

# In-Class Support Notes for SENCOs/LSCs



SOUTH AND EAST CHRISTCHURCH

July 2021

What is ICS?

In-Class Support



# Regional Priorities

**130 Places** for Cluster 34 Te Paeroa (for 2020 we received over 300 nominations)

## Priority

- Māori & Pasifika
- Transition periods
  - Primary to Intermediate
  - Full Primary/Intermediate to High School
- Year 3-10 priority (regional decision),
  - however, Year 3s are declined ORS applications or similar level

# ICS Application Form - Front Page

## Ongoing Learning Needs at Level 1

- Information provided to confirm student has **ongoing** learning needs within curriculum **Level 1 in both literacy and numeracy**. *'Priority learners with the most significant learning needs'*. TKI
- Priority students for Canterbury 2022 : **Years 3 to 10**

## Attendance:



- **85%** or a comment stating reason for lower attendance
- If low attendance, this is not the right support at this time

## Reviewed IEP

- Student and whanau voice should be included
- **SMART Goals** ( Specific, Measurable, Attainable, Relevant, Timebound).
  - Review must be against the learning goals.
  - Reviewed within 3 months or new IEP
- Give specific **evidence of progress** e.g., a discrete reading age (9.5yr), percentage increase of strategies in use in reading



# Individual Education Plan example

<b>Individual Education Plan 2019</b>  Name: Age:   Year: Date of Birth: First Language: English Class Teacher:				<b>Student Profile:</b>		
				<b>Hobbies/Interests:</b> •		
				<b>Strengths:</b> •		
				<b>Challenges:</b> •		
<b>Student Voice: Date</b>			<b>Whānau Voice: Date</b>			
<b>Past history:</b> .			<b>Current Achievement Data: Where does the student sit in relation to the NZ Curriculum?</b>			
<b>Meeting Date:</b>		<b>Review Date:</b>		<b>Apologies:</b>		
<b>IEP Team My Role is...</b>	<b>Class Teacher</b>	<b>School Team (T.A, SENCO, Specialist teacher)</b>	<b>Parent/Whānau</b>	<b>Specialist Services</b>	<b>Student</b>	
<b>Name:</b>						
<b>I will...</b> <i>This section is completed at the end of the meeting when the new IEP goals have been agreed on.</i>						

2019 TERM 1 & 2 GOALS				
2019 Overall Long term Goals & Key Competencies		SMART Goals	Who is responsible -	Review
Using language, symbols, and texts	<b>Numeracy</b> : To count to 100.	Student will be able to count forwards and backwards to and from 20 ,with 100% accuracy (currently 50% accuracy) , over 3 consecutive sessions.		
	<b>Literacy</b> : To be able to read independently.	By the end of Term 2, student will be able to read texts at Yellow Level (PM level 6) with at least 90% accuracy.		
	<b>Literacy</b> : Increase the amount of writing the student produces independently.	Over 3 consecutive sessions, with appropriate scaffolds available ( word and alphabet cards), the student will be able to write 2 sentences independently with 90% accuracy.		
<b>Managing Self</b>	<ul style="list-style-type: none"> <li>● Increase engagement in learning.</li> </ul>	By the end of Term 2, student will have increased independent engagement in literacy learning tasks at her learning level, from 10% engagement, to at least 50% engagement.		

Term 1 2019 School/Classroom Programme - How we plan to support these goals to be met.				
Learning Area	SMART goals	Learning tasks including Key Competency development <i>Provided by the classroom teacher</i>	Learning Opportunities <i>Skills/Learning opportunities for the student generated by the team</i>	Teaching and learning for differentiation and adaptation <i>Are there assistive technology needs?</i>
Using language, symbols, and texts	Student will be able to count forwards and backwards from 20 ,with 100% accuracy (currently 50% accuracy) , over 3 consecutive sessions.			
	By the end of Term 2, student will be able to read texts at			

# ICS Application Form - Literacy Evidence

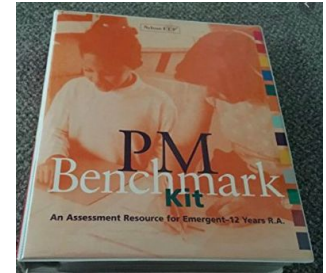
## **Running Records**

- PM Benchmark or Probe (Year 7 -10) preferred
- Current instructional AND hard
- Comprehension must be included: 75% and above (instructional)

**Spelling Level and Burt** include for triangulation purposes

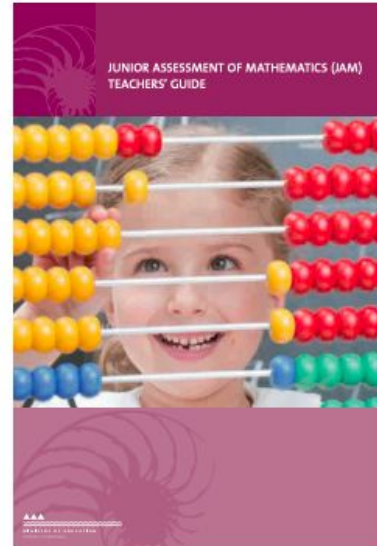
## **Writing Sample**

- Unassisted, annotated and analysed
- Notes of any supports available (e.g. word cards)



# ICS Application Form - Numeracy Evidence

[JAM - Junior Assessment in Mathematics](#)





# Support from RTLB

RTLB Liaison role is to provide support to SENCOs/LSCs to complete the ICS nominations

- We do not complete the assessment
  - *Assessment is best completed by adults who know the ākonga*
- We can support and give guidance on assessment & analysis practices
- We strongly encourage Year 6 & Year 8 nominations to support ākonga transitioning to new schools/kura
- Please ensure you review the complete application with your RTLB liaison before submitting

# Wonderings from schools/kura

- How do we know we have selected the right children to apply for? **They are your Level 1 learners, your identified priority students-from your school learning support registers. Often ākongā who have missed out on ORS will be your priority. Not all Level 1 learners will be successful as it depends on what nominations are submitted at this time. If one or many of your ICS ākongā miss out on ICS support, please discuss further support with your RTLB liaison as this is where the RTLB service can support your school/kura.**
- There is a reason for the low attendance - can I let you know why? **Yes in the comment box**
- Not a current IEP attached, does this matter? **Yes, there needs to be a reviewed IEP within the last 3 months, with data from the last 3 months**
- We only have a RTLB plan with literacy and numeracy goals identified, is this ok? **Yes as long as numeracy and literacy goals are the focus**
- Can I send other assessments such as psychologist report, Seabrook McKenzie report? **No not required, noted in IEP is enough**
- Can we use other assessment tools for reading? **We prefer PM Benchmark Kit and PROBE, kura may use their own tools. This will enable the moderation team to compare 'apples with apples'.**

# ICS Process 2021

Wednesday 7th July - ICS nomination form (2022) emailed to schools/kura

Thurs 23rd<sup>th</sup> September (5pm) - deadline for ICS nominations

Cluster moderation panel meet between Mon 18th – Wed 27th October

- Panel is responsible for identifying students who will receive ICS 2022 support.
- Each moderation panel is to have representation from: RTLB, MoE Learning Support and cluster schools. SENCO/LSC will be invited as a representative of a Kāhui Ako.

By Friday 12th Nov (5pm):

- MoE will email confirmation of students allocated ICS 2022 to schools.
- MoE will email confirmation of unsuccessful and ineligible students to schools (schools responsible for advising family).

By Tuesday 23rd Nov:

- MoE will post confirmation letters of students allocated ICS 2022 to parents/caregivers.

# Resources online

[IEP / Home](#)

[In-Class Support](#)

[Running record link](#)

[JAM masters and teacher guide](#)

The screenshot shows the IEPonline website homepage. At the top, there is a red header with the 'IEPonline' logo and the Ministry of Education logo. A 'go to secondary' button is visible in the top left. The main content area is divided into several sections:

- Individual Education Plans:** A central section with a heading and a paragraph explaining the website's purpose. It states that IEPonline is for anyone involved in developing or implementing individual education plans (IEPs) for students with special education needs, and that it is central to the Ministry of Education publication 'Collaboration for Success: Individual Education Plans (September 2011)', which replaces the 1998 Individual Education Programme (IEP) Guidelines.
- Need to know:** A section titled 'What you need to know to get started' with a small image of two people talking. It describes the IEP process as reflecting the vision, policy, and principles of the New Zealand Curriculum and Te Marautanga o Aotearoa. A 'Find out more' link is provided.
- How to succeed:** A section titled 'What you can do to succeed at IEPs' with a small image of a group of people. It explains that the IEP process is about writing students into the New Zealand Curriculum rather than writing students out. A 'Find out more' link is provided.
- IEP in secondary:** A section with a small image of a man in a suit. It offers information and resources for schools, strategies, and tips for teachers on how to create a successful IEP process in secondary schools. A 'Find out more' link is provided.
- IEP stories:** A section with a small image of a woman. It states that students, parents, whānau, specialists, and school staff share their experiences of the IEP process. A 'Find out more' link is provided.
- IEP guidelines:** A section with a small image of the 'Collaboration for Success' cover. It notes that the 2011 version replaces the 1998 version of the IEP Guidelines. A 'Find out more' link is provided.

On the right side of the page, there are two red callout boxes:

- Video series:** Encourages users to watch a video series on how to present key messages from 'Collaboration for Success', the IEP guidelines, to school communities.
- IEP Guidelines:** Encourages users to read online, order a print copy, or download a pdf version of 'Collaboration for Success: Individual Education Plans'.