

School High Health Needs Fund (SHHNF) Guidance for Schools

Please read this information prior to starting a SHHNF Application

The School High Health Needs Fund (SHHNF) supports ākonga | students who have high health needs as the result of a significant health condition and who need additional support at school for more than six weeks.

It provides funding to employ a support person. The support person helps with:

- the management of ākonga health needs at school
- supporting ākonga to develop strategies towards managing their own needs independently or to the best of their ability.

Ākonga may be eligible to be included in the SHHNF if they meet the following criteria:

1. The ākonga has a high health need, and a support person is needed at school to supervise them, help with physical tasks, intervene to prevent an incident, or respond appropriately in a health crisis situation.
2. The support is essential to allow ākonga to access their usual educational environments and is expected to maintain or improve attendance at school and their ability to self-manage their condition.
3. The ākonga has a high health need of such intensity, frequency and duration that support is needed to reduce the severe effects on personal physical health, prevent accidents or injury to the ākonga, or reduce the risk of infection.

It is expected that most ākonga will over time develop the ability to manage their own needs, without support. Their health condition may be ongoing but with maturity and support, most ākonga will learn to self-manage. This will be dependent on the:

- nature of their need,
- level of mastery required, and
- the capability of ākonga to become independent.

Types of conditions and support needs the SHHNF may cover

Ākonga might be eligible for support if:

- they are incontinent and require support to follow a toileting programme several times each day. This may include help with showering and changing clothes.
- the time needed for additional support takes more than 30 minutes a day.
- they have Type 1 Diabetes and need support to learn to manage the condition independently.
- they have severe allergies and could react to common allergy triggers at school. They need someone with them to make sure they don't come into contact with anything that could

trigger an allergic reaction or to carry out emergency treatment if they go into anaphylactic shock.

- they have seizures. They may need to be taken to a quiet area to sleep afterwards (supervised), need to be given medication, or need help with toileting and showering after a seizure.
- they have cancer and suffer severe tiredness, headaches, nausea and vomiting as a result of their treatment.
- they have a medical condition and require chest therapy each day at school as part of their management programme and/or support for the use of continuous oxygen.

The SHHNF is not intended for:

- ākonga who need help with their learning needs or help to catch up on work missed through absence from school.
- ākonga with high health needs as the result of an accident (ACC provides for these support needs).
- ākonga who are in the Ongoing Resourcing Scheme (Students who meet the criteria for the ORS, and who have high health needs, receive resources for all their care and supervision through the ORS).
- ākonga with a mental health condition whose behaviour needs to be managed for their safety and that of others.
- administering medication in accordance with school policy.
- provision of consumables such as disposable gloves and the safe disposal of continence products, syringes, catheter tubes and so on.
- ākonga who need support with:
 - muscle stretches of about half an hour per day as part of a therapy programme.
 - dressing and undressing for swimming or PE.
 - moving between classes and carrying books and bags.
 - pushing a buggy or wheelchair for education outside the classroom.
 - managing safety in the playground during breaks and lunchtime.
 - ensuring ākonga doesn't become over-tired, or
 - management of seizures that occur infrequently or in clusters with long periods in between that are seizure free.

Completing the School High Health Needs Fund Application

The SHHNF application should be completed by an educator in collaboration with the mātua | parents or caregivers and support team. The application form provides information on the health needs of ākonga at school, including details of the frequency and type of support required at school, and a medical statement. The application is considered by the verification team who assess the information against the SHHNF eligibility criteria and supporting guidelines.

Medical Statement

The medical statement should support the application by providing relevant health information for the ākonga which will enable the verifiers to gain an understanding of their current health needs.

Medical statements should be completed by a medical specialist. In most cases this is a paediatrician or GP. However, we can also accept statements completed by a

- clinical nurse specialist
- diabetes nurse specialist
- nurse practitioner.

Medical statements should be dated within 6 months and should not provide generic information about a health condition. The medical statement needs to provide specific details about the individual ākonga including:

- health condition/s, date of diagnosis (if applicable) and the effects currently impacting the ākonga at school
- current medications or treatments including any upcoming changes and if required to be administered at school
- severity and nature of the health risks specific to this ākonga.

SHHNF Review Applications and Daily Records

A SHHNF Review Application can be submitted if mātua and schools wish to apply to extend ākonga time in the School High Health Needs Fund. *Review Applications must include daily records* which help the verifiers gain a comprehensive picture of the nature and frequency of the health condition and the level of support ākonga require at school.

Records need to show the frequency and nature of interventions required at school. They should include any times the support person has had to intervene to stop an incident relating to the health condition from happening, or when the support person had to intervene after an incident.

The verifiers require the last 10 school weeks of daily records.

Daily records should include:

- the frequency and nature of the health concern while at school
- any times the support person had to intervene to stop an incident from happening
- details of the support required following an incident.

Records for toileting

Toileting records should clearly show:

- details of the daily toileting schedule showing the type of assistance and time required
- toileting incidents outside of any daily schedule.

Records for Type 1 Diabetes

Type 1 Diabetes records should show:

- particularly unusual or erratic fluctuations of blood sugar levels.
- the ability of ākonga to accurately count carbs. That is:

- if an adult has to count carbs for them
- if an adult always has to check their calculations or any exceptions if ākongā is generally very good with the accuracy of their calculations
- the ability of ākongā to accurately enter details into the pump.
- events that may have occurred that impact on ākongā self-management.
- if the pump site comes out and an adult is required to put it back in.
- any hospital admissions for their Type 1 Diabetes.
- any instances where an ambulance has been requested at school because of an incident with their Type 1 Diabetes.
- any support required following a new medical regime, for example a change to a pump.

Examples of the School High Health Needs Fund in use

A. Ākongā needs support during and after seizures that are severe and frequent, and can't be effectively managed with medication

The application may describe the:

- need for ākongā to be removed to a quiet area to sleep and to be monitored for further seizure activity, vomiting, or other post-seizure effects.
- medication to be administered during or after the seizure.
- toileting and showering following seizures.
- supervision to prevent injury in all curriculum areas where safety issues would arise if a seizure occurred.
- emergency response plan.

B. Ākongā needs help with mobility, personal care or interventions because of needs that are directly related to a medical condition or treatment.

The application may describe the support required for an ākongā:

- with cancer who is undergoing therapy (such as radiotherapy or chemotherapy) and suffers from severe fatigue, headaches, nausea and vomiting.
- who has a cardiac or lung condition who needs help to move around an education environment. Care is for pushing ākongā in a manual wheelchair and assistance with personal care and wellbeing. For example, toileting transfers and dressing.
- with Type 1 Diabetes who requires assistance to learn how to manage the process of testing blood glucose levels, administration of insulin, carbohydrate counting, eating and drinking or fluids if indicated, and/or the management of an insulin pump.
- who has severe breathing difficulties and requires chest therapy each day at school as part of their medical management programme.
- who has severe eating and swallowing difficulties and has an eating and safety plan based on assessment information written and monitored by a speech language therapist.

C. Ākongā needs support to protect them from (or manage the effects of) exposure to infection or allergen that would result in a medical crisis.

The application may describe the need for:

- supervision to monitor the environment and prevent contact with allergens and to follow the emergency treatment procedures when necessary.

- assistance to manage the treatment protocol for severe eczema.

D. Ākonga safety is dependent on specialised medical equipment, such as oxygen bottles, tracheostomy or feeding tubes. The equipment must be monitored for safety reasons in all environments and requires an instant response if it fails.

The application may describe the care needs of ākonga and the processes for the management and safe use of equipment such as:

- continuous oxygen connected by tube to an oxygen bottle
- tracheostomy or feeding tubes (enteral feeding) where ākonga may require several feeds during the course of a school day.
- the regular removal of secretions from a tracheostomy tube to prevent blockages and to ensure the free passage of air. Care is for supervising breathing and preventing blockages especially when ākonga is eating.

E. Ākonga has personal care needs in the school setting arising from an ongoing high health condition which they can't self-manage.

The application may describe the management of and support needed:

- for safe catheterisation that is required daily during school hours.
- following surgery for anal reconstruction when ākonga continues to have frequent uncontrolled bowel motions throughout the day.
- to follow a toileting programme recommended by health professionals to manage personal hygiene several times a day due to bowel and/or bladder incontinence.
- for monitoring of intake of food and fluids.
- for toileting and personal hygiene as result of significant physical impairment or following surgery that limits their ability to complete the tasks independently. This need must be ongoing for more than 6 weeks.

Requesting a Review of the Decision for Unsuccessful Applications

When a SHHNF application is unsuccessful or circumstances change, the school may request a review of the verifiers' decision. The educator, in consultation with mātua and the team around ākonga should write the request for review.

The request for review must be done within two months of the letter explaining the verifiers' decision. The request must:

- be completed by the educator with mātua or caregivers and the team around the ākonga
- provide new information not included in the original application, and
- be made by email or letter.

You may like to go through the decision letter which explained why the application was declined. If there is anything in the explanation the team feel is not an accurate interpretation of the health needs, this may be a good starting point around which to base the additional information. You may also choose to clarify or expand on the information in the application to give the verifiers a complete picture of the health needs while at school.

The verifiers will consider the additional information along with the original application and provide a letter with their decision.

Funding Information

Once an ākonga | student's eligibility for the School High Health Needs Fund (SHHNF) is confirmed, your school should contact your local Ministry of Education office. A service manager will allocate a key contact person. Their role is to be your point of contact and to support you through the initial development of the individual care plan (ICP).

Mātua must be consulted about the level of support provided based on the information in the ICP.

How funding is decided

Once ākonga are placed into the SHHNF, the level of funding is determined through the individual care plan (ICP).

The Ministry of Education, or the school if it is a fundholder, is responsible for making sure ākonga has an annual ICP that details:

- a brief summary of ākonga health needs.
- the care and supervision tasks the support person will carry out, how long each task takes and how many times a day and week the tasks are completed.
- what tasks ākonga can do independently and tasks they need help with.
- a brief summary of the plans and strategies to help ākonga develop skills in self-managing their own health needs to the best of their ability.
- the monitoring system that will ensure the care remains appropriate to ākonga needs during the year.
- the evaluation process that will determine the ongoing level of need for care and supervision, together with information about the progress of ākonga towards being able to manage their own needs.
- signatures of mātua/caregivers and the educator.

The SHHNF supports ākonga with their health needs at school while helping them learn to manage their own care needs to the best of their ability and as quickly as possible. Most ākonga develop self-awareness and independence in managing their health care needs. A very small number of ākonga may need the fund's support throughout their schooling.

As ākonga start to develop skills in managing their own care needs the level of teacher aide hours will reduce. The hours will continue to reduce as their time in the fund comes towards an end.