Education Report: Options for enrolment process into a Residential Special School

To: Hon Tracey Martin, Associate Minister of Education
Cc: Hon Chris Hipkins, Minister of Education

Date: 29 November 2019  Priority: High
Security Level: In Confidence  METIS No: 1212535
Drafter: Harley Hepetema  DDI:
Key Contact: Dr David Wales  DDI:
Messaging seen by Communications team: No  Round Robin: No

Purpose of Report

This Education Report is to provide you and Minister Hipkins with options to change the Residential Special School (RSS) only enrolment process and for increasing enrolments by reducing barriers. This report seeks your agreement to progress the proposed approach.

As requested it provides:

- Information on recent enrolments and their pathway through the enrolment process into a RSS
- A comparison of IWS and RSSs in terms of enrolment process, supports provided, and per student costs
- Options for increasing enrolments through reducing barriers and better communication about the process
- Options for RSSs' managed enrolment processes
- Possible outcomes, risks or impacts of identified options and any other issues that should be taken into account.

Summary

1 There are three RSSs in the country for young people who have social, behaviour and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty). These are Westbridge Residential School located in Auckland, Halswell Residential College located in Christchurch, and Salisbury School located in Nelson.

2 Since 2012 the RSSs have signalled concerns over decreasing numbers of enrolments into their schools.
Before August 2018 the only way to enrol into a RSS was through Te Kahu Tōi, Intensive Wraparound Service (IWS).

In an Education report sent to Minister Hipkins in June 2018 [METIS 1129231] he agreed to the establishment of the RSS only pathway as a second pathway into a RSS.

In August 2018 the RSS only pathway was established, which created an additional pathway for a young person to enrol in one of the RSS without the support of IWS. The RSS only pathway is an education intervention and provides the option for young people and their families who may not want, or require, the comprehensive package of support offered by IWS. IWS offers intensive support within the home, local school and community as well as the option of a RSS enrolment as part of a wraparound programme.

The implementation of the RSS only pathway has not increased the numbers into RSS.

On 8 November, Emma Thompson, Chairperson for Salisbury School’s Board of Trustees wrote to you raising the Board’s concerns about the current enrolment process via the RSS only and IWS pathways through the regional intensive services panels.

In the same letter, Emma and the Board suggested that Salisbury School re-establish their own enrolment committee. Following this letter you have requested that the Ministry implement a RSS only process by 2020 that will be reviewed at the end of the 2020 school year, whereby the RSS form their own enrolment committee and reduce any barriers in the pathway that may be currently present.

The Ministry has concluded that there are three possible enrolment processes into a RSS.

- Option one: all three RSS form a combined enrolment committee with representation from the Ministry of Education, which will be reviewed at the end of the 2020 school year.

- Option two: each RSS form its own separate enrolment committee to manage its own enrolments, which will be reviewed at the end of the 2020 school year.

- Option three: that there is no change to the enrolment process and enrolments into RSS continue through the RSS only and IWS pathways. The Ministry will increase promotion of the RSS only pathway and implement changes to make the application process easier.

The Ministry recommends option one, that all three RSS form a combined enrolment committee, with representation from the Ministry of Education, which will be reviewed at the end of the 2020 school year.
Recommended Actions

The Ministry of Education recommends you:

a. **Agree** that the enrolment process into a RSS changes from the RSS only pathway to a combined enrolment committee with representation from the Ministry of Education which will be reviewed at the end of the 2020 school year.

   Agree / Disagree

b. **Agree** that the criteria to enter a RSS is reviewed in collaboration with the three RSS

   Agree / Disagree

c. **Note** that the referrers to the RSS combined enrolment committee remain the same

   Noted

d. **Note** that any change in the enrolment process may result in additional transition funding being required by each RSS.

   Noted

e. **Note** that the enrolment process for young people who are receiving IWS remains the same

   Noted

f. **Note** a meeting has been scheduled on 11 December for the Ministry to meet with the principals of the three RSS, along with the board chairs, to discuss your preferred enrolment option.

   Noted

g. **Agree** that this Education Report is proactively released.

   Release / Not release

Katrina Casey  
Deputy Secretary  
Sector Enablement & Support

Hon Tracey Martin  
Associate Minister of Education

2/12/19
Background

Current enrolment process into a RSS

1 Prior to 2011 when IWS was developed (then known as the Intensive Behaviour Service) the RSS worked with local Ministry staff to recommend enrolments and Section 9’s to the Minister’s delegated representative based in the Ministry’s National Office. Following claims of abuse and the closure of Waimakoia and McKenzie Residential Schools, this was changed so that enrolments were supported by the Ministry’s IWS service.

2 Between 2012 and 2018, the only way to enrol into a RSS was through IWS.

3 In 2018 the RSS only pathway was established. There are currently two ways that young people can enrol in a RSS. The young person can either enrol through the RSS only pathway, or be prioritised for IWS, and have a RSS placement as part of their IWS plan.

4 Annex 1 outlines the process of enrolment into a RSS through IWS and the RSS only pathways.

5 The RSS only pathway was created to increase the number of students who were enrolling into RSSs following the closure process of Salisbury School being stopped.

6 The implementation of the RSS only pathway has not increased the numbers into RSSs as expected.

7 Since the inception of the RSS only pathway, there have been 43 applications for RSS only in a year and a half, which have been submitted to the Regional Panels for Intensive Support. Annex 2 shows the progression of these applications.

8 A key point to note in Annex 2 is that of the 29 applications that have been supported by the Regional Panels, only 14 (48%) were eligible for a Section 9 agreement to be enrolled into a RSS.

9 Of the 15 (52%) applications which were deemed not eligible at national level for a RSS only enrolment, the following has occurred:
   a. Nine young people have been accepted by IWS
   b. Four referrers have been recommended to apply for IWS
   c. One referrer has been recommended to apply for HCN
   d. One referrer was declined with the young person’s local learning support services continuing to support them.

10 Currently there are 42 young people enrolled in a RSS: seven in Salisbury, 17 in Halswell, and 18 in Westbridge. Table 1 below outlines which pathway the students took into each RSS.
Table 1:

<table>
<thead>
<tr>
<th>School</th>
<th>IWS</th>
<th>RSS</th>
<th>Total</th>
<th>Percentage of Notional roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westbridge</td>
<td>15</td>
<td>3</td>
<td>18</td>
<td>18/32 (56%)</td>
</tr>
<tr>
<td>Salisbury</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>7/20 (35%)</td>
</tr>
<tr>
<td>Halswell</td>
<td>14</td>
<td>3</td>
<td>17</td>
<td>17/32 (53%)</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>8</td>
<td>42</td>
<td>42/84 (50%)</td>
</tr>
</tbody>
</table>

11 At present, the RSSs combined are at 50% of their notional roles. The outlier is Salisbury, which currently has 35% of their notional role. This is likely due to:

a. The total number of applications received for girls since October 2018 (IWS and RSS only) is less (15%) than the number of applications for boys (85%).

b. All applications identify a preferred school, and all reasonable attempts are made to support the choice of the parents. Some parents and young people have intentionally requested a co-educational school. Since October 2018, ten girls have been enrolled into a RSS. Of these, four enrolled into Salisbury, four enrolled into Halswell, and two enrolled into Westbridge.

c. The number of students transitioning out from RSS during 2019 has been high due to a group of students remaining enrolled with the RSS longer than two years.

d. All three RSS schools may decline a request for enrolment if there are circumstances that show their school is not a suitable option for a young person.

12 Since the establishment of the RSS only pathway in August last year, there have been 40 enrolments into a RSS through both pathways. Most, 29 (73%), of these have been through the IWS pathway, and 11 (28%) have been through the RSS only pathway. Table 2 below shows the breakdown of which RSS each of these students enrolled into.

Table 2:

<table>
<thead>
<tr>
<th>School</th>
<th>IWS</th>
<th>RSS</th>
<th>Total</th>
<th>Percentage of students which went to each school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westbridge</td>
<td>13</td>
<td>4</td>
<td>17</td>
<td>17/40 (43%)</td>
</tr>
<tr>
<td>Salisbury</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4/40 (10%)</td>
</tr>
<tr>
<td>Halswell</td>
<td>15</td>
<td>4</td>
<td>19</td>
<td>19/40 (48%)</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>11</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

13 There are projected to be 33 students enrolled across the RSSs at the end of the first week in Term 1, 2020. Therefore the three RSSs will be at 39% of their notional roll. Table three below shows the breakdown of this projected number.

Table 3:

<table>
<thead>
<tr>
<th>School</th>
<th>IWS</th>
<th>RSS</th>
<th>Total</th>
<th>Percentage of notional roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westbridge</td>
<td>13</td>
<td>3</td>
<td>16</td>
<td>16/32 (50%)</td>
</tr>
<tr>
<td>Salisbury</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5/20 (25%)</td>
</tr>
<tr>
<td>Halswell</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>12/32 (38%)</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>10</td>
<td>33</td>
<td>33/84 (39%)</td>
</tr>
</tbody>
</table>

14 Annex 3 outlines the supports provided and per student costs of both the IWS and RSS only pathways.
Alternative options for enrolment process into a RSS

On 8 November, Emma Thompson, Chairperson for Salisbury School’s Board of Trustees wrote to you raising the Board’s concerns about the current enrolment process. You have requested that the Ministry implement a RSS only process by 2020 whereby the RSS form their own enrolment committee and reduce any barriers in the pathway that may be currently present.

A meeting has been scheduled on 11 December for Ministry officials to meet with the principals of the RSSs, along with their board chair person, to discuss your preferred enrolment option.

The Ministry has identified three possible enrolment processes into a RSS, which are outlined below:

**Option One: Combined enrolment committee for all three RSS**

The combined enrolment committee would be separated from the Regional Intensive Services Panel. It would consist of all three RSS principals, both Board of Trustees chairpersons, a Ministry representative and external members (these representatives will be decided and agreed through consultation with the RSSs and may include iwi, children’s commission, RTLBT representatives such as those identified in Emma Thompson’s letter). The committee would have decision making members and advisory positions and will replace the Regional Intensive Services Panel for the RSS only pathway.

The combined enrolment committee would need to sit at least twice per term to allow for regular consideration of applications and decisions for enrolment. This may improve sustainability of the notional rolls.

To reduce the perceived barrier that the criteria are set too high for the RSS only pathway, the criteria for a RSS only enrolment could be changed. This may increase the number of young people eligible to apply for the RSS only pathway. The combined enrolment committee would need to work with the Ministry to develop fair and equitable criteria that align with the United Nations Convention on the Rights of Persons with Disabilities (UNCPRPD) Article 24 where young people are not enrolled in a RSS when their needs can be met in their local community and mainstream school.

The referrers would remain the same (MOE, RTLBT and Day Special Schools or fund holder schools). However, the application form for RSS only and the requirement for the referrers to complete a risk assessment would be simplified.

The Ministry is responsible for all Section 9 applications to a RSS. The combined enrolment committee (which includes a Ministry representative) would communicate the decision and recommendation for enrolment to the RSS Senior Advisor and the National Director of Learning Support, who holds responsibility to sign and endorse the Section 9.

All supported Section 9 applications would be sent out to the referrers by the RSS Senior Advisor. The referrer could then begin the transition planning with the young person and their parents in collaboration with the RSS.

Under this option the Ministry proposes that Term 1 2020 be a transition term between the existing pathways and the proposed changes. This would allow the Ministry to work collaboratively with the RSSs’ Board of Trustees, to make sure that a robust and equitable process for RSS only enrolment is implemented.
The RSSs and the Ministry would promote the changes to the RSS only pathway to the referrers. This could include the development of a roadshow style presentation where the RSS Senior Advisor would promote and provide referral information and support around the new pathway. Ministry website information would also be updated to reflect these changes.

Additional resources could be developed to support referrers. Key regional practitioners could be nominated to assist referrers in making applications to the RSS only pathway. This would ensure that the Ministry is promoting and supporting the RSS only pathway as an option for intensive educational intervention.

Three specialist staff have been gained from Budget 2019. The Ministry suggests that these staff can support the application and risk assessment process to significantly reduce the barriers for children and families accessing a RSS.

In a meeting with the RSS Principal’s on 21 November, the principals from Halswell and Westbridge indicated the importance of maintaining their positive relationship with IWS. Therefore, the enrolment process into a RSS for young people who are receiving IWS support will remain the same.

It is recommended that, if this option is selected, it be reviewed at the end of the 2020 school year.

**Option two: Each RSS manage their own enrolments**

The second option would be that each of the three RSS would manage their own enrolments.

Each school would set up their own enrolment committee. Each committee would need to have decision making members and advisory positions. A level of consistency across the school’s enrolment committees would need to be ensured.

Each school would decide how frequently they met to consider applications for enrolments. The access criteria would remain unchanged to ensure consistency between the RSS only and IWS pathways.

All applications supported by the RSSs would then require a Section 9 application. The RSS Senior Advisor and National Director Learning Support would need to consider the school’s recommendations and decide whether to support the Section 9 applications.

The enrolment process into a RSS for young people who are receiving IWS will remain unchanged.

The RSSs and the Ministry would promote the changes to the RSS only pathway to the referrers and website information will be updated to reflect these changes.

Points 25 through 27 would also apply to this option.

If this option is selected, it is recommended that a review of the enrolment process occur at the end of the 2020 school year.

This option is not recommended by the Ministry as the Ministry has responsibility for the Section 9s and is required to play an active role in the decision making process with the young person’s parents.
Option three: Retain existing enrolment process with modifications

39 The third option is that there is no change to the current enrolment processes and enrolments into RSS continue through the RSS only and IWS pathways. However, the Ministry would increase promotion of the RSS only pathway and will make changes to the application process so that it is easier for referrers.

40 To increase enrolments into RSSs, more promotion around the established RSS only pathway would occur. This would include the development of a roadshow style presentation where the RSS Senior Advisor would promote and provide referral information and support for the RSS only pathway.

41 Points 25 through 27 would also apply to this option.

42 The RSS principals would have an advisory role on the Regional Intensive Services Panels whereby they can provide advice to the panel about the suitability of a RSS enrolment for the child and which school would be best suited to meet their identified needs. The RSS principal representative would also ensure that applications that are being supported at the regional panel level have a higher chance of going through to be supported at the national level.

43 To ensure that members on the Regional Intensive Services Panels are adequately trained, additional training could occur in early 2020.

44 The above changes would ensure that a significant majority of applications which are supported at regional panel level would be supported at the national level. This will ensure that the right children who require a RSS enrolment are coming through the RSS only pathway.

45 The enrolment process into a RSS for young people who are receiving IWS would remain unchanged.

46 It is recommended that if this option is selected, it is reviewed at the end of the 2020 school year.

Risks

47 The following table outlines possible outcomes, risks and impacts, and other issues that may arise from each option, which you and Minister Hipkins should consider before making a decision.

Table 5: Analysis of options:

<table>
<thead>
<tr>
<th>Option</th>
<th>Advantages</th>
<th>Disadvantages/Risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A combined enrolment committee is formed</td>
<td>This option gives schools an increased decision making ability around who can attend their school.</td>
<td>National consistency of decision and knowledge of the young people in their home areas currently provided by the regional panels may be reduced.</td>
</tr>
<tr>
<td></td>
<td>The Principals of the three RSS have indicated that they would like to retain their relationship with IWS.</td>
<td>The three RSS will need to operate within their current operational and residential funding provided by the</td>
</tr>
<tr>
<td>Each school forms their own enrolment committee</td>
<td>Gives schools the ability to pick the young people to enrol in their school. This will ensure that each RSS can assess if they can meet the needs of the young person, before they're accepted for enrolment.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrolments may increase in each of the three RSS.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each RSS will be able to promote enrolments at their school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students with the highest need for a RSS enrolment will still remain the priority of the committees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This option will provide the opportunity for the RSSs and the Ministry to further test the demand for RSS enrolment.</td>
<td></td>
</tr>
<tr>
<td>Is compatible and provides continuity alongside the already established IWS pathway.</td>
<td>Ministry and the additional funding gained through Budget 2019.</td>
<td></td>
</tr>
<tr>
<td>Enrolments may increase in each of the three RSS.</td>
<td>It will take time to setup and implement a new enrolment process. Term 1 2020 would need to be a transition period to implement and allow for consultation with the three RSS.</td>
<td></td>
</tr>
<tr>
<td>Membership on the combined enrolment committee will be carefully considered (e.g. children’s commissioner, iwi representatives). This will ensure that decisions made by the committee for enrolment are fair and equitable for the young person.</td>
<td>Potentially inconsistent with Article 24 of the UN Convention on the Rights of Persons with Disabilities if young people are enrolled in a RSS when their needs can be catered for in their local community.</td>
<td></td>
</tr>
<tr>
<td>Students with the highest need for a RSS enrolment will still remain the priority for the committee when considering applications for enrolment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping the existing enrolment process through the RSS only and IWS pathways</td>
<td>Ensures that a RSS enrolment is only offered to students who have the highest needs. The Principals for the three RSS have indicated that they would like to retain their relationship with IWS. Minimises the amount of young people educated outside of their communities, enabling them to maintain family, community and social relationships. Referrers will receive additional training and support to make applications to the RSS only pathway</td>
<td>The Ministry does not meet Salisbury School’s Board’s expectation that they can manage their own enrolments. The Ministry may not be able to increase enrolment numbers to the RSS’s notional rolls, indicating there is no need for three RSS. This option has resulted in more applications for young people whose needs require IWS.</td>
</tr>
</tbody>
</table>

Financial Implications

48 Changes to the current enrolment process for the RSS only pathway may result in an increased number of enrolments. The Ministry recommends that the potential demand for RSS is tested over one year and the changes made to the pathway are reviewed by the end of 2020.

49 During the review, the Ministry will reassess the budget and funding available to the RSSs and may resubmit a further budget bid for 2021 if it is required.

50 If enrolment numbers do not increase, the Ministry will also reassess the financial sustainability of the RSSs.

Proactive Release

51 **Agree** that this Education Report is proactively released as part of the next publication.

52 It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. 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: The application process through the RSS only and IWS pathways
Annex 2: Progression of applications through the RSS only pathway since inception
Annex 3: Supports provided and per student costs of both the IWS and RSS only pathways.
Annex one:

The application process through the RSS Only and IWS pathways

The application process through the RSS only access pathway

1 Applications are made by the existing learning support providers including Resource Teachers Learning and Behaviour (RTLB), Ministry specialist staff, day special and fund holder schools. Applicants note the preferred school on the application form. Referrers are also required to provide a detailed risk assessment for the young person, a parental consent form and a manager sign off form.

2 Regional Panels for Intensive Support (Panels) decide if the three access criteria have been met and if a RSS enrolment is a safe and suitable option for the young person. The three criteria that an application needs to meet are:
   a. The young person is in year 3 to 10 at the time of application
   b. The child/young person has behaviour, social 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.
   c. Local learning support services/support have been fully utilised for the child/young person and are unable to meet need.

3 When the above three criteria has been met the application is supported by the Panel and is sent to the Ministry’s National Office.

4 At National Office, the applications are discussed by advisors and the RSS principals who identify which school they believe is best suited to meet the needs of the young person. Note that the RSS can decline enrolment of young people at this stage where they feel they cannot cater for their needs.

5 Advice is then provided to the National Director of Learning Support. The National Director of Learning Support is the Section 9 delegation holder on behalf of the Secretary of Education and holds the responsibility to make final decisions for RSS enrolments. The Section 9 application is an agreement between the Ministry and the parent and/or guardian of the young person.

6 Decision letters are sent and when the application is supported the name of the recommended school and the signed section 9 agreement is included

7 The referrer alongside the family and RSS develop a transition plan for enrolling the young person into the RSS.

RSS interventions via the IWS pathway:

1 Applications for IWS are made by referrers that include Resource Teachers Learning and Behaviour (RTLB), Ministry Learning Support specialists, Day special and fund holder schools. Referrers indicate the family’s preferred RSS on the application form if they wish to have RSS as part of their wraparound plan. Referrers are also required to gain parental consent and a manager sign off for an application for intensive services to be made.
Regional Panels for Intensive Support (Panels) decide if the three access criteria have been met and prioritise access to IWS support. The three criteria that an application needs to meet are:

a. The young person is in years 3 to 10 at the time of application

b. The child/young person has behaviour, social 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.

c. Local learning support services/support have been fully utilised for the child/young person and are unable to meet need.

All applicants that are prioritised for service go onto receive support from IWS.

Decision letters are sent out following Panels.

All prioritised applicants are assigned an Intensive Wraparound Facilitator who works with the young person and family to coordinate a team of people who are relevant to their life to collaboratively implement an individualised plan of care. This plan may include a RSS placement as a targeted intervention identified in the wraparound plan.

If a RSS enrolment is part of the plan, a risk assessment is completed by the IWS psychologist and discussed with the young person, their parents and the RSS. The Section 9 application is progressed if there is no identified risk for the young person attending a RSS. The National Director of Learning Support is the Section 9 delegation holder on behalf of the Secretary of Education. The Section 9 application is an agreement between the Ministry and the parent and/or guardian of the young person to enrol in a RSS.

As soon as a section 9 application is agreed, the IWS team work with the young person, their parents and the RSS to transition the young person into the RSS.
Annex two:

Progression of applications through the RSS only pathway since inception

Please refer to attachment one of the email to find this annex.
Annex three:

Supports provided and per student costs of both the RSS only and IWS pathways.

1. The residential services, during the times that the RSS are open, consist of accommodation, provision of student living support services including catering and personal wellbeing services (e.g. hygiene), staff teaching and supervision of young people to ensure a safe therapeutic environment and delivery of evidence based individualised learning programmes to address the young person’s identified needs outside of the classroom, such as life skills.

2. Through the IWS pathway, young people and their family/whānau are provided with specialist support to facilitate and develop their wraparound plans based on a comprehensive assessment. Additional supports and interventions are provided and funded (if funding is required) through their plan to meet the identified needs of the young person and their whānau across their home, school and community settings. These supports can include, but are not limited to the following evidence-based and evidence-informed interventions:
   - advocacy/peer support
   - mentoring
   - counselling
   - caregiver respite
   - parenting training programmes
   - psychiatric/psychological Services
   - specialist teaching and other specialist education services
   - tutoring (culture, music, arts, sports)
   - other health services
   - other specialist services.

3. The IWS pathway provides 24/7 support for students in their local community, including IWS students who are enrolled into a RSS. IWS students are supported all year including in the school holidays.

4. A comparison of the costs between the RSS and IWS are provided below in table 4.

**Table 4: Student costs per student per year for each pathway**

<table>
<thead>
<tr>
<th>Pathway</th>
<th>RSS (Residential and Day School operational costs; Resourcing Notices)</th>
<th>IWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Cost per student</td>
<td>$84,305 (with Notional Roll)</td>
<td>$17,431 (plan funding only)</td>
</tr>
<tr>
<td></td>
<td>$168,610 (with Actual Roll, 42 students as of 29 November)</td>
<td>$35,300 (plan funding with departmental and specialist staff funding)</td>
</tr>
</tbody>
</table>
Progression of applications through the RSS only pathway since inception

The below diagram shows the progression of applications through the RSS only Pathway, and the multiple steps, events and decisions which have occurred that have resulted in the current number of enrolments in RSS through the RSS only pathway.

1. Total number of applications received
There have been a total of 43 applications received by Regional Panels for Intensive Support (the Panels) since the inception of the RSS only Pathway in August 2018. The Panel is made up of advisory and decision making members. The decision making members include a Principal, a Resource Teacher: Learning and Behaviour (RTL8) Cluster Manager and a Ministry of Education representative.

2. Total number of applications supported by the Panels
Of the 43 applications that have been, 29 (67%) were supported by Panels because they met criteria, and a RSS only placement was appropriate. Of the 14 (33%) not supported applications, 13 continued to receive their local learning support services (30%), and 1 (2%) has been picked up by IWS. These 29 supported applications were sent to the Ministry of Education’s National Office.

3. Number of applications supported at National level to enrol into a RSS
Of the 29 applications sent to National Office:
- 14 (48%) were supported for enrolment for the RSS only Pathway
- 12 (41%) were not supported for the RSS only pathway due to the high level of needs that the students required.

Nine of the not supported came from the Term 1 2019 round where discussions with the RSS principals around students eligibility who were receiving the High and Complex Needs (HCN) service ran through Orange Tamariki were still occurring. For many Panels, this was also the first term that they had received an RSS only application, and feedback for applications which possibly should not been supported was communicated back to the Panel.

It was decided that students receiving HCN were not eligible for the RSS only pathway, as the students needs were too high. There was also one not supported application that came through in the Term 3 round, with the student having HCN therefore not eligible for the RSS only pathway.

The remaining five not supported applications came through the Term 4 round, with 5 students being deemed to be too high needs, with four students being recommended to apply for IWS, and one student being recommended to apply for HCN.

Nine of the fifteen not supported applications have since been picked up by IWS, with four applications scheduled to be considered by Panels for IWS in the near future, with an option of RSS. One application was declined.

4. Number of supported applications where a section 9 to enrol in a RSS was offered.
Of the 14 applications supported for an RSS only placement, 11 have gone on to enrol, and attend an RSS.

The remaining supported applications are scheduled to enrol and transition into an RSS in term one of 2020.

5. Students currently enrolled into a RSS
Of the 14 supported applications, 8 students are currently enrolled into a RSS. Three students have since left RSS because of the following reasons:
- 1 student attended Salisbury RSS for a few days, but left as a local option was preferred by the family.
- 1 student was excluded from Westbridge RSS due to him threatening other students with violence.
- 1 student enrolled into Halswell but left are two weeks due to chronic home sickness. He has since returned home and enrolled in a Day Special School.

***Data valid as of 19 November 2019***