the ISC, we ask for your consent on the form titled 'Permissions'. You then indicate yes/no for each of the nominated areas. Thank you for completing this initial consent. At the beginning of every year, we will send a new copy of the Permissions document for you to re-confirm or change your choices. decisions.

Should you at any stage wish to withdraw your consent in regard to any of these areas, please let us know.

We will continue to inform you of any programme changes that might have a bearing on these permissions. These may include changes of staff, involvement of trainees, or changes to programmes.

KEY COMPETENCIES

As per MOE guidelines we use The New Zealand Curriculum as a basis for our long-term plans and classroom lessons. In the Centre we focus on the five Key Competencies, because these are going to help our students to become more independent citizens as they enter adult life.

The five Key Competencies are: Managing Self; Participating and Contributing; Thinking; Using Language (symbols and texts), and Relating to Others. The traditional Learning Areas fit into the “Using Language” section of the competencies. Through each Key Competency, the students learn different important life skills.

In the Managing Self competency the students learn how to communicate their needs to others, monitor their own behavior, work independently, complete a task, and take on responsibilities if required.

In the Participating and Contributing competency the students learn how to work on a task in a group situation, to perform both familiar and new tasks, to listen to others and share their own contributions to a group, and to recognise that we belong to other groups within the community as well as school.

In the Thinking competency the students learn how to relate new information to their own personal experiences, communicate their own ideas independently, ask relevant questions independently and assess their own learning.

In the Using Language, Symbol & Texts competency the students learn how to understand what everyday symbols represent, communicate by understanding and produce written language, communicate by understanding and produce visual language, and communicate using assistive technology if required. This includes both literacy and numeracy.

In the Relating to Others competency the students learn how to listen actively to others, interact with others and recognize others’ point of view, work together cooperatively, share ideas and negotiate roles.

The IEPs are written with these Key Competencies at the forefront, so the students’ goals are based around these.

The narrative assessments are also based on the five Key Competencies. These include pictures and comments that illustrate the student’s progress.

LUNCHTIME CLUBS

The Centre has clubs at lunchtimes during the winter terms that the students can choose to take part in. These activities will vary according to needs and staffing, and may include Lego, Movies, Games, Kapa Haka and Bucket Drumming.

MUSIC THERAPY

The Centre works with Raukatauri Music Therapy to provide music therapy for students. This is delivered to selected students, with these being changed each year. This programme focuses on class and group participation. The therapist is aware of the students' individual goals and tailors the creative programme to work towards achieving these.

OUTSIDE AGENCY REFERRALS & CONTACT

Some students have needs which require therapy and input from external providers as well as the ISC team. This can be in the school or home or community setting. When referrals to external providers are recommended, parent or caregiver consent will be gained before any referral is made to, or information shared with, these services.

They may include:

- Community OT (housing modifications or equipment at home)
- Community PT (i.e. post surgery)
- Mobility Solutions (for wheelchair and seating)
- Talklink (for assistive technology and communication systems)
- Videofluoroscopy (swallow) studies.
- Audiological (hearing) assessments and services
- BLENNZ (blind and low vision)
- Orthotics (there is a clinic held once a month that students can be referred to rather than needing to go to the orthotists at Moveme Health)
- Taikura Trust
- Transition Providers

PARENT INFORMATION EVENINGS

These evenings are held once or twice a year.

Information evening topics may include:

- Family Planning
- Disability Connect - info about what services are available to families.
- Transition Providers

We also have an informal get together at the start of each year where whānau, teachers and therapists can mix and mingle.

REPORTING TO PARENTS

- School reports - The ISC follows the reporting timeline of the mainstream school.
- Narrative Assessments - In addition the students receive a Narrative Assessment (Learning Story) 1 - 2 times a term. Narrative assessments “provide rich information and support the development of meaningful focused teaching and learning programmes for students. They capture progress and highlight the relationships between social, environmental and educational contexts. These stories help determine next steps for learning.” (MOE)
- Individual Education Plans (IEPs) or Individual Transition Plans (ITPs) are sent home twice a year following an initial planning meeting involving the student’s full team.
- Discharge reports for students leaving the ISC are written up at the conclusion of the student’s time at this school.

SCHOOL UNIFORM

- All Centre students are required to wear the correct school uniform at school and on school trips. Please ensure all uniform items are clearly labeled with your teen’s name. New uniforms are paid for at accounts and collected from the Students’ Centre.
- PE uniform - To be worn for all fitness, sport and physical education lessons. *Please bring them everyday.* Footwear: sports shoes and socks.
- Suitable clothing can be worn by students attending work experience.
- Personal appearance - It is important that the students in the Centre learn to present themselves in a clean and tidy way. Before your teen leaves home, please check that their face, hair and uniform are neat and clean, and that they have used deodorant. If your teen has any issues with personal hygiene, especially as it is around this age that puberty starts, this can be discussed at their IEP/ITP and goals set around this in order to help with your teen’s transition to a young adult.

THERAPY

Prior to starting school:

After your teen is enrolled staff members will have already:

- attended your teen’s handover. Relevant therapists will attend this.
- enquired at this meeting whether an interpreter is required for family members for future meetings.
- reported back to all Centre staff and provided a copy of handover notes for relevant staff to read.
- organised students to have transition visits, to familiarise themselves with school and staff, this becomes another opportunity for therapists to observe.
- checked that on enrollment initial informed consent is gained to enable therapists to work with the students.

Once students start at our school:

Therapists assess to see what adaptations and therapy programmes may be needed to allow access to the curriculum

Therapists begin assessment guided by information gathered above and their findings as they assess. This indicates whether:

- Urgent assessment is required (e.g. for safe bathroom transfers) Students can be assessed by observation in the context of the class / break times / PE / bathroom. Students may be assessed in the classroom or may need to be withdrawn from class as the student's needs or assessment indicates.
- The therapists work to build rapport and familiarity with each student.
- The student may be able to tell the therapist otherwise the therapist needs to observe body language, behaviour or signs of fatigue.
- Some students can be assessed by a therapist in 1-2 sessions, for others the assessment takes longer and is on-going.
- Therapists use a variety of assessments, including observations; recording students on camera or video, informal/non standardised and standardised assessments. The assessments are selected based on individual needs and which assessment tool will best assess these needs taking into account cognitive level, physical ability, culture and language. The assessments therapists' use are based on the best evidence available.
- Parents or caregivers (and extended family if desired) are invited to meet the therapists and share their priorities, concerns or discuss the assessment process.
- Therapists also talk to teachers, and teacher aides, to gain information for their assessment.

Sharing the information:

- Therapists keep the records of their findings in digital form saved on a school server so that the information is available to the other therapists and ISC teachers.
- The therapists bring their assessment information to the IEP. Parents are asked to contribute their view of their teen's strengths and needs. The assessment information provided is guided by the parents' priorities indicated in previous meetings or at the beginning of the IEP meeting. This is recorded in meeting minutes and the IEP document. Translators can be arranged for these meetings if required.
- Teachers and therapists have case discussions about students as necessary. These discussions are centred around the students' IEP goals. Therapists and teachers bring their assessment information to these meetings to use for brainstorming. This helps teachers and therapists work together to implement programmes and guides further assessment and next steps.
- Therapists welcome contact from parents regarding further needs or information by phone call and email, or in person (please book a time). It is helpful if parents can pass on other information such as letters from hospitals or clinics. Therapists may also need to contact parents to seek further information or provide update.

Review:

- Students are reassessed as required. This may be due to a change in condition or need, or in consultation with parents.
- Reviews helps teachers and therapists work together to implement programmes, and guides further assessment.

TRANSITION AND WORK EXPERIENCE

Students in the senior classes are given opportunities to take part in the Work Experience programme. Work experience assists students to broaden their life skills and experience life beyond the Centre. Some placements will be volunteer and community work. The programme is in conjunction with the ISC Transition Programme. This ensures that students gain as many skills within their capabilities so they can move to a new environment and be successful. The programme is run over the last two or more years the student is at school. The programme will endeavour to provide a student and their whānau with the skills and knowledge to move on to life in the community, whether the student is going to live at home or in the community (e.g. supported living).

When a student is due to leave school the whānau choose a transition provider from information given to them by the HOD. The whānau, school and provider work together to establish a transition plan, then all work to achieve this goal. There are a variety of options available, these include study at Unitec in the Supported Learning Course, day programmes, volunteer work and paid work.

TRANSPORT

For students with special education needs who require support to get to school, the Ministry of Education will provide transport assistance. It is accessed through an online SESTA application. The assistance can either take the form of transport to and from school, or a conveyancing allowance where your teen's transport is subsidised by the Ministry of Education.

Taxi Transport:

- With this form of transport, your teen has a standing order with a taxi company for daily transport to and from school. Each student has a set schedule. Any variation on this must be done by you. Please do not send messages through your teen. If they will be away, you must let the taxi company know that they do not require a pick-up.

Conveyancing allowance:

- If you are transporting your teen to or from school, you may be entitled to a conveyancing allowance from the Ministry of Education. This is paid directly to your verified bank account each month, for the amount accrued over that period.