Education Report: Proposed Access Pathways for Residential Special Schools

To: Hon Chris Hipkins, Minister of Education
CC: Hon Tracey Martin, Associate Minister of Education
Date: 5 February 2018
Security Level: In Confidence
DDI: 5 9(2)(a)

Purpose

This report provides further advice on access pathways and processes for Salisbury School (Nelson) and how we can keep the residential special schools network functional and adding value within the wider schooling network. It builds on our December 2017 briefing to you (METIS 1093370 refers) and seeks your agreement that we engage with the Boards of Salisbury, Westbridge and Halswell Residential Special Schools (RSS) on the proposed access pathway.

Summary

1. During December 2017 the Board of Trustees for Salisbury School was advised that the school will remain open. In earlier advice to you (METIS 1093370) the Ministry of Education (the Ministry) advised that the key issue for keeping Salisbury School open and functional is ensuring that the entry criteria and access pathway result in at least the minimum sustainable roll numbers for the school.

2. The previous briefing identified three possible options for the access pathway for Salisbury School. The Ministry has completed further work on these and is proposing, in addition to the current Intensive Wraparound Service (IWS) pathway, a second access pathway that allows for direct entry to RSS without IWS.

3. The proposed new access pathway establishes a new option of RSS only, outside of the IWS. The new access pathway retains the current eligibility criteria and maximum duration of enrolment. The referral and application processes would be managed by the region-based prioritisation panels, with additional representation from RSS.

Round Robin: No
To retain consistency and fairness nationally, it is proposed that the new pathway for access to residential schooling is applied to all three RSS, not just Salisbury.

The RSS-only option would enable access to RSS for families who may not need or want a full wraparound service. The new RSS access pathway provides an option for a residential school placement for students for whom the full IWS may not be appropriate because of their individual circumstances.

We are seeking your agreement that we engage with the Boards of the RSS on the proposed access pathway, and report back to you on the outcome of this engagement by the end of March 2018. Once the details of the access pathway and process are confirmed, we can work on implementation. Our intention is that applications will be able to be made from the beginning of term two with the possibility of students enrolling through the direct entry option by term three 2018.

There may be some maintenance and building work needed at both Salisbury and Westbridge schools. The Ministry property teams will assess what will be needed, based on expected future use, and develop costed business cases for these funds for consideration within the Ministry.

Recommended Actions

The Ministry of Education recommends you:

a. note that we propose two access pathways to RSS: the current pathway through IWS, and a new pathway that allows for direct entry to RSS without IWS; 

b. note that the new access pathway will provide the option of a RSS placement to students and families for whom the full IWS may not be appropriate

Agree/Disagree

Noted

c. note that the new pathway will provide the option of a RSS placement to students and families for whom the full IWS may not be appropriate

Agree/Disagree

Noted

d. agree that the Ministry engage with all three of the RSS on the proposed new access pathway and process;

Agree/Disagree

e. agree that the scope of the engagement is on the two access pathways set out in this paper and that other access pathway alternatives are outside the scope of the engagement;
f. note that the Ministry will report back to you on the outcome of the engagement by 31 March 2018;

Agree / Disagree

g. note that we recommend that eligibility criteria and arrangements for the age group enrolling at a residential special school remains at 8-16 years of age with a maximum enrolment period of two years;

Noted

h. note that the notional roll for each of the RSS will remain unchanged and the schools are currently funded for the number of students on their notional roll;

Noted

i. s 9(2)(g)(i)

Noted

j. note that there is likely to be maintenance and building work required to accommodate new students at either Westbridge or Salisbury, and that these will be assessed and business cases prepared for internal Ministry consideration;

Noted

k. agree that this Education Report is proactively released as part of the next publication.

Agree / Disagree

Katrina Casey
Deputy Secretary
Sector Enablement and Support
Ministry of Education
5.12.2018

Hon Chris Hipkins
Minister of Education
18.2.18
Background

1. On 6 December 2017 the Ministry provided a report that gave an overview of Salisbury School within the network of RSS and wider IWS (METIS 1093370).

2. Currently, access to RSS is via the IWS process, with all parents being given the option of a residential school placement for their daughter/son. Despite this option being offered to all IWS families, RSS enrolments have steadily declined over the past eight years.

3. Table One shows enrolment trends since 2010 for all three residential special schools. The rolls have declined due to the increased numbers of students with high and complex learning needs being supported by the IWS to live in their home community and attend their local schools.

Table One: Number of students enrolled 1 January to 31 December

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</tr>
</thead>
<tbody>
<tr>
<td>Salisbury</td>
<td>87</td>
<td>82</td>
<td>53</td>
<td>29</td>
<td>17</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Halswell</td>
<td>96</td>
<td>85</td>
<td>41</td>
<td>25</td>
<td>32</td>
<td>29</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>Westbridge</td>
<td>52</td>
<td>44</td>
<td>38</td>
<td>52</td>
<td>49</td>
<td>39</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
<td>211</td>
<td>132</td>
<td>106</td>
<td>98</td>
<td>78</td>
<td>64</td>
<td>40</td>
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</tbody>
</table>

4. Our report provided some options and advice on entry criteria and next steps to keep Salisbury School open, functional and adding value within the residential school and wider schooling network. We noted that the key issue for keeping Salisbury School open and functional is ensuring that the entry criteria forming the access pathway to enrolment at the school result in at least the minimum sustainable roll numbers. We consider the minimum sustainable roll for Salisbury to be the current notional roll (20 students). Later in December you wrote to the Board of Trustees for Salisbury School advising that the school would remain open.

5. Following discussion with you, we have completed further work on the proposed approach and timeframe for a new pathway for access to RSS. Given the very high likelihood of the Combined Board for Halswell and Westbridge seeking the same access pathway as that for access to Salisbury, the Ministry suggests that the new access pathway apply to all three RSS. This will retain consistency and fairness nationally for access to residential schooling.

6. s 9(2)(g)(i)
Expanding entry and access pathways to Salisbury School

7 The Ministry has explored options for an access pathway to Salisbury School. The previous paper outlined access options that included a) joint admissions committee and b) retain the IWS as an access pathway. On the basis of further work, the Ministry proposes a second access pathway, in addition to the current IWS pathway, that allows for direct entry to RSS without IWS. The entry criteria would be the same for both pathways.

8 The issues regarding roll numbers and sustainability have also been consistently voiced by Westbridge School and Halswell Residential College. Therefore, it is recommended that the proposed access criteria and new pathway will relate to all three RSS. This will ensure that families have fair and equitable choice and access to all three of the schools through a nationally consistent process.

9 The Ministry proposes that we engage with the leadership of all three residential special schools on a dual pathway, maintaining the current entry criteria and Prioritisation Panels.

Current Criteria to Apply for the Intensive Wraparound Service

10 The following three broad criteria are used by referrers to ascertain eligibility to apply for the IWS and are used by the Panels to determine the students with the highest need for service.

Criterion 1: The student is in Year 3 to Year 10 at time of referral.
Note: Panels can have flexibility to prioritise students from years 0-2 (5-7 years of age) where criterion 2 has been clearly met.

Criterion 2: The student has social, behaviour, and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty) and requires support at school, at home, and in the community.

Criterion 3: Local learning support services/support have been fully utilised for the student and are unable to meet need.

Current access pathway for RSS

11 Currently, access to any of the three RSS is initiated by a referral to the Regional Prioritisation Panel (the Panel) covering the area in which the student is living.

12 The application is reviewed by the Panel and either prioritised for the IWS service or not. Those applications that are prioritised are allocated to an IWS Facilitator and IWS Psychologist and the wraparound service begins. The option of a RSS to meet the student's needs is discussed during the engagement with the whānau and in the assessment of the student's needs. A detailed description of the operational procedures and processes for the current referral, Panels and access pathway to RSS is provided in Annex 1.

Engagement with RSS leadership on the proposed new access pathway

13 We are keen to engage with the Boards of the three RSS on the proposed new direct entry access pathway for RSS. The main components of that pathway are:

• Referral for IWS or RSS
• Completion of application
• RSS representative participates in the Panel consideration of the application
• Prioritisation panel agrees referral
• Comprehensive assessment including Section 9 process
• Enrolment.

14 This engagement would enable us to share the proposed pathway and process and to identify and discuss any issues with them. The Ministry will report back to you following our engagement with the Boards of the three RSS.

15 The engagement on the proposed access pathway is expected to cover, inter alia:

**Role and composition of Prioritisation Panels**

16 We propose that the regional IWS Prioritisation panels be retained as the access pathway for the new RSS option outside of the IWS.

17 Consistency of access and criteria for the most complex and challenging students, who require intensive support both in and out of school, is maintained nationally by the regional panels. This ensures that there is local knowledge and accountability for provision of support to students in their local community and local accountability for decisions made in allocating the highest cost services.

18 Managers, Learning Support will inform the RSS where there are applications made for enrolment at their school and invite them to attend the panel in an advice and guidance role. The RSS (or delegate) can accept or decline the invite to attend the panel.

**Referral and Application process**

19 Referrals will continue to be made by the Ministry services, Resource Teacher Learning and Behaviour (RTLB), Ongoing Resourcing Scheme (ORS) fund holder and Day Special Schools to the regional prioritisation panels for access to the RSS or IWS.

20 Prior to completing the application for RSS only, the Learning Support Manager (or delegate) will contact the parents to ensure that they understand all service options available for their child.

21 Currently a comprehensive assessment of student need, including risk assessments prior to enrolling with one of the RSS, is completed by the IWS Psychologist. As those who are prioritised for RSS only will not be allocated an IWS Psychologist or IWS Facilitator, local RTL, Day Special School staff member or Ministry service practitioner will be required to have a comprehensive educational assessment and current risk assessment completed and attached to the application form.

22 Panels will continue to have flexibility to prioritise students from years 0-2 (5 – 7 years of age) where criterion 2 has been clearly met. However, it has been operating practice implemented by RSS that no student younger than 8 years be enrolled in an RSS. This age range for enrolment in RSS will remain as 8 years and over. It is best practice that young students are more likely and better able to have their needs met in their home communities, at home and in their local school.
Where the criteria have not been met or there is insufficient information provided for the selected service option (RSS or IWS), the Panel can provide the referring service with advice and guidance, which can include enhancing or intensifying local resourcing or provision of intervention supports to ensure that the student’s receive the best services to meet their identified needs.

Enrolment parameters and responsibilities for transition
24 Current practice has been that only students 8 years of age or older were enrolled in any of the RSS as young students are more likely and better able to have their needs met in their home communities, at home and in their local school. The proposed access pathway suggests retaining the practice that students 8 years and above can be enrolled with either of the three RSS.

25 If an application for RSS only is approved, the student may be enrolled for a period of up to two years. Current operational guidelines with IWS and the three RSS sets out a maximum enrolment period of 18 months with two school terms (6 months) transition period in and/or out of residential school. The total of two years is the same time period currently provided by the IWS service.

26 RSS are currently responsible for supporting the maintenance of each student’s connections to their home and local community, and for planning and supporting a successful transition out of RSS. Under the RSS only option, the RSS will continue to be responsible for ensuring the student transitions back to their home community, local school or vocational setting following their enrolment.

27 Prior to enrolment with one of the RSS, Ministry approval and sign off for the Section 9 agreement must be completed including current risk assessment and education plan based on the students’ needs to assist the Ministry in the approval and sign off process of the Section 9 agreement.

28 Should their circumstances require it, students who have been enrolled with any of the three RSS and have returned to their home community, may have an application for the IWS completed by the RSS, RTLB, Day Special School or local Ministry service provider. These students are only eligible for community based wraparound because time in RSS has already been completed.

Renovation and maintenance required
29 The facilities at Westbridge and Salisbury Schools are likely to need some refurbishment. For Salisbury this may include an update of the residential facilities, kitchen, fencing, swimming pool repair and fencing, driveway and parking area repairs.

30 The Ministry’s property teams will make an assessment of the buildings on both the Salisbury and Westbridge sites to identify what work is required, based on their expected future use. Once the scope of work required is known, this can be costed and an internal business case process undertaken that takes account of the 5YA funding already held by the schools.

Possible risks
31 There is some risk associated with the engagement with the RSS on the proposed new access pathway. The RSS might want to start at the beginning and develop alternative access pathways, for example a direct access pathway managed by the school as put forward in the Salisbury proposal. The risks associated with this is that the components
required to safeguard quality, and effective targeting of the most intensive and expensive supports to those that need them would be lost.

This creates the risk that as a consequence students become disconnected from the natural support of their family, and participation in their local community. This risk is mitigated by the two year maximum enrolment in RSS; the emphasis placed on transition support for students to ensure that their local connections are sustained during their RSS enrolment; and the responsibility placed on the RSS to ensure students' return to their local community and family is well planned and supported.

We are keen to engage with the RSS on the proposed access pathways in this paper:
- IWS, including access to RSS
- Access to RSS without IWS

This engagement would include time to discuss and respond to any issues they raise. We are not keen to embark on an identifying pathway options with them. It is therefore recommended that alternative pathways are outside the scope of the engagement.

Proposed Timeline

We are keen to develop and put in place the new access pathway by the beginning of Term 2. Our high level approach and timeline are set out in the Table below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>February</td>
<td>Subject to your agreement, the Ministry will write to the Board of Trustees for the three residential special schools informing them for residential schools and inviting their engagement of the proposed new access pathway and process for RSS.</td>
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<tr>
<td>February - March</td>
<td>Meet with the Boards of Trustees (or representatives) to share and discuss the proposed access pathway and process.</td>
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<tr>
<td>30 March</td>
<td>Report to you on the outcome of the engagement with the school Boards of Trustees and recommended approach.</td>
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<tr>
<td>March-April</td>
<td>Property review of residential facilities (Westbridge and Salisbury Schools).</td>
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<tr>
<td>April</td>
<td>Communicate with parents and the Education sector on the changes.</td>
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<tr>
<td>April</td>
<td>Communicate with high needs prioritisation panels on the changes.</td>
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<tr>
<td>April</td>
<td>Revise IWS prioritisation panel terms of reference and application form.</td>
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<tr>
<td>Term 2, 2018</td>
<td>Begin implementation of the new access pathway and process for RSS without IWS including applications and enrolment process.</td>
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Proactive release of Education Report

38 It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible.

39 This Report sets out the proposal we wish to discuss with the RSS, and the approach we want to take to that engagement.

40 Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

Annex 1: Current referral, prioritisation panel process and access to residential special schools.
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What is Wraparound?

1. The Te Kahu Tōi, Intensive Wraparound Service (IWS) is for the small number of students (currently 335) who have behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty) and require support at school, at home and in the community. The IWS model has been developed for those students for whom existing learning support interventions and services have been fully utilised and is unable to meet the child’s needs. These students are some of the most vulnerable. They are having significant difficulties staying at school and learning, and participating in home and community life. These are often the most complex and challenging students, and require intensive support both in and out of school.

2. "Wraparound is an ecologically based process and approach to care planning. Building on the collective actions of a committed group of whānau, friends, community, professional, and cross-system supports. Mobilising resources and talents from a variety of sources resulting in the creation of a plan of care that is the best fit between what the young person wants, their learning needs and the whānau vision and story, team mission, strengths, needs, and strategies."

3. "...A philosophy of care that includes a definable planning process involving the student and whānau that results in a unique set of community services and natural supports individualised for that student and whānau to achieve a positive set of outcomes"²

4. Wraparound is:
   a) An evidenced based model of care planning
   b) It is a philosophical approach to care planning with specific guiding principles, a model of delivery and a theory of change – it is the combination of these factors which make wraparound effective
   c) IWS is a strengths-based service which utilises and builds upon the strengths of the student, whānau and whānau assets within their local community
   d) IWS combines the evidence based model of Wraparound with evidenced informed practices by registered psychologist
   e) Services to children/young persons and whānau are individualised, flexible, strength and community based to provide a holistic plan across all life domains for a more effective approach of care
   f) IWS provides an alternative service option to residential care, whereby students and whānau can remain in their communities with supportive services to sustain long term change.

Criteria to Apply for the Intensive Wraparound Service

5. The following three broad criteria are used by referrers to ascertain eligibility to apply for the IWS service.

² Dr Eric Bruns, Co-Director of the National Wraparound Initiative (NWI) and Associate Professor at the University of Washington – Wraparound Evaluation and Research Team.
6. **Criteria 1:** The student is in Year 3 to Year 10 at time of referral.  
**Note:** Panels can have flexibility to prioritise students from years 0-2 (5-7 years of age) where criterion 2 have been clearly met. Data for those prioritised in this younger age group will be recorded and monitored by the IWS Service Managers with the intention of gaining information regarding capacity and suitability of Wraparound for this age group. It has been operating practice that no student younger than 8 years can be enrolled in a residential special school. Therefore, those prioritised students aged 5-7 years of age cannot be enrolled in one of the residential schools while they are under 8 years of age.

7. **Criteria 2:** The student has social, behaviour, and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty) and requires support at school, at home, and in the community.

8. **Criteria 3:** Local learning support services/support have been fully utilised for the student and are unable to meet need.

**Application and Referral Process**

9. Students can be referred to IWS by:
   a) Resource Teachers: Learning and Behaviour (RTLb) service  
   b) Ministry of Education, Learning Support 
   c) Ongoing Resourcing Scheme (ORS) 
   d) ORS fund-holding schools (including day special schools).

10. The referring professional is the Ministry lead worker, RTLb or educator from the ORS funding-holding school the student attends who coordinates, writes and submits the referral (after it has been signed by the Manager Learning Support or delegate). This person is responsible for the referral and for communicating with the whānau and the child’s school about the referral, including the outcome.

11. Referrals are made (following discussion with the child’s parents or caregivers) by submitting an IWS application (after it has been signed by the Manager Learning Support or delegate). The student and all the people involved with them should have an opportunity to contribute to the application.

12. The application includes the following:
   a) Demographic information, contact details and relevant background information for the student and the whānau  
   b) Information about the student’s current and previous school placements 
   c) The services the student is currently accessing  
   d) The student’s current attendance, enrolment and engagement at school 
   e) Information about interventions over the past two years and their outcome  
   f) A description of the presenting issues 
   g) Information about the student’s strengths and needs across life contexts  
   h) Student and their whānau’s views and aspirations  
   i) The reasons why the team are applying for IWS for the student  
   j) The team’s view on the priority area for intervention.
13. The application form can be downloaded from the Ministry of Education website.

14. Once the application form is complete, the referring professional’s manager reviews and signs it. Referrals from Ministry of Education staff are signed off by their Service Manager. Referrals from RTLB are signed off by their Cluster Manager. Referrals from an ORS fund-holding school are signed off by the school principal. This sign off indicates that all avenues of service delivery have been exhausted for the student.

15. The referring professional submits the application to the local Ministry Manager Learning Support or delegate. The Manager Learning Support role is to ensure that all avenues of local provision have been exhausted and that this level of intensive service is provided to student’s with the highest needs in the district. Where the referral is from RTLB or day special school, the Manager Learning Support (or delegate) has a conversation with the RTLB Cluster Manager or school principal, if required. Where it is agreed that local resources have been fully utilised and the student has complex needs requiring intensive support, the Manager Learning Support or their delegate, endorses the application and forwards it to the prioritisation panel.

**Prioritisation Panels**

16. Each of the regional panels comprises of:

   a) A school principal who represents the education sector (e.g. representing the New Zealand Principals Federation)

   b) Resource Teacher: Learning and Behaviour (RTLB) Cluster Manager

   c) Ministry of Education representative (e.g. Service Manager, or the Performance and Practice Lead)

   d) Ministry of Education Practice and Implementation Advisor (optional advisory position)

   e) IWS Service Manager (Panel Chair – facilitator and advisory position)

   f) MoE Business Support person (Administration support position).

17. The representatives on the panel bring different perspectives, knowledge, experience and expertise. Collectively, each panel has sound knowledge of:

   a) supporting young people with complex and challenging needs in home, education and community settings

   b) the range of education and social services provided in their education areas

   c) the range of services for young people with complex needs and how these relate to and are distinct from IWS

   d) IWS, its purpose, the specific support the service provides, how it is distinct from other services and the group of young people the services targets.

18. While all members of the panel consider and discuss the applications, the school principal, Ministry representative or Service Manager or Performance and Quality Lead, and the RTLB Cluster Manager have the decision-making role when applying the IWS criteria and deciding on the priority order of referrals.
Intensive Wraparound Service Panel Meetings and Meeting Protocols

19. IWS has Prioritisation Panels (panel) that cover each of the 10 Ministry regions (Tai Tokerau; Auckland; Waikato; Bay of Plenty/Waiairiki; Hawkes Bay/Tairāwhiti; Taranaki, Whanganui, Manawatu; Wellington; Marlborough, Nelson, West Coast; Canterbury; Otago and Southland). The panels are responsible for considering IWS applications for their education region and deciding on the highest priority applications to receive a service.

20. The panels consider all IWS applications against three broad criteria to determine the pool of young people who may benefit from intensive wraparound support. Those applications that meet the criteria are prioritised, based on how complex and challenging the child’s needs are across all contexts of home, school and community life, and the students’ support requirements. The highest priority referrals receive IWS and can access either of the three residential special schools (Westbridge, Halswell and Salisbury) as parental choice and assessed need through the wraparound planning process.

21. Panels are responsible for deciding:

1. Whether each application meets the IWS criteria 2.
2. The priority order of applications that meet the criteria to receive a service.
3. Provide consistent feedback or recommendations to the referrer about applications that are not prioritised at the panel meeting

22. Each panel currently meets at least once per school term (quarterly). The IWS Service Manager is responsible for deciding on the frequency and schedule of meetings.

23. Meetings may be held in person or by telephone/video conference as best meets the needs of the region.

24. All panel members read the applications prior to the meeting. It is recommended that panel members flag or highlight pertinent information in the application, or information that they would like to discuss and clarify with the panel. All information, applications and discussion is confidential to the panel members and will not be shared with any parties outside of this forum.

25. All applications are discussed at the meeting to reach decisions about whether the IWS criteria have been met. Those applications that meet the criteria will be discussed in greater detail to decide on their priority order for the service.

26. Panel meetings use robust professional discussion, where people’s observations and interpretations of the applications are shared with and tested by the group. When discussing each application the panel will air and discuss any different perspectives and attempt to move toward a shared view.

27. Panel discussion and decisions are based on the information provided in the IWS application. Where an application has considerable missing or unclear information, the panel may conclude that there is insufficient information to adequately discuss the application and make decisions. This can be fed back to the referrer with a request to strengthen the application and re-apply.
28. Panel members in advisory positions can contribute equally to the discussion about applications, offering their analysis and views on the cases; however, they do not make decisions on whether applications meet IWS criteria or on the priority for receiving a service.

29. The decision-making members of the panel use consensus decision-making when applying the IWS criteria for each application and when deciding on the priority order of applications.

30. A quorum will be the meeting facilitator and a minimum of two decision-making panel members.

Communicating Panel Outcomes/Decisions
31. The IWS Service Manager is responsible for communicating the outcome of the application to the referrer. The Ministry Business Support person may have delegated responsibilities in assisting the IWS Service Manager in recording panel minutes, decisions and informing referrers of panel outcomes.

32. Following the meeting, each referrer receives an email about the outcome of their application. The email says whether the student has been prioritised to receive IWS or not. The email is copied to the referrer’s manager, the Ministry Manager or representative.

Panel Decision Review Process
33. As with all Ministry Learning Support services, the Ministry’s complaint procedure also applies to IWS.

34. Requests for a review of a panel’s decision are directed to the Manager Learning Support or nominated delegate. If the Manager Learning Support believes the decision should be reviewed, they pass the request to the IWS Service Manager.

35. The IWS Service Manager is responsible for re-conveying the panel to review the decisions made. The panel re-considers the applications from that meeting and provides advice on whether they wish to revise any decisions about criteria or priority order for the application being reviewed. This advice is given to the IWS Service Manager. The IWS Service Manager is responsible for feeding back the outcome of the review process to the referrer and Manager Learning Support or nominated delegate.

36. If the referrer wants the decision reviewed further, this process will be managed by the IWS National Manager. This review will be carried out by a third party not involved in making the original decision.

37. The reviewer will be provided with the application being reviewed, the other applications that were considered alongside it and the panel’s decisions. The reviewer will conduct their review and report to the IWS National Manager, indicating whether the panel’s decisions were reasonable, given the IWS criteria and the range of applications reviewed on the day.

38. The IWS National Manager is responsible for considering the reviewer feedback and making a decision about the outcome of the review. The decision and rationale will be communicated in writing to the referrer and their manager. The decision and rationale will be communicated to the panel at the following meeting.
Current Intensive Wraparound Service Pathway and Access to Residential Special Schools

39. Following prioritisation decisions, those students who are prioritised to receive the IWS service are allocated an Intensive Wraparound Facilitator and Psychologist. The IWS facilitator initiates and arranges the wraparound process pathway with the whānau and the student.

40. There are four phases to the Wraparound service pathway, each containing essential tasks and components that must be undertaken to ensure high fidelity. These phases and components are:

a. Phase 1A & B: Engagement and support and team preparation

1) The IWS facilitator engages with the student and their whānau. Local service providers and other agencies involved are oriented to the Wraparound model and processes.

2) Starting with the whānau’s view, the whānau’s story is heard and summarised from a variety of sources (whānau and team members) which elicits whānau possibilities, capabilities, strengths interests & skills.

3) The IWS psychologist begins assessment. Residential Special School is discussed with the student and their whānau and considered as an option where appropriate for the student’s assessed needs.

4) IWS psychologist completes the assessment and discusses interventions and strategies with whānau who consider options, preferences and choices prior to them being presented to the whole Wraparound team. This includes Residential Special Schools.

b. Phase 2: Initial plan development

1) The IWS facilitator coordinates the Wraparound process and ensures that the Wraparound tasks are undertaken. IWS psychologist discusses interventions and strategies with the whole team.

2) All service options and preferences of the whānau are fully discussed, including Residential Special Schools. Options are planned for and agreed upon with the student, their whānau and their Wraparound team as a consensus to best meet the student and their whānau needs. Where RSS becomes an agreed intervention, the RSS becomes a part of the Wraparound team and involved in planning. One plan for all service providers is developed.

3) Strengths of whānau, all team members and the whānau’s community are collectively reviewed and matched to chosen strategies

4) The whānau’s perspective is reflected as critical to a successful process and is the basis for decision making and creative problem solving.

c. Phase 3: Implementation

1) The Wraparound plan is implemented, monitoring the completion of action steps, strategies and interventions and their success in meeting the needs and achieving outcomes in a manner consistent with the Wraparound principles.
2) Team continues to identify and make meaningful use of strengths, supports and resources in an ongoing fashion, delivers and modifies strategies that align with short term targets (outcomes) and reflect whānau perspective

3) Whānau perspective is used in modifying the mix of strategies and supports to assure best fit with whānau preferences

d. Phase 4: Transition

1) Transition out of formal Wraparound is planned in a way that is consistent with the Wraparound principles, and so that the supports for the student and their whānau maintain positive outcomes achieved in the Wraparound process.

2) Purposeful connections including aftercare options are negotiated and made based on whānau strengths and preferences and reflect community capacity.

3) The team forecasts potential unmet needs and strategises options post wraparound.

4) The team mission is achieved and whānau is closer to their stated vision.

5) Whānau perspective of met need is used to identify and develop transition activities.