



Have your say: Highest Needs Review



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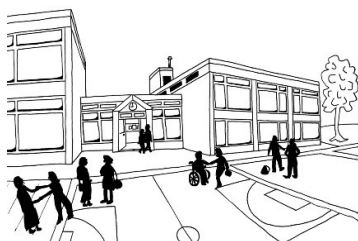


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What is this document about?



The Ministry of Education is looking at the support children and young people need to do well in **education**.



Education is places like:

- early learning childhood services like kindy
- primary school
- secondary school like college
- other places where children and young people are learning.



The Ministry of Education is looking at what works well for children and young people with the **highest needs** in education.

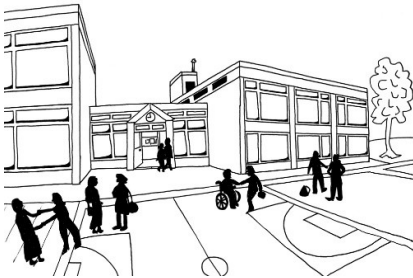


Highest needs are students who needs a lot of support to participate in learning in education.



This work is called the
Highest Needs Review.

In this document we will call it the
Review.



The Review is looking at the support given to:

- children with high support needs in education
- young people with high support needs in education
- whānau / aiga / family.





The Ministry of Education knows that for children and young people to do well in education they need to get:

- the support they need
- this support at the times that they need it
- this support for as long as they need it.



The way they Review is done is being guided by the things in:

- the **United Nations Convention on the Rights of Persons with Disabilities**
- the **United Nations Convention on the Rights of the Child**
- **Enabling Good Lives.**



Enabling Good Lives



The **United Nations Convention on the Rights of Persons with Disabilities** is a law lots of countries have agreed to.



It says what governments must do to make sure disabled people get the same rights as everybody else.



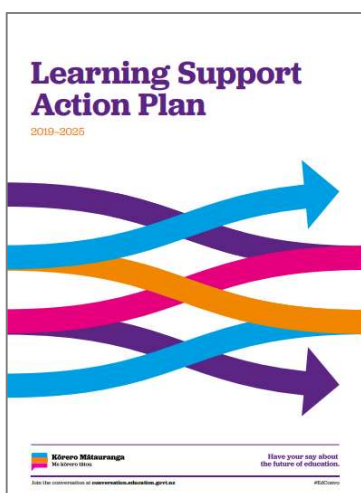
The **Convention on the Rights of the Child** says all the rights children everywhere should have.

Enabling Good Lives



Enabling Good Lives supports disabled people and their whānau by offering them more control over the kind of support they get.

What has happened so far

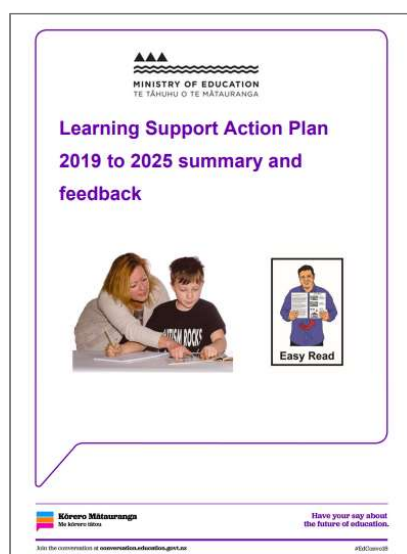


In 2019 the Ministry of Education wrote a report called:

Learning Support Action Plan 2019 to 2025.

You can find an Easy Read version of this plan at this **website**:

www.peoplefirst.org.nz/download/2744/



In 2021 the Ministry of Education worked with about 80 **stakeholders** to write the **Terms of Reference** document for the Review.



Stakeholders are people who have an interest in the work being done.



A **Terms of Reference** says what the important things are that the review will work on.



You can find the Terms of Reference on the Ministry of Education **website**:

www.education.govt.nz/our-work/changes-in-education/highest-needs-review/



For the Review the Ministry of Education wants to hear from people about what is needed to support children and young people with high needs in education.

6 main areas that the Highest Needs Review is looking at



There are 6 main areas that the
Review is looking at:

1. The journey through the education
system



2. Access to supports



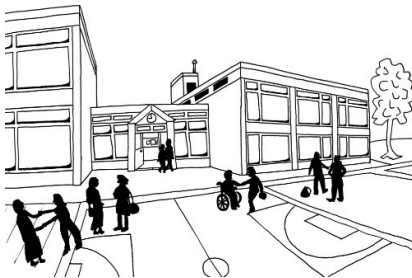
3. Responsiveness of support

4. Fluid boundaries



5. Support for adults across the
network

6. Alignment across agencies.



1. The journey through the education system

The **journey** is about looking at how well the support was planned for children and young people moving to different kinds of education.

These journeys might have been:

- moving from kindy to starting school
- moving from school to starting college
- leaving college.



This also means looking at:

- when children and young people started getting support in education
- making the support work well for all the time that it is needed.

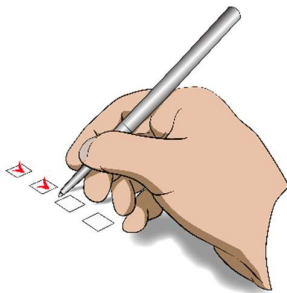


2. Access to supports



Access to Supports means looking at:

- how supports / services are given
- the **criteria** for getting support at school
- the application process - which is what people need to do ask for support.



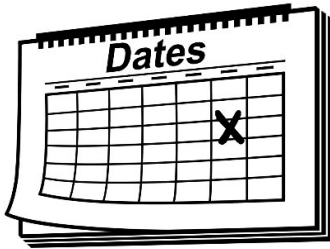
Criteria is a list of things that need to be met for someone to get support.



At the moment the criteria mostly looks at what a child cannot do.

Asking for support can also be confusing / hard to do.

3. Responsiveness of Supports



Responsiveness means how:

- well something meets the needs of the child / young person
- quickly this support is given.

The review will look at the:



- responsiveness of the supports that are given
- how the support removes **barriers** to learning



Barriers are things that make it hard for disabled people to learn in education.

4. Fluid Boundaries

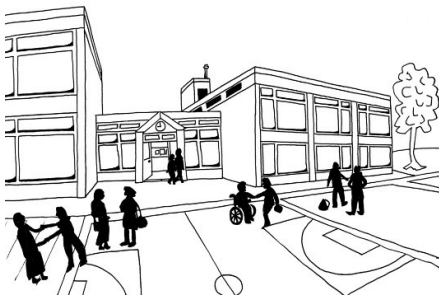


Fluid boundaries means the rules about something can be flexible / changed.



Fluid boundaries in this review means looking at how different types of education settings can work better together like:

- **mainstream schools**
- **special schools**
- **satellite units.**





Mainstream schools are the schools that most children go to.

Disabled students get support in class when they are at mainstream schools.

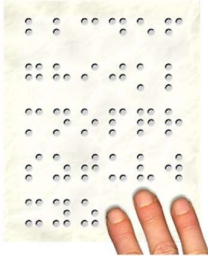


Special schools are only for disabled students who have a high level of need.



Satellite units are:

- for disabled students
- based within mainstream schools.



This is also about looking at ways to make sure that students who need it can access:

- New Zealand Sign Language support at school
- Braille at school.

5. Support for adults across the network.



In this document **network** means:

- children / young people
- family / whānau / aiga
- educators / teachers
- school leaders
- school boards
- resource teachers
- specialists
- Ministry of Education staff.





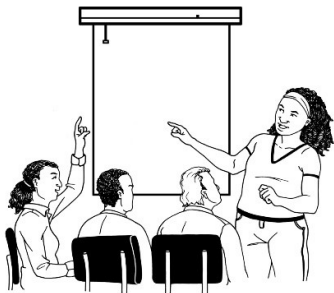
The review wants to look at ways that everyone in the network can work together better to:

- share the things they know
- make plans that build on:
 - strengths / things they can do well
 - goals / things they want to achieve
- get the support needed.



This includes looking at:

- training for people who work in education
- having more people who can speak te reo Māori.





This also includes looking at:

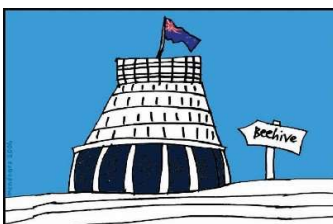
- having more people who can use New Zealand Sign Language
- the need for accessible information on specific learning needs
- having better support for teachers to work with Pacific children / young people and their aiga.

6. Alignment across agencies



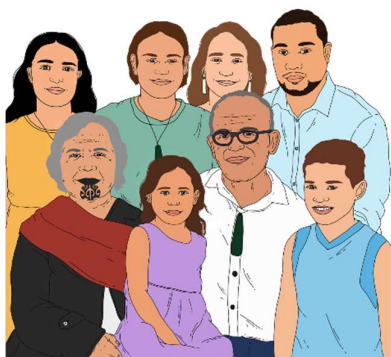
The review also wants to look at ways for agencies to work better together such as:

- the Ministry of Education
- the Ministry of Health – Disability Support Services
- Oranga Tamariki.

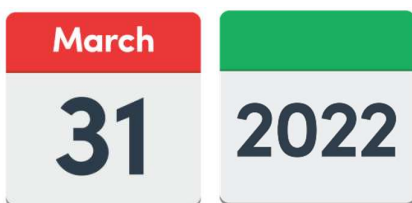


This is so that by working together the support services can better meet the needs of:

- children / young people
- family / whānau / aiga.



How to have your say



You have until **31 March 2022** to have your say.



To have your say about the Highest Needs Review you can:

- do an online submission at this **website**:



<https://consultation.education.govt.nz/education/highest-needs-review/>



- **email:**

highestneeds.review@education.govt.nz



You can also record a video or sound file of your submission and send it to the email address on this page.

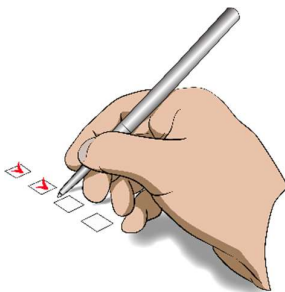
What happens next?



The Ministry of Education will look at all the things that people say about the things in the review.

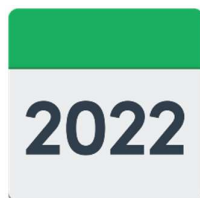


They will use that information to write a report to the Government.



The report will have **recommendations** about what needs to happen so that there is better support for children / young people with high needs in education.

Recommendations is a list of things that need to happen.



This report will be given to the Government in October 2022.

Where to find more information



You can find more information about the Highest Needs Review on the Ministry of Education website:

<https://conversation.education.govt.nz/conversations/highest-needs-review/>



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