



14 SEP 2018

A Robinson
fyi-request-8454-0517594b@requests.fyi.org.nz

Dear A Robinson

Thank you for request of 7 August 2018 via fyi.org.nz for the following information:

*“Dear Learning Support, Wellington, Ministry of Education,
The Ministry is responsible for planning for and delivery of support for students with additional learning needs. In accordance with the Official Information Act:*

- 1. How many students in the Wellington Learning Support area have additional learning needs?*
- 2. Have all SENCOs, schools, and ECEs been recently surveyed on the number of students they have with possible or confirmed additional learning needs?*

Note: a previous broader request was declined by the Ministry on the grounds that the information was too difficult to collate and would take staff from their core business. This request is specific to the Wellington Learning Support area, and the planning for and provision of learning support IS their core business.”

Your request has been considered under the Official Information Act 1982 (the Act).

- 1. How many students in the Wellington Learning Support area have additional learning needs?*

Learning support is conceptualised in three tiers that reflect the varying needs of children and young people, and of early learning services and schools in supporting them. The tiered framework has universal support at the base through to targeted and intensive/specialist support.

Tier One - Universal learning support

Schools receive a range of universal learning supports designed to develop their inclusive practice capability and ability to provide positive learning environments. For most children and young people, their needs are fully met within their early learning service or classroom through responsive and flexible teaching, and a positive environment. Examples of Tier One supports include the Positive Behaviour for Learning School-Wide programme and the Special Education Grant that all schools receive to support children and young people with learning needs.

Tier Two - Targeted learning support

For a proportion of children and young people, or groups of children and young people, targeted learning support is needed to enable them to be present, to participate, learn and achieve. For example, the provision of braille reading materials for blind students.

Targeted learning support meets children's needs through early identification and intervention, and a child-centred response that takes into account the full range of support options available.

Tier Three - Intensive, individualised learning support

For a small proportion of students, their disability, disadvantage, behaviour or progress needs are complex and require intensive, individualised or specialist interventions and supports.

As many students with additional learning needs are supported directly by schools and early learning centres through universal (Tier One) learning support provision, it is not possible to specify exactly how many students in the Wellington region have additional learning needs. Therefore your request is refused under section 18(e) of the Act as the information does not exist.

The table below shows the number of students receiving and waiting for a range of Tier Two and Tier Three learning support services, as at 31 July 2018, where the services are delivered to individual children and young people.

Service type	Current number of students receiving a service	Current number of students waiting for a service	Total
Behaviour Service	207	29	236
Communication Service	455	118	573
Early Intervention Service	758	407	1,165
Ongoing Resourcing Scheme	864	6	870
Deaf and Hard of Hearing Moderate Needs	61	5	66
High Health Needs Fund	176	13	189
Physical Disability Service	33	2	35
In Class Support	362	38	400
TOTAL	2,920	618	3,538

2. Have all SENCOs, schools, and ECEs been recently surveyed on the number of students they have with possible or confirmed additional learning needs?

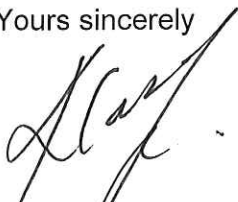
The Ministry has not undertaken any surveys of this kind, therefore your request is refused under section 18(e) of the Act as the information does not exist.

The Ministry has recently worked with a number of teachers, Resource Teacher: Learning and Behaviour (RTLB) and sector groups to develop a template for a Learning Support Register. This is an optional tool which schools and clusters of schools might choose to use as a consistent way of recording information about children and young people's learning support needs.

Please note, the Ministry now proactively publishes OIA responses on our website. As such we may publish this response on our website after five working days. Your name and contact details will be removed.

If you are unsatisfied with my response, you have the right to ask an Ombudsman to review it. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Katrina Casey', written over a thin horizontal line.

Katrina Casey
Deputy Secretary
Sector Enablement and Support

cc Erika Ross, Director of Education for Wellington