

Protocol

*Between the Ministry of Education
and the Accident Compensation Corporation*

Introduction

This protocol provides guidance to Ministry of Education and Accident Compensation Corporation (ACC) staff when working with children and young people who have an accepted ACC claim.

The protocol has two parts:

- Memorandum of Understanding (Memorandum)
- Guidelines – including information about specialist services for children and young people with an accepted ACC claim.

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Memorandum of Understanding

Ministry of Education and the Accident Compensation Corporation

Purpose

The purpose of this Memorandum of Understanding (Memorandum) is to ensure a consistent, coordinated and collaborative approach by Ministry of Education and the Accident Compensation Corporation (ACC) when working with children and young people who have an accepted ACC claim.

Scope

This Memorandum relates to the provision of specialist services and equipment including: assessments, therapies, assistive technology/equipment, communication and behaviour services, property modifications, transport provisions, and additional support for children and young people who:

- require specialised services directly related to an injury covered by ACC; and
- are aged from birth to school entry or of school age and enrolled in a state, state-integrated or private school, or who are home schooled¹; and
- are eligible to receive services that are funded by the Ministry of Education.

Principles

We agree that we will:

- demonstrate good faith and trust across all levels of our organisations
- work constructively and openly to achieve speedy resolution of issues
- treat all information with respect, maintaining its security and confidentiality (including complying with all relevant law)
- where appropriate, consult one another before making public comment in areas of common interest and, wherever possible, endeavour to develop joint positions for making public comment.

We agree that our specialist services and those of our contracted suppliers will:

- have a shared approach to improving outcomes for children and young people, their families, whānau and caregivers
- promote a coordinated and collaborative service model
- reflect best practice and professional standards
- be provided in a timely manner

¹ Home schooled students are eligible for some of the services outlined in this document and ineligible for others. Please see page 8 for more information.

- make the best use of available resources
- respect the legislation and policies that apply to each agency including health and safety.

Term

This memorandum comes into effect on the day it is signed and will remain in effect for three years. It may be reviewed and amended as agreed by both parties at any time. This memorandum may be terminated in writing by either party at any time.

Issue Resolution

Any issues regarding this agreement will be resolved quickly and at the lowest appropriate level. Where agreement cannot be reached, the issue will be escalated to the relevant Ministry of Education and ACC business areas for resolution.

Signed

Signed by the National Director Special Education, Ministry of Education and the Head of Provider Service Delivery, ACC.

Signed

National Director Special Education
Ministry of Education

Date: 1 September 2016

Signed

Head of Provider Service Delivery
ACC

Date: 5 October 2016

Guidelines

Ministry of Education

and

the Accident Compensation Corporation

Effective Date:	2016
Status:	Final
Developed by:	Accident Compensation Corporation Ministry of Education
To be Reviewed:	Three yearly

Purpose

These guidelines identify the roles and responsibilities of Accident Compensation Corporation (ACC) and the Ministry of Education in the provision of equipment and specialist services for children and young people in early childhood and compulsory education who have an accepted ACC claim. The guideline covers the following specialist services:

- Occupational Therapy
- Physiotherapy
- Speech-language Therapy
- Behaviour Services
- Complex Needs Services
- Assistive Equipment and Technology Services
- School Transport Services
- School Property Services
- Additional Support.

These guidelines provide general guidance. Any contract or decision about a particular child or young person by ACC or the Ministry of Education takes precedence over these guidelines.

Term and review of the guidelines

These guidelines replace all previous protocols between the Ministry of Education and ACC.

It is effective from the date the Memorandum of Understanding is signed and will be reviewed at least three yearly. The review process will be initiated jointly between the Ministry of Education and ACC, and will seek input from key stakeholders.

Service description

ACC	Education
<p>ACC addresses the child or young person's identified injury related needs to assist in restoring their independence to the maximum extent practicable.</p> <p>ACC can purchase assessments and will consider a range of paid and unpaid rehabilitation and support services to meet the child or young person's injury related needs.</p> <p>All support is provided within the context of the Accident Compensation Act 2001 and ACC regulations, contracts and policies.</p>	<p>The education sector is responsible for the provision of education for all students within the context of the Education Act 1989.</p> <p>Support occurs within the context of the national curriculum (New Zealand Curriculum and Te Marautanga o Aotearoa) and Te Whāriki (Early Childhood Curriculum Framework).</p>

Eligibility for specialist services

ACC	Education
<p>The child or young person must:</p> <ul style="list-style-type: none"> • have an accepted ACC claim <p>AND</p> <ul style="list-style-type: none"> • the need for specialist services must be directly related to the injury covered under section 81 of the Accident Compensation Act 2001. <p>For more information see: www.acc.co.nz</p> <p>NOTE: ACC can only provide services for injury related needs. ACC suppliers cannot carry out non-injury related tasks.</p>	<p>Ministry Special Education teams provide services to students who have additional learning needs.</p> <p>The child or young person must be:</p> <ul style="list-style-type: none"> • aged from birth to school entry in any setting <p>OR</p> <ul style="list-style-type: none"> • aged five and up to the end of the year they turn 19 (or 21 if they have a Section 9 Special Education Agreement) and enrolled in a registered school, or formally exempted from school and being home educated* <p>AND</p> <ul style="list-style-type: none"> • eligible to receive Special Education services. <p>For more information see: www.education.govt.nz</p>

*Eligibility for home educated students

Students who are formally exempted from school and are being home educated are eligible for some of the services outlined in this document and not for others. For example, students who are only home educated are not eligible for school based services such as transport, school property services or additional teaching and teacher aide support. They may have limited eligibility for some other specialist services. Both ACC and the Ministry of Education consider service eligibility for students who are not attending or exempted from attending school will be agreed on a case by case basis.

Settings

ACC	Education
<p>Specialist services can be delivered in any setting that is relevant to the child or young person's needs. In most cases this will be the early childhood education facility or school.</p>	

Pre-existing conditions

In some cases it may be difficult to know whether a specific need is directly related to a covered injury or if it is related to a pre-existing condition. ACC considers these situations on a case by case basis, collaborating with other agencies to ensure that all relevant information is available. The decision to accept a pre-existing condition ultimately sits with ACC. If the child or young person is receiving support through special education initiatives (eg, behaviour, communication or early intervention), and then has an injury accepted by ACC, the child or young person support needs will be discussed between school, family, ACC, Ministry of Education and other relevant parties, and supports agreed.

Coordination and information sharing

Collaboration between agencies helps to facilitate communication, coordination and cooperation between ACC, the Ministry of Education, schools and other agencies to clarify respective roles. Information must be shared in accordance with the policies and procedures of each agency.

Planning

In every situation children and young people, their families, whānau and caregivers are at the centre of decision making. When required, joint planning meetings will be held with key agency contacts² to ensure effective co-ordination and collaboration.

Delivering complementary services

When both agencies are working with a child or young person, staff collaborate with the key contacts at the school or early childhood facility to deliver a seamless service based on one team and one plan as far as possible. This may involve a similar programme over different environments or the provision of different and complementary services. Coordination will ensure that gaps and overlaps in service provision are minimised.

Sharing assessments and reports

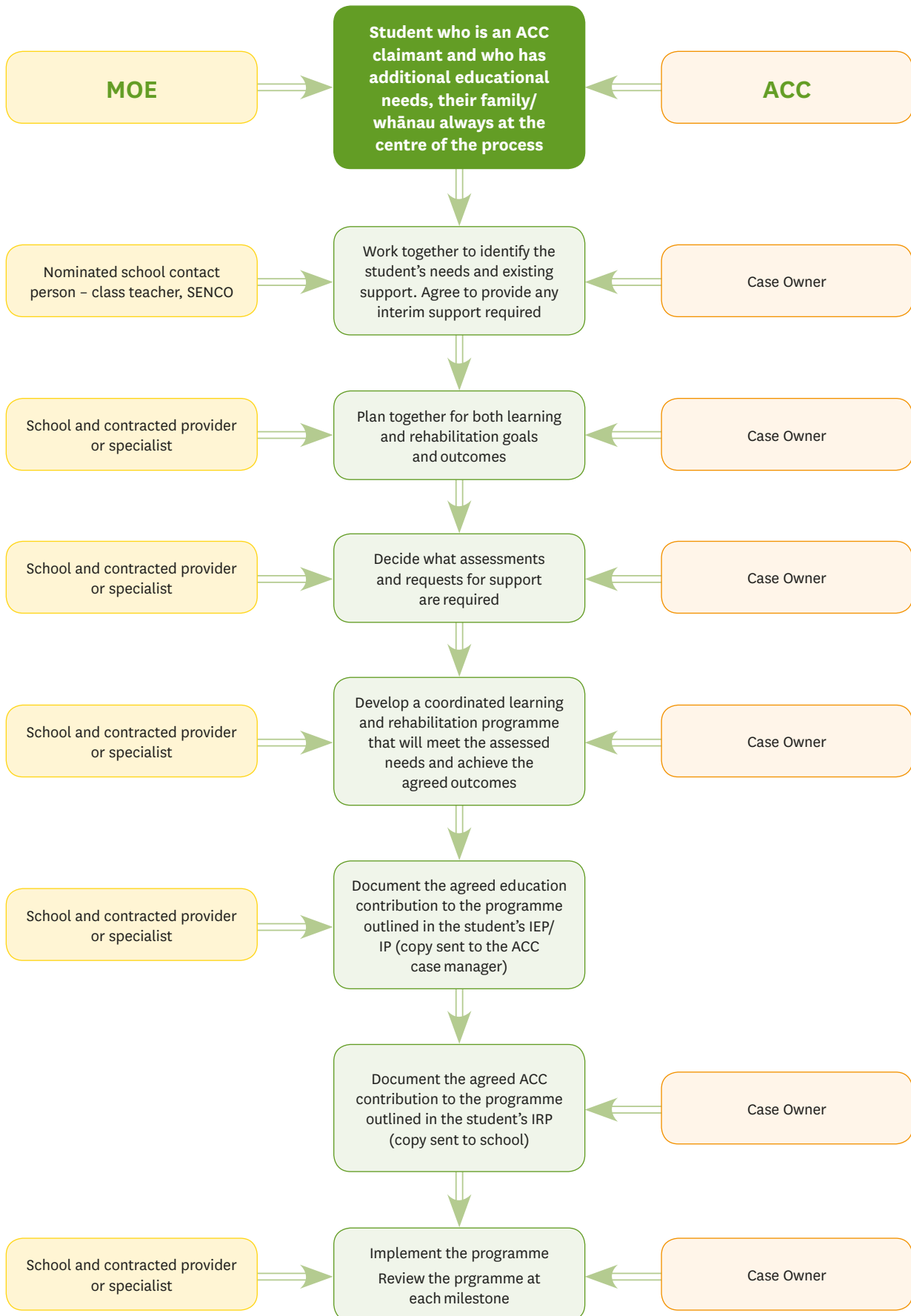
Both agencies hold assessment reports and other information that, if shared, may reduce duplication and facilitate faster decision making. ACC staff may have knowledge of the child or young person that can inform decisions about resourcing. All information is to be shared within the policies and procedures of the respective agency.

Key contacts

ACC	Education
ACC	Clients who have an accepted ACC claim, and who are likely to require specialised services, are allocated a client service staff member to manage their claim on behalf of ACC. Client service staff may be known as case managers, support and service coordinators and case administrators.
Schools	The principal is the initial contact person, they may nominate a school contact person to work with the ACC client service staff to co-ordinate assessment and service provision. The nominated contact will be the classroom teacher and someone at the senior management level eg principal, deputy principal, special education needs coordinator (SENCO) or specialist teacher. The classroom teacher is the leader of all classroom learning.
Early Childhood Education Centres	The centre manager or head teacher is the initial contact person. If the child is not enrolled in an early childhood service the parent or caregiver would be the contact person.
Ministry of Education Special Education	The service manager for Ministry of Education; Special Education teams is responsible for managing and allocating requests for support (referrals). Each student receiving service has a lead worker. Once services are underway the lead worker is the key point of contact for providing specialist support.

² Please see page 10 for more information.

ACC and Ministry of Education flowchart



Transition roles and responsibilities

Transition into early childhood education, to school, between classes or schools, or out of school can be stressful for the child or young person and their family and whānau. It is important that there is a special focus on flexibility, cooperation, consistency and collaboration between agencies at this time.

Phase	Acc	Education
Moving between services	Joint planning is required to ensure a smooth transition between services funded by ACC and education services (and any other relevant parties). A lead service is identified to facilitate transition processes and joint planning starts early to ensure a successful transition.	
Into early childhood education	ACC will support parents and early childhood centres to plan transition into early childhood education. A referral may be made for an assessment to determine the child or young person's injury related education support needs and the best way to address them.	If involved, early intervention services will support the transition into early childhood education in collaboration with parents and ACC.
Into school (school entry)	ACC will support parents and other relevant agencies to plan transition into school. A referral may be made for an assessment to determine the child or young person's injury related education support needs and the best way to address them.	Early intervention providers support the transition into school in collaboration with families/whānau and ACC. The planning may need to start up to a year (or even more) before the transition to school. Planning timelines will vary to allow enough time: <ul style="list-style-type: none"> • for the family and whānau to choose a school and complete the enrolment requirements • for modifications to the school property³ if required • for the transition plan to be implemented.
Change of location	ACC client service staff use standard case transfer processes to ensure a smooth handover to staff in the new location.	Ministry of Education staff follow relevant processes to ensure a smooth handover to staff in the new location.
Transitioning out of school	ACC will work with the child or young person, their family/whānau and other agencies to plan transition out of school. ACC's transition service is available for young people between the ages of 14 to 21 years, who have a significant impairment or disability, due to injury.	Ministry of Education staff work with schools, young people, their families and whānau, ACC and other providers to plan for transition out of school. Effective planning starts at age 14.

³ Please refer to Ministry of Education Property Guidelines

Solving problems

The Ministry of Education and ACC will monitor service provision and inform each other if issues emerge. Where service or funding responsibilities are unclear, local staff and their managers should work together to solve problems. It is expected that most issues will be resolved at a local level, in a timely way and in the best interests of the child or young person and their family.

Contacts for problem solving

	ACC	Education
Local	Client Service staff Team Manager Branch Manager	Classroom Teacher and Principal or Head Teacher Field staff/Senior Advisor Service Manager
District/Regional	Area Leaders Serious Injury Advisors	District Manager District or Regional Technology Coordinator Regional Manager Education Manager Education Director
National	Category Advisor – Specialist Rehabilitation Category Manager – Specialist Rehabilitation Manager – National Serious Injury Service Team Manager – Sensitive Claims Head of Client Service Delivery	Practice Leader Complex Needs National Coordinator Assistive Technology (for equipment) Practice Leader Communication (for speech-language therapy) Practice Leader Early Intervention Practice Leader Behaviour

Specialist services for children and young people with an accepted ACC claim

The following tables outline responsibilities in specific service areas provided by the Ministry of Education and ACC when working with children and young people who have an accepted ACC claim. All specialist services are subject to eligibility criteria outlined on page 8.

Occupational Therapy and Physiotherapy Services

	ACC	Ministry of Education
Eligibility	ACC will determine whether occupational therapy and/or physiotherapy is the best way to meet the child or young person's identified injury related needs and rehabilitation goals.	To be eligible for occupational therapy and/or physiotherapy, children and young people must be receiving one of the following Special Education initiatives: <ul style="list-style-type: none"> • Ongoing Resourcing Scheme (ORS) • Physical Disability Service
Specialist provision	ACC contracts with multidisciplinary teams to provide rehabilitation. These teams include occupational therapists and physiotherapists. The teams provide services based on the child or young person's rehabilitation goals and functional outcomes as outlined in their support/rehabilitation plan. The duration and intensity of the service depends on the child or young person's identified needs.	Occupational therapists and physiotherapists provide advice and support for the school and classroom curriculum. The duration and intensity of the service depends on the child or young person's identified needs.

Collaboration

- Ministry of Education and ACC-contracted occupational therapists and physiotherapists will work collaboratively with the family/whānau and the school team to support inclusion of the student.
- Ministry of Education and ACC-contracted occupational therapists and physiotherapists are part of the child or young person's support team and are expected to contribute to the IEP process if required – please refer to the glossary for further information

Speech-language Therapy/Communication Services

	ACC	Ministry of Education
Eligibility	ACC will determine whether community based speech-language therapy is the best way to meet the child or young person's identified injury related needs and rehabilitation goals.	To be eligible for speech-language therapy, children and young people must be receiving support through one of the following Special Education initiatives: <ul style="list-style-type: none"> • Early Intervention Services (birth to school entry) • Ongoing Resourcing Scheme (ORS) • Communication Service.
Speech-language therapy provision	ACC contracts with multidisciplinary teams to provide rehabilitation. These teams include speech-language therapists. The teams provide services based on the child or young person's rehabilitation goals and functional outcomes as outlined in the child or young person's support/rehabilitation plan. The duration and intensity of the service depends on the child or young person's identified needs.	<p>Early Intervention Services (birth to school entry)</p> <p>Complementary services are provided in collaboration with ACC.</p> <p>School age</p> <p>Services may be provided where the educational context requires additional support to achieve learning goals or access the curriculum.</p>
<p>Collaboration</p> <ul style="list-style-type: none"> • Ministry of Education and ACC-contracted speech and language therapists will work collaboratively with the family/whānau and the school team to support inclusion of the student. • Ministry of Education and ACC-contracted professionals are part of the child or young person's support team and are expected to contribute to the IEP process if required – please refer to the glossary for further information 		

Behaviour Services⁴

	ACC	Ministry of Education
Eligibility	<p>Provides services to support children and young people when behaviours of concern are a consequence of, or exacerbated by, an injury. This includes, but is not limited to, brain injury or comparable injury, and where there is also evidence of behaviours which interfere with, restrict or prevent access to everyday routines, settings, activities and relationships.</p> <p>Examples of injuries that may impact behaviour include:</p> <ul style="list-style-type: none"> • early brain injury • comparable diagnosis • moderate or severe acquired brain injury • sensory loss • mental injury as a result of sexual abuse⁴ <p>ACC will determine the best way to meet the child or young person's identified injury related needs and rehabilitation goals.</p>	<p>Services are provided based on the severity of behaviour difficulties in the education setting or school, regardless of cause of behaviour:</p> <ul style="list-style-type: none"> • Moderate and severe behaviour in children aged birth to school entry in Early Intervention Services • Severe behaviour in students in compulsory education year 1-10 • Behaviour identified as one component of complex needs for students within the ORS. <p>A range of behavior services and supports are available for students, with eligibility and intensity of support varying according to context and student need. These services include :</p> <ul style="list-style-type: none"> • Behaviour Services and Supports (students in years 1 to 10) • Intensive Wraparound Service (IWS) • The suite of Positive Behaviour for Learning (PB4L) services including system-level supports like School-wide PB4L and PB4L Restorative Practice as well as group-focused interventions like Check & Connect and the Incredible Years programmes for both parents and teachers • Behaviour Crisis Response • Early Intervention Services • ORS • Resource Teachers: Learning and Behaviour (RTLB) • In-school services for example: Special Education Grant (SEG) and Special Education Needs Coordinator (SENCO) support.

Continued ...

⁴ See Sensitive Claims Unit and Sensitive Claims (ACC) in the glossary section for more information

	ACC	Ministry of Education
Behaviour services	<p>ACC contracts suppliers to provide rehabilitation. Services are based on the child or young person’s rehabilitation goals and functional outcomes as outlined in their support/rehabilitation plan. The duration and intensity of the service depends on their identified needs.</p> <p>Responses to behaviour issues may include:</p> <ul style="list-style-type: none"> • completing a needs assessment • engaging specialists, eg, neuro-psychologists, clinical psychologist • creating an individualised behaviour support programme to work with the child, family/whanau, key agencies and school to identify the child’s abilities, needs, goals, causes of the behaviours, context of the behaviours and factors that act as triggers • involving the school behaviour team if appropriate • providing direct support for children and young people (e.g. teacher aide support). <p>Complementary services are provided in collaboration with the Ministry of Education.</p>	<p>Behaviour services (over and above ACC provision) may be provided for students where the educational context requires additional support to achieve learning goals or access to the curriculum.</p>
Short term	<p>Supports children and young people who have behaviour issues as a consequence of an injury (during the short term recovery period).</p>	<p>Support to schools for individual severe behaviour crises for individuals through the Behaviour Crisis Response service and access to Interim Response Funding (IRF).</p>

Information sharing

- Information is shared on a case-by-case basis for children and young people with sensitive claims.
- Interagency – cross-agency supports for vulnerable children may be available through local Children’s Teams and the High & Complex Needs unit also currently provides funding for services in some cases where needs are complex.

Collaboration

- Ministry of Education and ACC-contracted behaviour specialists will work collaboratively with the family/whānau and the school team to support inclusion of the student.
- Ministry of Education and ACC-contracted behaviour specialists are part of the child or young person’s support team and are expected to contribute to the behaviour plan and/or IEP process if required – please refer to the glossary for further information

Complex Needs Services

	ACC	Ministry of Education
Eligibility	Complex needs services are provided by the Ministry of Education. Children or young people must be verified through the ORS scheme at High or Very High to be eligible for these services.	Children or young people must be verified through the ORS scheme at High or Very High.
Services	<p>If the child or young person has an ACC claim and is then verified under ORS, ACC will consider the best way to meet the child or young person's identified injury-related needs and rehabilitation goals. This could include:</p> <ul style="list-style-type: none"> • specialist services to meet the child or young person's identified injury related needs and rehabilitation goals • behavioural support services • assistive technology • teacher aide support 	<p>Provides services and supports based on children and young people's needs. Supports for children include:</p> <ul style="list-style-type: none"> • specialist services as determined by child or young person's need to access the school and classroom curriculum • additional teacher component (0.1 FTE for High or 0.2 FTE for Very High) • consumables grant – depending on verification level.
<p>Additional considerations</p> <ul style="list-style-type: none"> • If the child or young person is already verified under ORS and then has an injury accepted by ACC, pre-existing resourcing under ORS will continue including teacher aide hours. ACC may provide additional support, including teacher aide hours for the injury related educational needs. Support needs will be discussed and agreed between the school, family and whānau, ACC, Ministry of Education and other relevant parties. 		
<p>Collaboration</p> <ul style="list-style-type: none"> • Children and young people who have an accepted ACC claim may be eligible for verification under ORS. The application will be prepared by the early childhood education provider, early intervention provider or school. The team working with the child or young person, including ACC staff and any therapists will support the completion of the application – this may include making available any appropriate reports or assessment information that will support the application. • Ministry of Education and ACC-contracted specialists will work collaboratively with the family/whānau and the school team to support inclusion of the student. • Ministry of Education and ACC-contracted specialists are part of the child or young person's support team and are expected to contribute to the IEP process if required – please refer to the glossary for further information 		

Assistive Equipment and Technology Services

	ACC	Ministry of Education
Eligibility	ACC assesses the child or young person and may determine that assistive technology or other specialist equipment is the best way to meet their identified injury related needs and rehabilitation goals.	School students with special educational needs may be considered for assistive technology funding if they are supported through any of the current Special Education initiatives, including: <ul style="list-style-type: none"> • ORS • Communication Service • Behaviour Service • Resource Teachers: Learning and Behaviour • National provision for students with moderate sensory impairments and physical disabilities • School High Health Needs Fund • The Special Education Grant (SEG) option is only used if the student is not eligible under any other initiative. To be eligible under SEG, student support must meet the following minimum requirements: <ul style="list-style-type: none"> > Student has a current Individual Education Plan (IEP) > Student is receiving 2.5 (individual) or 4 (small group) teacher aide hours per week > Student is supported by the school SENCO > SEG support (above three bullets) has been in place for a three-month period.
Assistive Technology	Provides all assistive technology and specialist equipment services to address injury related needs including learning needs.	Provides all assistive technology services to address learning needs that are not injury related. The Ministry of Education funds specialist seating equipment including desks and chairs that are used only in the classroom (that is, not taken home).

NOTE:

The Ministry of Education and ACC do not jointly fund equipment.

Bring your own device (BYOD)

Assistive technology is not the everyday technology and equipment found in a classroom like a laptop, a tablet or any other device used in Bring Your Own Device (BYOD) classes. If there is a requirement by the school for a student to have their own device it is not anticipated that a device is funded by either ACC or the Ministry of Education. However if the student has additional needs, for example text to speech software or alternative access (switching) then this additional component could be considered by both ACC or the Ministry of Education.

School Transport Services

	ACC	Ministry of Education
Transport to and from Early Childhood Education	<p>Parent responsibility</p> <p>AND</p> <p>When ACC has funded modifications to a family vehicle or purchase of a modified vehicle it is expected to be available for the child or young person whenever they need it (including transport to and from early childhood education).</p>	<p>Parent responsibility</p> <p>Special Education School Transport Assistance (SESTA) does not cover transport to early childhood education. SESTA transport may be available to early childhood programmes, under set criteria, to named early childhood providers based at :</p> <ul style="list-style-type: none"> • Homai Early Childhood Centre • Kelston Deaf Education centre • Van Asch Deaf Education Centre
Transport to and from school - long term injury related need	<p>Parent responsibility</p> <p>AND</p> <p>ACC does not cover school transport for long term injury related needs where this is covered by SESTA.</p> <p>When ACC has funded modifications to a family vehicle or purchase of a modified vehicle, it is expected to be available for the child or young person whenever they need it (including transport to and from school).</p>	<p>Parent responsibility</p> <p>AND</p> <p>School transport assistance is provided for long term mobility and/or safety needs if children and young people meet SESTA eligibility criteria. SESTA is provided to the nearest school able to meet the child or young person's needs.</p>
Transport to and from school - short term injury related need	<p>Parent responsibility</p> <p>AND</p> <p>ACC may fund transport to and from school when a student has a short term injury. This is assessed and provided under Transport for Independence provisions.</p> <p>If getting assistance under SESTA, ACC would only provide for needs additional to current provisions.</p>	<p>No assistance provided.</p>
Caregiver to accompany child or young person on transport	<p>The need for a caregiver to accompany the child will be assessed on a case-by-case basis.</p>	<p>Parents of eligible students can be paid a conveyance allowance to transport their child to school. SESTA does not fund caregiver time to accompany the child or young person. If appropriate SESTA may provide transport for a caregiver on school transport services.</p>
School camps and day trips	<p>Parent and school responsibility</p> <p>AND</p> <p>If the family vehicle is modified or provided through ACC to meet the child or young person's needs the vehicle is expected to be available for the child or young person whenever they need it (including for school camps and trips).</p>	<p>Parent and school responsibility</p>

Continued ...

	ACC	Ministry of Education
When the child or young person is in alternative care	<p>Parent responsibility</p> <p>AND</p> <p>If the family vehicle is modified or provided through ACC the vehicle is expected to be available for the child or young person whenever they need it (including when they are in alternative care).</p>	<p>SESTA provision is only for travel between home and school. Some students may be transported to the address of a different carer as part of agreed SESTA provision.</p>
Transport equipment	<p>ACC may fund transport equipment such as specialised buckles, belts, car seats, for a family vehicle if they are over and above the normal requirements for a family vehicle.</p>	<p>SESTA may provide equipment for school transport such as specialised buckles, belts or car seats that are over and above the normal requirements for a school bus or taxi if the child or young person is eligible for SESTA support.</p>
<p>For more information, refer to the policy document located at http://parents.education.govt.nz/special-education-needs/special-education-needs-support/transport-assistance/</p>		

School Property Services

	ACC	Ministry of Education
Eligibility	ACC does not fund school property modifications for children and young people with injuries.	<p>School property modifications are available to the following to access the school environment:</p> <ul style="list-style-type: none"> • students who qualify for funding through the Ongoing Resourcing Scheme (ORS) • students with special education needs who are not ORS funded • staff members with special needs <p>Property modifications funding is for capital work such as alterations to buildings and grounds. The funding is not available for operating expenses such as painting (regardless of value) or general maintenance.</p>
Long term injury	ACC does not fund school property modifications for children and young people with injuries.	<p>The current policy covers first-time enrolment only.</p> <p>Property modifications valued under \$2,500 are a school responsibility. Modifications valued over \$2,500 may be available, subject to eligibility, through Property Modifications for Students with Special Education Needs.</p> <p>If a child or young person suffers a permanent long-term injury when they are already in school, such as a brain injury or paraplegia, new property modifications could be considered through a 'change of need'.</p> <p>Modifications can include items and/or modifications such as ramps, lifts, rails, and specialised bathrooms for those who require wheelchair access, adjustments to doorways and door handles.</p> <p>Further information is available at: www.education.govt.nz</p>
Short term injury	ACC does not fund school property modifications for children and young people with injuries.	<p>Property modifications are not funded. The school, in collaboration with the child or young person and relevant ACC staff, are required to consider short-term solutions for any property access problems.</p>

Continued ...

	ACC	Ministry of Education
Equipment	<p>Children and young people may be eligible for alternative equipment specific to their individual needs. This may include:</p> <ul style="list-style-type: none"> • personal care equipment, eg, portable hoists, commodes and specialist seating equipment including desks and chairs where these are used in the classroom and in other settings (for example, if they are used at home) • mobility equipment such as wheelchairs, standing frames and walking frames. 	<p>Specialised equipment that is fixed to the school property (such as ceiling track hoists or fitted change tables) is provided under school property modifications.</p> <ul style="list-style-type: none"> • Please refer to the Assistive Technology table for information about other specialised seating and desks.

Additional Support

	ACC	Ministry of Education
Eligibility	ACC will determine if additional support from an appropriately skilled person such as a teacher aide, education support worker (ESW) or tutor is the best way to meet the child or young person's identified injury related needs and rehabilitation goals.	To be eligible for additional support such from a teacher aide or education support worker (ESW), children and young people must be receiving support through an appropriate Special Education initiative.
Teacher aide support	<p>If the child or young person's needs cannot be met in other ways, teacher's aide support may be considered. ACC will cover teacher aide provision for injury related needs.</p> <p>The amount of teacher aide support funded is based on a needs based assessment, which will be provided to the school with the expectation it will guide the provision of the teacher aide to the individual child or young person. ACC considers more than 15 hours teacher aide support per week to be an exceptional response and therefore additional justification is required. Relevant information will be shared within privacy guidelines.</p> <p>ACC funds schools directly for teacher aide time through a letter of agreement. Teacher aides are employed by the school.</p>	<p>To meet non-injury educational needs of children and young people on the following initiatives:</p> <ul style="list-style-type: none"> • ORS • Communication services • Behaviour services. <p>Teacher aide hours are allocated to access the curriculum based on agreed criteria and application processes.</p> <p>Most funding is provided directly to schools. Teacher aides are employed by the school.</p>
Education support worker	<p>ACC may fund Education Support Workers for children from birth to school entry to address education related needs as a result of injury.</p> <p>ACC considers any more than 15 hours ESW per week to be an exceptional response and additional justification is required</p>	Education may fund ESWs as part of an early intervention team to address non injury related needs for children from birth to school entry to access Te Whāriki, the early childhood curriculum in licensed early childhood programmes.
Tutors	ACC may fund tutors for children and young people in secondary school in specific circumstances, considered on a case by case basis.	Specialist teacher time is provided for all ORS-verified students

Additional considerations for students verified under ORS

- If the injury pre-dates ORS verification ACC is responsible for any assessed needs for teacher aide.
- If the child or young person is already verified under ORS and then has an injury accepted by ACC, pre-existing resourcing under ORS will continue. ACC may provide additional support for the injury related educational needs.

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Workforce requirements

- Teacher aide rates are set nationally through the Support Staff in Schools Collective Agreement (SSSCA).
- ACC funds teacher aide support based on the following requirements:
 - Involves a range of duties for which advanced knowledge, skills and experience are required.
 - The position is likely to involve periods without supervision or may be sole charge. Some examples of the duties or level of duties required within this grade are:
 - > supporting and contributing to teaching
 - > programmes and curriculum delivery, including work with students either individually or in groups which assist their learning;
 - > contributing to and maintaining healthcare programmes for students; and managing equipment and resources.

Glossary

Term	Definition
Assistive technology (Ministry of Education)	Assistive technology is the specialised equipment and technology that students with additional learning needs, use in class to participate and learn. Examples of assistive devices and technologies include screen magnifiers, large-key keyboards, alternative input devices such as touch screen displays, over-sized trackballs and joysticks, speech recognition programs, and text readers, as well as vision equipment, hearing devices and specialised seating.
Assistive technology & rehabilitation equipment (ACC)	Assistive technology includes low technology items such as communication books and gesture dictionaries and high technology items such as computer hardware, computer software, communication devices and environmental control systems that will allow the child or young person to function more independently. Rehabilitation equipment is a reusable aid that assists the child or young person with their daily living activities.
Behaviour Services (Schools and Ministry of Education RTLBs)	A range of behaviour services and supports are available for students, with eligibility and intensity of support varying according to context and student need. These services include: <ul style="list-style-type: none"> • Behaviour Services and Supports (students in years 1 to 10) • Intensive Wraparound Service (IWS) • The suite of Positive Behaviour for Learning (PB4L) services including system-level supports like School-wide PB4L and PB4L Restorative Practice as well as group-focused interventions like Check & Connect and the Incredible Years programmes for both parents and teachers • Behaviour Crisis Response • Early Intervention Services • ORS specialist services • Resource Teachers: Learning and Behaviour (RTLB) • In-school services: Special Education Grant (SEG) and Special Education Needs Co-ordinator (SENCO) support
Child and young person centred	A best practice way of working that puts the needs and outcomes of the child and young person at the centre of all planning and processes. It takes into consideration all relevant aspects of the person's life such as environments, activities and other people who may be involved, eg family and whānau, other services.
Client Service Staff (ACC)	Staff employed by ACC to manage claims. Also known as case managers, claims managers, service and support coordinators and case administrators.
Communication Service (Ministry of Education)	The Ministry of Education Communication Service provides support at schools/kura for children and young people with difficulties accessing the curriculum, due to their significant speech, language or communication needs. Speech-language therapists work collaboratively with children and young people, school staff, families and whānau to assess children and young people's communication needs and identify appropriate supports. The funding is targeted at, but not limited to, children and young people aged between five and eight years who have difficulty participating and learning because of their speech, language and communication difficulties and who are not eligible for Ongoing Resourcing Scheme (ORS) funding.
Consumables Grant (ORS)	A grant paid to schools each term for ORS verified students for the purchase of small items to support student needs identified through the IEP process. Examples include disposable gloves, materials for visuals and other communication aides, CDs and DVDs and materials for sensory experiences.

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Term	Definition
Curriculum	All children and young people are expected to learn and be taught within Te Whāriki, the New Zealand curriculum and Te Marautanga o Aotearoa.
Early Intervention Services (Ministry of Education)	<p>Early Intervention provides specialist services and support for young children (birth to school entry) with moderate and high (complex) special education needs including identified disabilities, developmental delay and behaviour challenges.</p> <p>Specialist services are usually delivered in the child's most natural environments - usually in early childhood facilities and/or their homes.</p> <p>Children with high needs generally have a team to support them. The Ministry of Education team may include an early intervention teacher and other specialists (e.g. psychologist, speech-language therapist, adviser on deaf children, and cultural support staff such as kaitakawaenga). In addition relevant members of the local health team (paediatrician, speech-language therapist, physiotherapist, occupational therapist, social worker) and other agencies may be part of the child's team.</p> <p>Early intervention services may include:</p> <ul style="list-style-type: none"> • advice and guidance • training for parents and educators to support the child • individual or group interventions.
Education Based Rehabilitation Assessment (EBRA) (ACC)	An assessment used by ACC to determine a child or young person's injury related support needs and to identify a range of options to meet these needs. ACC contracts with suppliers to complete these assessments.
Education Support Worker (ESW)	The Education Support Worker (ESW) resource can be part of an early intervention team to support the inclusion of children with the highest level of need in licensed early childhood programmes. ESW support is an additional contribution to the adult/teacher support already available in the environment. The relationship between the teaching team and the child is paramount and the ESW is not intended to replace the role of the educator, nor provide fulltime onetoone support for children.
Family Centred practice	Family-centred practice positions parents and whānau at the centre of decision making as the experts of their child's uniqueness, abilities and needs. Practitioners support parents to make informed decisions about aspirations and priorities for their child and their family/whānau.
Individual Education Plan (IEP) (Schools)	<p>Collaboration for Success: Individual Education Plans (MOE, 2011) is a guideline that focuses on the collaborative process to develop an Individual Education Plan (IEP).</p> <p>The additional learning needs of many students can be met by class and school-wide strategies. Only some students require an IEP, and few need one that captures every aspect of their learning.</p> <p>The IEP process is school-led with collaborative support from the team around the child including the family/whānau.</p> <p>The IEP is a written plan used when additional learning strategies are needed to address a student's particular learning goals. These goals and strategies must be embedded in everyday classroom practice so the IEP becomes a living, working document. The IEP should be updated regularly to reflect the changing needs for the student within the classroom, school or community.</p> <p>For more information please see IEPOnline http://seonline.tki.org.nz/IEP</p>

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Term	Definition
Individual Plan (IP) (Early Childhood Education)	An Individual Plan (IP) is a written plan that identifies functional learning goals for a child and sometimes their family. They are co-constructed with parents, whānau, educators and other agencies and are usually lead by a teacher or lead professional. IPs are living documents that are inclusive of strategies and resources that will support the child to achieve their goals. The plans are reviewed regularly and adjusted as the child makes progress or their needs change over time. Not all children with additional learning needs require an IP and only a small number will require an IP that includes every area of their learning, development and daily life. For most children their additional learning needs will be met by the curriculum and their regular early childhood centre.
Lead worker (Ministry of Education)	The specialist who takes the lead role as the key point of contact for specific activities associated with the child or young person
Mental Injury	A mental injury as a result of sexual abuse is accepted for cover by ACC when it can be shown that the sexual abuse has caused a clinically significant dysfunction in emotional, behavioural, or cognitive functioning of the child or young person
National Serious Injury Service (ACC)	The section of ACC that works with people who have a significant impairment or permanent disability as a result of an accident. Children and young people with a serious injury will usually need support of some kind for the rest of their lives. Injuries that ACC regards as a “serious injury” are: <ul style="list-style-type: none"> • spinal cord injuries (complete and incomplete) • moderate to severe traumatic brain injuries • other severe injuries such as multiple amputations and burns to over 50% of the body.
Ongoing Resourcing Schemes (ORS) (Ministry of Education)	The Ongoing Resourcing Schemes (ORS) provide resources for a very small group of students throughout New Zealand, who have the highest need for additional support throughout their school years. They are verified in the areas of learning, vision, hearing, mobility or language use and social communication. Many receive a comprehensive early intervention service before they begin school. The Ongoing Resourcing Scheme provides funding on behalf of individual children and young people for, specialist support, specialist teacher time, teacher aide support and a consumables grant. Additional specialist teacher time and the consumables grant is provided directly to the school in which the student is enrolled. Specialists support such as physiotherapy, speech-language therapy, occupational therapy, psychology and teacher aide support is provided on a needs basis.
Resource Teachers: Learning and Behaviour (RTLB)	RTLB have an essential role to play supporting students with substantial barriers to learning, and building teacher and school inclusive practice capability. RTLB are specially trained teachers who are employed by boards of trustees of a Lead School who is responsible for providing the RTLB service to the schools in its cluster. The RTLB service and the Ministry of Education’s special education service work together to provide seamless service provision for students who require additional learning and behaviour support.

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Term	Definition
Section 9 Special Education Agreement (Ministry of Education)	A Section 9 agreement is a formal agreement between the Ministry of Education and the parents/guardians of a student or young person that allows the student or young person to receive special education services or to enrol at a special school.
SENCO (Schools)	A special education needs coordinator (SENCO) is a teacher who has been given responsibility for co-ordinating programmes for children and young people with additional support needs within the school.
Sensitive Claims Unit and Sensitive Claims (ACC)	<p>The Sensitive Claims Unit is a section of ACC that works with people who have a mental injury such as depression or post traumatic stress disorder as a result of sexual assault or sexual abuse.</p> <p>How is an ACC claim lodged for a child who has been sexually abused or assaulted</p> <p>An ACC sensitive claim can be lodged by a medical practitioner (GP or DHB doctor or specialist) using an ACC 45 or an ACC treatment provider (counsellor, psychotherapist, psychologist) who lodges the claim using an engagement form.</p> <p>Covering of an ACC sensitive claim</p> <p>To be able to cover an ACC sensitive claim two things are required.</p> <p>Confirmation of an event of sexual abuse or assault as described within the 1961 Crimes Act and confirmation of a mental injury as a result. In order to confirm a mental injury as a result of sexual abuse, ACC would undertake a supported assessment to determine a mental injury diagnosis and recommendations for treatment and support.</p> <p>Education support for a child or adolescent with a covered sensitive claim</p> <p>ACC will consider providing education support (teacher aide) in the school setting where we can show that the need for support in the school is directly related to the sensitive claim we have given cover to.</p> <p>Most often the support is in relation to sexualised behaviour and is provided in the unstructured hours of the day. The support is to allow the child or adolescent to be able to learn and interact with their peers in a safe environment. Support can also be provided to assist with learning when an assessment links the learning needs to the mental injury.</p> <p>When teacher aide is indicated ACC requires an educational assessment of a student's needs by an ACC Educational psychologist. This holistic assessment identifies all the needs a child may have (educational, behavioural and social) and makes recommendations about the role of other agencies such as the Ministry of Education, Child, Youth and Family services, referrals to Children and Adolescent Mental Health Services (CAMHS) and Ministry of Health Needs Assessment agencies if a disability has been diagnosed.</p>
Special Education School Transport Assistance (SESTA) (Ministry of Education)	Ministry of Education transport provision to assist eligible children and young people who have additional support needs to travel to school. Transport assistance is provided to the nearest school able to meet the child or young person's safety and mobility needs.
Special Education Grant (SEG)	The Special Education Grant provides funding for students with additional support needs. All schools receive this grant as part of their operational funding. The grant is used to support learning and behavioural outcomes for students.

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Term	Definition
Specialist support	<p>The term specialist support is used broadly in this document to encompass a variety of service delivery models including assessment and intervention.</p> <p>Models of practice may vary depending upon the environmental setting.</p> <p>Interventions are implemented to support a child or young person's in their home and educational settings.</p> <p>Specialist support can range from a therapist providing individualised sessions with children and young people to consultation, collaborative consultation, advice and guidance</p>
Support Needs Assessment (SNA) (ACC)	<p>An assessment used by ACC to determine the injury related support needs of a child or young person with a covered injury. The assessment identifies a range of options to meet these needs. ACC contracts with suppliers to complete these assessments.</p>
Te Whāriki (Early Childhood Education)	<p>Te Whāriki is the Ministry of Education's early childhood curriculum policy statement.</p> <p>The curriculum applies to all children in licensed early childhood education settings. It sets out the principles, strands, and goals which are distinctively appropriate for the early childhood years, and provides examples of the links between early childhood education and the school years.</p>
Training for Independence (TI) (ACC)	<p>Community based education, support, training and rehabilitation service purchased by ACC to maximise student independence and increase participation. ACC contracts with suppliers to deliver this service.</p>



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