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| Te Kahu Tōī application | Placeholder Logo |

Use this form to apply for Te Kahu Tōī, Intensive Wraparound Service for a child/young person. This form is completed by a referrer, in conjunction with the family/whānau and others supporting the child/young person. Applications can be made by any of the following:

* Ministry of Education, Learning Support Services
* Resource Teacher Learning and Behaviour Service
* Day Special Schools or Fundholding Schools that the child/young person with ORS attends

**Instructions for completing this form.**

* Referrals must meet all three criteria before they can be considered.
* Write succinctly.
* Summarize or quote from reports where relevant.
* Avoid repeating information in more than one section.
* Please do not attach supporting information such as reports.

Manager approval to submit application:: 

***Please attach signed forms when submitting this application.***

# Instructions.

***Please tick to indicate that the information in this application provides evidence that the eligibility criteria have been met.***

[ ]  The child/young person is in Year 0 to Year 10 at school.

[ ]  The child/young person has behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty), and require support at home, school and in the community.

**NB:** *The panel considering this application will look for evidence that the child/young person’s needs* ***have been assessed and are ongoing*** *(despite appropriate interventions being planned and implemented) and intensive support is required at school, at home, and in the community.*

[ ]  Local learning support services have been **fully utilized** for the child/young person and are unable to meet need.

**NB:** *The panel considering this application will look for evidence that all available supports that the child is eligible for have been fully explored and accessed*.

# **Child and Family Information**

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| Child’s Full Name and Preferred Name |  | Date of Birth: |  |
|  |
| Preferred Name |  | Ethnicity (up to three) |  |
| Email |  | Gender |  |
| NSN |  | Iwi |  |
| Parent/Guardians Full Name |  | Relation |  |
|  |
| Parent/Guardians Full Name |  | Relation |  |
| Who does the child live with? (state relation or complete below). |  |  |  |
| Caregivers Full Name |  | Relation |  |
| Address where child resides with parent/caregiver: |  | Postal address (if different) |  |
| Email contact: |  | Phone contact: |  |
| **Agency Involvement (including Learning Support/RTLB)** |
| When did Learning Support or RTLB Support Start? |  | Date: |  |
| Learning Support services involved? |  | Type: Behaviour, ORS? |  |
| Specialist services from ORS fundholder School? |  | Specialist services provided? |  |
| Are OT involved at all? |  | What status do they have, if any? (S78, S91, S101 etc). |  |
| Other Agencies or NGO: |  | Name & Role |  |
| Agency or NGO: |  | Name & Role: |  |
| Agency/NGO |  | Name & Role: |  |
| Agency/NGO |  | Name & Role: |  |

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# School

***Information about the school the child/young person is currently attending***

Current School/facility name:

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| --- | --- | --- | --- |
| **Name of school** | **School number** | **Student’s current year level** | **Attendance Status** |
|  |  |  | [ ] **Full time**[ ] **Part time**[ ] **Stood down**[ ] **Suspended**[ ] **Excluded**[ ] **Attendance Service** |

**Teacher Rating of Engagement:** Please rate the level of engagement in school tasks

[ ] **Fully engaged**

[ ] **Well Engaged**

[ ] **Moderately engaged**

[ ] **Slightly engaged**

[ ] **Disengaged**

***Previous schools the child/young person has attended***

Refer to ENROL data for list the school/s the child/young person has previously attended
(Add rows as required)

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| **School name** | **Enrolment period (start date – leaving date)** | **Reason for leaving school** |
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***Current Ministry response to barriers (If required, add relevant comments about circumstances)***

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Parent/Legal Guardian Consent to Apply

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| **Child/Young Person’s Name:**  |  | **Date of Birth:** |  |

Te Kahu Toi, Intensive Wraparound Service (IWS) supports a small number of children and young people with who have behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty) and require support at home, at school, and in the community. The purpose of consent form is to ensure that you are aware of and have had a discussion with your key support person about the IWS, know what to expect and have had an opportunity to see the information about your child/ young person’s application for intensive support.

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| **As a parent/guardian I have had explained to me**: | **Parent/Legal Guardian****Child/Young person as appropriate** **– tick where applicable** |
| What Te Kahu Tōī, Intensive Wraparound Service (IWS) is and why the application for intensive support is being made. |  |  |
|  |  |
| Who the application for Te Kahu Tōī will be shared with. That is, the prioritization panel for intensive support process. |  |
| Privacy of my information has been discussed with me and I have read the application and had an opportunity to correct any of my personal in the application relating to my child and our family. |  |
| I agree for an application for Te Kahu Tōī to be made for my child/young person and our family |  |

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| **Parents/Legal Guardian** | **Referrer (Learning Support, RTLB, Day Special School)** |
| Name: | Name: |
| Date: | Date: |
| Signature: | Signature: |

# Evidence for Eligibility

***Criterion 1:***

*The child/young person is in Year 0 to 10 at school.*

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| --- | --- | --- | --- |
| Current Year enrolled in at school |  | Age (at application date) |  |

***Criterion 2:***

*The child/young person has been assessed as having behaviour, social and/or learning needs that are highly complex and challenging (and may have associated intellectual difficulty), and require support at home, at school, and in the community.*

**Information about the child/young person across all life contexts**

The information in the sections below should provide a picture of the child/young person in all areas of their life. It is important to identify strengths, as these can be used to build successful interventions. Include as much specific data and information in this section as possible. For example, describe the frequency, severity, and duration of behaviour, and learning levels and gaps (i.e., learning levels in relation to peers or age-related expectations), and how this impacts the child/young person’s engagement and participation in the classroom, at school, at home, and in the community.

1. **Description of Current Challenges**

**Succinctly** summarise using **bullet points** the presenting issues across settings, how **they appear** to observers, **how long** they have been presenting, **how severe** they are and **how often** they occur.

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1. **Child/young person’s views and aspirations**

Include the child’s voice and information that is based on actual discussion with the child/young person or through observation and interpretation of their behaviour if direct discussion is not possible. Indicate how the child/young person feels about their current situation and the support they would like to make things better.

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1. **Parent/caregiver/whānau views and aspirations**

Include information that is based on actual discussion with the parent(s)/caregiver(s)/whānau. Indicate parent/caregiver/whānau aspirations and views on how to support their child/young person to participate fully in their learning and development now and in the future.

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1. **Verification of Current Learning Support Provided:**
2. **Current comprehensive assessment has been completed and is available** [ ]
3. **A current safety plan is in place (if needed)** [ ]
4. **Te Pikinga ki Runga** (An assessment, analysis, and programme-planning framework)

Use the dimensions of Te Pikinga ki Runga to describe the assessment information.

Describe challenges that are impacting on the child/young person. Ensure the strengths and skills are identified as well as the needs.

**Tinana: Physical**

***Physical health, safety and wellbeing, temperament, and energy levels.***

*Include relevant information such as: physical health, medical needs, safety and wellbeing, demeanour, energy levels, physical development and motor skills, any neurobiological factors that may be influential.*

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| Current strengths and needs at home, school, community: |

**Hinengaro: Psychological**

***Mental health, attitudes and values, thoughts and feelings, motivation and inspiration, ability to access academic learning, cognitive functioning, communication and understanding****.*

*Include relevant information such as: attitudes and values including motivation to succeed, ambition to do well now and in the future, attitude to learning and school activities, attitude towards others and their property, awareness of danger to self and others, cognitive and executive functioning, ability to access learning in the classroom, language and communication skills including the ability to understand and express themselves verbally and nonverbally, mental health strengths and concerns, how the child/young person views their own development and social functioning*

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| Current strengths and needs at home, school, community: |

**Hononga: Relationships**

***Relationships & friendships, connectedness to whānau, social functioning, sense of belonging*** *Include relevant information such as: culture, social skills, peer influences and ability to make and maintain friends in and out of school, relationships and friendships, sense of belonging (family, school, peers, community) attachment issues*, *ACES*, *connectedness to whānau, family functioning and the match between parenting skills and the child’s needs.*

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| Current strengths and needs at home, school, community: |

**Mana motuhake: Autonomy**

***Self-concept and belief, attitude and spirit, resilience, confidence, cultural pride and security***

*Include relevant information related to autonomy, control, choice, and identity such as: self-esteem and belief that things could be better, preparedness to change, confidence to try new things and seek ways to improve, sense of self and safety as part of a wider community, organisation and goal orientation, life skills, self-care, and independence at home, school and in the community, self-control and self-management including regulating own emotions, ability to manage impulsiveness and defer rewards, knowledge and understanding of cultural heritage*

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| Current strengths and needs at home, school, community: |

**Ngā tākaro: Leisure and recreation**

***Recreation and leisure activities, community engagement***

*Include relevant information such as: preferences and level of engagement in enjoyable activities in and out of school (note engagement in both organised and informal activities: sports, music, arts, hobbies, clubs, etc) ability to access preferred activities, challenges for the young person and their family.*

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| Current strengths and needs at home, school, community: |

**Overall summary analysis**

From your assessment, formulate an opinion about the influences from within and around the young person’s environments that are maintaining the behaviours of concern, impacting on their wellbeing, and preventing them being able to be successful at home, school, and in the community. Make sure the voice of the child is heard. NOTE: This is not a repeat of assessment information – this is the overall analysis of the assessment information you have collected and reflectedon.

Consider:

* *Biological, social, psychological factors*
* *Unmet underlying needs*
* *Inadvertent reinforcement of behaviours*
* *Limited collaboration of supports including many changes of support.*
* *Limited natural and community supports.*
* *Confusion about how to proceed.*

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***Criterion 3:***

*Local Learning Support services/support have been fully utilized for the child/young person and are unable to meet need.*

* Start with Learning Support/RTLB interventions first
* Detail the most recent first, and work back in time
* Provide the last six months of interventions
* The panel will be looking for interventions that have considered changes to the physical, educational, and interpersonal environments across settings, the teaching of new skills to replace negative behaviours, teaching new skills that the child can use to address social, emotional and cognitive needs.
* ***PLEASE NOTE: A referral to another agency, an assessment, a teacher aide, or mentor, are not interventions. It is the specific intervention in the home, the school, and the community that the panel is interested in. Add more tables as needed.***

**Interventions tried and outcomes.**

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| **Name of intervention:***Eg/ Tolerating frustration with peers* | **Need Described in Criteria 2 that you were addressing:***…………….eg/ Social skills, self-control, trauma response, parenting strategies…*[ ] **Tinana: Physical** [ ] **Hinengaro: Psychological**[ ] **Hononga: Relationships**[ ] **Mana motuhake: Autonomy**[ ] **Ngā tākaro: Leisure and recreation** |
| **Start/End Dates of Intervention:** *June to Dec 2024* |
| **Describe the intervention and its intended purpose:** *Engagement with small peer group lead by local Sport coaching group in school during lunch times: Explicit teaching of how to play and deal with waiting, taking turns, ‘not winning’, making mistakes, and taking a break.* |
| **Who developed and provided the intervention?***Learning support psychologist developed plan with the child and provider Sport City. Intervention took place two lunch times a week. Class teacher used weekly challenge to support engagement and to get feedback to support learning of student. Teacher aide provided post lunch check-ins to reinforce learning* | **Setting Targeted:**[ ] **Home**[x] **School**[ ] **Community** |
| **What happened because of the intervention for the child and family** (*Why it was effective and, if not, your thoughts on why not).* *Intervention was effective in providing natural peer role models, with explicit instruction from adults. On days without explicit priming, instruction and debrief from adults, the child found it difficult to ignore other children’s perceived mistakes in the game. A good intervention, that needed to be more frequent to increase sense of competence in social situations without adult support.* |

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| **Name of intervention:** | **Need Described in Criteria 2 that you were addressing:**[ ] **Tinana: Physical** [ ] **Hinengaro: Psychological**[ ] **Hononga: Relationships**[ ] **Mana motuhake: Autonomy**[ ] **Ngā tākaro: Leisure and recreation** |
| **Start/End Dates of Intervention:**  |
| **Describe the intervention and its intended purpose:**  |
| **Who developed and provided the intervention?** | **Setting Targeted:**[ ] **Home**[ ] **School**[ ] **Community** |
| **What happened because of the intervention for the child and family** (*Why it was effective and, if not, your thoughts on why not)*  |

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| **Name of intervention:** | **Need Described in Criteria 2 that you were addressing:**[ ] **Tinana: Physical** [ ] **Hinengaro: Psychological**[ ] **Hononga: Relationships**[ ] **Mana motuhake: Autonomy**[ ] **Ngā tākaro: Leisure and recreation** |
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| **Start/End Dates of Intervention:**  |
| **Describe the intervention and its intended purpose:**  |
| **Who developed and provided the intervention?** | **Setting Targeted:**[ ] **Home**[ ] **School**[ ] **Community** |
| **What happened because of the intervention for the child and family** (*Why it was effective and, if not, your thoughts on why not)*  |

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| **Name of intervention:** | **Need Described in Criteria 2 that you were addressing:**[ ] **Tinana: Physical** [ ] **Hinengaro: Psychological**[ ] **Hononga: Relationships**[ ] **Mana motuhake: Autonomy**[ ] **Ngā tākaro: Leisure and recreation** |
| **Start/End Dates of Intervention:**  |
| **Describe the intervention and its intended purpose:**  |
| **Who developed and provided the intervention?** | **Setting Targeted:**[ ] **Home**[ ] **School**[ ] **Community** |
| **What happened because of the intervention for the child and family** (*Why it was effective and, if not, your thoughts on why not)*  |

***Copy and paste more tables as needed.***

**Brief description of other relevant interventions carried out over the past 2-3years.**

|  |  |
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| **Start & end date** | **Type of intervention & outcomes**  |
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# How do you think Te Kahu Tōī, IWS can support sustainable, positive change?

Based on your analysis, identified areas of need, and intervention outcomes, describe how the wraparound model could support this child/young person and their whānau. Be creative and include your ideas of intervention based on unmet need.

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