



External Review of the Specialist Service Standards Final Review Report for Goldfields School

4th – 6th July 2017

1. Introduction

This report is for Goldfields School. It has been prepared in accordance with the procedures for conducting external reviews approved by the Manager Assurance and Eligibility, Sector Enablement and Support, Ministry of Education.

About

Location	Paeroa
Type	Special School

Specialists

Physiotherapist	0.6 FTE
Speech Language Therapist	0.6 FTE
Occupational Therapist	0.5 FTE
Orientation & Mobility	0.3 FTE

Students receiving ORS specialist services

High Needs	36
Very High Needs	25
Total	61

The review team

Lead Reviewer	Cathy Herries
Reviewer	Stephanie Hauiti
Reviewer	Judith Nel

Context for External Reviews

The Specialist Service Standards were developed to ensure the provision of quality specialist services for all children and young people with special education needs.

These Standards were approved by the Ministry of Education in May 2006 and revised in 2013.

All Providers are required to meet these Standards when delivering specialist services.

The Standards are organised into eight steps of the Service Pathway.

- Access
- Engagement
- Assessment and Analysis
- Programme Planning
- Implementation
- Review
- Closure
- Follow-up and Reflection.

Each step states a Service Expectation and contains Professional Practice Standards and Management and Organisational Standards.

2. Focus

This review

Evaluated specialist services provided to students through the Ongoing Resourcing Scheme.

Evaluated the extent to which Goldfields School meets the Service Expectations for each of the eight steps of the Service Pathway and how this leads to quality outcomes for the students.

These evaluations combined with the information on the Specialist Service Provider's Self Review Questionnaire enabled the reviewers to make comments about the quality of Goldfields School's self-review process as it relates to the Specialist Service Standards.

3. Methodology

Reviewers

Interviewed management about how they support their specialists to meet the Service Expectation for each of the eight steps of the Service Pathway.

Interviewed three specialists about services delivered to four students for the eight steps of the Service Pathway.

Interviewed three parents and one grandparent about the specialist services their children receive.

Interviewed four teachers from the school about the specialist services the students receive.

Examined relevant documents.

Made comments about the quality of Goldfields School's self-review process based on:

- Information gathered from management, specialists, parents, and teachers
- The strengths and areas for development Goldfield School identified on their annual Provider Assurance Statement
- The judgements Goldfields School made on the Self Review Questionnaire about how well the Service Expectations were met and the outcomes for students.

4. Findings

Strengths identified during the review:

The therapist's documentation and processes reflect comprehensive assessment, programme planning and review by the therapy team.

One parent said, *"They do over and beyond what you would normally expect from a school"*.

The therapy team is integral to school management and this is clearly evident in the wider contributions they make across the school.

One parent said, *"The therapists blend professionalism with the down to earth vibe of the school"*.

The close collaboration and overall connectedness between therapists, school staff and whānau has resulted in the implementation of current and meaningful programmes for students.

One parent said, *"Programmes take into account family priorities; they are holistic based, whānau centred"*.

Meeting the Service Expectation for each step of the Service Pathway

Access

Service Expectation – Families and whānau and educators make informed choices using relevant up-to-date information about the range of services and service providers in their area.

On the June 2017 Self-Review Questionnaire Goldfields School recorded that the Service Expectation for Access was met.

The reviewers find that Goldfields School meets the Service Expectation for Access.

Parents and whānau are welcomed and well informed upon transition into school.

A parent spoke of the strength of whanaungatanga within the school and said, *"We were blown away by how much support we got from the school"*.

Engagement

Service Expectation – Children and young people, their families and whānau, and educators are welcomed and empowered as partners in their relationships with specialists and specialist service providers.

On the June 2017 Self-Review Questionnaire Goldfields School recorded that the Service Expectation for Engagement was met.

The reviewers find that Goldfields School meets the Service Expectation for Engagement.

Both teachers and parents and whānau describe a responsive therapy team who acknowledge their concerns and listen to their aspirations.

One parent said, *"They are genuine, they get to know you as a person – they understand us as a family, not just through our daughter – they take the whole family on"*.

Assessment and Analysis

Service Expectation – All children and young people have ongoing, systematic and appropriate assessment which provides a range of data to inform programme planning and decision-making.

On the June 2017 Self-Review Questionnaire Goldfields School recorded that the Service Expectation for Assessment and Analysis was met.

The reviewers find that Goldfields School meets the Service Expectation for Assessment and Analysis.

Assessment and Analysis is ongoing, developmentally and culturally appropriate, collaborative and undertaken across settings significant to the student.

Programme Planning

Service Expectation – All children and young people have current documented individual programme plans that contain meaningful learning outcomes and promote achievement.

On the June 2017 Self-Review Questionnaire Goldfields School recorded that the Service Expectation for Programme Planning was met.

The reviewers find that Goldfields School meets the Service Expectation for Programme Planning.

Therapists prioritise the introduction of programme plans by articulating a clear rationale when providing resources, demonstrations, modelling and training.

One teacher commented, *"The therapist is good at showing us why the therapy is beneficial and how it should be done"*.

Another teacher said, *"The specialist works very collaboratively and the goals that she suggests are well integrated into the class programme"*.

Implementation

Service Expectation – All children and young people have regularly monitored individual programmes that are implemented in the context of daily activities, are age-appropriate, motivating, and meaningful.

On the June 2017 Self-Review Questionnaire Goldfields School recorded that the Service Expectation for Implementation was met.

The reviewers find that Goldfields School meets the Service Expectation for Implementation.

Following the thorough development and presentation of programmes to class teams, therapists are confident that they can 'release' the implementation responsibility to the wider team.

Teachers said that they felt confident that the teacher aides could maintain programme delivery because of the quality of the handover by the therapists.

A parent said, *"Everything is broken down into meaningful steps ... it's always a learning process"*.

Review

Service Expectation – Children and young people have programmes that are current and relevant.

On the June 2017 Self-Review Questionnaire Goldfields School recorded that the Service Expectation for Review was met.

The reviewers find that Goldfields School meets the Service Expectation for Review.

It is evident that the review process is comprehensive and shows clear links to ongoing assessment, monitoring and programme planning.

One parent said, *"They put in the work face to face; went the extra mile. There is nothing like that feeling (when your child is successful)"*.

Closure

Service Expectation – Closure processes are positive for children and young people their families and whānau. Achievements are noted and celebrated and transitions carefully planned.

On the June 2017 Self-Review Questionnaire Goldfields School recorded that the Service Expectation for Closure was met.

The reviewers find that Goldfields School meets the Service Expectation for Closure.

There is evidence that therapists have made a positive contribution to transition planning for students.

Therapists ensure that when students are in transition important information is documented and shared.

One parent said, *"Transition has been seamless"*.

Follow-up and Reflection

Service Expectation – Feedback and reflection informs future practice and the ongoing development of specialist services.

On the June 2017 Self-Review Questionnaire Goldfields School recorded that the Service Expectation for Follow-up and Reflection was met.

The reviewers find that Goldfields School meets the Service Expectation for Follow-up and Reflection.

The therapists are an integral part of the vision for Goldfields School. They demonstrate reflective practice and seek to improve the way they deliver services to students.

A parent said, *"They have (our child) the most precious thing we own – there has to be trust. If I didn't believe in the school I wouldn't be here"*.

5. Quality of Goldfields School Self-Review Process

As a result of self review, consultation and working closely with families and whānau there is a kaupapa of encouragement and an expectation of success for every student at Goldfields school. By highlighting therapy in the self review process it remains at the forefront of programme delivery.

Goldfields School identified areas for further development in their Assurance Statement which, when actioned, will contribute further to the quality of service provision to students at the school. These included:

- Incorporating structured meetings between the therapy manager and new teachers as part of their induction into the school
- The ongoing integration of therapy in all aspects of teaching, learning and play
- The ongoing review of the prioritisation of therapeutic supports
- The regular review of procedures to address unexpected new enrolments.

There is a high level of agreement between the findings of the school's self review documents and the findings of this review. Students and families and whānau can be confident the specialist services are regularly reviewed for their effectiveness.

6. Requirements

A **requirement** is mandatory. There are no requirements as a result of this review.

7. Recommendations

A **recommendation** is not mandatory. A recommendation may be made when a provider has documents and processes that clearly indicate a Standard is almost met.

There are no recommendations.

8. Completed Reports

The next external review of the extent to which Goldfields School is meeting the Specialist Service Standards will be scheduled as part of the regular three-yearly review cycle.



Carolyn Grace

Manager Assurance and Eligibility

Date: 31 July 2017