

The Ongoing Resourcing Scheme

Who is eligible?

The Ongoing Resourcing Scheme (ORS) provide resources for a very small group of students throughout New Zealand who have the highest need for special education. Most of these students have this level of need throughout their school years. About 7000 students receive this assistance at any one time.

The scheme is for students verified with Very High or High needs at the time of application and where it is clear they will continue to require the highest level of specialist support until they leave school. Information in the application must confirm the certainty of this decision.

What is it and who pays?

ORS is additional to the teacher funding and operational grants that are paid to schools for every student in New Zealand. ORS' resources are primarily to provide specialist assistance to meet students' special education needs.

Ministry of Education, Special Education is the overall fund holder for all students on the scheme enrolled at a school.

What does the fund cover?

Using the money, the Ministry of Education, Special Education and specialist service providers manage professional services to students in ORS. They:

- employ specialists to provide special education services for each student
 - allocate some of the money to schools to pay teachers' aides who support special programmes designed for each student
 - can use a small proportion of the money to buy consumable items such as audio tapes, disposable gloves, and play materials
 - coordinate the specialists, teacher's aide, class teacher, and additional teacher time to work alongside whānau/family and provide a special education programme for each student
 - promote coordination between all the people involved with each student.
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No set formula for resource allocation

There is no set formula for the resources that each student receives because:

- each student has individual needs
- their teachers and specialists each have different areas of competence
- each specialist service provider allocates resources depending on staff availability
- students attend different schools with different levels of other resources
- parents have different levels of involvement with the programme.

Each student gets a unique mix of resources as a result of all of these factors even though they may have similar needs to others.

How is the funding level determined?

The pool of money for students in ORS is determined by how many students are included in the scheme at any time. The Ministry of Education, Special Education and specialist service providers must stay within their overall budget. They must also balance the relative needs of many students.

The process of deciding how much resource each student gets is, therefore, complex. A flexible system known as 'unders' and 'overs' allows managers to balance the demands from students with 'greater-than-average' needs from students with lesser needs.

Specialist service providers use information about the student to work out how much of each resource to allocate. The information comes from each student's Individual Education Programme (IEP).

Eligibility

Students are eligible when they meet at least one of nine criteria. They require intervention from specialists and/or specialist teachers for access to the New Zealand Curriculum, and/or adaptation of curriculum content. To meet the criteria they must have significant educational needs that arise from either:

- extreme or severe difficulty with any of the following:
 - learning
 - hearing
 - vision
 - mobility
 - language use and social communication

or moderate to high difficulty combined with learning and two of:

- hearing
 - vision
 - mobility
 - language use and social communication
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Appropriate applications

Applications are appropriate for children and students with the highest special education needs who are:

- in transition to school from an early intervention programme
- 5 - 6 years old with little or no involvement in early childhood education
- identified with a significant increase in their level of needs
- recent or intending immigrants to New Zealand.

Criteria

Criterion 1

Students need total adaptation of all curriculum content.

Criterion 2

Students need special assistance to engage in all face to face communications.

2.1 Students who rely totally on signing for communication.

2.2 Students who rely totally on the help of a trained person for communication following a cochlear implant.

Criterion 3

Students need specialist one-to-one intervention at least weekly, and/or specialist monitoring at least once a month together with daily special education support provided by others. This support must be to help with mobility and positioning or personal care.

Criterion 4

Students need specialist one-to-one intervention at least weekly, or specialist monitoring at least once a month together with daily special education support provided by others. This support must be to help with needs arising from a severe disorder of both language use and appropriate social communication.

Criterion 5

Students need significant adaptation of almost all curriculum content.

Criterion 6

Students need specialist teacher contact time of at least half a day per week.

6.1 Students have a severe or profound hearing impairment and need regular input from a teacher with specialist skills in deaf education to access the curriculum.

6.2 Students have severe vision impairment and need regular input from a teacher with specialist skills in vision education to access the curriculum.

Criterion 7

Students need specialist one-to-one intervention on an average of once per month, and/or specialist monitoring on an average of once per school term together with daily special education support provided by others. This support must be to help with mobility and positioning or personal care.

Criterion 8

Students need specialist one-to-one intervention on an average of once per month, or specialist monitoring on an average of once per school term together with daily special education support provided by others.

This support must be to help with needs arising from a severe disorder of both language use and appropriate social communication.

Criterion 9

Students with moderate-to-high learning needs in combination with two other needs at the moderate-to-high level. The three needs inter-relate to significantly reduce a student's ability to access the curriculum.

9.1 Students need significant adaptation of most curriculum content. This sub-criterion is for students who have delayed cognitive development. At five, students will be learning skills and knowledge usually achieved by children up to three and a half years of age.

9.2 Students need specialist teacher intervention and monitoring to assist with a moderate hearing impairment.

9.3 Students need specialist teacher intervention and monitoring to assist with moderate vision impairment.

9.4 Students need specialist intervention and monitoring to assist with moderate physical needs.

9.5 Students need specialist intervention and monitoring to assist with a moderate disorder of both language use and appropriate social communication.

Further information

For more comprehensive information

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