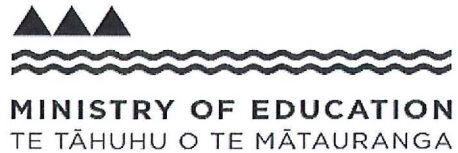




Te Kaporeihana Āwhina Hunga Whara



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# **Service Delivery Protocol**

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

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## **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:

- 1.** Memorandum of Understanding (Memorandum).
- 2.** Protocol 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, co-ordinated 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 supports, specialist services and equipment including assessments, therapies, assistive technology/equipment, communication and behaviour supports, property modifications, transport provisions, and additional support for children and young people who:

- require support and 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 schooled<sup>1</sup>; and
- are eligible to receive supports and 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
- make the best use of available resources

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



- 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 five 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

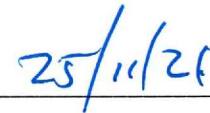
Signed by the National Director Learning Support Delivery, Ministry of Education and the Head of Client Recovery, ACC.

Signed



National Director Learning Support Delivery

Ministry of Education



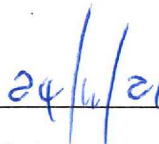
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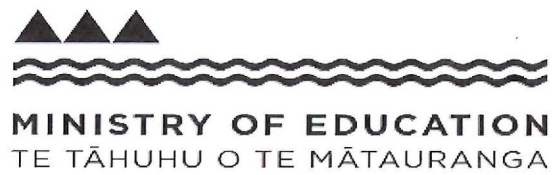


Head of Client Recovery

ACC



Date



# Protocol Guidelines

Ministry of Education  
and  
the Accident Compensation Corporation

<b>Effective date:</b>	3 November 2021
<b>Status:</b>	Final draft
<b>Developed by:</b>	Accident Compensation Corporation Ministry of Education
<b>To be reviewed:</b>	Five yearly - 2026

## Purpose

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

- Occupational therapy
- Physiotherapy
- Communication, Speech-language therapy
- Behaviour
- Complex needs
- Assistive equipment and technology
- School Transport
- School Property
- 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.

They are effective from the date the Memorandum of Understanding is signed and will be reviewed at least five-yearly. The review process will be initiated jointly between the Ministry of Education and ACC, with 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 Ministry of Education helps schools, <a href="#">kura</a> and <a href="#">early learning services</a> support the wellbeing and learning progress of children and young people in their learning environments.</p> <p>Ministry of Education <a href="#">Learning Support</a> teams provide supports for students who have additional learning needs.</p> <p>Support is provided within the context of the <a href="#">national curriculum</a></p>



## Eligibility for specialist services

ACC	EDUCATION
<p>The child or young person must:</p> <ul style="list-style-type: none"> <li>▪ have an accepted ACC claim.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>▪ the need for specialist services must be directly related to the injury covered under section 81 of the Accident Compensation Act 2001.</li> </ul> <p>For more information go to: <a href="http://www.acc.co.nz">www.acc.co.nz</a></p> <p>NOTE: ACC can only provide services for injury related needs. ACC suppliers cannot carry out non-injury related tasks unless separately contracted to the Ministry of Education.</p>	<p>The child or young person must be:</p> <ul style="list-style-type: none"> <li>▪ aged from birth to school entry in any setting</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>▪ aged five and up to the end of the year they turn 19 (or 21 if they are verified under the <a href="#">Ongoing Resourcing Scheme (ORS)</a>) and enrolled in a registered school, or formally exempted from school and being home educated*</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>▪ have Learning Support needs.</li> </ul> <p>For more information go to: <a href="#">Learning support</a></p>

### \*Eligibility for home educated students

Students who are formally exempted from school and are being home educated are eligible for some of the supports outlined in this document and not for others. For example, students who are only home educated are not eligible for school-based supports such as transport, school property modifications or additional teaching and teacher aide support. They may have limited eligibility for some other specialist support. Both ACC and the Ministry of Education consider support and 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
Specialist services can be delivered in any setting that is relevant to the child or young person's needs including the home, community early learning service or school.	Learning support can be provided in any relevant learning environment, usually within an early learning service, school or kura.

## 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 Ministry of Education Learning Support, and then has an injury accepted by ACC, the child or young person's support needs will be discussed between school, family, ACC, Ministry of Education Learning Support 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 Learning Support, early learning services, schools, kura 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 contacts to ensure effective coordination 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, kura or early learning service to deliver seamless support 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 supports and services. Coordination will ensure that gaps and overlaps in support and 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 and with consent of family/whānau.

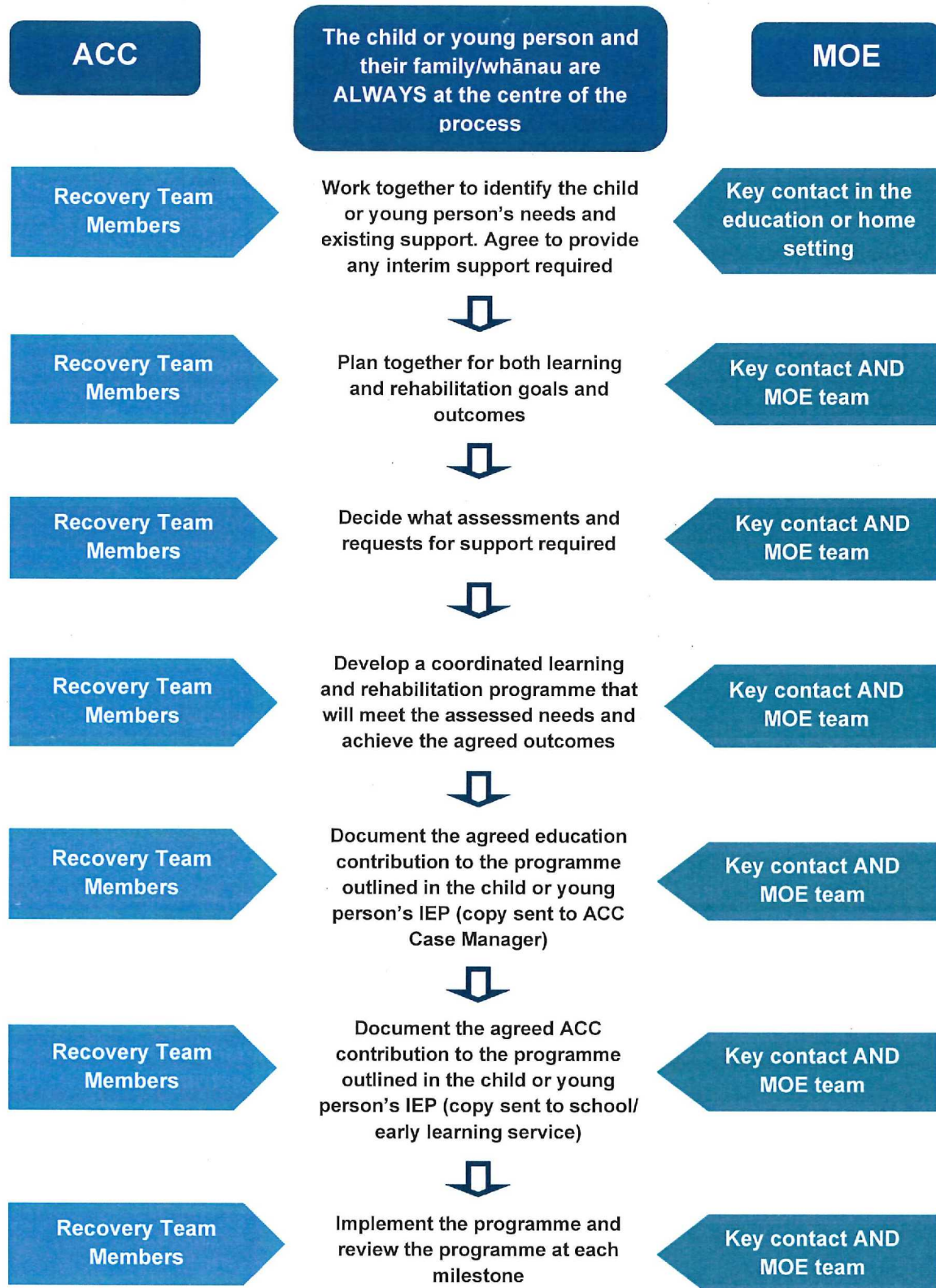
## Key contacts

AGENCY	KEY CONTACT
ACC	Clients who have an accepted ACC claim, and who are likely to require specialised services, are allocated a <a href="#">Recovery Team</a> member to manage their claim on behalf of ACC. Recovery Team members may be known as recovery assistants, recovery coordinators and recovery partners.
Early Learning Services	The manager or head teacher is the initial contact person. If the child is not enrolled in an early learning service, the parent or caregiver would be the contact person.
Schools / Kura	<p>The principal is the initial contact person. They may nominate a school contact person to work with ACC to co-ordinate assessment and service provision.</p> <p>Depending on the school or kura; the nominated contact may be the classroom teacher, and either a senior staff member e.g. Deputy Principal, Special Education Needs Coordinator (<a href="#">SENCO</a>), Learning Support Coordinator (<a href="#">LSC</a>), or specialist teacher.</p>
Ministry of Education Learning Support	<p>The Learning Support Service Manager is responsible for managing and allocating requests for support (referrals), and for assigning a <a href="#">lead worker</a>.</p> <p>Each student receiving support has a lead worker. If there is a need for additional learning support practitioners, the Learning Support Service Manager is the key point of contact, including the coordination of specialist support.</p>



## ACC and Ministry of Education flowchart

for a child or young person who is an ACC client AND who has additional educational needs



## Transitions - roles and responsibilities

Transitions 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 these key transition times.

TRANSITION	ACC	EDUCATION
<b>Moving between service providers</b>	Joint planning is required to ensure a smooth transition between supports and services funded by ACC and the Ministry of Education (and any other relevant parties). A lead agency is identified to facilitate transition processes and joint planning starts early to ensure a successful transition.	
<b>Into an early learning service</b>	<p>ACC will support parents and early learning services to plan transition into the early learning environment.</p> <p>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.</p>	<p>Ministry of Education early intervention or contracted early intervention providers support early learning services, family and whānau of children who have additional learning needs.</p> <p>When early intervention is involved, they will support the transition into the early learning service in collaboration with parents and ACC.</p>
<b>Into school (school entry)</b>	<p>ACC will support parents and other relevant agencies to plan transition into school.</p> <p>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.</p>	<p>Early intervention providers support the child's 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.</p> <p>Planning timelines will vary to allow enough time for:</p> <ul style="list-style-type: none"> <li>the family and whānau to choose a school and complete the enrolment requirements</li> <li>modifications to the school property<sup>2</sup> if required</li> <li>the transition plan to be implemented; this may include planning for a gradual transition to school</li> </ul>
<b>Change of location (between classes or schools / kura)</b>	ACC Recovery Team members 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.
<b>Transitioning out of school / kura (leaving school)</b>	ACC will work with the child or young person, their family/whānau and other agencies to plan transition out of school.	<p>Ministry of Education staff work with schools, young people, their families and whānau, ACC and other providers to plan for transition out of school.</p> <p>Effective transition planning starts at age 14.</p>

<sup>2</sup> Please refer to the School Property Services table.

## Solving problems

The Ministry of Education and ACC will monitor support and service provision and inform each other if issues emerge. Where support, 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
<b>Local</b>	Recovery Team members Team Leaders	<b>School / Early Learning Service</b> Contact: Principal / Head Teacher <b>Ministry of Education</b> Contacts: <ul style="list-style-type: none"> <li>• Learning Support lead worker</li> <li>• Learning Support Service Manager</li> <li>• Local Assistive Technology Coordinator</li> </ul>
<b>Regional</b>	Client Service Leaders	Regional Assistive Technology Coordinator  Manager Learning Support
<b>National</b>	Portfolio Advisor Portfolio Manager Manager – Partnered Recovery	National Coordinator Assistive Technology (for equipment)  Group Manager Service Delivery, Learning Support



# Supports for children and young people with an accepted ACC claim

The following tables outline responsibilities in specific supports and services provided by the Ministry of Education and ACC when working with children and young people who have an accepted ACC claim. All supports and services are subject to the ACC eligibility criteria described in this document.

## Occupational Therapy and Physiotherapy

Occupational Therapy and Physiotherapy		
	ACC	Ministry of Education
<b>Eligibility</b>	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 enrolled in a school or kura and have learning support needs.
<b>Specialist provision</b>	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 Therapy and Physiotherapy will be provided through one of the following Ministry of Education Learning Support initiatives: <ul style="list-style-type: none"> <li>Ongoing Resourcing Scheme (<a href="#">ORS</a>)</li> <li><a href="#">Physical Disability</a> supports</li> </ul> <p>Occupational therapists and physiotherapists provide advice and support for participation in the school and classroom curriculum. They do not work in early intervention.</p> <p>The duration and intensity of the support depends on the child or young person's identified needs.</p>
<b>Collaboration</b>		
<ul style="list-style-type: none"> <li>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.</li> </ul>		

Occupational Therapy and Physiotherapy		
ACC	Ministry of Education	
	<ul style="list-style-type: none"> <li>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 <a href="#">IEP</a> process if required.</li> </ul>	

## Speech-language Therapy / Communication

Speech-language Therapy / Communication		
ACC	Ministry of Education	
<b>Eligibility</b>	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 enrolled in an early learning service, school or kura and have learning support needs. <ul style="list-style-type: none"> <li><a href="#">Early Intervention Services</a> (birth to school entry)</li> <li>Ongoing Resourcing Scheme (<a href="#">ORS</a>)</li> <li><a href="#">Communication</a> support.</li> </ul>
<b>Speech-language therapy provision</b>	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.	Speech-language therapy will be provided through one of the following Ministry of Education Learning Support initiatives: <ul style="list-style-type: none"> <li><a href="#">Early Intervention Services</a> (birth to school entry)</li> <li>Ongoing Resourcing Scheme (<a href="#">ORS</a>)</li> <li><a href="#">Communication</a> support.</li> </ul> <p><b>Birth to school entry</b> Complementary supports and services are provided in collaboration with ACC.</p> <p><b>School aged</b> Supports and services may be provided where the educational context requires additional support to achieve learning goals or to access the curriculum.</p>



## Speech-language Therapy / Communication

### Collaboration

- 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 child or young person.
- 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.

## Behaviour

### Behaviour

Eligibility	ACC	Ministry of Education
	<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"> <li>• early brain injury</li> <li>• comparable diagnosis</li> <li>• moderate or severe acquired brain injury</li> <li>• sensory loss</li> <li>• <a href="#">mental injury</a> as a result of sexual abuse<sup>3</sup></li> </ul> <p>ACC will determine the best way to meet the child or young person's identified injury related needs and rehabilitation goals.</p>	<p><b>Birth to school entry</b></p> <p><a href="#">Early intervention</a> provides support for families and early learning educators who are concerned about the behaviours of younger children until they start school.</p> <p><b>School aged</b></p> <p>Learning Support, <a href="#">Behaviour Support</a> is for children and young people who behave in a way that:</p> <ul style="list-style-type: none"> <li>• significantly affects their learning</li> <li>• risks their safety or the safety of other people</li> <li>• gets in the way of positive relationships with other people.</li> </ul> <p>The Ministry also provides Te Kahu Tōi, Intensive Wraparound Services (<a href="#">IWS</a>) for young people aged 5-14 years who:</p> <ul style="list-style-type: none"> <li>• have behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty), and</li> </ul>

<sup>3</sup> See *Sensitive Claims (ACC)* in the glossary section for more information

Behaviour		Ministry of Education
ACC		
<b>Behaviour support provision</b>	<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"> <li>• completing a needs assessment</li> <li>• engaging specialists, e.g. neuropsychologists, clinical psychologist</li> <li>• creating an individualised behaviour support programme to work with the child, family/whānau, 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</li> <li>• involving the school behaviour team if appropriate</li> <li>• providing direct support for children and young people (e.g. teacher aide support).</li> </ul> <p>Complementary services are provided in collaboration with the Ministry of Education.</p>	<ul style="list-style-type: none"> <li>• require support at school, at home and in the community.</li> </ul> <p><b>Learning Support</b> may be provided for children and young people where the educational context requires additional support to achieve learning goals or to access the curriculum.</p> <p><b>Te Kahu Tōi, Intensive Wraparound Service (IWS)</b></p> <p>A small number of children and young people have such highly complex and challenging behaviour, social or education needs that they need extra help and support through the Ministry's Te Kahu Tōi, Intensive Wraparound Service (IWS).</p> <p>Wraparound puts the child/youth and their family/whānau at the centre. With support from a team of professionals (including a Ministry psychologist and an Intensive Wraparound Facilitator) and natural supports, the family/whānau's ideas and perspectives about what they need and what will be helpful drive all the work in wraparound.</p> <p>Te Kahu Tōi is for a maximum time of 2 years.</p>
<b>Short term</b>	Supports children and young people who have behaviour issues as a consequence of an injury (during the short-term recovery period).	The Ministry of Education's Behaviour Crisis Response provides immediate support for schools experiencing an emergency behaviour situation.



Behaviour Services	
Information sharing	
<ul style="list-style-type: none"> <li>Information is shared on a case-by-case basis for children and young people with sensitive claims. All information is to be shared within the policies and procedures of the respective agency.</li> </ul>	
Collaboration	
<ul style="list-style-type: none"> <li>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.</li> <li>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 <a href="#">IEP</a> process if required.</li> </ul>	

## Complex Needs

Complex Needs	
	ACC
Eligibility	Complex needs supports are provided by the Ministry of Education.
Provision	<p>If the child or young person has an ACC claim and is then verified under ORS or starts receiving IWS support, 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"> <li>specialist services to meet the child or young person's identified injury related needs and rehabilitation goals</li> <li>behavioural support services</li> <li>assistive technology</li> <li>teacher aide support</li> </ul>
	Ministry of Education
	Children or young people must be verified through the <a href="#">ORS scheme</a> .
	<p>ORS provides services and supports based on the child or young person's needs including:</p> <ul style="list-style-type: none"> <li>specialist services as determined by the child or young person's need to access the school and the classroom curriculum</li> <li>additional teacher component (0.1 FTE for High or 0.2 for Very High) to coordinate the student's learning programme with the class teacher</li> <li>consumables grant – depending on verification level.</li> </ul>

## Complex Needs

### Additional considerations

- 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 additional teacher aide hours for the injury related needs. One plan and coordinated supports will be discussed and agreed between the school, family and whānau, ACC, Ministry of Education and other relevant parties.

### Collaboration

- 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 learning service, 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 and participation in the school and class curriculum.
- 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.

# Assistive Equipment and Technology

Assistive Equipment and Technology		
	ACC	Ministry of Education
<b>Eligibility</b>	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.	<p>To be eligible for Ministry of Education <a href="#">assistive technology</a> provision, the child or young person must:</p> <ul style="list-style-type: none"> <li>• be enrolled at a school or kura</li> <li>• have a specific learning need and has difficulty following the curriculum using standard classroom technology.</li> </ul>
<b>Assistive Technology provision</b>	Provides all assistive technology and specialist equipment services to address injury related needs including learning needs.	<p>The Ministry provides assistive technology tools to address additional learning needs that are not injury related.</p> <p>Assistive technology is provided to children and young people through one of the following Learning Support initiatives:</p> <ul style="list-style-type: none"> <li>• Ongoing Resourcing Scheme (<a href="#">ORS</a>)</li> <li>• Speech-Language (Communication) support</li> <li>• Behaviour support</li> <li>• <a href="#">Physical Disability</a> support</li> <li>• Services for Blind and Low Vision (BLENNZ)</li> <li>• Services for Deaf and Hard of Hearing</li> <li>• School High Health Needs Fund (SHHNF)</li> <li>• In Class Support (ICS)</li> </ul> <p>The Ministry provides specialised seating equipment including desks and chairs that enable student to access the curriculum and are used only in the classroom (that is, not taken home).</p> <p>For more information go to <a href="#">Who can apply for assistive technology – Education in New Zealand</a></p>



## Assistive Equipment and Technology

ACC	Ministry of Education
<b>NOTE:</b> The Ministry of Education and ACC do not jointly fund equipment.	
Additional considerations	
<p><b>Bring your own device (BYOD) classes</b></p> <p>Assistive technology is not the everyday technology and equipment found in a classroom like a laptop, a tablet or any other digital 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 ACC.</p>	

## School Transport

ACC	Ministry of Education
School Transport	
<p><b>Transport to and from Early Learning Services</b></p> <p>Parent responsibility AND 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 learning services).</p>	<p>Parent responsibility.</p> <p>Specialised School Transport Assistance (<a href="#">SESTA</a>) does not cover transport to early learning services. SESTA transport may be available under set criteria, to named early learning services based at:</p> <ul style="list-style-type: none"> <li>• Homai Early Learning Centre</li> <li>• Ko Taku Reo Auckland Campus</li> <li>• Ko Taku Reo Christchurch Campus</li> </ul>
<p><b>Transport to and from school - long term injury related need</b></p> <p>Parent responsibility AND ACC does not cover school transport for long-term injury related needs where this is covered by SESTA. When ACC has funded modifications to a family vehicle or purchase of a modified vehicle, it is expected to be available for</p>	<p>Parent responsibility AND 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>

## School Transport

	ACC	Ministry of Education
	the child or young person whenever they need it (including transport to and from school).	
<b>Transport to and from school - short term injury related need</b>	<p>Parent responsibility AND 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>	No assistance provided.
<b>Caregiver to accompany child or young person on transport</b>	<p>The need for a caregiver to accompany the child will be assessed on a case-by-case basis.</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.
<b>School camps and day trips</b>	<p>Parent and school responsibility AND 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>	Parent and school responsibility.
<b>When the child or young person is in alternative care</b>	<p>Parent responsibility. AND 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>	SESTA provision is only for travel between home and school. Some children and young people may be transported to the address of a different carer as part of agreed SESTA provision.



School Transport		
	ACC	Ministry of Education
<b>Transport equipment</b>	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.	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.
For more information about SESTA, go to <a href="https://www.education.govt.nz/school/property-and-transport/sesta/#sh-SESTA">https://www.education.govt.nz/school/property-and-transport/sesta/#sh-SESTA</a>		

## School Property

School Property		
	ACC	Ministry of Education
<b>Eligibility</b>	ACC does not fund school property modifications for children and young people with injuries.	Property modifications allow students with learning support needs to enter the school and undertake normal school activities.  Property modification funding is available for students receiving Ministry of Education Learning Support, including the Ongoing Resourcing Scheme ( <a href="#">ORS</a> ).
<b>Long-term injury</b>	ACC does not fund school property modifications for children and young people with injuries.	The Ministry of Education funds property modifications to buildings and grounds for capital work valued over \$2,500. This 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.  Property modifications valued under \$2,500 are a school responsibility.  The funding is not available for operating expenses such as painting (regardless of value) or general maintenance.  The current policy covers first-time enrolment only.

## School Property

	ACC	Ministry of Education
		<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>For further information go to: <a href="https://www.education.govt.nz/school/funding-and-financials/funding/learning-support-property-modifications-at-schools/">https://www.education.govt.nz/school/funding-and-financials/funding/learning-support-property-modifications-at-schools/</a></p>
<b>Short-term injury</b>	ACC does not fund school property modifications for children and young people with injuries.	<p>The Ministry of Education does not fund property modifications for children and young people with short-term injuries.</p> <p>If the injury is not expected to be permanent or on-going, the school and relevant ACC staff, in collaboration with the child or young person, are required to consider other solutions for any short-term property access problems.</p>
<b>Equipment</b>	<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"> <li>personal care equipment, e.g. portable hoists, commodes and specialised 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)</li> <li>mobility equipment such as wheelchairs, standing frames and walking frames.</li> </ul>	<p>The Ministry provides specialised equipment that is fixed to the school property (such as ceiling track hoists or fitted change tables).</p>



## Additional Support

Additional Support		
	ACC	Ministry of Education
<b>Eligibility</b>	ACC will determine if additional support from an appropriately skilled person such as a <a href="#">teacher aide</a> , education support worker ( <a href="#">ESW</a> ) 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 Ministry of Education support such as a <a href="#">teacher aide</a> or education support worker ( <a href="#">ESW</a> ), children and young people must be receiving support through an appropriate Learning Support initiative.
<b>Teacher aide support</b>	<p>ACC acknowledges that teacher aides are an additional resource in the classroom; ACC will contribute to teacher aide funding for injury related needs, if the child or young person's needs cannot be met in other ways.</p> <p>The amount of teacher aide support required will be based on the <a href="#">Education Based Rehabilitation needs assessment</a>. The funding will be provided to the school as a contribution towards the cost of a teacher aide to support the child or young person in the classroom.</p> <p>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>A teacher aide is a valuable, extra resource in the classroom. Their time and role is directed by the classroom/subject teacher, who is the expert in teaching and learning. Teacher aide time supports the goals in a student's plan so they can be fully engaged in their learning alongside their peers and improves students' presence, participation, and educational outcomes.</p> <p>Teacher aides are employed by the school. The Ministry of Education provides the Special Education Grant (<a href="#">SEG</a>) to all schools as part of their operational funding. Schools use the SEG to support students with learning support needs by providing appropriate support for students including the employment of teacher aides.</p> <p>When the needs of students are beyond what the school can provide for by utilising existing school supports such as the SEG, schools may access support from the Ministry of Education Learning Support. This can include funding for teacher aide hours which is worked through collaboratively between the school and the Ministry of Education Learning support team.</p> <p>Most funding is provided directly to schools.</p>



Additional Support		
	ACC	Ministry of Education
<b>Education support worker</b>	<p>ACC may fund Education Support Workers (<a href="#">ESWs</a>) for children from birth to school entry to address education related needs as a result of injury.</p> <p>The amount of ESW support funded is based on the <a href="#">Education Based Rehabilitation needs assessment</a>, which will be provided to the school with the expectation that it will guide the provision of the teacher aide to the individual child or young person</p>	<p>Education Support Workers (<a href="#">ESWs</a>) are employed either by the Ministry of Education Learning Support or by early learning services as part of an early intervention team. ESWs work with early learning staff to address non injury related needs for children from birth to school entry to access <a href="#">Te Whāriki</a>, the early childhood curriculum, in licensed early learning services.</p>
<b>Tutors</b>	<p>ACC may fund tutors for children and young people in secondary school in specific circumstances, considered on a case-by-case basis.</p> <p>A tutor may be a registered teacher.</p>	<p>The Ministry of Education does not fund tutors. However it does provide Specialist Teacher time for all <a href="#">ORS</a>-verified students. These teachers work in partnership with the classroom teacher to design and deliver relevant learning programmes.</p>
<b>Additional considerations for students verified under ORS</b>		
<ul style="list-style-type: none"> <li>If the injury pre-dates ORS verification ACC is responsible for any assessed needs for teacher aide.</li> <li>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.</li> </ul>		

Additional Support	
Workforce requirements	
<ul style="list-style-type: none"> <li>Teacher aide rates are set nationally through the <a href="#">Support Staff in Schools Collective Agreement (SSSCA)</a></li> <li>ACC contributes towards the cost of teacher aide support with the following understanding: <ul style="list-style-type: none"> <li>Teacher aide duties involves a range of duties for which advanced knowledge, skills and experience are required. Some of the duties required are: <ul style="list-style-type: none"> <li>supporting and contributing to teaching</li> <li>programmes and curriculum delivery, including work with students either individually or in groups which assist their learning</li> </ul> </li> <li>The teacher aide is likely to involve periods without the supervision of a qualified teacher or may be in sole charge.</li> </ul> </li> </ul>	

## Additional Support

- contributing to and maintaining healthcare programmes for students; and managing equipment and resources.
- Registered teacher rates are set nationally through:
  - The [Primary Teachers Collective Agreement](#)
  - AND
  - The [Secondary Teachers Collective Agreement](#)

## Glossary

TERM	DEFINITION
Assistive technology (Ministry of Education)	<p>The specialised equipment and technology that school students with additional learning needs use in class to participate and learn.</p> <p>Examples of assistive devices and technologies include screen magnifiers, large-key keyboards, alternative input devices such as touch screens, over-sized trackballs and joysticks, speech recognition software, and text readers, as well as vision equipment, hearing devices and specialised seating.</p>
Assistive technology & rehabilitation equipment (ACC)	<p>Includes low technology items such as communication books and gesture dictionaries as well as 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.</p> <p>Rehabilitation equipment is a reusable aid that assists the child or young person with their daily living activities.</p>
Behaviour Services (Ministry of Education)	<p>The Ministry of Education provides a range of behaviour services and supports for children and young people, with eligibility and intensity of support varying according to context and need. These supports include:</p> <ul style="list-style-type: none"> <li>• Early intervention</li> <li>• Positive Behaviour for Learning (PB4L) programmes</li> <li>• Behaviour supports</li> <li>• Behaviour Crisis Response service</li> <li>• Te Kahu Tōi, Intensive Wraparound Services (IWS)</li> <li>• ORS specialist supports.</li> </ul> <p>The Ministry also funds the Resource Teachers: Learning and Behaviour (RTLb) service. See: <i>Resource Teachers: Learning and Behaviour</i> below.</p>
Bring your own device – BYOD (Schools)	<p>Many schools/classes expect all students to bring their own devices (BYOD) such as a laptop, Chromebook or a tablet. In these BYOD schools this is considered standard classroom equipment.</p>
Child and young person centred	<p>A best practice way of working that puts the needs and outcomes of the child and young person at the centre of all planning processes and decision making. It takes into consideration all relevant aspects of the person's life such as environments, activities and other people who may be involved, e.g. family and whānau, other services.</p>
Children's Teams (Community, Oranga Tamariki)	<p>Communities, other agencies, and non-government organisations work together to meet the complexity of needs of tamariki, their families and whānau.</p> <p>Together they share information to provide joined-up support around children and their whānau. The services come together and create and coordinate one plan for each child.</p> <p>Coordination of services for children at risk of harm has transitioned from Oranga Tamariki Children's Teams to community-based organisations.</p> <p>For more information go to <a href="#">Children's Teams   Oranga Tamariki — Ministry for Children</a></p>



TERM	DEFINITION
Communication support (Ministry of Education)	Support provided at schools/kura for children and young people with difficulties accessing the curriculum, due to their significant speech, language or communication needs.  See also: <i>Speech-language therapists</i> below.
Consumables Grant (Schools, Ministry of Education)	A grant paid to schools by the Ministry of Education 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.
Curriculum	Guides what a child or young person learns at school.
Early intervention (Ministry of Education)	Provides support for children with additional needs from birth, until they transition in to school.  Early intervention is available to parents, whānau and kaiako to support a plan for a child's participation and learning.  Early intervention teams work with families and early childhood educators to strengthen the learning and development of young children.  Early intervention can be provided by Ministry of Education teams or by contracted early intervention providers. Early intervention teams include: <ul style="list-style-type: none"> <li>• Early intervention teachers</li> <li>• Kaitakawaenga (Māori cultural advisors)</li> <li>• Education support workers (ESWs)</li> <li>• Psychologists</li> <li>• Speech-language therapists</li> <li>• Advisors on deaf children.</li> </ul>
Early Learning Service (Ministry of Education)	Early childhood centre, kindergartens, Kōhanga reo, playcentre, certified playgroup, certified Puna Kōhangahunga (Māori language playgroup).
Early Years (Ministry of Education)	Children aged 0 to 6 years.
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 (Early Learning)	ESWs work alongside educators to develop and implement children's education programmes. 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 one-to-one support for children.  An ESW can be part of an early intervention team to support the inclusion of children with the highest level of need in licensed early learning services.

TERM	DEFINITION
High & Complex Needs unit (HCN) (Oranga Tamariki, Health and Education)	<p>A small team of professionals working across the Ministry of Health, the Ministry of Education, and the Oranga Tamariki.</p> <p>Supports families/whānau/caregivers with children and young people who have high and complex needs.</p> <p>Services are coordinated through Oranga Tamariki, and through HCN specialists in each region throughout New Zealand.</p>
Individual Education Plan - IEP (Early Learning Services, Schools)	<p>A written plan used when additional learning strategies are needed to address a student's particular learning goals. These goals and strategies are embedded in everyday classroom practice so the IEP becomes a living, working document. The IEP is updated regularly to reflect the changing needs for the student within the classroom, school or community.</p> <p>The IEP process is school-led with collaborative support from the team around the child including the family/whānau.</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>IEPs are used at times of transition. When this is the case, they are sometimes called Individual Transition Plans.</p> <p>For more information go to <a href="http://seonline.tki.org.nz/IEP">http://seonline.tki.org.nz/IEP</a></p>
IWS (Ministry of Education)	Intensive Wraparound Services. See <i>Te Kahu Toi</i> below.
Kura (Ministry of Education)	Kura means school in Māori. It is also used when referring to kura kaupapa or Māori medium schools.
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.
Learning Support (Ministry of Education)	<p>Previously Special Education.</p> <p>Learning support refers to the additional support some children and young people need to engage and achieve in education.</p>
Learning Support Coordinator - LSC (Ministry of Education)	A teacher who works in a school or kura and across a cluster of schools/kura who facilitates and coordinates learning supports, ensuring the right resources are provided from the right agencies for students with additional learning needs.
Mental Injury (ACC)	A mental injury as a result of sexual abuse or physical injury is accepted for cover by ACC when it can be shown that the sexual abuse or physical injury has caused a clinically significant dysfunction in emotional, behavioural, or cognitive functioning of the child or young person.
National Curriculum (Ministry of Education)	<p>What students learn at state and state-integrated schools and kura in NZ.</p> <p>The two National Curriculum documents are:</p> <ul style="list-style-type: none"> <li>• <i>The New Zealand Curriculum</i> – used by English-medium schools</li> <li>• <i>Te Marautanga o Aotearoa</i> – used by Māori-medium schools.</li> </ul> <p>See also <i>Te Whariki</i> (Early Learning)</p>



TERM	DEFINITION
Ongoing Resourcing Scheme - ORS (Ministry of Education)	<p>Provides resources for a very small group of students throughout New Zealand, who have the highest ongoing 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.</p> <p>ORS has two levels - High and Very high</p> <p>ORS funding is for specialist support, specialist teacher time, teacher aide support and a consumables grant.</p> <p>Additional specialist teacher time and the consumables grant is provided directly to the school in which the student is enrolled.</p> <p>The Ministry of Education Learning Support provides a range of specialist support such as physiotherapy, speech-language therapy, occupational therapy, psychology and teacher aide support on a needs basis.</p> <p>For more information go to <a href="#">Resources for students in Ongoing Resourcing Scheme (ORS)</a></p>
Physical Disability supports (Ministry of Education)	<p>Students with a physical disability can receive supports to access the curriculum. Students might have difficulties with mobility and/or hand movement. They might have specialised equipment to help them walk, write and perform tasks. Their physical disability is the primary reason why they need extra support.</p> <p>For more information go to <a href="#">Physical Disability supports</a></p>
Positive Behaviour for Learning – PB4L (Ministry of Education)	<p>School-based programmes to promote positive behaviour and create inclusive learning environments that foster well-being and achievement for all children and young people.</p>
Recovery Team member (ACC)	<p>Staff employed by ACC to manage claims. Also known as recovery assistants, recovery coordinators and recovery partners.</p>
Resource Teachers: Learning and Behaviour - RTLB	<p>Specialist, itinerant teachers who work across a number of schools and kura providing learning support when it is needed.</p> <p>RTLB are employed by schools.</p> <p>The RTLB service and Ministry of Education Learning Support work together to provide seamless service provision for students who require additional learning and behaviour support.</p> <p>For more information go to <a href="#">the RTLB Service</a></p>
School age	<p>Children and young persons from 5–19 years of age.</p> <p>Note, with a <a href="#">Section 37 agreement</a> in place, a young person who is receiving ORS can remain at school until the end of the year in which they turn 21.</p>
Sensitive Claims (ACC)	<p>ACC 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><b>How to lodge an ACC claim for a child who has been sexually abused or assaulted:</b></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</p>



TERM	DEFINITION
Sensitive Claims <i>cont.</i>	<p>provider (counsellor, psychotherapist, psychologist) who lodges the claim using an engagement form.</p> <p><b>Covering of an ACC sensitive claim</b></p> <p>A person is covered for a mental injury caused by a sexual offence where the person discloses they were the victim of an offence listed in Schedule 3 of the Accident Compensation Act 2001 (which includes a list of certain sexual offenses from the Crimes Act 1961), and there is a clinically significant mental injury arising from that act. In order to assess a mental injury as a result of sexual abuse, ACC undertakes supported assessments to determine a mental injury diagnosis and recommendations for treatment and support.</p> <p><b>Education support for a child or adolescent with a covered sensitive claim</b></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>Where teacher aide support is indicated, ACC requires an educational assessment of a student's needs by an ACC contracted 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, Oranga Tamariki, 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 Needs Coordinator - SENCO (Schools)	<p>A teacher who has been given responsibility for co-ordinating programmes for children and young people with additional support needs within a school.</p> <p>See also: <i>Learning Support Coordinator (LSC)</i> above.</p>
Speech-language therapist (Ministry of Education)	<p>If a child has speech, language and communication needs, the speech-language therapist can work with the child's family, whānau and educators to plan the best ways to support the child. The plan could include:</p> <ul style="list-style-type: none"> <li>• cultural support for the child, whanau and educators</li> <li>• ideas and strategies for the educators to support the child in the early learning service, school or kura</li> <li>• ideas and strategies for the family and whānau to support the child at home</li> <li>• advice and guidance for everyone supporting the child on how things are going and whether the plan is on track.</li> </ul>

TERM	DEFINITION
Specialised School Transport Assistance - SESTA (Ministry of Education)	<p>Transport assistance for children and young people with safety and/or mobility needs that prevent them from travelling independently to school.</p> <p>While responsibility for getting students to and from school rests with caregivers, the Ministry may provide assistance in cases where extra assistance is required to make the journey as safe as practicable for the student.</p> <p>For more information go to <a href="#">Specialised School Transport Assistance (SESTA)</a></p>
Special Education Grant - SEG (Ministry of Education)	<p>A component of a school's operational grant, made up of a base amount plus per-student funding.</p> <p>Helps support students with learning support needs, such as learning, behaviour and wellbeing.</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>
Teacher Aide (Schools; Ministry of Education)	<p>Teacher aides are a valuable, extra resource in the classroom. They support students to be fully engaged in their learning alongside their peers, and aim to improve students' presence, participation and educational outcomes.</p> <p>Their time and role is directed by the classroom/subject teacher, who is the expert in teaching and learning.</p>
Te Kahu Tōi, Intensive Wraparound Services - IWS (Ministry of Education)	<p>A support programme for young people aged 5-14 years who:</p> <ul style="list-style-type: none"> <li>• have behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty), and</li> <li>• require support at school, at home and in the community.</li> </ul> <p>Te Kahu Tōi provides a bespoke comprehensive, holistic, youth and family/whānau driven way of responding when children or youth experience significant challenges in their lives. During the Wraparound process, a team of people who are relevant to the life of the child or youth collaboratively develop an individualised plan of care.</p>
<i>Te Marautanga o Aotearoa</i> (Ministry of Education)	<p>The curriculum taught in Māori-medium schools.</p>
<i>Te Whāriki</i> (Early Learning)	<p>The curriculum for early learning.</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>