



SPECIAL EDUCATION SURVEY

NOVEMBER 2016

PO Box 25380
Wellington 6146

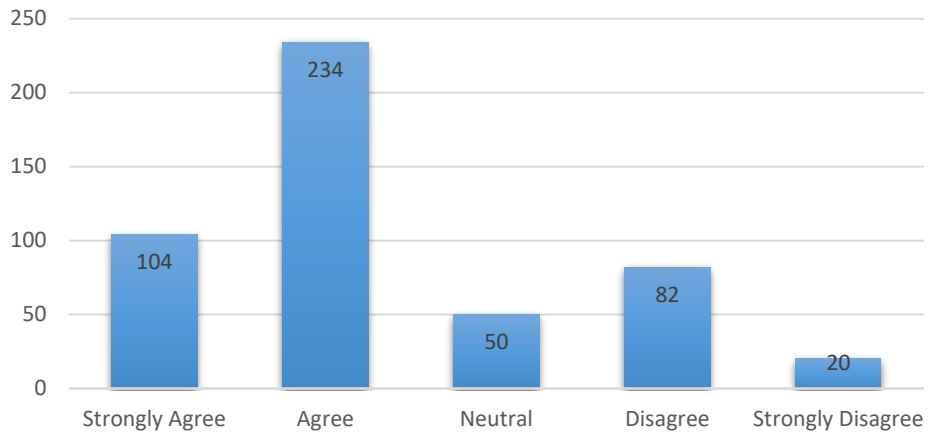
Level 8 The Bayleys Building
36 Brandon Street

THE MOST RESPECTED AND INFLUENTIAL ADVOCATE FOR NEW ZEALAND'S SCHOOL PRINCIPALS

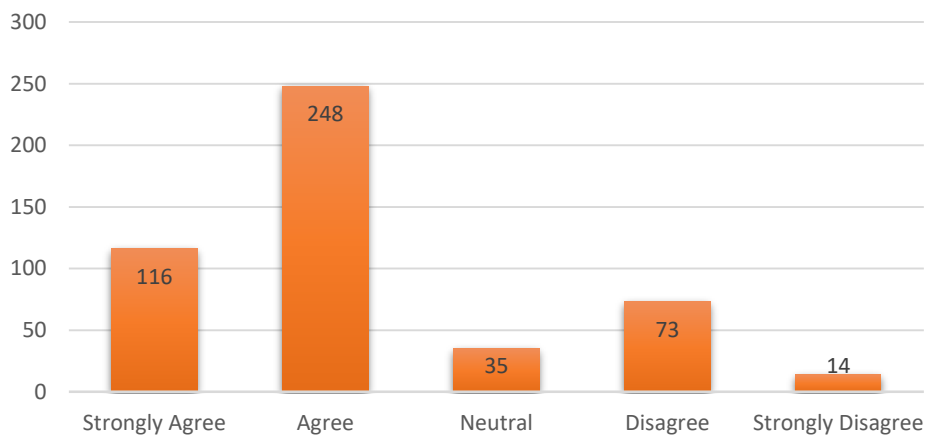
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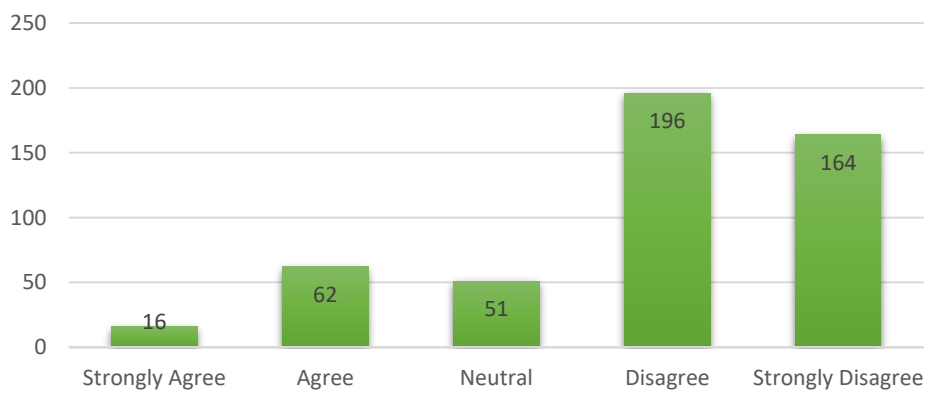
Our school has the capacity to include all students with low to moderate behaviour needs



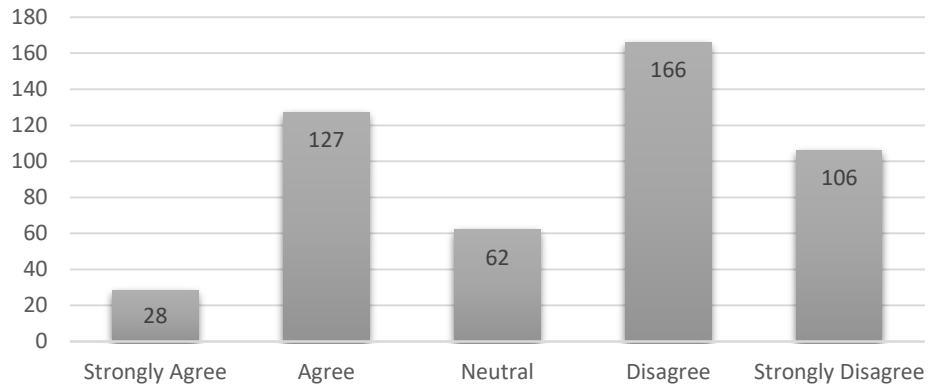
Our school has the capacity to include all students with low to moderate learning needs



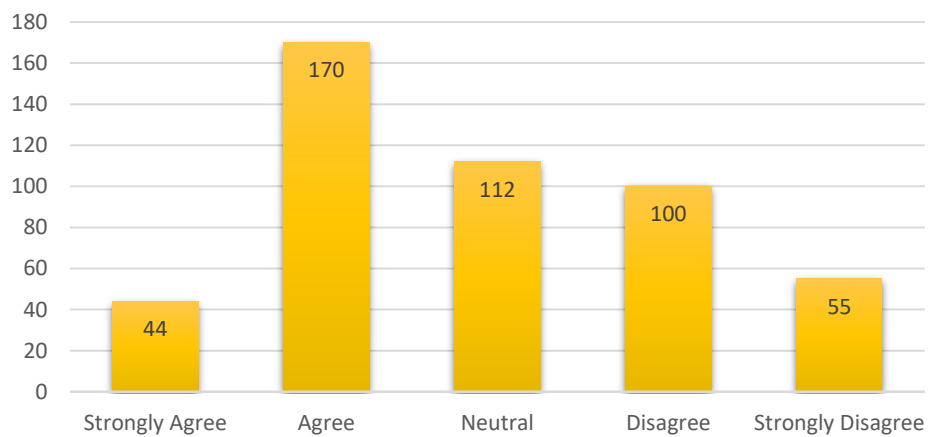
Our school has the capacity to include all students with moderate to severe behaviour needs



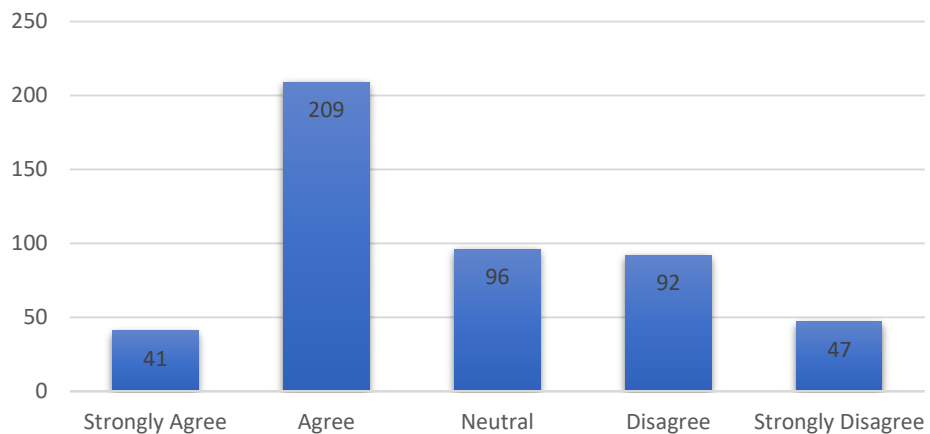
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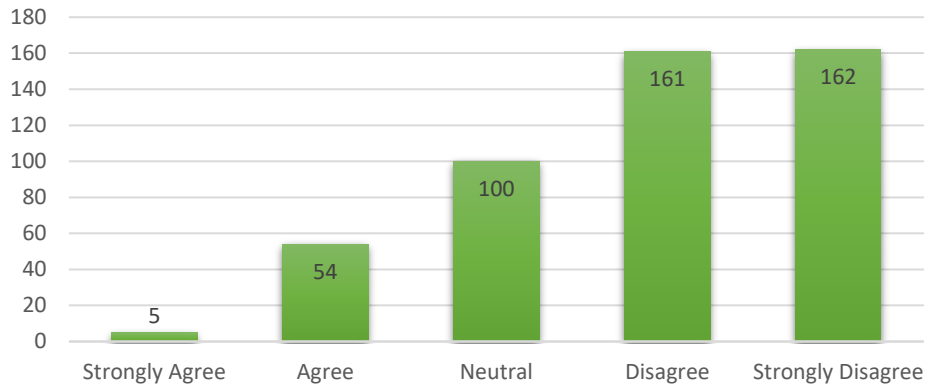
Staff are well supported by RTLB in catering for low to moderate behaviour needs in our school



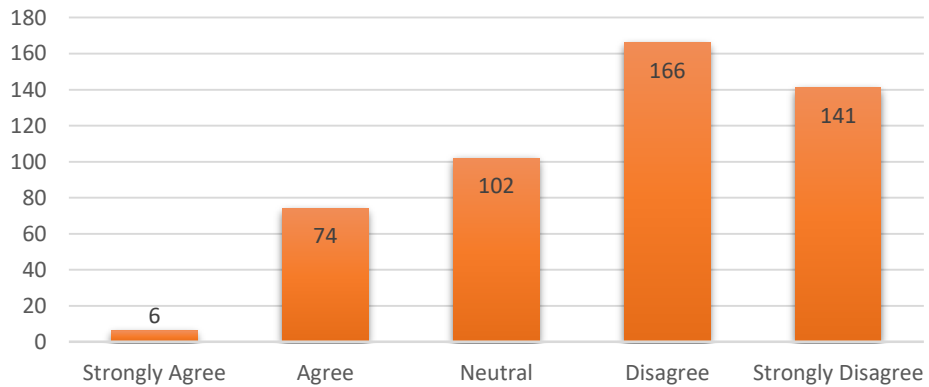
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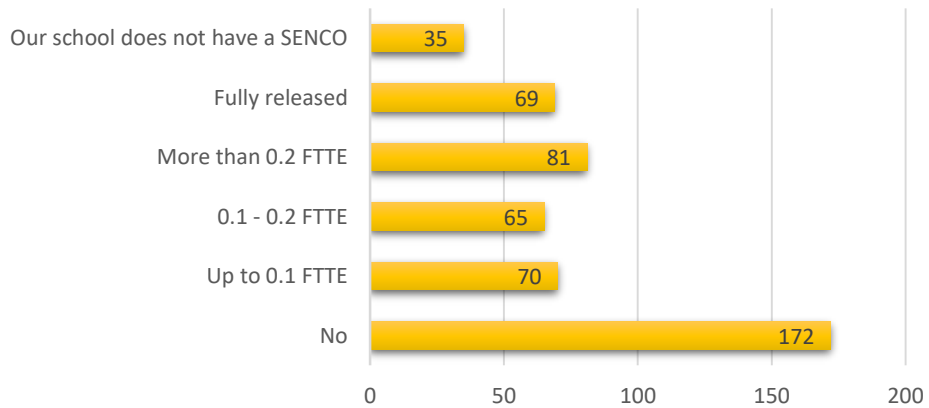
Staff are well supported by Ministry Special Education Services in catering for high behaviour needs in our school

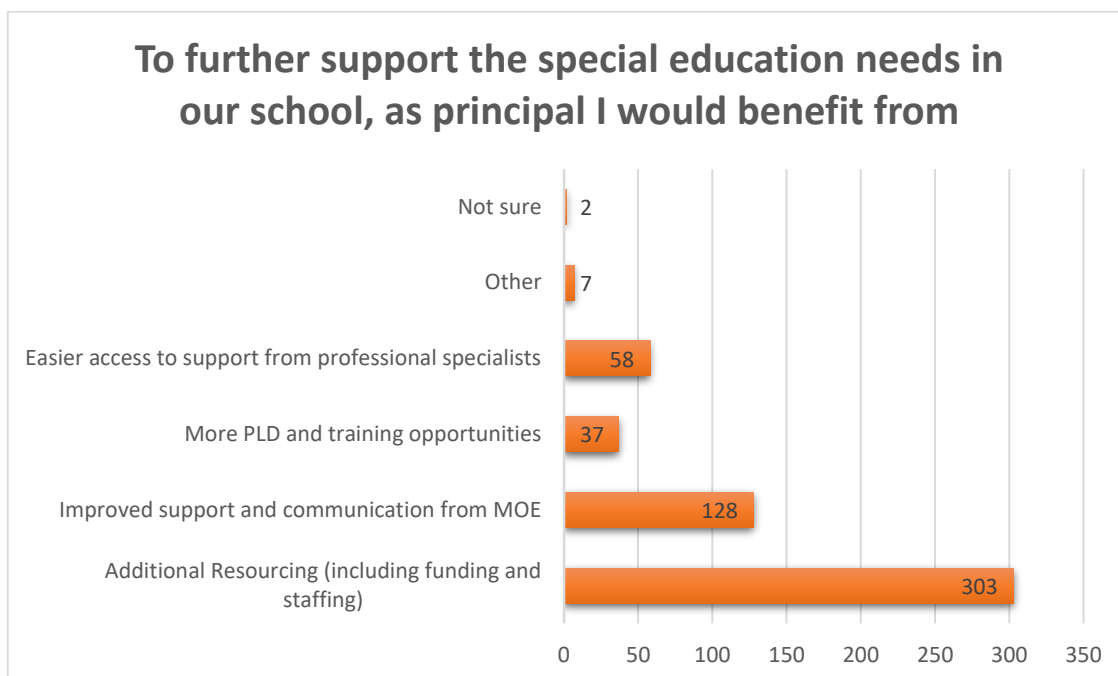
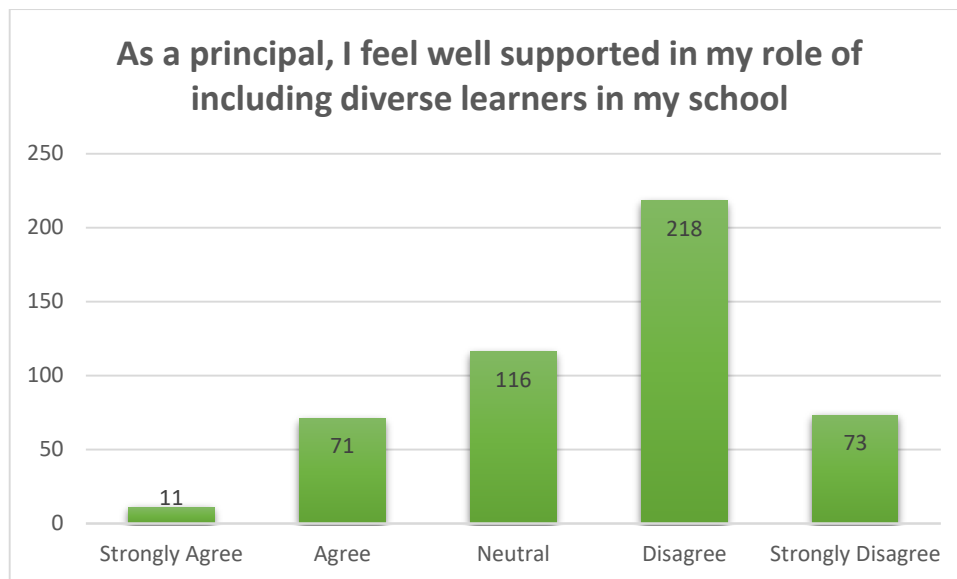


Staff are well supported by Ministry Special Education Services in catering for high learning needs in our school



The SENCO role is resourced in our school with regular release time



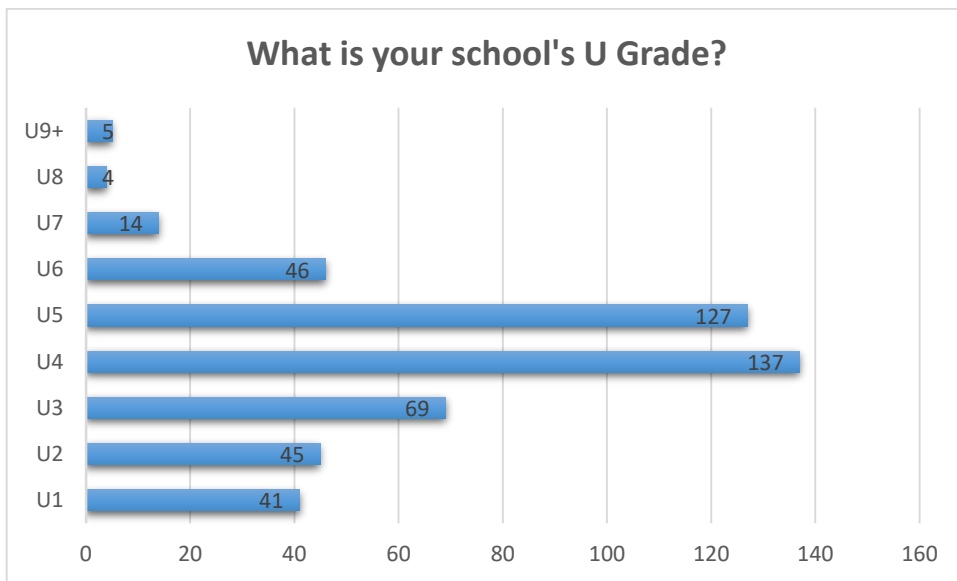
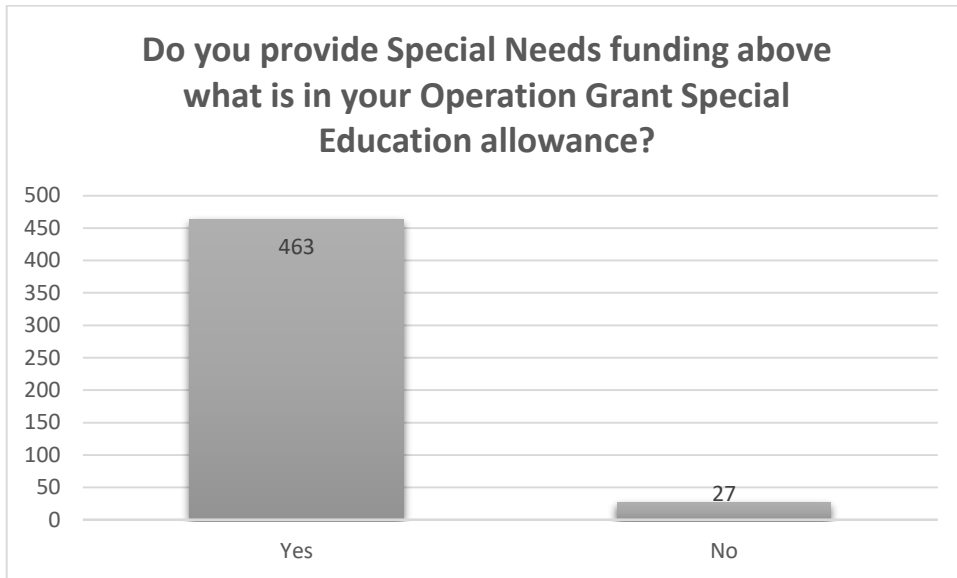


Note: As the above question was open answer, some responses fit into multiple categories.

There were seven responses which we felt did not necessarily fit into any of the other categories, so we have included these below:

- “The most pressing issue is around students with severe behavioural issues. This impacts on every other person in the school. I am not sure where the solution lies.”
- “Our high needs and SES needs are two very different things which is why children are falling through the gaps.”
- “Smaller class sizes – we are overcrowded.”
- “I’m reluctant to say anything here because it has all been said before and ignored. The frustration of stating the obvious once again is professionally humiliating.”
- “Reinstatement of quality special schools, health camps, opportunities to dual enrol learners in units. To be realistic about meeting the needs of challenged learners.”

- “Being able to shut the door on a time-out room when a student is assaulting staff and it not being classed as ‘seclusion’.”
- “Rural area consistent support.”



What is your school's decile?

