

Systems Review of Specialist Education School Transport Assistance Service Delivery

Final report

21 August 2026

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Executive Summary

Specialist Education School Transport Assistance (SESTA) enables disabled children and young people who cannot travel independently to access education safely. For many students and families, SESTA is much more than a transport service. It supports educational participation, independence, wellbeing, family routines and access to opportunities that would otherwise be unavailable.

Following concerns raised by schools and stakeholders regarding the implementation of new transport contracts and broader operational issues, the Ministry of Education (the Ministry) commissioned an independent operational review of SESTA (the Review). The Review was undertaken by an independent steering group (the Panel) and focused on the operation of SESTA services within existing policy and contractual settings.

The Review drew on a national survey, interviews and discussions with students, whānau and caregivers, schools, transport providers, drivers, disability organisations and Ministry staff. More than 800 survey responses and extensive stakeholder engagement provided a broad evidence base for the Review's findings.

The Review found that SESTA is a complex service that, for most students and families, works well most of the time. This was particularly evident in the survey results, which generally reflected positive experiences and strong support for the value of the service. The Panel's recommendations are intended to strengthen an already important and widely valued service by addressing identified risks and opportunities for improvement, thereby further enhancing the safety, wellbeing and educational participation of the children and young people who rely on it.

There is strong support for SESTA and recognition of its importance. Students, families, schools and providers consistently described the service as essential to enabling access to education and supporting wellbeing and independence. Drivers were frequently identified as one of the strongest features of the service, with trusted relationships and consistent routines contributing significantly to positive experiences.

While the overall picture was positive, the Review identified several recurring issues requiring attention, including:

- Communication and information sharing
- Provider transitions and change management
- Understanding and responding to individual student needs
- Supervision arrangements and student groupings
- Driver capability and support
- Wheelchair transport safety
- Safety plans and information quality
- System monitoring, learning and continuous improvement.

The Review also identified important practical factors that contribute to positive SESTA experiences. These are discussed in more detail in the *What We Heard* section.

A particularly important finding was the strong connection between transport and educational participation. Stakeholders consistently described safe transport and access to education as inseparable. The Review also heard that children and young people should be regarded as the primary stakeholders in the SESTA system and that decisions should be informed by children's rights, disability rights and the best interests of the child.

The Panel concludes that SESTA is supported by a high level of commitment from families, schools, providers, drivers and Ministry staff. Opportunities exist to further strengthen safety, consistency and service quality through improved communication, stronger safety systems, enhanced driver capability and support, more effective transition arrangements and stronger system stewardship.

At its heart, SESTA is about ensuring disabled children and young people can safely access education and participate in school life. The Review consistently heard that children should remain at the centre of the system and that their safety, wellbeing, dignity, participation and educational success should be the primary considerations in decisions that affect them

This report sets out recommendations intended to strengthen the safety and effectiveness of SESTA services while reinforcing their important contribution to educational participation and positive outcomes for disabled children and young people.

Included in the appendix as useful information, are:

- the Current State – A summary of the current SESTA Operational Policy
- the Terms of Reference for the Review
- the existing Roles & Responsibilities guidance
- the Survey results.

Overall Reflection

Throughout the Review, the Panel was reminded of both the importance and complexity of SESTA.

We heard from children and young people, families and whānau, schools, providers, disability organisations and Ministry personnel. While stakeholders identified opportunities for improvement, we were equally struck by the extent to which the service is valued and the positive experiences reported by many students and families.

As is often the case in Reviews, concerns and challenges featured prominently in feedback. However, the survey and stakeholder discussions also highlighted many examples of effective, safe and well-coordinated transport services that make a significant difference to students and families every day.

The Review reinforced that safe and effective transport relies on strong relationships, clear communication, accurate information and a shared commitment to supporting children and young people. Families, drivers, schools, providers and the Ministry each play a critical role in achieving safe and positive outcomes.

The Review also highlighted the importance of the systems that sit behind day-to-day service delivery. Strong stewardship, monitoring, learning and continuous improvement are essential to identifying risks early, supporting good practice and maintaining confidence in the service. At the same time, the Panel recognises that no system can completely remove the possibility of individual conduct departing from expected standards. This reinforces the need for incident management, escalation, response and learning processes to be clearly designed into the SESTA system.

The Panel's view is that SESTA is fundamentally an education-enabling service. Strengthening safety, dignity, wellbeing and educational participation should remain the central focus of future improvements.

As the Review progressed, the Panel became increasingly aware of the large number of daily interactions, decisions and transport arrangements required to safely operate the SESTA system. The Review heard consistent evidence that successful outcomes depend not only on the commitment of drivers, schools, families and providers, but also on effective oversight, coordination, communication and problem solving across the wider system.

The Panel therefore invites the Ministry to consider whether sufficient capability, capacity and resources currently exist across the SESTA system to maintain and continuously improve a safe, reliable and responsive service. This consideration should not be limited to the Ministry itself but should also include the broader system of support involving providers, schools and those responsible for stewardship, monitoring, safety oversight, training and continuous improvement.

The Panel's view is that maintaining a safe transport system requires more than responding to incidents when they occur. It requires ongoing investment in system stewardship, proactive risk management, capability development, monitoring and learning. As expectations of safety, accessibility and responsiveness continue to grow,

the Ministry may wish to consider whether additional focus and resource are required to sustain and strengthen these functions across the SESTA system over time.

Review methodology

The Review adopted a mixed-methods approach to gather evidence and perspectives from across the SESTA system. This approach was designed to balance broad participation with the opportunity to explore issues in greater depth through direct engagement. The Review sought to understand how effectively and safely SESTA services are operating and to identify opportunities for improvement within the current policy and contractual framework.

Engagement activities were undertaken between July and August 2026 and included a nationally distributed survey and targeted stakeholder interviews. The survey was distributed through schools to service users, whānau and caregivers, school leaders, and school staff to maximise participation from those directly involved in or affected by SESTA services. Participation was voluntary and respondents were able to provide feedback anonymously.

The Panel received 823 survey responses from participants across New Zealand. Respondents represented a range of stakeholder groups, including service users, whānau and caregivers, school leaders, and school staff, transport providers, SESTA drivers and Ministry staff involved in SESTA delivery. The national distribution of responses enabled the Review to consider perspectives from a variety of local contexts and service arrangements.

In addition to the survey, the Panel undertook 17 interviews involving 53 participants. Interview participants included:

- Service users
- Whānau and caregivers
- School leaders
- School staff
- Transport providers
- SESTA drivers
- Oversight organisations
- Ministry staff involved in SESTA delivery.

Interviews were conducted both in person and online and included a mix of individual interviews and group discussions. This approach enabled participation from stakeholders across New Zealand and provided opportunities to explore experiences, challenges and suggestions for improvement in greater depth.

The Panel considered evidence obtained through stakeholder interviews, survey responses, operational information, Ministry documentation and its own assessment of emerging themes.

Findings have generally been included where an issue was:

- Raised by multiple stakeholder groups
- Identified consistently across interviews and survey findings

- Supported by operational information or documentary evidence where available
- Considered likely to affect student safety, wellbeing, educational participation or service quality.

Issues and ideas that may not have been mentioned with high frequency, were not ruled out if the Panel considered the issue or idea was of value to the purpose of the Review.

Recommendations reflect both stakeholder feedback and the Panel's independent judgement regarding opportunities to strengthen the operation of the SESTA system.

Not all recommendations arise directly from stakeholder suggestions. In some instances, the Panel has proposed actions intended to address recurring themes, identified risks or strengthen system performance.

The Review also considered a range of documentary and administrative evidence to supplement stakeholder feedback. This included relevant policies, operational guidance, business processes, presentations, and other documentation relating to the delivery of SESTA services. The panel also received and reviewed operational data, statistics and other information relating to SESTA service provision, system performance and emerging issues.

Feedback gathered through surveys and interviews was analysed using a thematic approach. The Panel identified recurring issues, areas of agreement and divergence, and patterns that emerged across stakeholder groups. Particular attention was given to themes that were consistently raised by multiple stakeholder groups and supported by operational data or documentary evidence.

The Review was undertaken within a constrained timeframe and focused on identifying practical opportunities to improve the safety and effectiveness of SESTA delivery. While participation was voluntary and findings should be considered in the context of the Review's scope and timeframe, the engagement achieved national coverage and captured perspectives from a broad cross-section of participants involved in the SESTA system.

Limitations of the Review

The Panel is confident that the Review has identified the most significant operational issues facing the SESTA system. However, several limitations should be acknowledged.

- The Review was undertaken within a relatively short timeframe and was focused on identifying practical operational improvements.
- Participation in the survey and interviews was voluntary. While participation was extensive and nationally representative, findings may not reflect every experience of the SESTA system.
- The Review focused on operational issues and did not examine broader policy settings, including eligibility criteria, funding settings or public procurement requirements.
- The Review was conducted during a period of significant change following the implementation of new contracts. Some issues raised may reflect transition

impacts that reduce over time, while others may indicate more systemic challenges.

- The Review relied heavily on stakeholder experiences and perceptions. While these were supplemented by operational data, documentation and survey findings, it was not possible to independently verify every individual account provided.
- The Review's focus was on current operations rather than developing detailed implementation plans for recommendations.
- Interview participants were identified through stakeholder organisations, schools, providers, Ministry contacts and expressions of interest.
- Participation was not intended to be statistically representative.
- Some stakeholder groups were more heavily represented than others.
- Survey findings were used to test and validate themes emerging from interviews.
- Where interview and survey findings diverged, the Panel considered both perspectives and focused on issues raised consistently across multiple evidence sources.

Despite these limitations, the Panel notes the strong consistency of themes across stakeholder groups, survey responses and documentary evidence. The recurrence of similar issues across students, families, schools, providers, drivers and Ministry staff provides confidence that the findings and recommendations reflect genuine operational priorities for the SESTA system.

What We Heard

Stakeholder Engagement

The Review engaged with students, whānau and caregivers, school leaders, school staff, transport providers, drivers, disability organisations and Ministry personnel through interviews, workshops, written feedback and a national survey.

The purpose of the engagement was to understand experiences of SESTA, identify what is working well, and identify opportunities to strengthen safe, reliable and dignified transport for disabled children and young people.

Key Themes Emerging from Stakeholder Feedback

While stakeholder perspectives differed depending on their role in the system, several consistent themes emerged.

Strengthen Communication and Information Sharing

Inadequate communication was the most consistent concern raised across all stakeholder groups.

Stakeholders highlighted the importance of:

- timely information sharing
- communication during service changes
- clarity regarding responsibilities
- effective communication between families, schools, providers and the Ministry.

Communication was repeatedly identified as a key contributor to safety, trust and successful service delivery.

Good Systems Support Safe and Positive Experiences

Whānau and schools told the Panel that SESTA works well when providers have clear, reliable systems in place. These systems support safe and predictable journeys, give whānau confidence that students' needs are understood, and help drivers respond appropriately when issues arise. However, the Review also heard that where systems are weak or inconsistently applied, families can experience serious health, safety and wellbeing concerns.

The Panel also heard that inaccurate, incomplete or outdated information can contribute to the difficulties experienced by parents, whānau and drivers. When student information, support plans or safety requirements are not current or easily accessible, drivers may not have the guidance they need, whānau may lose confidence in the service, and providers may find it harder to plan and respond safely.

Stakeholders identified several factors that contribute to things going well, including:

- drivers meeting with schools and whānau before the first trip to understand the student's support needs
- simple, accurate and accessible support plans

- strong management support for drivers when concerns or incidents arise
- ongoing training, practical checklists and clear expectations for drivers
- simple and effective communication systems between whānau, schools, providers, drivers and the Ministry
- recruitment and screening processes that identify drivers who are committed to providing safe, respectful and reliable services for students and whānau.

Ensure Providers and Drivers Understand Student Needs

Stakeholders raised concerns about this and emphasised the importance of transport arrangements that recognise and respond to individual student needs.

This included:

- mobility requirements
- medical needs
- behavioural needs
- communication requirements
- sensory needs
- cultural considerations.

Many participants noted that understanding the individual child is critical to safe and effective transport.

Improve Data Quality, Safety Plans and Information Sharing

Stakeholders identified concerns regarding the quality, completeness and timeliness of student information, particularly during service transitions.

Safe Travel Plans were widely regarded as important tools for supporting safe transport, although concerns were raised regarding consistency, accessibility and ongoing review processes.

Improve Provider Transitions

Service changes and provider transitions were identified as periods of heightened risk.

Stakeholders consistently highlighted:

- communication challenges
- outdated and inaccurate student information during service changes
- delays in information sharing
- vehicle and equipment readiness
- continuity of relationships.

Many participants stressed the need for strengthened transition planning and post-transition monitoring.

Build Driver Capability and Consistency of Practice and Support

There was strong support for driver training and capability development, particularly in areas such as:

- behaviour support
- communication
- disability awareness
- medical needs
- wheelchair transport.

The current unit standards that drivers complete do not appear to include specific information about the safe use of hoists for those using power chairs, neurodiversity and behaviour support. They do mention epilepsy, vision and hearing impairment. Some schools also provide other training for drivers.

Participants highlighted opportunities to strengthen consistency of driver training, practice and support across the system.

While effective disability 'responsiveness' training will help to ensure the safety of the students involved, this is only one part of the solution.

The panel heard that other things can also improve driver understanding of a student's support needs, the driver meeting with the school and families about the support needs of the student before the first trip, a simple accurate support plan that all have access to, good management support for drivers when an issue arise, ongoing training and checklists for the drivers, simple and effective communication systems and identifying through screening drivers committed to providing a really good service for the students and whānau involved. Some whānau and schools also suggested supporting drivers by having another adult in a vehicle with students with particularly complex medical or behavioural support needs.

Feedback indicates making it mandatory for drivers to meet with students, whānau and schools prior to the first trip needs to be specified in contracts and there needs to be consequences for the driver/provider if they do not meet this requirement.

Improve Collaboration and Shared Responsibility

The Review repeatedly heard that successful outcomes depend on collaboration between families, schools, providers, drivers and the Ministry.

Stakeholders emphasised that safe transport is achieved through effective relationships, shared understanding and collective problem-solving.

Strengthen Continuous Improvement and Stewardship

Participants recognised the significant expertise that exists across the system and identified opportunities to strengthen:

- collaboration between providers, drivers, schools and whānau
- monitoring
- learning from incidents

- information sharing
- operational review processes
- system leadership.

Many stakeholders expressed support for stronger stewardship and ongoing improvement activities.

Survey Findings and Alignment with Stakeholder Feedback

The SESTA Operational Review Survey received **823 responses** from students, whānau and caregivers, school leaders, school staff, transport providers, drivers and Ministry staff.

The survey provided a national evidence base that strongly validated the themes emerging from interviews, workshops and stakeholder discussions.

Across all stakeholder groups, respondents described SESTA as an essential service that:

- enables access to education
- supports student wellbeing
- supports family and whānau wellbeing
- promotes independence and participation.

Students reported high levels of safety, comfort and satisfaction with their travel experience. Positive relationships with drivers emerged as one of the strongest themes, reinforcing comments heard throughout the Review.

The survey also confirmed the main opportunities for improvement identified during stakeholder engagement, particularly:

- communication and information sharing
- service transitions
- understanding student needs
- supervision and student groupings
- safety plans and information quality
- vehicle suitability and accessibility
- travel times and educational participation
- monitoring, assurance and continuous improvement.

Importantly, the survey did not identify materially different concerns from those raised during interviews. Rather, it reinforced the panel's emerging findings and recommendations.

The survey results are provided in **Appendix D**.

What Good SESTA Looks Like

Across all stakeholder groups there was strong agreement about the characteristics of a successful SESTA service.

Good SESTA is:

- Safe

- Reliable
- Predictable
- Respectful and dignified
- Child-centred and rights-based
- Responsive to individual needs
- Supported by trusted relationships
- Well communicated
- Delivered by capable and well-supported drivers
- Supported by current information and effective safety planning
- Accessible and suitable for the students using it
- Focused on educational participation, wellbeing and inclusion
- Built on collaboration between whānau, schools, providers and the Ministry
- Continuously learning and improving.

Stakeholders consistently described positive relationships as one of the strongest contributors to successful transport experiences.

Students valued familiar drivers and predictable routines.

Families valued reliability, communication and confidence that their child's needs were understood.

Schools valued collaboration, role clarity and timely issue resolution.

Providers valued accurate information, strong relationships and clear expectations.

The Ministry emphasised safety, educational participation, consistency and effective stewardship.

From a rights perspective, participants highlighted the importance of dignity, inclusion, participation and ensuring disabled children can safely access education.

Taken together, the feedback suggests that good SESTA is not simply about transporting children from one place to another. It is about enabling safe, dignified and reliable access to education through trusted relationships, strong communication, effective systems and a shared commitment to supporting disabled children and young people to participate and succeed.

Recommendations and Actions

Introduction to the Recommendations

The recommendations have been informed by stakeholder interviews, survey responses, operational information provided to the Panel, relevant documentation, and the Panel's independent assessment of the evidence gathered during the Review. While many of the recommendations reflect issues and opportunities raised directly by students, whānau and caregivers, schools, providers, drivers and Ministry staff, some recommendations represent the Panel's judgement about the actions most likely to strengthen safety, consistency and service quality across the SESTA system.

The Panel heard a wide range of suggestions for improvement throughout the Review. In developing its recommendations, the Panel sought to focus on a smaller number of practical and achievable actions that are proportionate to the scope of the Review and the Ministry's likely ability to implement change.

The Panel acknowledges that the Review was undertaken within a relatively short timeframe. While recommendations were informed by evidence gathered through the Review, there was limited opportunity to fully test each proposed action with the Ministry or other stakeholders. It is therefore possible that some recommended actions are already in place, partially implemented, or form part of existing business-as-usual activities.

Where this is the case, the Panel's expectation is not necessarily that new processes or systems be created, but rather that the Ministry review current practice to determine whether existing arrangements remain fit for purpose, are being applied consistently, and are achieving their intended outcomes. In this sense, some recommendations should be read as an invitation to evaluate and strengthen current practice where appropriate, rather than as a requirement to establish entirely new functions or processes.

The Ministry has indicated that all recommendations will be considered on their merits, regardless of their placement or numbering in this report. The recommendations have therefore been organised to provide a logical sequence for consideration, beginning with foundational system settings before moving to more specific operational controls and areas for improvement.

Rights-Based SESTA System

The Panel expects that the implementation of all recommendations arising from this Review will be guided by a child-centred and rights-based approach.

Throughout the Review, stakeholders consistently highlighted that children and young people are the primary stakeholders of the SESTA system. The Review also heard that transport should be viewed not simply as a transport service, but as an important contributor to safe access to education, participation, inclusion, independence and wellbeing.

The Panel therefore expects that all parties involved in the SESTA system, including the Ministry, schools, providers, drivers, families and caregivers, give appropriate consideration to children's rights, disability rights, educational participation, safety,

wellbeing and the best interests of the child when implementing the recommendations and actions contained in this report.

This means:

- Applying the best interests of the child principle when making decisions that affect transport arrangements and service delivery
- Ensuring the voices and experiences of children, young people and whānau are considered when reviewing and improving services
- Recognising educational participation, safety, dignity, wellbeing and inclusion as core outcomes of SESTA
- Supporting ongoing consideration of children's rights and disability rights through existing monitoring, review and continuous improvement processes
- Considering the inclusion of SESTA safety, wellbeing and educational participation trends within existing monitoring discussions between the Ministry and the Office of the Children's Commissioner.

Recommendation 1: Strengthen the Quality, Currency and Management of Information

Why

Timely, accurate and accessible information is critical to the provision of safe SESTA services. The Review consistently heard that incomplete, inaccurate or outdated information does affect safety planning, service transitions, transport arrangements and the ability of drivers and providers to support students effectively.

Priority Actions

1. Strengthen the quality, completeness and accessibility of information relating to student needs, transport arrangements and safety requirements.
2. Ensure Safe Travel Plans and other critical student information are current, and available to those responsible for supporting students safely.
3. Establish processes that enable the dissemination of accurate and timely information as part of business-as-usual activity across the SESTA system.

Actions Over Time

- Improve information management tools and systems.
- Improve integration of information across schools, providers and the Ministry.
- Strengthen mechanisms for capturing and maintaining critical student information.

Recommendation 2: Strengthen the Exchange and Communication of Information

Why

Inadequate communication is the strongest and most consistent issue raised across all stakeholder groups and underpins many safety and wellbeing concerns.

Priority Actions

1. Establish communication standards for service changes, delays, missed pick-ups and incidents.
2. Ensure students, whānau, schools and providers know who to contact when concerns arise.
3. Strengthen communication and information sharing during provider transitions.

Actions Over Time

- Accessible communication resources for families.
- Improved communication tools and systems.
- Strengthen opportunities for ongoing communication between key participants in the SESTA system.

Recommendation 3: Strengthen Understanding of Roles and Responsibilities

Why

The Review found that safe and effective service delivery depends on all parties understanding their roles, responsibilities and accountabilities within the SESTA system.

While guidance already exists, stakeholders reported differing interpretations of responsibilities, particularly during service changes, incidents, information sharing, student handovers, and the implementation of Safe Travel Plans. Lack of clarity can lead to confusion, inconsistent practice and increased safety risks.

Priority Actions

1. Review and clarify roles and responsibilities across the SESTA system to ensure expectations are clearly understood by students, whānau, schools, providers, drivers and the Ministry.
2. Ensure roles and responsibilities relating to student safety, information sharing, Safe Travel Plans, incidents, student handovers and service transitions are consistently communicated and applied.
3. Establish processes to ensure roles and responsibilities are routinely reinforced and reviewed as part of service commencement, contract transitions and ongoing service delivery.

Actions Over Time

- Develop accessible guidance materials for students, whānau and schools.
- Periodically review roles and responsibilities to ensure they remain fit for purpose and reflect operational practice.
- Incorporate roles and responsibilities into driver training, provider induction and ongoing capability development.

Recommendation 4: Establish an effective Provider Transition programme

Why

The Review consistently identified service transitions as periods of heightened operational risk. Stakeholders described challenges relating to information quality, vehicle compatibility, specialist equipment requirements and communication during provider changes.

A proactive and well-planned transition process is critical to reducing these risks and enabling providers to safely resource services, allocate appropriate vehicles and develop effective transport routes before services commence.

Priority Actions

1. Proactively validate student information, vehicle requirements and safety planning before transitions occur.

2. Require structured engagement with drivers, students, whānau and schools before service commencement.
3. Implement enhanced monitoring during the first 3–6 months following a provider transition to ensure transport arrangements are operating safely and effectively. This should involve confirming with students, whānau and schools that vehicles are suitable for students' needs, safety requirements are being met, and pick-up and drop-off arrangements are occurring as intended.

Actions Over Time

- Formal post-transition review processes.
- Review contractual and transition requirements to ensure they support effective provider transitions, including clear expectations for communication, information sharing, readiness activities and continuity of service.

Recommendation 5: Strengthen Safety Planning, Monitoring and Assurance

Why

The Review found that effective safety systems rely on proactive planning, access to accurate and current information, active monitoring, and learning processes that identify and address risks before incidents occur.

Good systems support good practice by setting clear expectations, enabling consistent decision-making, and reducing health and safety risk across day-to-day service delivery. At the same time, the Panel recognises that no system can completely remove the possibility of individual conduct departing from expected standards, which is why strong incident management, escalation, response and learning processes must be designed into the SESTA system.

The Review noted that Safe Travel Plans are now required for all students using SESTA. Stakeholders strongly supported the use of Safe Travel Plans as an effective means of ensuring caregivers, schools, providers and drivers have access to current information about students' health, safety and wellbeing needs, and the supports required for safe transport.

Priority Actions

1. Require Safe Travel Plans to be current, routinely reviewed, and accessible to all relevant parties responsible for supporting the student, including caregivers, schools, providers and drivers, as appropriate.
2. Require Safe Travel Plans to be reviewed and updated when requested by a caregiver, school, provider, driver or the Ministry, and following any serious health and safety incident or significant change in a student's circumstances or support needs.
3. Strengthen incident, complaint and near-miss monitoring at both national and local levels.
4. Establish clear processes for identifying, escalating and responding to emerging risks.

5. Undertake a mid-contract SESTA operational health and safety review and at least 18 months prior to reprocurring of SESTA to inform the procurement process.
6. Develop communities of practice to enable all parties to share effective practice and learn from each other.
7. Include SESTA safety, wellbeing and educational participation trends within existing Ministry and Office of the Children's Commissioner monitoring processes to support ongoing consideration of children's rights, safety and access to education.

Actions Over Time

- Enhanced trend analysis.
- Improved information systems and data quality.
- Explore whether all parties are sufficiently resourced for the development and maintenance of effective Safe Travel Plans.

Recommendation 6: Strengthen Driver Capability and Support

Why

Drivers are central to safe and dignified transport. The Review consistently heard that drivers are well liked by the children they transport. We also heard about the need to consider how capability development and support can be improved to safely manage increasingly complex situations.

The Review also found that effective support for drivers requires a combination of universal training and competency requirements for all drivers, together with timely access to student-specific information, safety plans and guidance relevant to the children they transport.

Priority Actions

1. Review the current training provided universally to all drivers and consider how it could broaden to include basic information on disability responsiveness, behaviour support, safe wheelchair transport, communication, medical needs, emergency response and child-centred practice.
2. Ensure drivers have access to current student information, Safe Travel Plans and just-in-time guidance relevant to the students they transport and their specific needs.
3. Strengthen the support available and required to drivers when incidents, concerns or complex student situations arise. This should include clear access to:
 - operational and management support from providers
 - specialist advice where required
 - clear escalation pathways for safety, wellbeing or service concerns.
4. Create opportunities for providers and drivers to share good practice and learning, supporting continuous improvement in health and safety across the SESTA system.

Actions Over Time

- Partnerships with specialist schools, therapists and disability organisations.
- Communities of practice and professional development opportunities.
- Development of specialist capability pathways for drivers supporting students with higher or more complex needs.

Establish the opportunity to connect with Total Mobility providers to share good practice and learning.

Recommendation 7: Review Criteria for Additional Adults in Vehicles

Why

The Review heard differing perspectives regarding supervision requirements where students have complex behavioural, medical, mobility or safety needs.

Drivers are primarily responsible for operating the vehicle safely. This can be challenging when they are also required to manage significant student behavioural, medical or supervision needs during a journey.

Priority Actions

1. Review or establish criteria for determining when additional adult supervision or support may be required in situations involving elevated safety risks.
2. Review arrangements involving complex behavioural, medical or mobility support needs, those at risk of running, with limited road safety awareness, support for those requiring large vehicles.

Actions Over Time

- Trial alternative support models.
- Refine criteria using incident and safety data.

Recommendation 8: Strengthen Vehicle Requirements to Ensure Comfort and Safety

Why

While vehicles used for SESTA are required to meet contractual specifications for the safe transport of wheelchair users, the Review heard concerns from parents, schools, providers and specialist staff regarding wheelchair transport practices, vehicle suitability, specialist equipment, and the safe loading, securing and transport of wheelchair users

Priority Actions

1. Review vehicle contractual specifications to ensure vehicles are suitable for the safe transport of wheelchair users, including space, accessibility, loading and unloading arrangements, and emergency evacuation requirements.

2. Review current competency requirements and refresher training arrangements to ensure drivers transporting wheelchair users have the knowledge, skills and confidence required to support safe wheelchair transport practices.

Actions Over Time

- Periodic audits and observational reviews.
- Ongoing review of equipment and vehicle standards.

Other matters for Ministry Consideration

Throughout the Review, stakeholders raised a few additional issues that the Panel considers important and worthy of future attention. While these matters were consistently raised and may have a significant impact on the experience of students, families, schools and providers, the Panel did not consider them to be as directly connected to immediate health and safety risks as the core recommendations contained in this report.

Accordingly, the Panel has recorded these matters for Ministry consideration rather than presenting them as priority recommendations. The Panel encourages the Ministry to consider these issues as part of its ongoing stewardship, planning and continuous improvement activities. Those issues were:

- Timeliness of applications and approvals
- Travel times and route efficiency
- Satellite school and specialist school eligibility settings
- Pokapū Waka Kura functionality and data quality
- School workload and resourcing implications
- Transition to adulthood and links with Total Mobility.

Closing Statement

The Panel wishes to again acknowledge and thank everyone who contributed to this Review. We are particularly grateful to the students, families and whānau, school leaders and staff, transport providers, drivers, disability organisations and Ministry personnel who generously shared their experiences, perspectives and expertise. The willingness of participants to discuss both positive experiences and areas of concern has provided a rich and valuable evidence base for this Review.

A consistent message throughout the Review was that SESTA is highly valued. For many students and families, it is far more than transport. It enables access to education, supports participation and independence, reduces barriers for families, and contributes significantly to wellbeing. The Panel also heard many examples of dedicated drivers, providers, schools and Ministry staff working together every day to support positive outcomes for children and young people.

The Panel's view is that the issues identified in this report are not a reflection of a system that is failing. Rather, they are opportunities to strengthen a service that is already making a significant difference in the lives of disabled children and their families. The recommendations are intended to support safer, more consistent and more responsive service delivery, while preserving the strengths that stakeholders value most.

The Panel is optimistic about the future of SESTA. It believes that if the recommendations in this report are implemented thoughtfully and with integrity, they will help address the concerns identified during the Review, strengthen safety and wellbeing, improve confidence across the system, and better support educational participation for disabled children and young people.

Above all, we hope this Review contributes to ensuring that every student who relies on SESTA experiences transport that is safe, reliable, respectful and dignified, and that families, schools, providers and drivers continue to work together in partnership to support positive outcomes for the children and young people at the heart of the system

Appendices

Appendix A: Current State

Appendix B: Terms of Reference

Appendix C: Roles & Responsibilities

Appendix D: Survey results

Appendix A:

Current State (provided by the Ministry)

SESTA Policy

SESTA services are designed to remove access barriers to education for students – often with high and complex needs – who are unable to travel independently to school.

There is no originating policy statement for SESTA services. Rather, operational practice has developed the status of policy over time. As with other school transport services, SESTA offers demand-driven assistance for eligible students. This means that all applications that meet established eligibility criteria will receive some form of assistance.

To be eligible for SESTA, a child or young person must:

- be between 5 and 21 years of age.
- be enrolled at their nearest state or state-integrated school that meets their special education needs.
- have mobility or safety needs that prevent them from travelling independently to school.

If criteria are met, students are eligible for assistance. The type of assistance and any other conditions of travel are determined by operational policy.

Operational Policy

A caregiver applying for SESTA can opt to request either a place on a vehicle or a conveyance allowance contribution towards their own costs.

If the application is for a vehicle service, then a further assessment will be made as to the viability of service provision. Service provision depends on safety, availability and cost. Safety is assessed based on the student's specific needs and behaviour profile. Availability is determined by the locally contracted SESTA provider, based on their ability to provision the service. If these conditions are met, the provider will evaluate the cost of providing the service. If the cost of the service for a particular student exceeds the Ministry's cost threshold, or if the service can't be provided for reasons of safety or availability, the SESTA Conveyance Allowance (SECA) will be offered instead.

Application and Review Process

Applications for SESTA can be submitted by caregivers or schools through the Ministry's Pokapū Waka Kura | School Transport Hub. Applications should generally be submitted at least one full school term before assistance is required to allow sufficient time for assessment and service planning.

Applications are assessed by the Ministry to determine both eligibility and the most appropriate form of assistance. Where a vehicle service is requested, further assessment is undertaken to determine whether a safe, suitable and cost-effective transport service can be provided. This assessment may include consideration of journey times, vehicle capacity, availability of suitable providers and any risks associated with transporting the student.

Where a student presents behaviours or circumstances that may create risks during transport, a Safe Travel Plan is developed. The Safe Travel Plan documents known risks required supports and agreed responsibilities to support the safe operation of the service. Following assessment, the Ministry either arranges a vehicle service or offers a SECA where a vehicle service is unavailable or otherwise unable to be provided within operational guidelines.

Once a service is established, ongoing communication between caregivers, schools, transport providers and the Ministry is required to ensure the service continues to meet the student's needs. Changes to enrolment, residential address, custody arrangements, medical circumstances, mobility needs or behaviour may trigger a reassessment of transport requirements and the type of assistance provided.

Caregivers may request a review of a SESTA decision where they believe relevant information has not been considered, circumstances have changed, or new information is available that may affect the original decision. Reviews provide an opportunity for decisions to be reconsidered against established policy and operational settings.

Contracting SESTA provision

As high-value and long-term public services, SESTA contracts are periodically re-tendered in accordance with government procurement requirements. Regular market testing is intended to promote competition, support service quality, and ensure value for money in the delivery of transport services.

Contract renewals can result in a change of transport provider for some services. While these changes are a normal feature of government contracting, they can be particularly significant for SESTA students, many of whom rely on familiar routines, trusted relationships and well-established support arrangements to travel safely to and from school.

Recognising the importance of continuity, the Ministry undertakes a structured transition process when introducing new providers. This includes engagement with incumbent and incoming providers, sharing available information about student needs and service requirements, and monitoring implementation to reduce potential disruption. Where possible, existing service arrangements, including drivers, vehicle configurations and route structures, are retained.

As part of the transition process, the Ministry provides incoming providers with information held about students' transport requirements. Where information is incomplete, out of date or requires clarification, schools may be asked to provide updated information to support service planning and continuity.

Schools are engaged throughout the procurement and implementation process. This includes communication prior to market engagement, following contract award decisions, and during transition planning and implementation phases.

A significant proportion of SESTA contracts were re-tendered during 2025, with new contracts progressively implemented throughout 2026. The largest tranche of change occurred in Term 2, affecting more than 1,700 students. While all successful providers had previous experience delivering SESTA services, the scale of change highlighted the

importance of effective transition planning, clear communication and robust information-sharing arrangements across the system.

Roles and Responsibilities

SESTA delivery relies on a shared set of responsibilities across caregivers, schools, transport providers, and the Ministry. Although the Ministry has oversight of the system, no single participant is solely responsible for the safe and effective operation of services; rather, service delivery depends on each party fulfilling their respective obligations and communicating effectively when circumstances change.

- The **Ministry** is responsible for determining eligibility, approving services, funding and contracting transport providers, and overseeing system performance.
- **Schools** support the day-to-day operation of services, including student handover arrangements and communication of information relevant to student safety and wellbeing.
- **Caregivers** are responsible for providing accurate information about student needs and ensuring the Ministry is informed of any changes that may affect transport arrangements.
- **Transport providers** are responsible for delivering services safely and in accordance with contractual and regulatory requirements.

Responsibilities at a glance

Responsibility	Ministry	Transport Service Providers	Schools	Caregivers
Communication with caregivers		✓	✓	
Addressing student behaviour issues			✓	✓
Health & safety	✓	✓	✓	✓
Eligibility assessment	✓			
Eligibility advice	✓		✓	
Student behaviour while on SESTA vehicle			✓	✓
Service delivery and operations		✓		
Contracts for service	✓	✓		
Auditing and monitoring TSP performance	✓			
Emergency and incident management	✓	✓	✓	

Figure. 1. Responsibilities at a glance from the current School Transport Roles and Responsibilities Guide

Most questions and challenges regarding responsibilities arise out of the role of drivers, particularly around what is excluded from their role. The Roles and Responsibilities Guide states:

For clarification, drivers are not allowed to:

- Touch any student, except in cases of unexpected emergency where contact is unavoidable (if this occurs, the driver must ensure that the incident is recorded in writing).
- Assist in the loading and unloading of a student into or out of a SESTA vehicle, apart from the necessary operation of the vehicle e.g. activating the wheelchair hoist, securing wheelchair tie downs, opening the door and ensuring a step is available.
- Administer any medication.
- Leave their vehicle unattended at any time when students are on board.

On a school-bound journey it is expected that a caregiver will take responsibility for bringing their child to the vehicle and securing them in it. At the school, school staff are responsible for releasing and removing students from the vehicle. The reverse applies on the home-bound journey.

While the intention to restrict drivers' responsibilities to vehicle operations and emergency management is clear, in practice the interface between drivers and caregivers and school staff can be quite complex and inconsistently applied. These complexities and inconsistencies will be discussed in the following section.

School Transport Roles and Responsibilities Guide included as **Appendix C**.

Specialist Equipment

Many users of SESTA services require specialist equipment, which is required in some cases to keep students secure in the vehicle during the services.

Application and funding for specialist transport equipment is administered separately from the SESTA application process. Applications are made where a student requires additional equipment to travel safely, and schools may assist caregivers in identifying needs and supporting applications.

The provision of specialist equipment relies on effective coordination between caregivers, schools, the Ministry and transport providers. Equipment must be compatible with the vehicle being used and supported by appropriate information, training and operational procedures to ensure it is used safely and consistently.

Delivery

SESTA services are delivered by a mix of sedans and vans. Many of these vans are fitted out with engineered improvements to support the safe carriage of wheelchairs, including reinforced tie-down points. Services are provided by a mix of operators from the taxi and bus sectors of the passenger transport industry. These providers deliver

services ranging from the transport of individual students through to larger multi-student services operating across extensive geographical areas. Service design is influenced by a range of factors, including student needs, location, route efficiency, vehicle availability and cost considerations. It is important to note that while some providers have been historically associated with bus service provision for the Ministry, no providers identified as “bus operators” use buses to deliver SESTA services.

The most recent procurement process resulted in a shift in the composition of providers delivering SESTA services, with an increase in the number of bus operators and a corresponding reduction in taxi-sector participation. New contracts awarded in 2025 are being progressively implemented throughout 2026 through a phased transition process designed to support continuity of service for students, whānau and schools.

Incident Management

SESTA providers are primarily responsible for the immediate management of incidents that occur during the delivery of services, including responding to safety issues, managing risks as they arise and meeting relevant reporting obligations. Depending on the nature and severity of the incident, providers may be required to notify the Ministry immediately and record incident information through established reporting channels.

The Ministry maintains oversight of incident reporting and management across the SESTA network. Reported incidents are reviewed to assess their significance, determine whether follow-up action is required, and identify any broader operational or safety implications. More serious incidents may be escalated for further review and management. Information may also be received from schools, caregivers and other parties where concerns arise.

Incident information contributes to operational monitoring, provider assurance and continuous improvement activities. The Ministry analyses incident and performance data to identify trends, emerging risks and opportunities to improve service safety and quality across the SESTA system. This information may inform engagement with providers, service reviews, audit activity and improvements to operational practice.

Effective incident management relies on timely reporting, accurate information and clear communication between providers, schools, caregivers and the Ministry. These arrangements support both the management of individual incidents and broader system learning.



Systems review of SESTA service delivery – Terms of Reference

Purpose

The purpose of this review is to assess the safety and effectiveness of current specialised school transport assistance (SESTA) service delivery, with a focus on ensuring clarity of roles and responsibilities, successful introduction of new contracts, safe and consistent service delivery, and effective engagement with stakeholders.

The review will recognise operational pressures across the SESTA system, including workforce and provider capacity constraints, and will consider how these constraints' impact the delivery of safe services for both students and the workforce (including drivers, providers, and school staff).

For the purposes of this review, safety includes physical safety, operational safety, and wellbeing outcomes for all participants in the system. The review will recognise the obligations of employers under the Health and Safety at Work Act 2015 to provide a safe workplace, and will consider the safety and perspectives of all workers involved in SESTA service delivery, including drivers, aides, school staff, and provider personnel.

This review will:

- provide an opportunity to identify improvements to processes and service delivery, and strengthen confidence and role clarity across the sector.
- be informed by a disability rights and children's rights perspective, recognising that safety in SESTA is not only an operational requirement, but a core human rights obligation.
- be guided by the United Nations Convention on the Rights of Persons with Disabilities and the Convention on the Rights of the Child, ensuring that dignity, inclusion, participation and protection from harm are central considerations in assessing service delivery.
- follow a robust and transparent process that enhances public confidence in the SESTA service and the Ministry of Education, including by producing findings suitable for publication (subject to lawful redactions).

In doing so, the review will support the Ministry's due diligence obligations in relation to health and safety, enhance public confidence in the SESTA service, and identify system-level improvements to reduce the risk of harm to children using SESTA services. The review will be conducted in a manner that is independent, transparent, proportionate, and focused on system-level learning.

Context

The review takes place in a context of specific operational concerns and a wider ecosystem of rights, regulations, guidance, contractual obligations and community expectations. While it is beyond the scope of this operational review to propose changes to the regulatory, contractual or policy framework within which services are delivered, it will be important for reviewers to be cognisant of relevant contextual elements and documents including:

- Health and Safety at Work Act 2015
- Education and Training Act 2020
- Land Transport Act 1998
- Land Transport Road User Rule 2004
- Land Transport Operator Licensing Rule 2017
- Low Volume Vehicle Standard Disability Transportations Systems 2016
- Human Rights Act 1993
- Code of Health and Disability Services Consumers' Rights 1996
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- United Nations Convention on the Rights of the Child (UNCROC).

Recommendations will focus on improvements within existing policy and contractual settings but may identify where those settings create risks or constraints for safe and effective service delivery.

Objectives

The review will:

- apply a rights-based lens to assess whether current service design and delivery uphold the safety, dignity, participation, and best interests of disabled children.
- confirm or update roles and responsibilities as currently documented.
- assess contract transition arrangements for effectiveness, disruption minimisation and safety, including lessons learned from the current transition.
- consider opportunities to improve communication and engagement at all phases of the contract lifecycle.
- identify and provide remedial recommendations to system-level factors negatively impacting service performance.
- identify opportunities for immediate and longer-term improvement of safety, reliability and service quality.
- assess the effectiveness of current incident management processes in preventing harm, responding to incidents, and ensuring accountability and continuous improvement and provide recommendations on how these can be improved.

The review will provide practical recommendations to strengthen the system, while ensuring that findings reflect the operational context, existing contractual arrangements and constraints, and intent underpinning current service settings, as outlined in the Terms of Reference. In addition, it will identify opportunities to improve communication and engagement before, during, and after implementation of new contracts.

Governance

Steering Group and Working Group

This is a hybrid review, commissioned by the Ministry but led by an external Steering Group with an independent Chair and external subject-matter experts, supported by an internal Ministry working group.

The Steering Group is responsible for governance and overall direction of the review, including endorsing scope, overseeing methodology, and approving the final report. It provides independent advice and guidance on the review, including input on scope, methodology, and findings. The Steering Group does not hold decision-making authority for operational matters or implementation.

In carrying out its role, the Steering Group operates within the context of the Health and Safety at Work Act 2015. The Steering Group does not act as a duty holder (PCBU) and does not assume responsibility for operational health and safety management or decision-making. Its role is limited to providing independent advice and system-level oversight, rather than acting as a responsible owner of service delivery.

Steering Group members participate in their individual capacity, consistent with their appointment letters. Where a member chooses to represent the views of their organisation, this must be explicitly stated and appropriately referenced during meetings.

The internal working group, led by James Meffan (General Manager, School Transport) will report to the Steering Group, provide analytical, logistical and secretariat support (including assisting with preparing the final report), and provide advice in light of its expertise in the SESTA system.

Membership of the Steering Group will include:

- an independent chair, who is recognised and credible;
- at least one member with specialist health and safety and regulatory expertise;
- members with expertise in disability and special education contexts;
- members with experience in transport operations and policy; and
- members with cultural competence, including lived experience, or experience with disabled communities and whānau.

The following have been identified for membership on the Steering Group:

- Brian Coffey (Chair)
- Adam Lawrence
- Delaney Myers
- Grant Cleland
- Jessica Schreiber
- Maureen Poulter
- Sarah Roil

Scope

The review will examine not only whether services are being delivered as intended, but whether the system itself is designed and operating in a way that is safe, equitable and appropriate for children with complex needs, taking a rights-based perspective.

For the purposes of scope, health and safety is defined to include physical safety, wellbeing, and safe operational practices across the SESTA system.

This is an operational review which aims to assess current operations for safety, appropriateness and effectiveness. Scope is restricted to considering immediate opportunities for improvement within current policy settings.

The review will prioritise practical and immediate improvements that can be implemented within existing system settings, particularly where there are identifiable safety and service delivery risks.

In Scope

1. Roles and Responsibilities

The review will consider the appropriateness of current Roles and Responsibilities documentation and assess the clarity, completeness, and consistency of accountabilities across the system. It will also examine the alignment between documented responsibilities and operational practice.

2. Contract Transition and Implementation

The review will examine the effectiveness of transition processes, including the introduction of new contract holders and the adequacy of transition planning and delivery. It will consider the expectations placed on contractors, drivers, caregivers, and schools, as well as the effectiveness of driver onboarding, training, and route familiarisation. The review will also assess vehicle availability and the extent to which vehicles meet required specifications. The review will recognise contract transition as a period of heightened risk and will assess how transition planning and implementation mitigate risks to safety, service continuity, and reliability.

3. Stakeholder Engagement

The review will assess communication practices before, during, and after implementation. It will consider the timing and delivery of engagement activities, including “meet and greets”, while recognising contractual and operational constraints. The effectiveness of engagement with schools, caregivers, and providers will be assessed, alongside the suitability of current engagement approaches, including the reliance on a single “meet and greet” interaction. The review will also identify opportunities to strengthen communication and ongoing relationships with stakeholders.

4. Operational and System Performance

The review will consider broader operational and system factors affecting service delivery. This includes application processing timeframes and their impacts, as well as broader SESTA system settings such as over costs and demand pressures. It will examine data quality issues, including the accuracy of student data, and the downstream impacts these have on implementation timelines and provider readiness. The review will also consider Ministry and provider capacity constraints and how these influence delivery outcomes.

5. Incident management

The review will assess whether current incident management requirements, processes and practices are fit for purpose in ensuring the safety and rights of children. This will include:

- Identification and reporting of incidents
- Timeliness and effectiveness of escalation and response processes
- Roles and responsibilities across schools, transport providers and caregivers in incident response
- Provider remediation processes and follow up actions
- Communication with all parties following incidents.

The review will consider:

- the adequacy of existing system controls and processes (for example, Safe Travel Plans, driver training and supervision, incident reporting, and vehicle specifications) in preventing and responding to incidents such as absconding, medical emergencies, and restraint/seatbelt issues; and
- how the Ministry and transport providers identify and respond to patterns of incidents across SESTA, including near-misses and repeated incident types.

The review will also consider whether incident management practices:

- Support proactive identification and appropriately sized response to the mitigation of risk
- Enable system-level learning and continuous improvement
- Provide clear accountability across the system

- Reflect the seriousness of incidents involving vulnerable children.

In assessing incident management, the review will consider the design and operation of system-level controls and processes intended to prevent and respond to serious incidents, including Safe Travel Plans, driver and aide training and supervision, incident reporting and escalation, and vehicle specifications, and how these are applied in practice across different providers and regions.

Out of Scope

This review is a system-level review of SESTA service delivery, focused on operational policy and settings that directly impact service delivery and can support immediate improvements. The review will consider operational policy settings as they relate to service delivery, including how policy is interpreted and applied in practice.

Broader policy design and reform, including changes to eligibility criteria and legislative frameworks, are out of scope, except where these create or contribute to operational risks or constraints. The review may comment on policy impacts where necessary to explain systemic risks, but will not make detailed prescriptive policy recommendations.

This review was initialised prior to the recent fatal SESTA incident occurring and is separate to the investigations being conducted by Police and WorkSafe in relation to the death of a SESTA student.

The review will not:

- determine the causes of that incident;
- make findings about fault, liability, or responsibility of any individual or organisation; or
- determine whether any legal duties, including under the Health and Safety at Work Act 2015, have been breached.

The review will, however, consider system-level controls and processes that are relevant to preventing and responding to incidents of the kinds that have occurred in the SESTA service.

The Steering Group and internal working group will conduct the review in a manner that does not interfere with ongoing Police, WorkSafe or coronial investigations or any related prosecutions. Those undertaking the review should avoid questioning staff or contractors in a way that could duplicate or pre-empt regulatory interviews or create practical pressure on individuals to give potentially incriminating accounts, beyond what is necessary for a systems review.

Key Considerations

The review will adopt a rights-based approach, centring the lived experience of mokopuna whaikaha and their whānau across the service journey. It will examine how responsibilities operate across system boundaries and identify where structural features may create or exacerbate risk.

The review will reflect the policy, contractual, and operational settings and take into account the practical constraints under which services are delivered, including data limitations, contractual obligations, cost implications, and workforce onboarding constraints. This includes the intent to ensure safe, reliable, and equitable access to education for eligible students, with appropriate support for their needs.

It will recognise that some issues identified may reflect broader system design challenges rather than being solely attributable to transition activities. The review will also acknowledge actions already taken to address issues, including targeted operational interventions and on-the-ground support.

In order to keep a clear distinction between this review and the Police and WorkSafe investigations, the Ministry will inform Police and WorkSafe of the review and its Terms of Reference, emphasising its systems-improvement focus and inviting them to raise any concerns about potential overlap or timing. Where appropriate, the timing and scope of particular interviews or lines of inquiry will be adjusted to avoid creating difficulties for those investigations.

The review will recognise real-world operational constraints, including workforce availability, provider capacity, and implementation pressures, when forming findings and recommendations.

Approach

Participation in interviews and engagement for the purposes of this review will be voluntary. The review will be framed as a systems-improvement exercise and will avoid questions directed at individual blame or disciplinary outcomes.

The review will engage with key stakeholders, including SEPAnz representatives, Transport Service Providers, specialist schools, caregivers, and relevant internal teams. The approach will include targeted stakeholder engagement, surveys to capture wider system experience, and workshops to test issues and potential solutions. It will incorporate insights from recent engagement and operational responses, analyse relevant documentation, processes, and delivery outcomes, and validate findings against practical delivery experience and contextual factors.

An external organisation with recognised expertise in health and safety risk assessment will be engaged to undertake the risk assessment component of the review. This will ensure that key risks are identified independently of the Ministry and will support public and stakeholder confidence in the robustness of the review's findings.

Deliverables

Stage 1 of the review will produce a report that presents key findings based on the information available to the Steering Group, provides contextual analysis, identifies risks and issues, and sets out clear, prioritised and actionable recommendations focused on current roles and responsibilities, contract transition and implementation, stakeholder engagement, and operational/system performance, including incident management. The report will include a statement outlining the basis, assumptions, and limitations of the information relied upon.

The report will be prepared in a form suitable for publication, subject to lawful redactions.

The Ministry will publish the report and formally respond to it, outlining intended actions.

Following the release of findings from Police, WorkSafe, or any coronial inquiry, the Ministry may commission Stage 2 within an appropriate timeframe. This may take the form of either a short addendum to the Stage 1 report or a targeted follow-on review, to ensure that SESTA system improvements appropriately reflect lessons arising from those findings.

Timeframe

Stage 1 of the review is expected to be completed over an indicative six-week period, commencing from project initiation on 26 June 2026. This timeframe may be adjusted to reflect the scope of the review, stakeholder availability, and the timing of Steering Group appointments. The Steering Group will meet weekly to support the Working group to draft and finalise the report.



School Transport Roles and Responsibilities Guide

Specialised School Transport Assistance (SESTA)

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1. Overview

Purpose and scope

This document outlines the roles and responsibilities for the coordination and delivery of Ministry-contracted Specialised School Transport Assistance (SESTA) services.

This document may be amended from time to time and is available from the Ministry of Education website, or from the Ministry's School Transport team via School.Transport@education.govt.nz.

Background

The primary responsibility for transporting children to and from school rests with their caregivers.

The Ministry may be able to help where students have safety and/or mobility needs that prevent them from travelling independently to their closest state or state-integrated school.

The Ministry is funded to offer school transport assistance to eligible students only. Information on the eligibility criteria that students have to meet to qualify for school transport assistance is available on our [website](#) or on Page 2 of this document.

Ministry school transport services

The Ministry assists around 100,000 students to access education each school day through a number of commercial and funding arrangements.

Covered in this Roles and Responsibility Guide:

- Specialised School Transport Assistance (SESTA) – transport assistance for students with safety or mobility needs who require additional assistance. Provided by commercial transport service providers (TSPs) who are contracted by the Ministry.
- Specialised School Transport Assistance (SESTA) Conveyance Allowance – a payment made directly to caregivers to assist with transport costs when the Ministry cannot provide a vehicle service.

Covered in other roles and responsibilities guides (available on our website):

- Conveyance allowances (CA) – payments made directly to caregivers to assist with transport costs when the Ministry cannot provide a vehicle service or where students live more than 2.4km from a bus route.
- Direct Resourcing (DR) – bulk funding provided direct to schools, or networks of schools, for them to organise and manage their own transport assistance for their eligible students.
- Daily school bus services – buses that take students to and from school via services provided by commercial transport service providers (TSPs) who are contracted by the Ministry.
- Māori-medium Schools (MMS) – bulk funding provided direct to kura for them to organise and manage their own transport assistance for their eligible ākonga.
- Technology class bus services – transport for Year 7 and 8 students, whose school does not offer technology classes, to a technology class facility. Provided by commercial TSPs who are contracted by the Ministry.

Eligibility criteria

SESTA

Students must meet all three criteria to be eligible for Specialised School Transport Assistance. The student must:

1. be between the **ages of five and twenty-one** years old.
2. **have safety and/or mobility needs** that prevent them from travelling independently to and from school or accessing public transport or a school bus.
3. be attending the **closest state or state-integrated school** that they can enrol at.

Students are not eligible for SESTA if they are:

- receiving ACC for a short period of time
- boarding at residential schools and need transport to and from home for the weekend or holidays
- enrolled at a private school

If the student is eligible for SESTA but is not provided with a place on a vehicle, the Ministry will provide a conveyance allowance to contribute to the cost of transporting the student to school. Caregivers can also elect to receive a conveyance allowance instead of a place on a vehicle.

Safety and mobility needs

A safety need may be where a significant risk of harm or danger to the student, or to others, exists during the journey to and from school. This may be due to challenges such as epilepsy, communication and social skills, understanding, self-management and decision making.

A mobility need may be due to challenges such as reduced mobility, fatigue, medical conditions or limited motor skills.

Responsibilities at a glance

Responsibility	Ministry	Transport Service Providers	Schools	Caregivers
Communication with caregivers		✓	✓	
Addressing student behaviour issues			✓	✓
Health & safety	✓	✓	✓	✓
Eligibility assessment	✓			
Eligibility advice	✓		✓	
Student behaviour while on SESTA vehicle			✓	✓
Service delivery and operations		✓		
Contracts for service	✓	✓		
Auditing and monitoring TSP performance	✓			
Emergency and incident management	✓	✓	✓	

Everybody involved in the delivery of school transport services has responsibilities and obligations under the Health and Safety at Work Act 2015. It is their responsibility to understand and act on these obligations while taking all practical and reasonable steps to mitigate any risks to health and safety.

2. Ministry

To deliver on its school transport assistance mandate, the Ministry has a School Transport business unit. This unit sits within the Te Pou Hanganga, Matihiko | Infrastructure & Digital group of the Ministry.

The School Transport team's key responsibilities are:

- Managing the commercial relationships and contracts with its Transport Service Providers (TSPs)
- Making payments to TSPs, schools and caregivers
- Processing student applications for service and/or assistance
- Incident reporting

Key roles

Role	Responsibilities	Key relationships
Transport Delivery Advisors (TDAs)	• Monitor legislative and contractual compliance and safety • Monitor TSPs contracted levels of service • Conduct desktop and spot-check audits of TSPs • Coordinate incident management, reporting and subsequent investigations, where required • Provide advice and engage with schools on all school transport matters	TSPs Schools (Principals)
Transport Coordinators and Transport Officers	• Eligibility Assessments • Assess and process conveyance allowance payments • Process and quality-check payments to TSPs and caregivers • Respond to customer queries	Parents Caregivers Transport Service Providers

Eligibility assessment and application processing

Eligibility for SESTA is determined by the Ministry on the basis of relevant operational policy. The Ministry assesses applications for SESTA against a range of criteria (see Overview for the eligibility criteria).

Safety, incidents and emergencies

The Ministry requires all TSPs to have robust health and safety plans in place. This includes having clear and appropriate systems and standards for mitigating risks to health and safety, including incident management and investigation processes.

In the event of an emergency or incident, the Ministry's TDA will liaise between the TSP and schools as needed.

2. Transport Service Providers (TSPs) and drivers

TSPs are responsible for the day-to-day operational management and delivery of SESTA transport services for eligible students.

This is a reference guide only, and TSPs should refer to their contract for a complete and accurate list of their responsibilities and obligations.

SESTA driver responsibilities
Be familiar with and comply with their company and Ministry of Education policies and procedures, including emergency evacuation procedures for their vehicle.
Be familiar with their designated pick-up and drop-off locations.
Notify the school if any students are being bullied, threatened or picked on while using the SESTA service.
To treat students with respect and courtesy.
To monitor and supervise students, including taking reasonable steps to alert schools of disruptive or unsafe behaviour.
To safely load, secure and unload equipment that travels with the student.
To ensure students who travel in a wheelchair and are transported in a hoist vehicle are secured as follows: • The wheelchair frame must be properly secured to the floor of the vehicle at four separate tie-down points. • A vehicle seatbelt must be fastened. Although lap seatbelts are allowed, three-point seatbelts are a safer option and should always be used wherever upper seatbelt anchorages enable this to occur, and it can be safely accommodated with the design of the wheelchair. While the caregiver or school staff are to fasten the seatbelt, the driver must ensure that it is worn and fastened correctly. • Any personal positioning equipment required by a student for safe travel must be used.
To never allow unauthorised people to board or enter the vehicle.
To ensure that there is an adult present when delivering a student to home/school/respite address. If there is no adult present, unless the driver has express written permission from the caregiver to do so, the driver is to advise their depot. The driver is then to return the student to school or delivered to the nearest police station, or to an alternative address previously agreed to by the Ministry.
Ensure that all incidents, including near misses, are reported to their depot as soon as it is safe to do so.

TSP responsibilities
To assign dedicated drivers to all SESTA services.
To provide reliable and consistent services that ensure students are picked up and delivered on time.
If specialised equipment is required for a student's travel, they must ensure that their driver knows how to use it before they transport the student.
To ensure that all vehicles are maintained in a clean and tidy manner.
To ensure that drivers of wheelchair hoist vehicles are trained in the use of the hoist and wheelchair restraints.
To ensure that drivers are trained to identify that any restraints used in their vehicle are compliant with the installation instructions of the manufacturer.
To ensure that any restraints used in their SESTA vehicles comply with the installation instructions of the manufacturer. Note: if this means modifying the vehicle or addressing an anchor point, this must be proven by a Low Volume Vehicle Certifying Plate or a Manufacturer's Rating being displayed on the vehicle
To ensure that drivers have been introduced to caregivers and students prior to starting a service.
To maintain clear communications with caregivers and schools.
To ensure all information relating to a student is kept confidential.
To report all incidents as appropriate and detailed within their SESTA Services Agreement.
To investigate all incidents and to notify the relevant regulator as required (i.e. WorkSafe, Police)
To ensure drivers have completed and maintain basic First Aid skills. Note: drivers are not permitted to administer any medication.
If an incident occurs, to undertake an investigation to determine causation and measures to prevent a reoccurrence.

For clarification, **drivers are not allowed to:**

- Touch any student, except in cases of unexpected emergency where contact is unavoidable (if this occurs, the driver must ensure that the incident is recorded in writing).
- Assist in the loading and unloading of a student into or out of a SESTA vehicle, apart from the necessary operation of the vehicle e.g. activating the wheelchair hoist, securing wheelchair tie-downs, opening the door and ensuring a step is available.
- Administer any medication.
- Leave their vehicle unattended at any time when students are onboard.

Safety, incidents and emergencies

In the event of an accident or incident, the driver of the vehicle or transport service provider is responsible for contacting emergency services immediately. The TSP must follow their own emergency procedures. They must also immediately contact:

- The school
- the Ministry's local TDA

TSPs must also create an incident report in the Ministry's School Transport Hub | Pokapū Waka Kura about the accident or incident as soon as possible. This must be within 48 hours after the accident or incident.

Key contacts for TSPs

All TSP enquiries should be directed to their local TDA, or to Transport.Contracts@education.govt.nz.

3. Schools

Responsibilities

School staff responsibilities
To unload the student from the SESTA vehicle.
To ensure that the student is ready to be collected at the agreed time each day from school. This includes ensuring that they have been toileted prior to travelling.
To load the student into the SESTA vehicle. This includes fastening the seatbelt and any other personal positioning devices.
If a Safe Travel Plan is required, to create strategies for the Safe Travel Plan to mitigate student behaviour.

4. Caregivers

The primary responsibility for transporting children to and from school rests with their caregivers.

The Ministry may be able to help where students have safety and/or mobility needs that prevent them from travelling independently to their closest state or state-integrated school. To be eligible to receive Ministry-funded specialised school transport assistance, students must meet our eligibility criteria. These criteria are available on the [Ministry's website](#) or on page 2 of this Roles and Responsibility Guide.

Applying for SESTA

SESTA applications are made online via the Ministry's website.

Responsibilities

Caregiver responsibilities
To ensure that their child is ready to be collected at the agreed time each day from home. This includes ensuring that they have finished their breakfast and have been toileted prior to travelling.
To be at home in the morning to load their child into the SESTA vehicle. This includes fastening the seatbelt and any other personal positioning devices.
For the behaviour of their child while the child is travelling on the SESTA service.
To be at home in the afternoon to unload their child from the SESTA vehicle.
To assist their child in understanding safety rules and encourage them to abide by them.
To work with the TSP and their driver to ensure safe and appropriate student handovers.
To make sure that vehicle collection and drop off points have clear access.
To inform the Ministry, TSP, driver and school if there have been any changes or events that may impact their child's behaviour.
For supplying the appropriate harness or legal restraints for their child to use while travelling in the SESTA vehicle. They are also responsible for ensuring that these are well maintained in accordance with their user manual.
In some circumstances, the Ministry may fund the provision of a harness or restraint.
To advise the TSP and the Ministry of any changes to their contact details i.e. phone number.

Key contacts for caregivers

For enquires regarding:	Contact:
• SESTA applications • SESTA conveyance allowance payments	School Transport team at the Ministry of Education: • 0800 287 272 • School.Transport@education.govt.nz
• Pick up time from home • Drop off time at home	TSP
• Issue follow up	Your school



We **shape** an **education** system that delivers
equitable and **excellent outcomes**

He mea **tārai** e mātou te **mātauranga**
kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

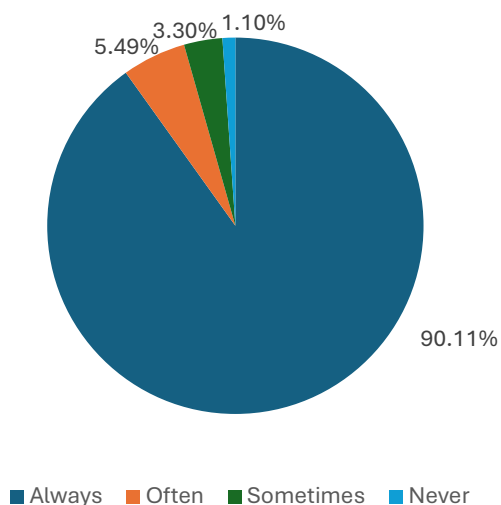
education.govt.nz

Appendix D: Survey Results

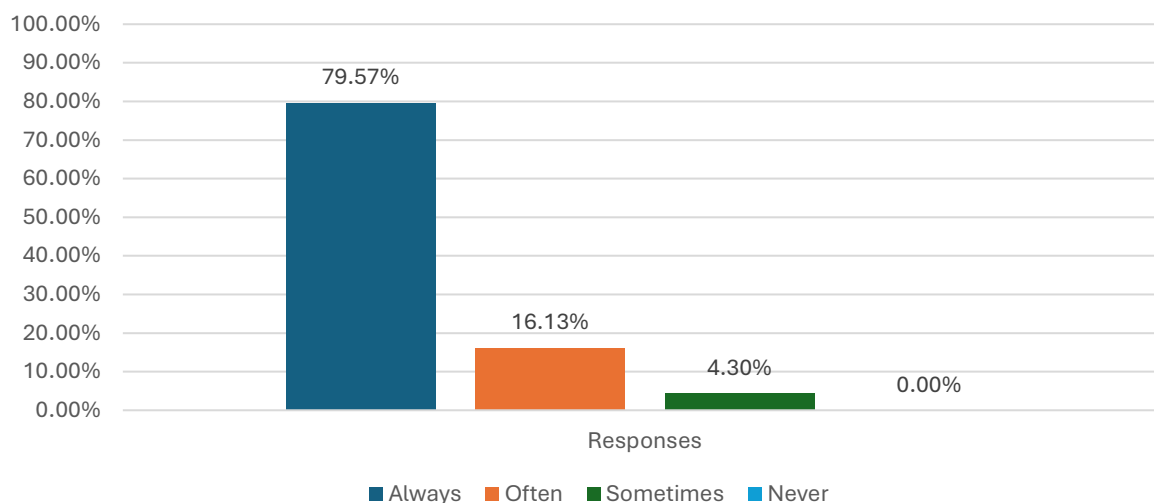
Specialised School Transport Assistance (SESTA) Service Delivery 2026 Survey Results

Students

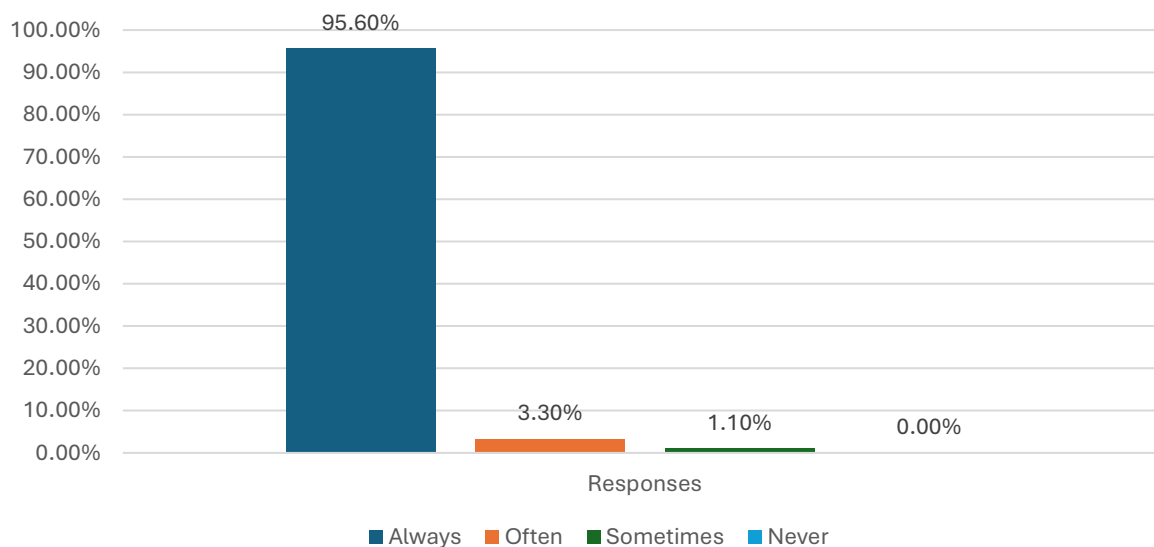
I feel safe when travelling to and from school



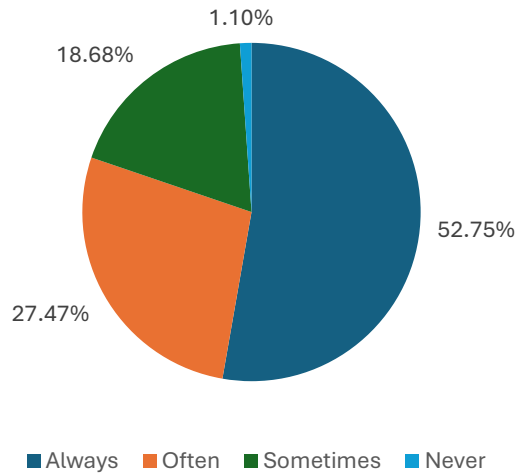
I feel comfortable during my journey



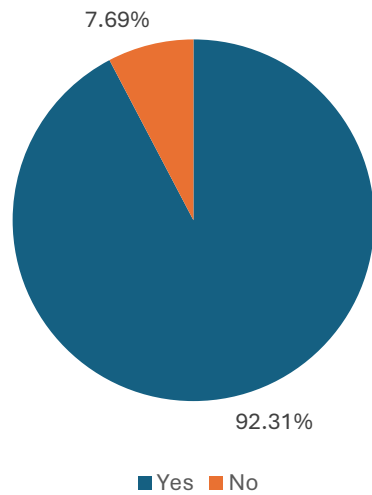
The driver is kind and respectful



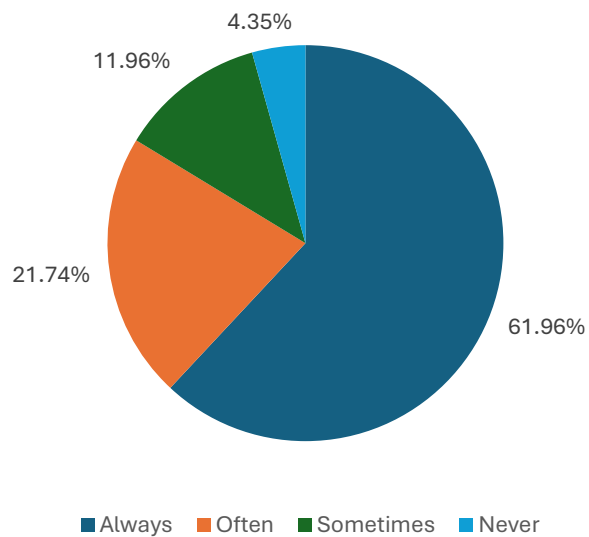
Does your transport usually arrive on time?



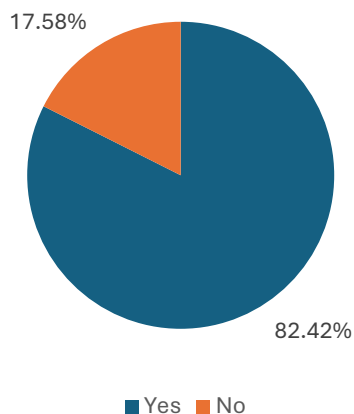
The vehicle is comfortable and works well for me



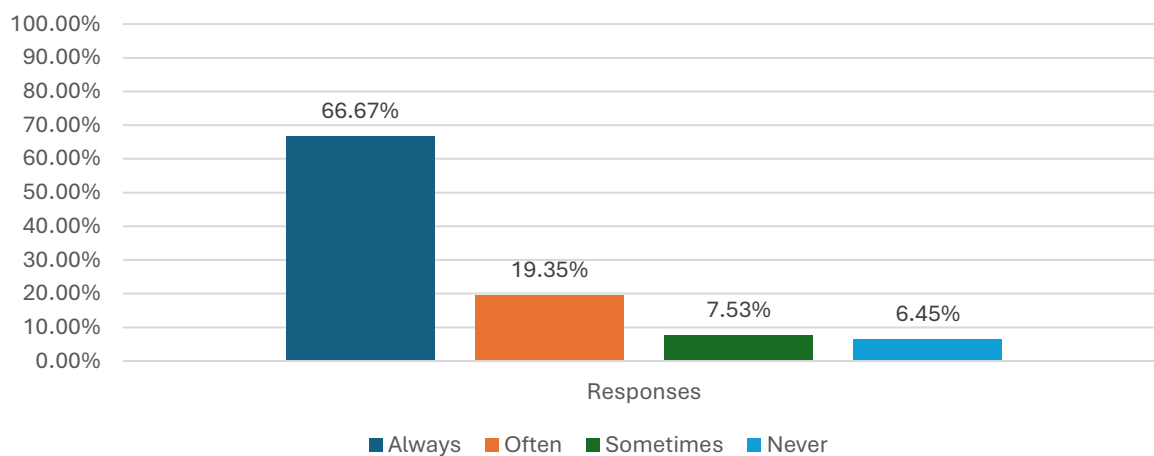
I feel comfortable travelling with other students



Do you know who to talk to if there is a problem with the transport service?

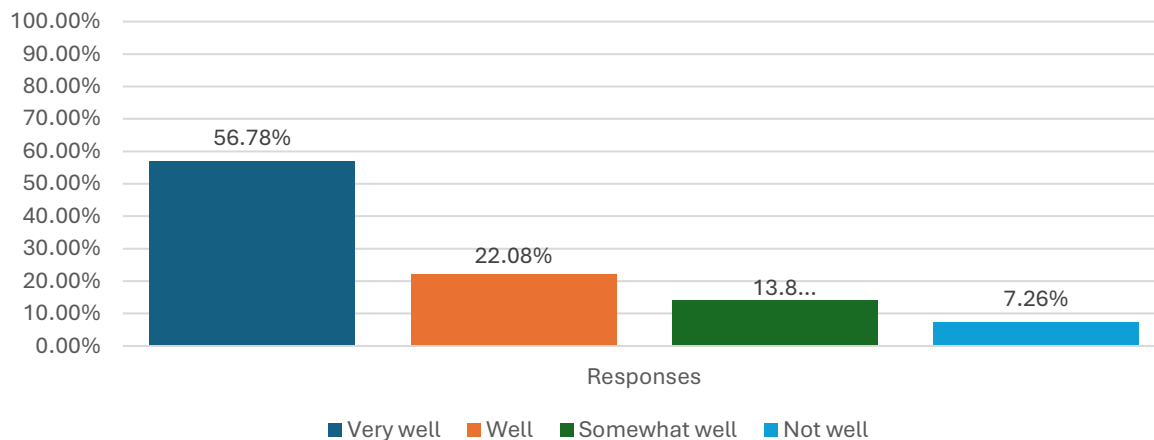


Adults listen when I raise concerns about my transport service

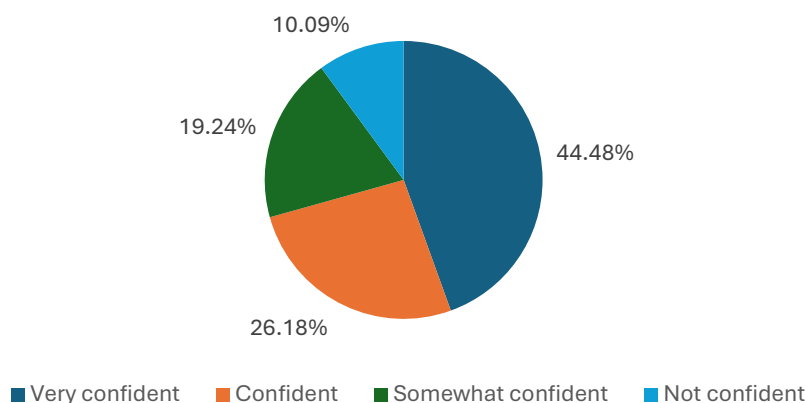


Whānau and Caregivers

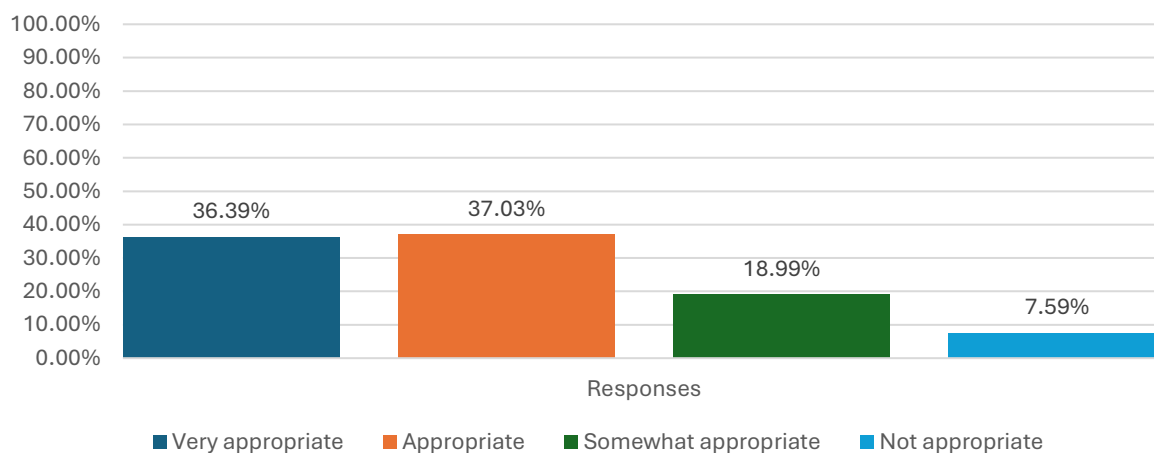
How well do current transport arrangements support student safety and wellbeing?



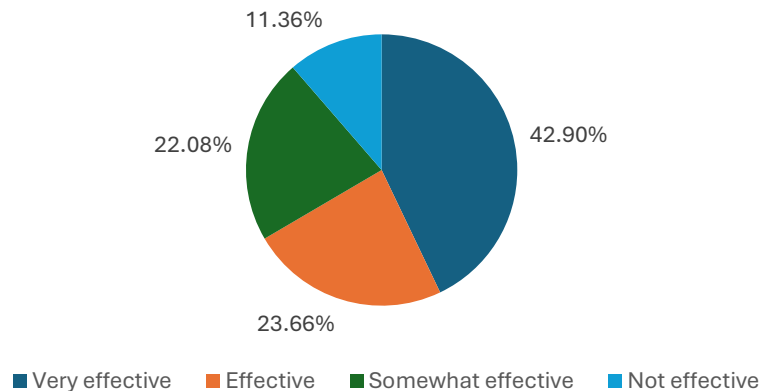
How confident are you that transport arrangements meet students' needs? Examples may include mobility, medical, behavioural, communication and cultural needs.



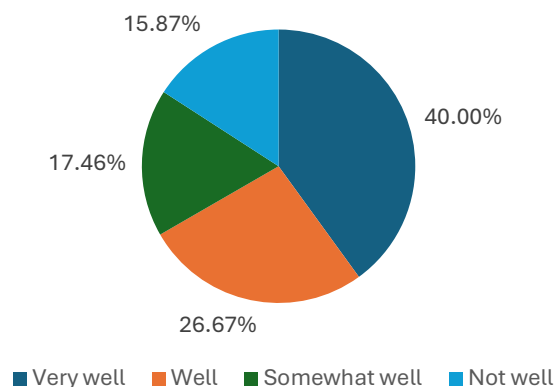
How appropriate are student travel groupings for the students you are familiar with?



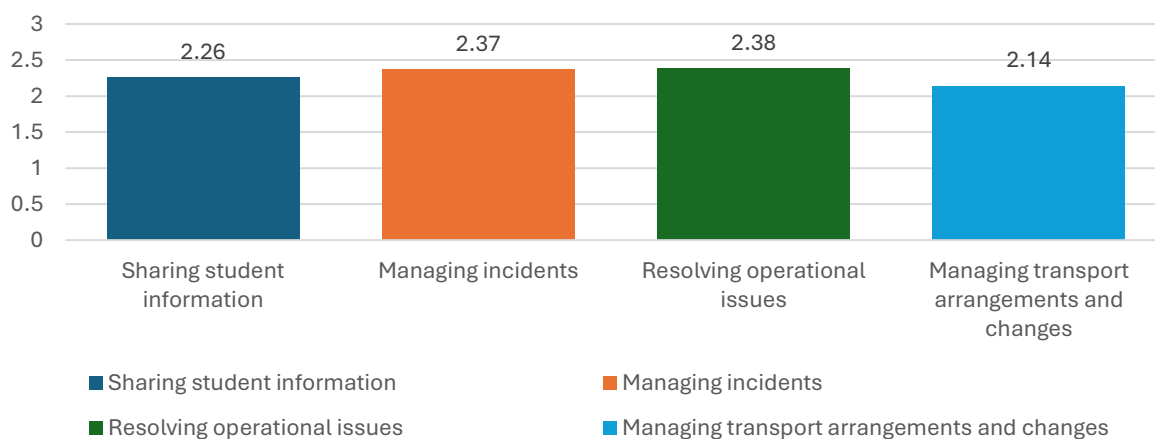
How effective is communication between the people involved in student transport? (e.g. caregivers, schools, transport providers, drivers, Ministry staff)



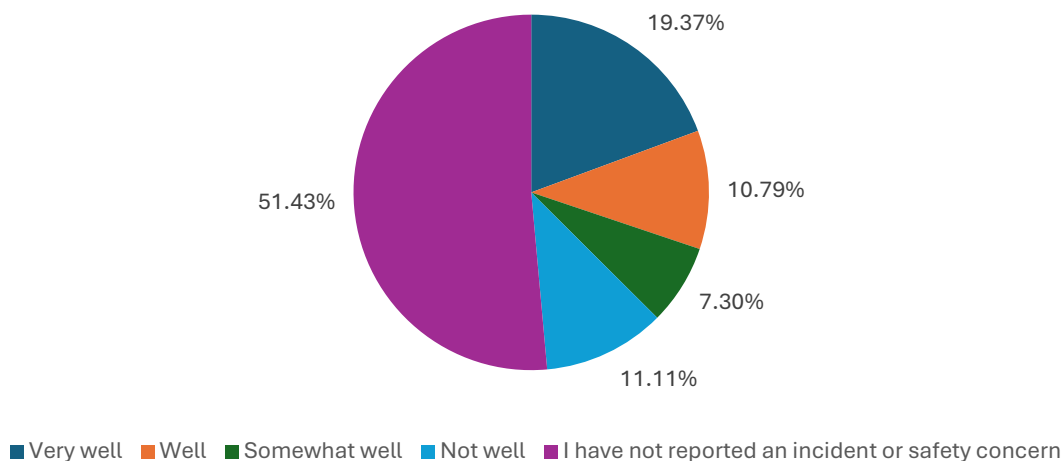
How well are the right people kept informed about student information when transport services start or change?



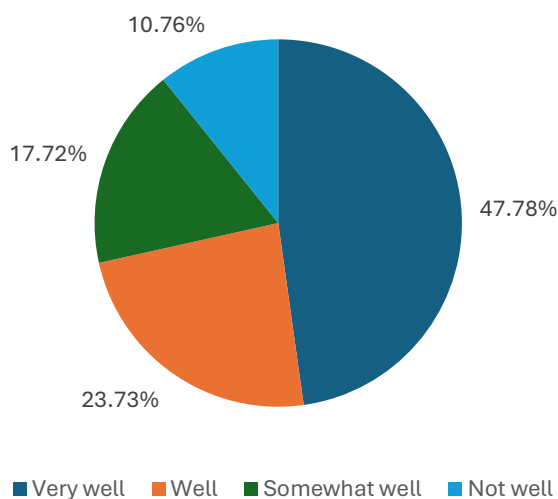
How clear is it who is responsible for the following?



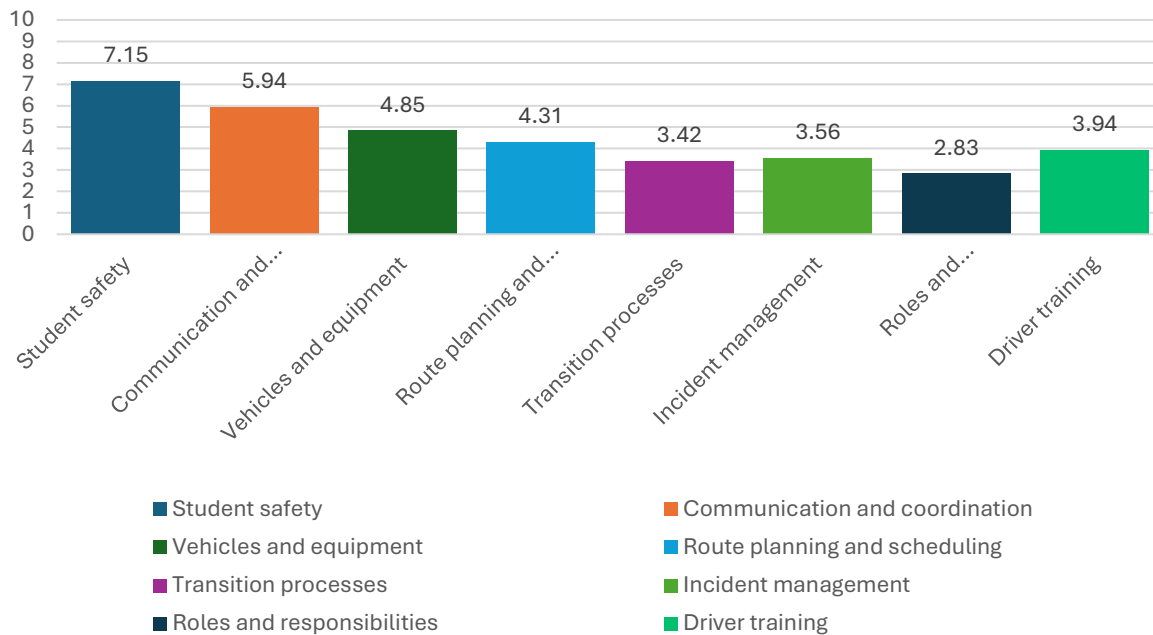
If you have reported a safety incident, how confident are you that it was well managed?



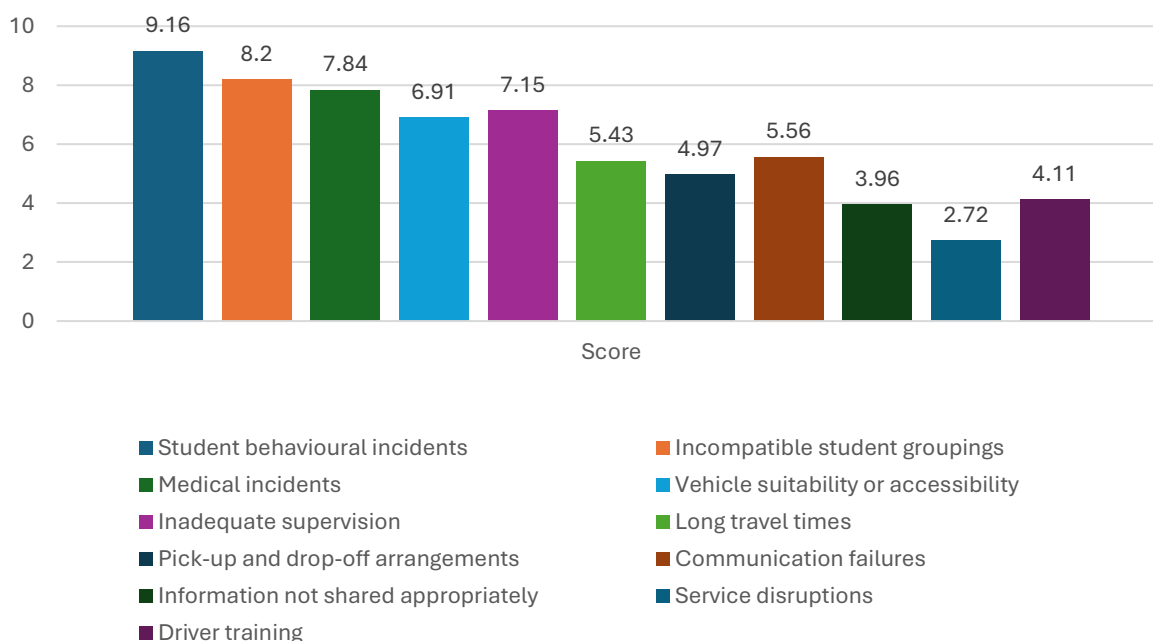
Based on your experience, how well do current transport arrangements (including routes and travel times) meet the needs of the students you are familiar with?



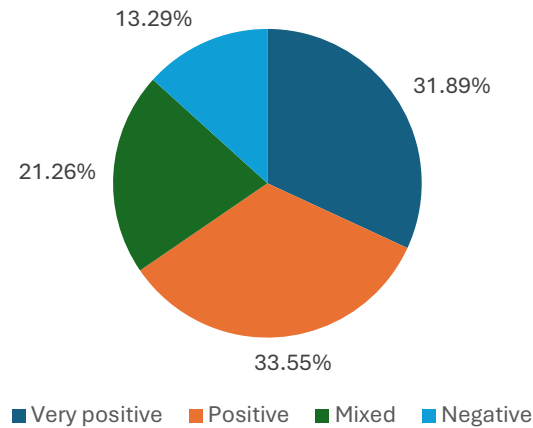
As part of our commitment to continuous improvement, please rank the following areas from highest to lowest priority for improvement. Please rank the areas from 1 to 8, where 1 = highest priority for improvement and 8 = lowest priority.



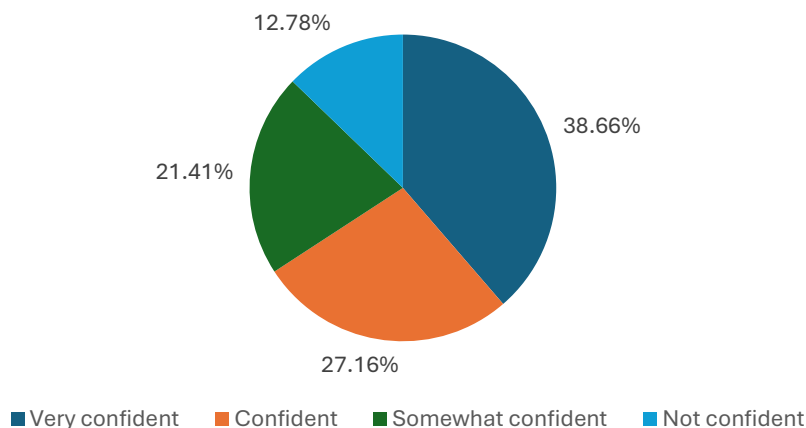
What do you consider to be the greatest risks to student safety and wellbeing? Please rank the areas from 1 to 11, where 1 = highest priority for improvement and 11 = lowest priority.



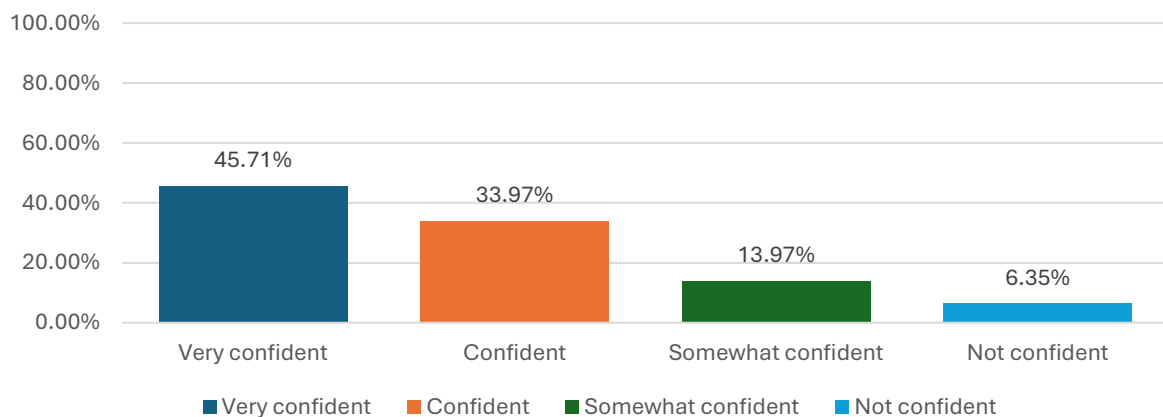
If transport services have started or changed in the last 12 months, how would you describe the overall experience?



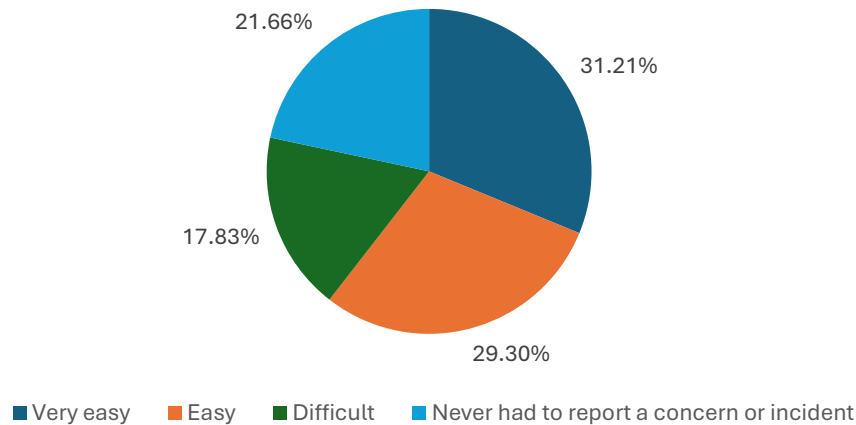
How confident are you that your child's needs are understood by transport staff? For example, the transport provider and driver.



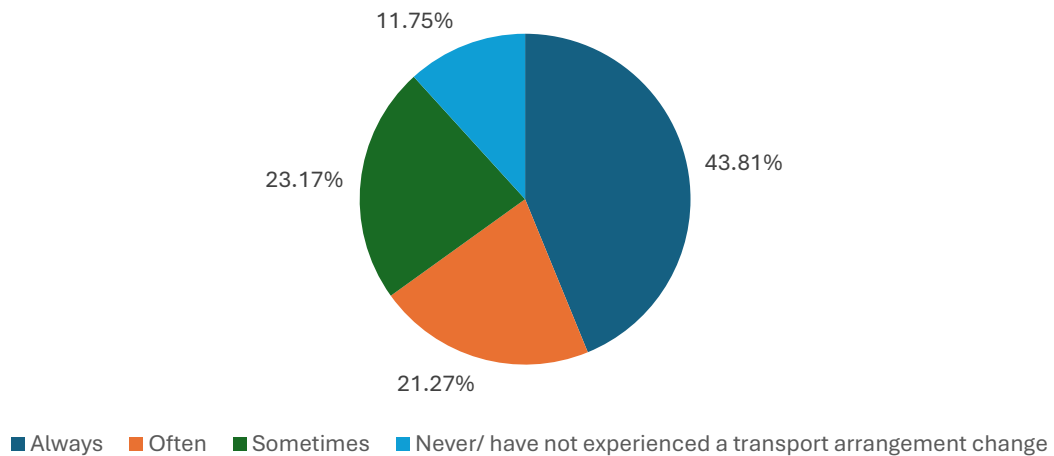
How confident are you that vehicles meet your child's safety and accessibility needs?



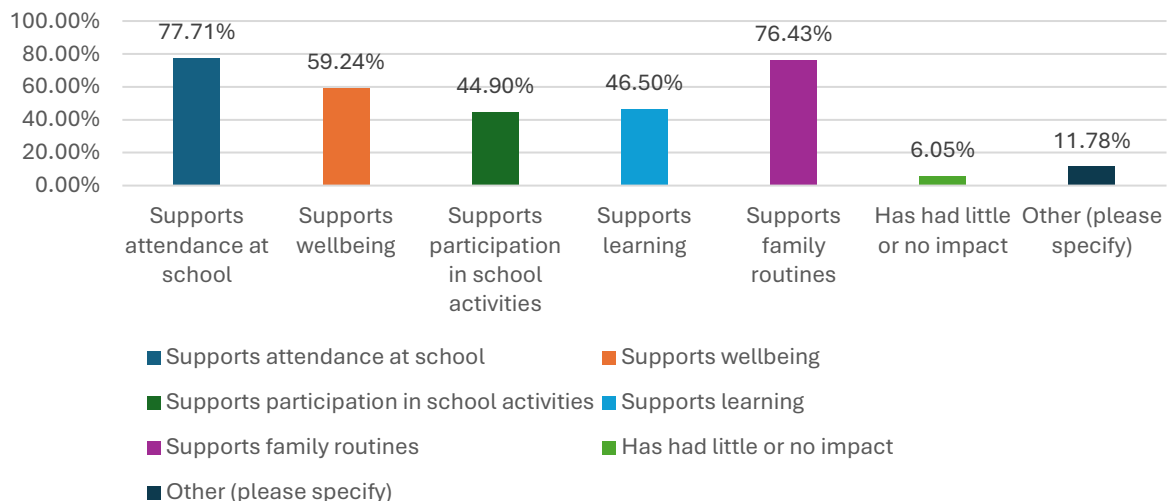
How easy is it to report concerns?



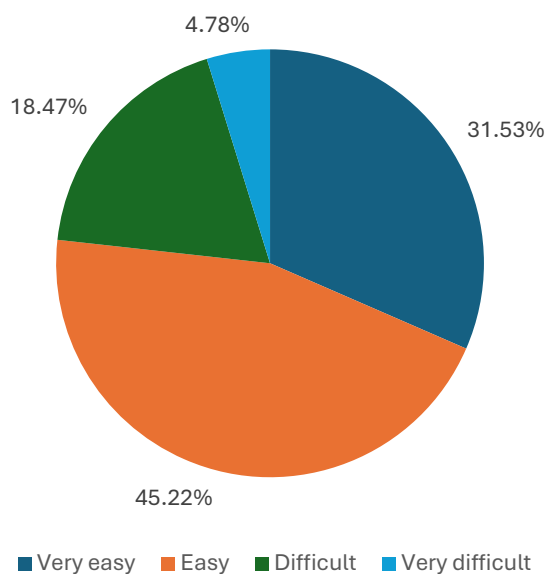
From your experience, do you feel informed when transport arrangements change? For example, different pick-up location, different pick-up time, route change.



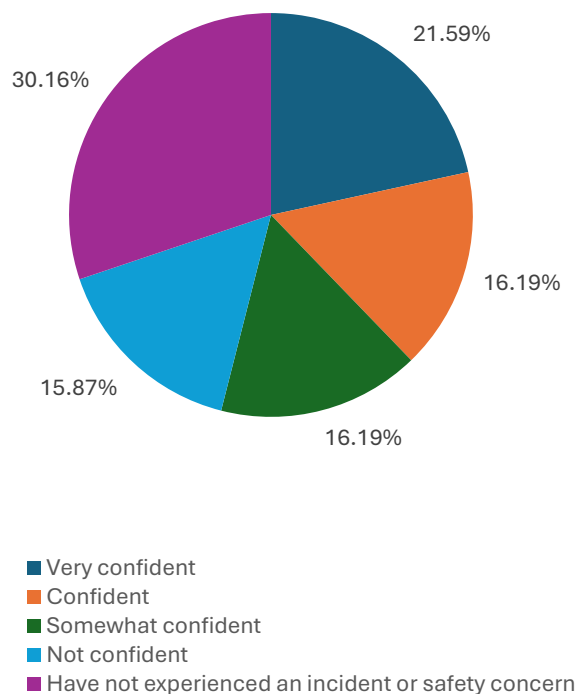
What impact, if any, has student transport had on your child and family? Select all that apply.



How easy is it to get support or information about transport when needed?

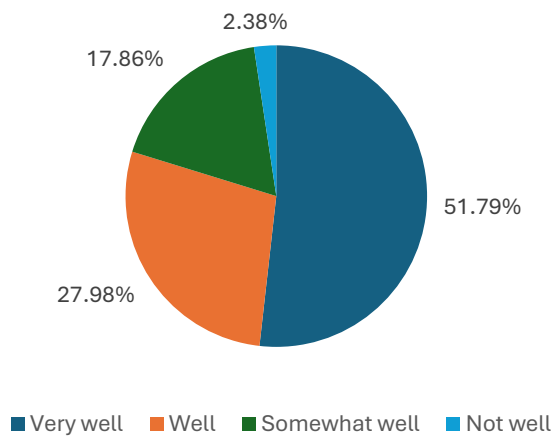


If an incident or safety concern has occurred, how confident are you in how it was well managed?

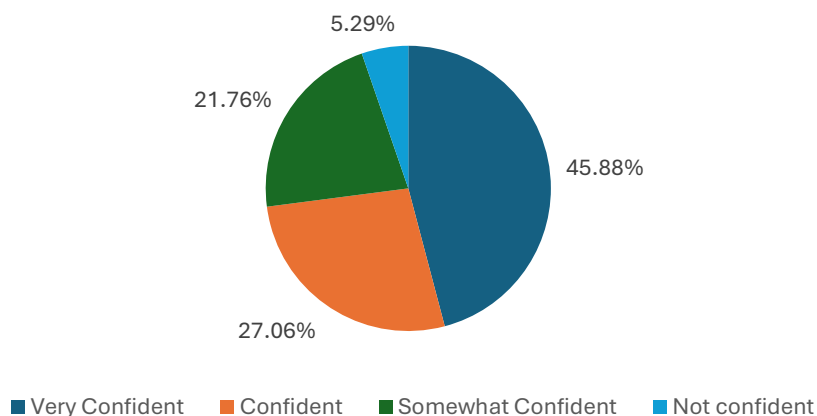


School Leaders

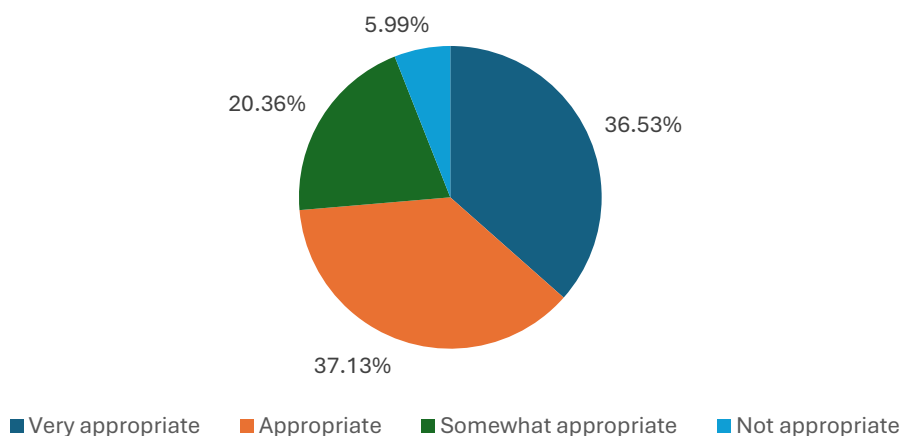
How well do current transport arrangements support student safety and wellbeing?



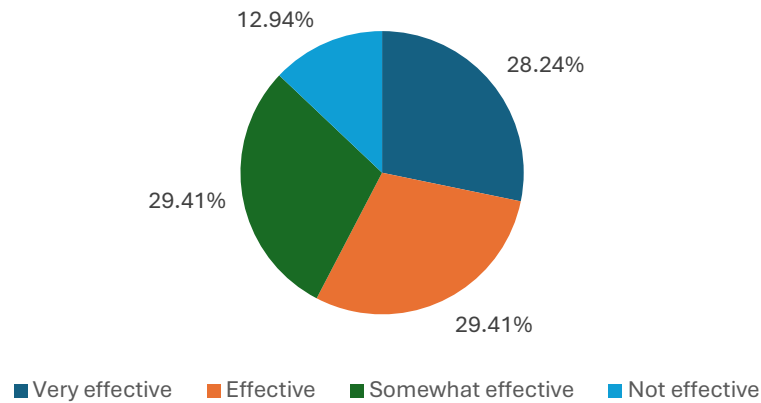
How confident are you that transport arrangements meet students' needs? Examples may include mobility, medical, behavioural, communication and cultural needs.



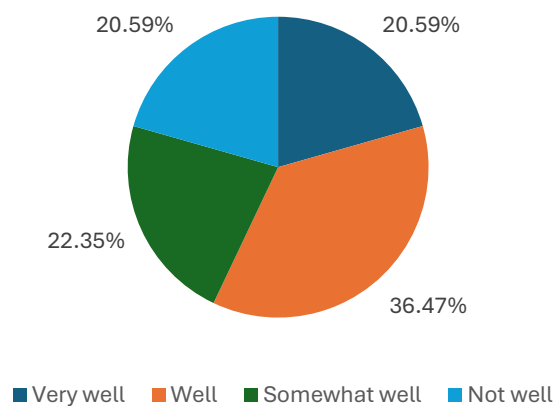
How appropriate are student travel groupings for the students you are familiar with?



How effective is communication between the people involved in student transport? (e.g. caregivers, schools, transport providers, drivers, Ministry staff)



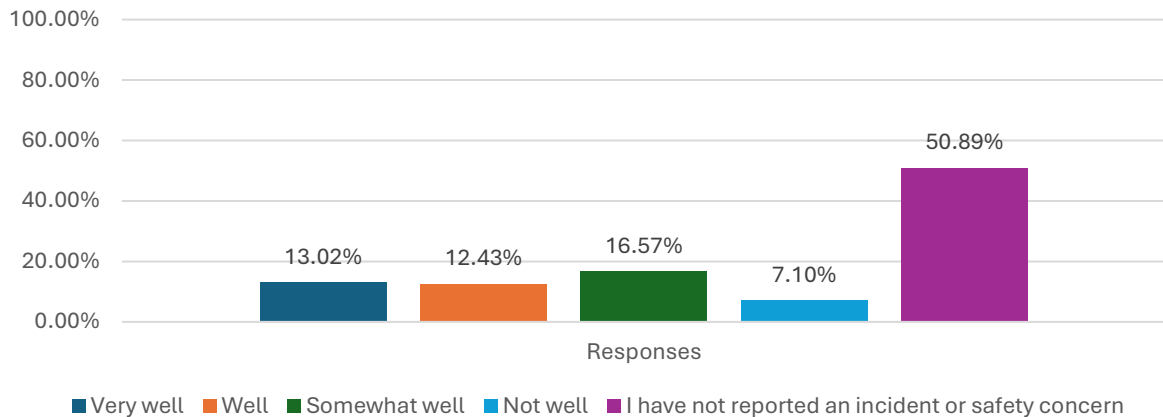
How well are the right people kept informed about student information when transport services start or change?



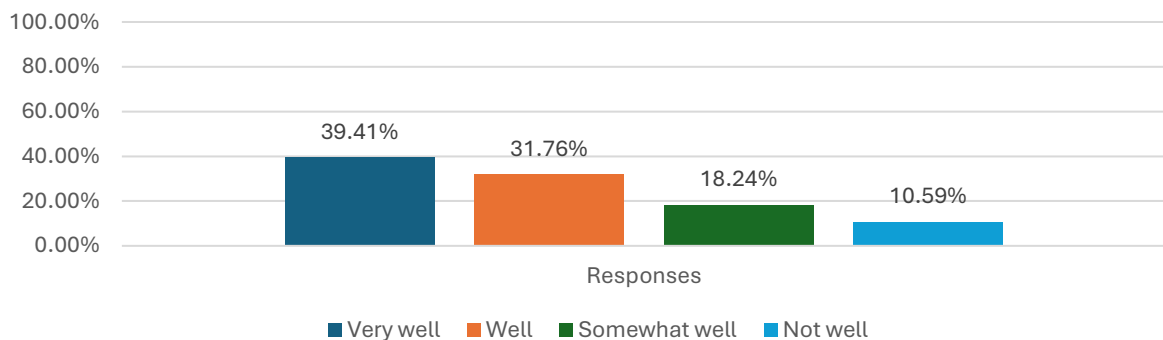
How clear is it who is responsible for the following?



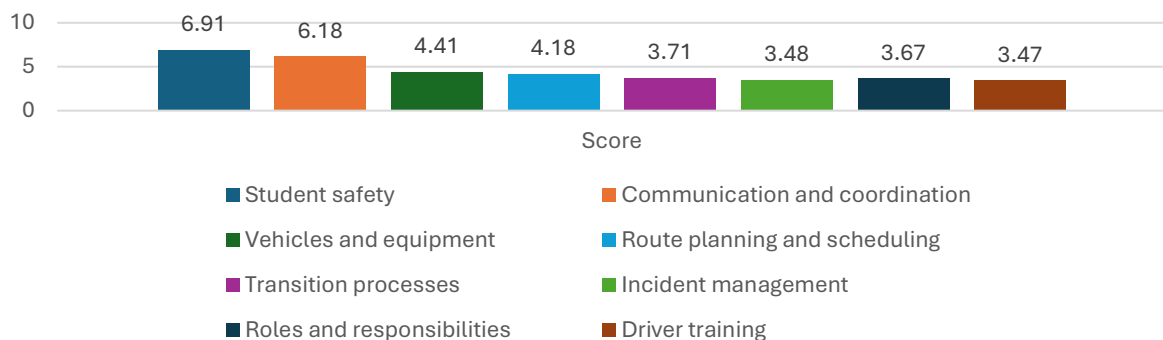
If you have reported a safety incident, how confident are you that it was well managed?



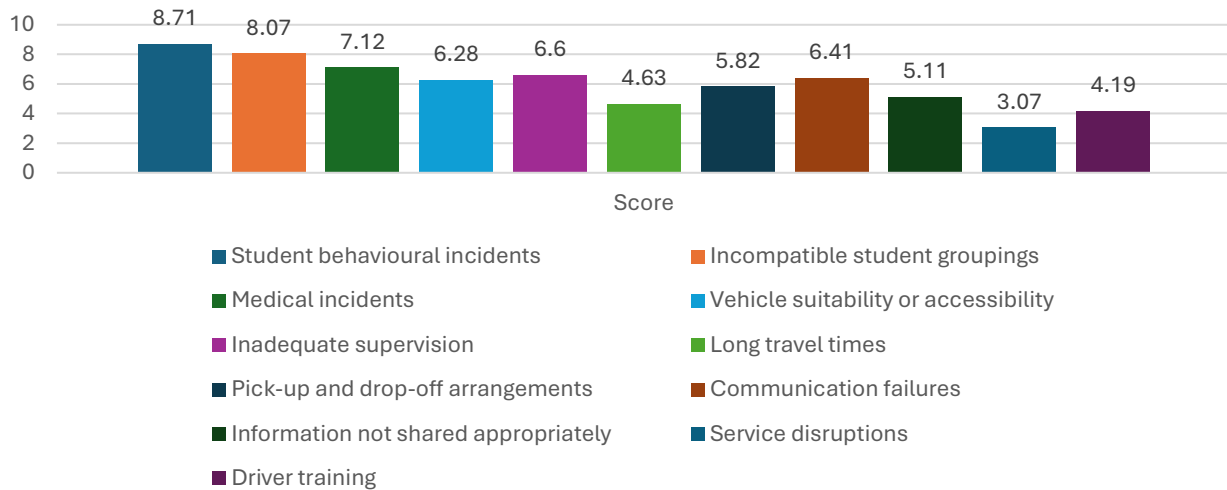
Based on your experience, how well do current transport arrangements (including routes and travel times) meet the needs of the students you are familiar with?



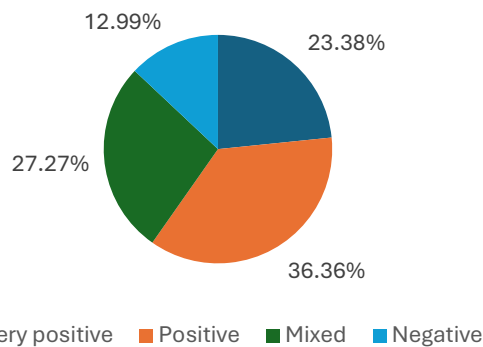
As part of our commitment to continuous improvement, please rank the following areas from highest to lowest priority for improvement. Please rank the areas from 1 to 8, where 1 = highest priority for improvement and 8 = lowest priority.



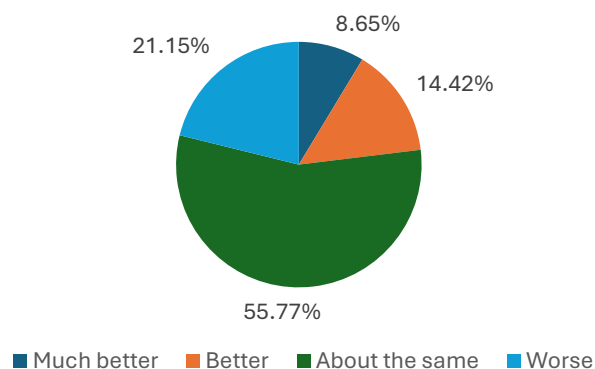
What do you consider to be the greatest risks to student safety and wellbeing? Please rank the areas from 1 to 11, where 1 = highest priority for improvement and 11 = lowest priority.



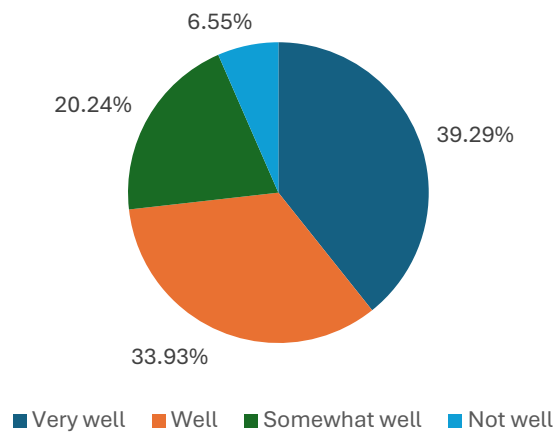
If transport services have started or changed in the last 12 months, how would you describe the overall experience?



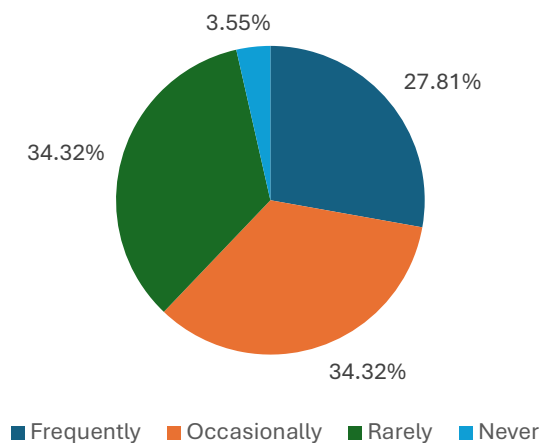
If your student's transport provider has changed, how does your current experience compare with your previous experience?



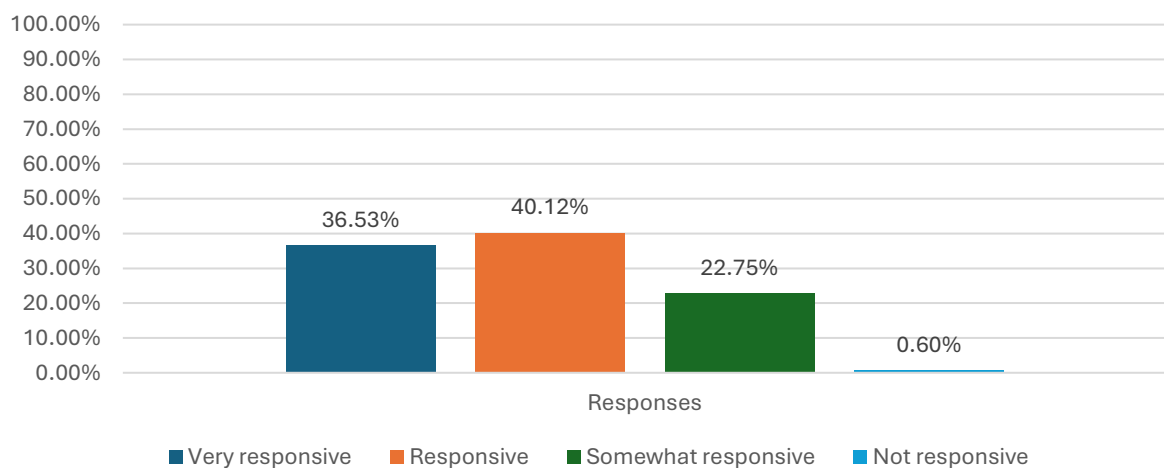
Overall, how well does the current SESTA system support the needs of your students and school?



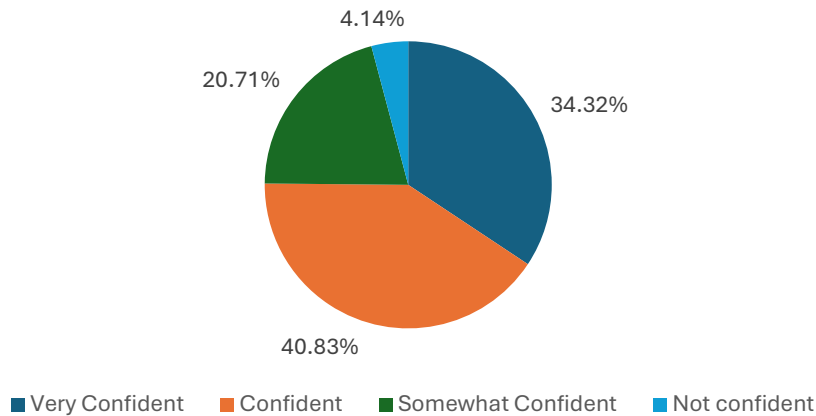
How often, if at all, do transport arrangements require additional support or action from school staff?



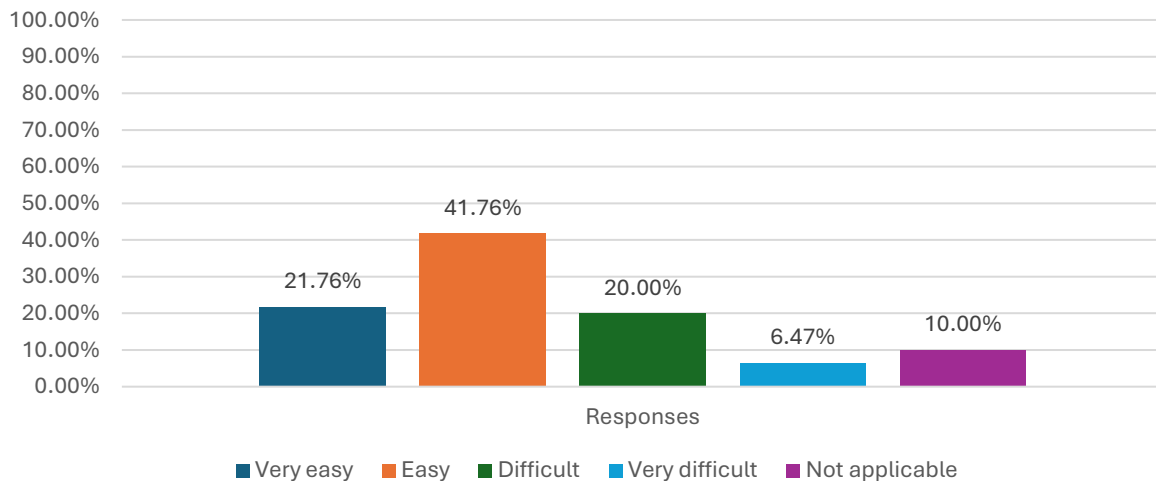
How responsive are transport providers when issues are raised?



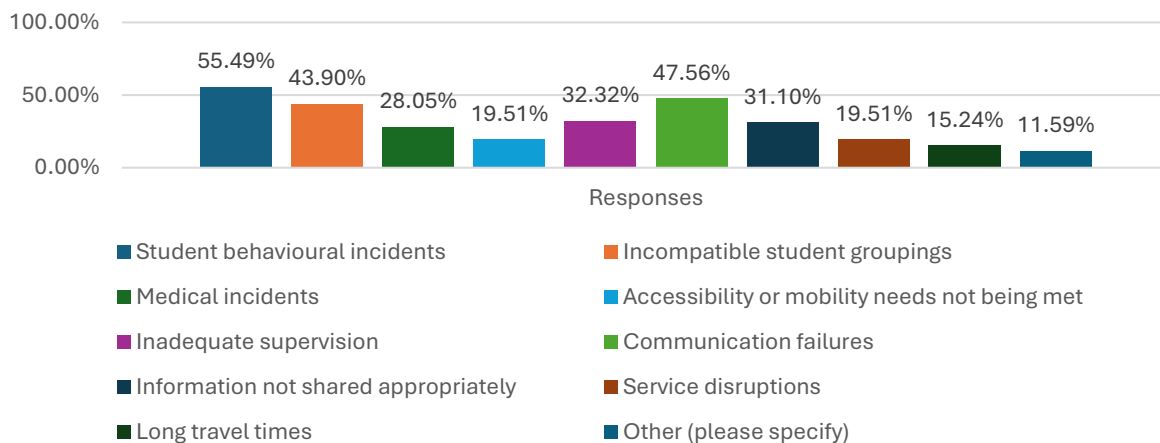
How confident are you that safety concerns are acted on appropriately when raised?



How easy is it to resolve transport issues when they occur?



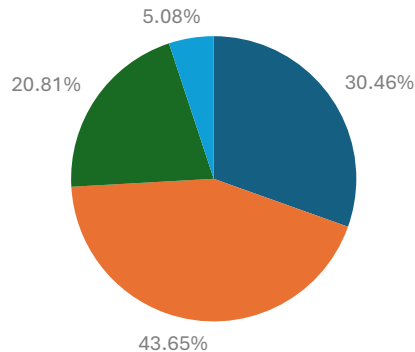
From your experience, which of the following present the greatest risks to student safety and wellbeing? Select all that apply.



**School Staff (OTs, Teacher Aides,
SENCOs, Learning Support)**

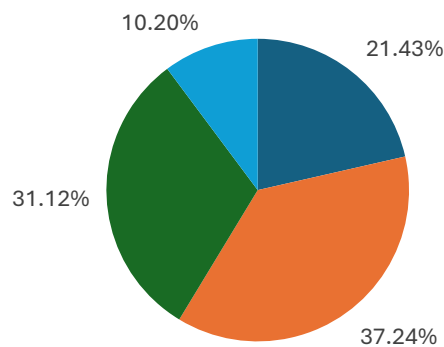
How well do current transport arrangements support student safety and wellbeing?

■ Very well ■ Well ■ Somewhat well ■ Not well



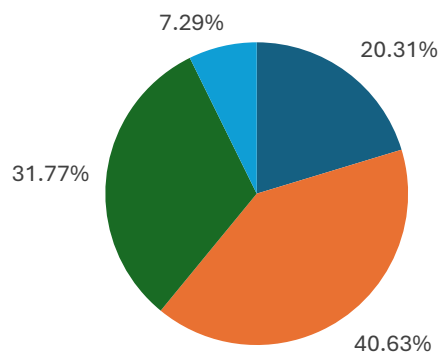
How confident are you that transport arrangements meet students' needs? Examples may include mobility, medical, behavioural, communication and cultural needs.

■ Very Confident ■ Confident ■ Somewhat Confident ■ Not confident

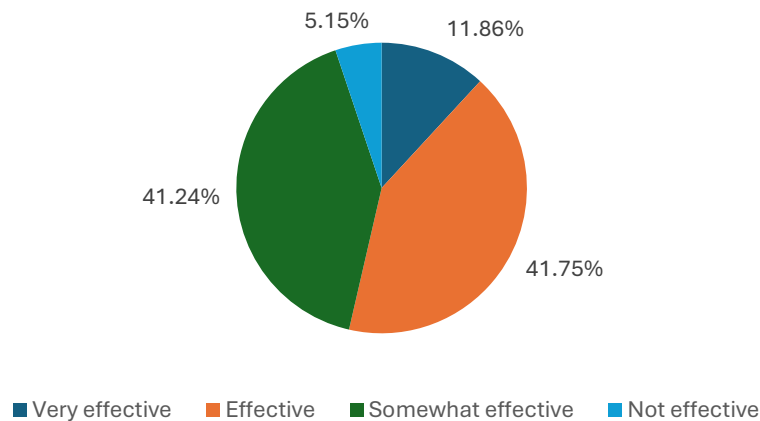


How appropriate are student travel groupings for the students you are familiar with?

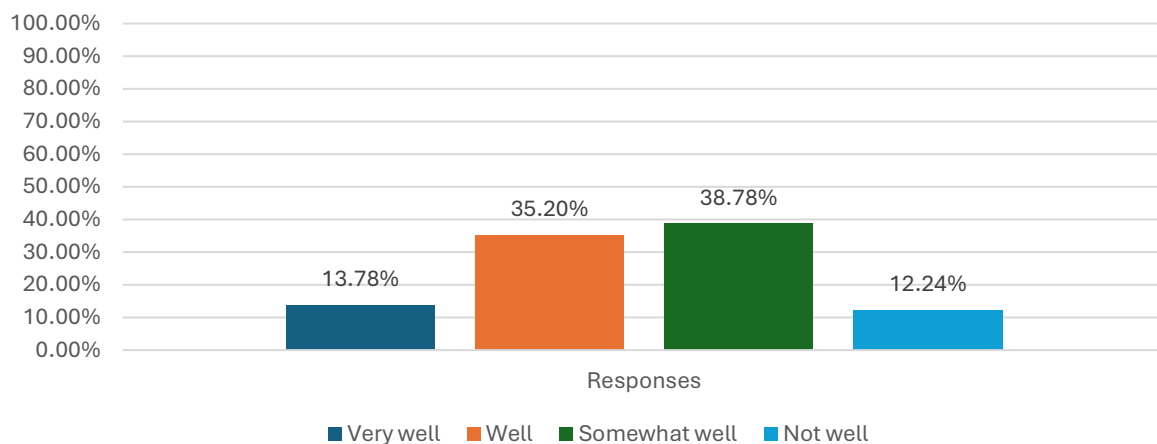
■ Very appropriate ■ Appropriate ■ Somewhat appropriate ■ Not appropriate



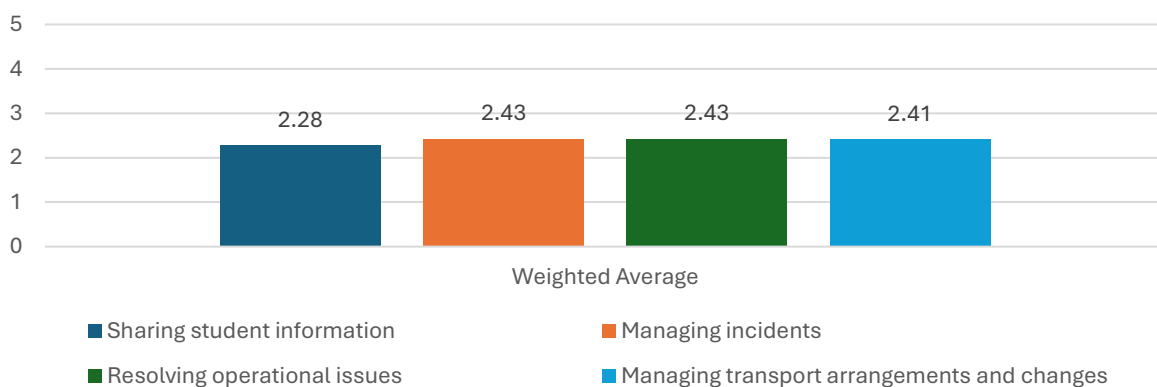
How effective is communication between the people involved in student transport? (e.g. caregivers, schools, transport providers, drivers, Ministry staff)



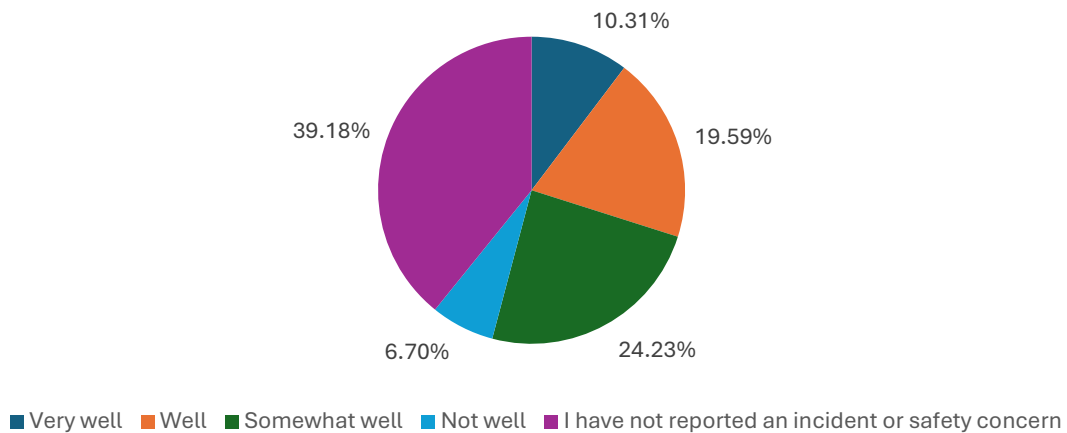
How well are the right people kept informed about student information when transport services start or change?



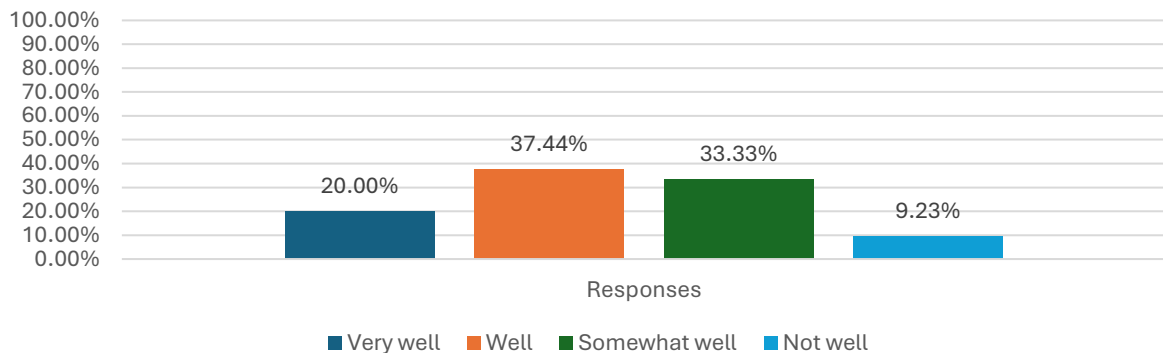
How clear is it who is responsible for the following?



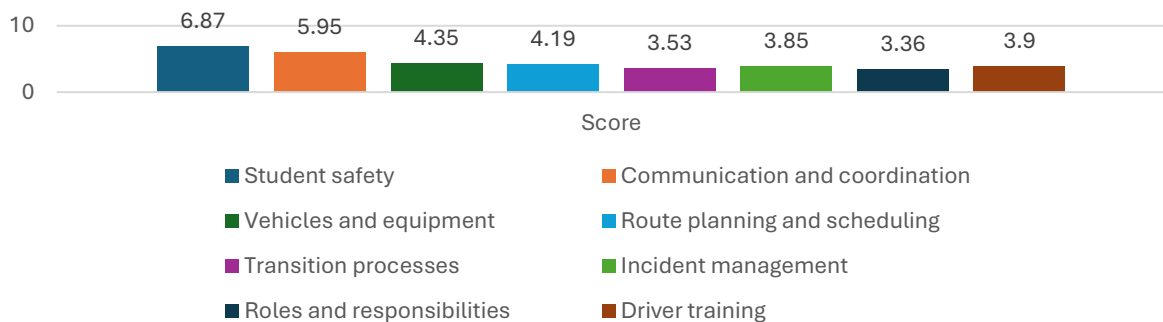
If you have reported a safety incident, how confident are you that it was well managed?



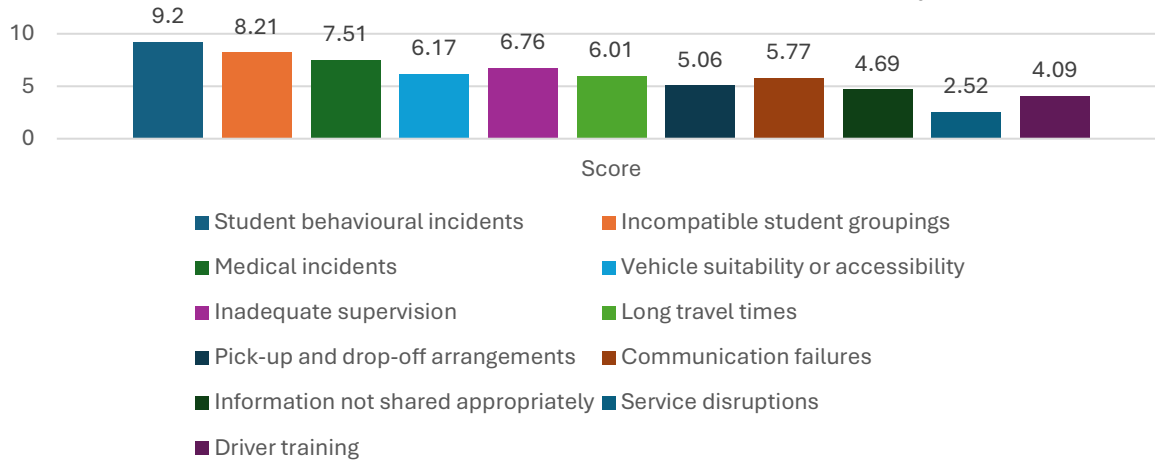
Based on your experience, how well do current transport arrangements (including routes and travel times) meet the needs of the students you are familiar with?



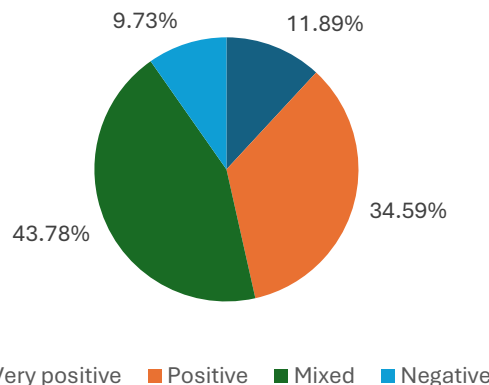
As part of our commitment to continuous improvement, please rank the following areas from highest to lowest priority for improvement. Please rank the areas from 1 to 8, where 1 = highest priority for improvement and 8 = lowest priority.



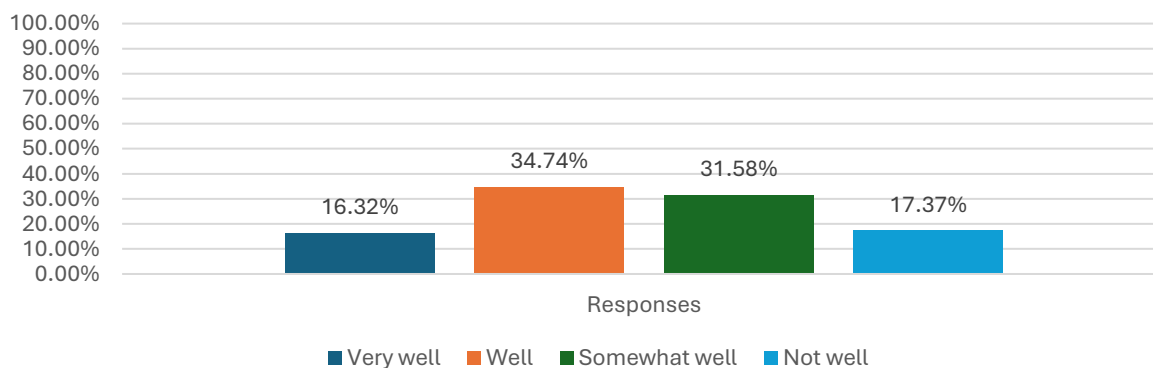
What do you consider to be the greatest risks to student safety and wellbeing? Please rank the areas from 1 to 11, where 1 = highest priority for improvement and 11 = lowest priority.



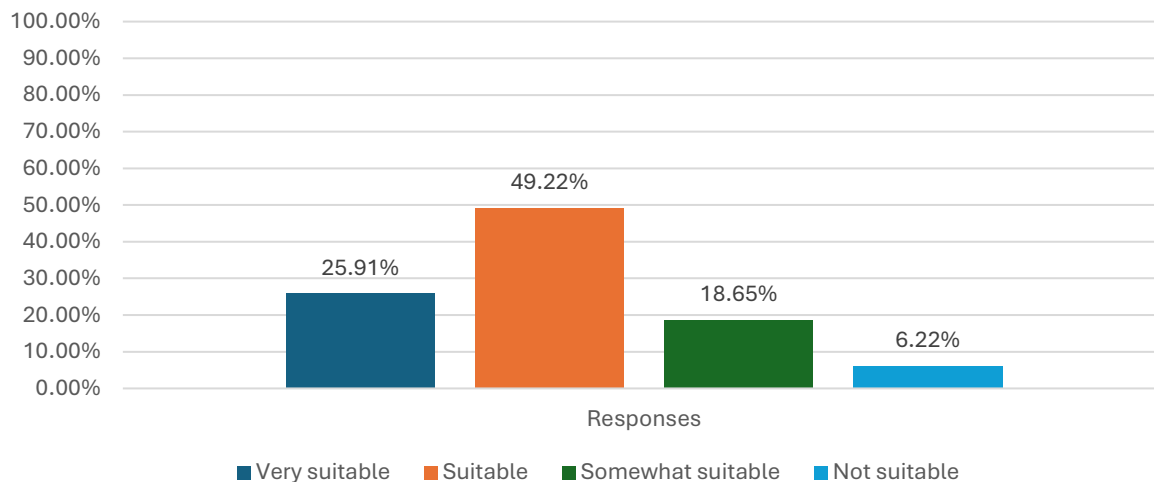
If transport services have started or changed in the last 12 months, how would you describe the overall experience?



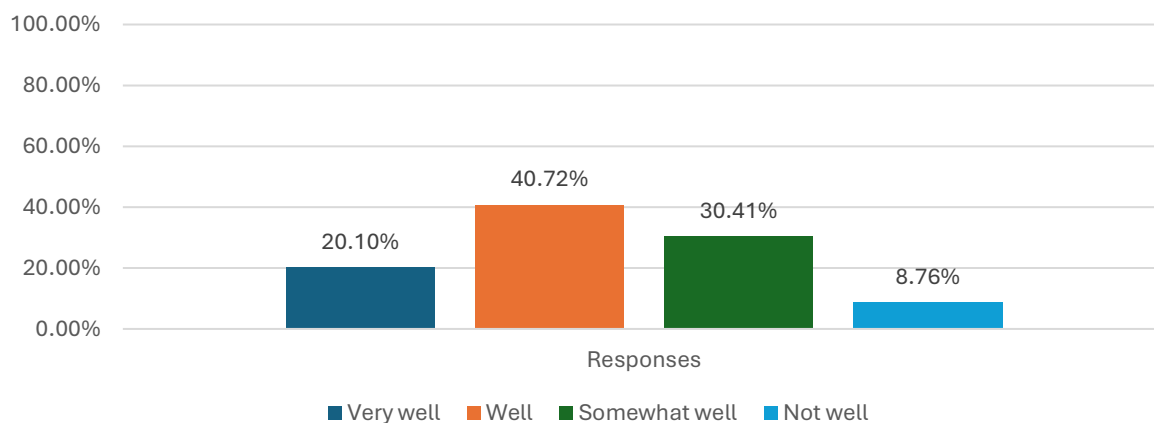
Based on your experience, how well are student mobility, medical, sensory and behavioural needs reflected in transport arrangements?



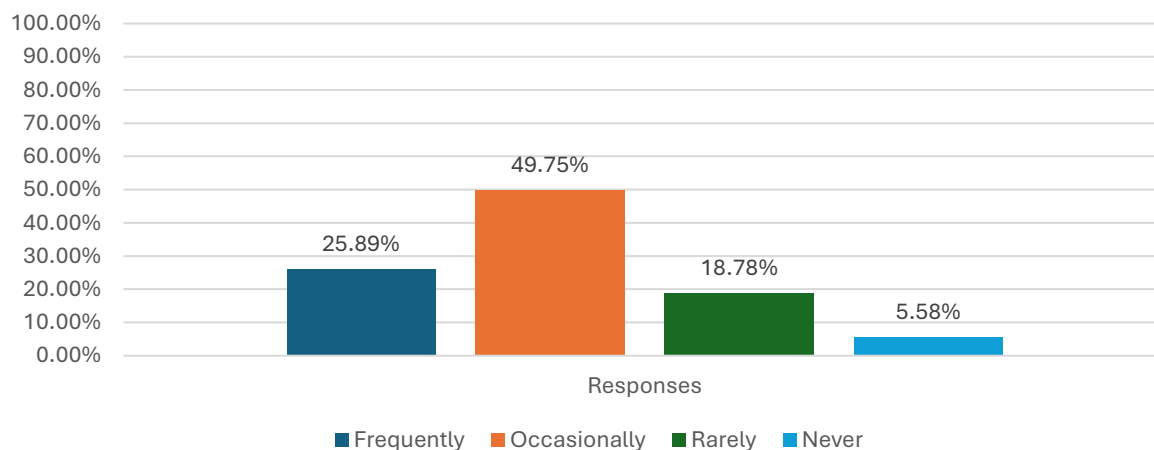
Based on your experience, how suitable are vehicles for student accessibility needs?



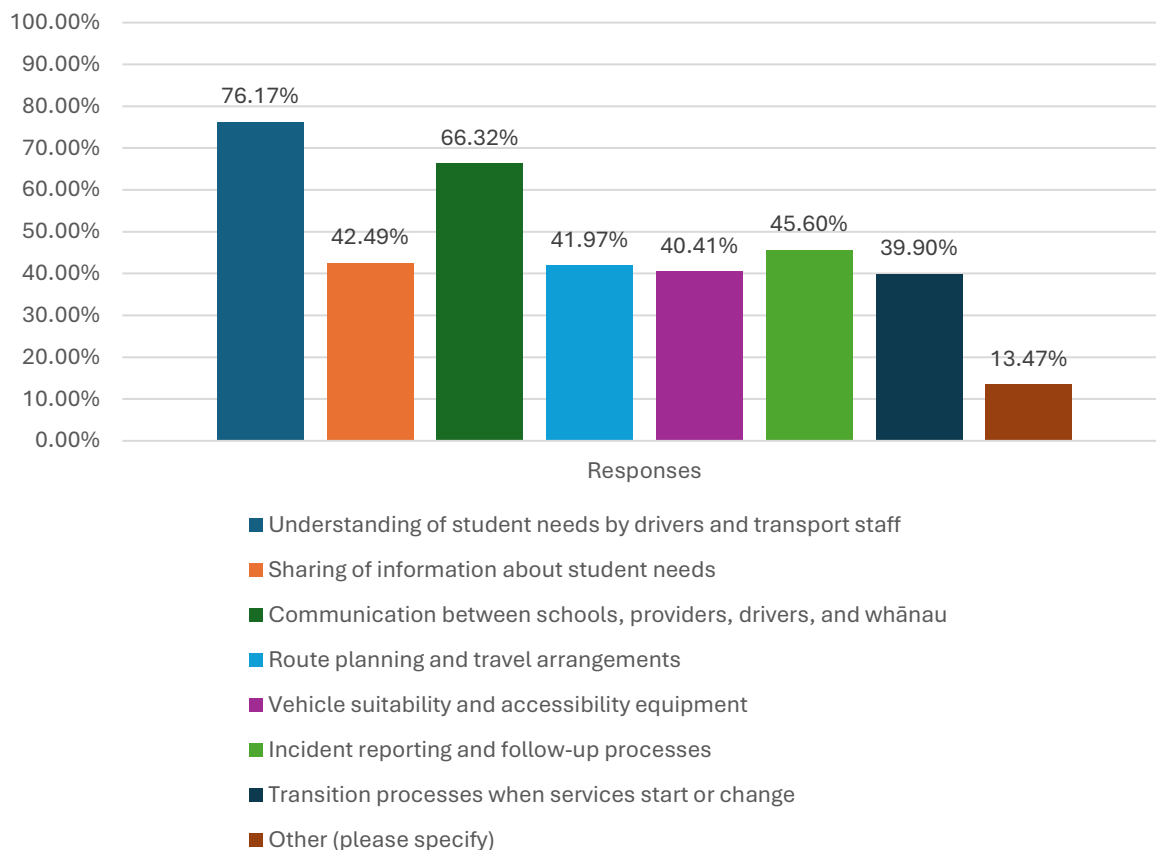
How well do transport arrangements align with your professional recommendations?



How often do transport arrangements affect student participation, learning, wellbeing, or support needs?

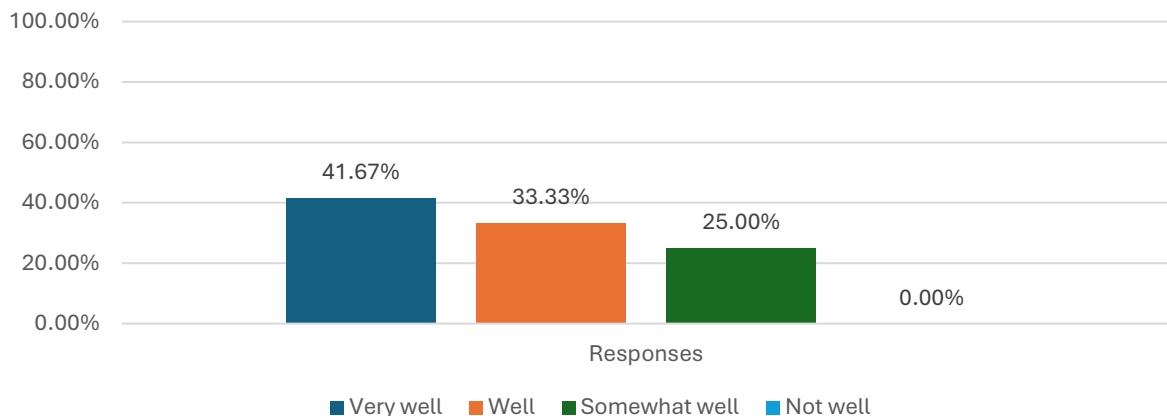


From your experience, what changes would have the greatest positive impact on day-to-day outcomes for the students you support?
Select all that apply.

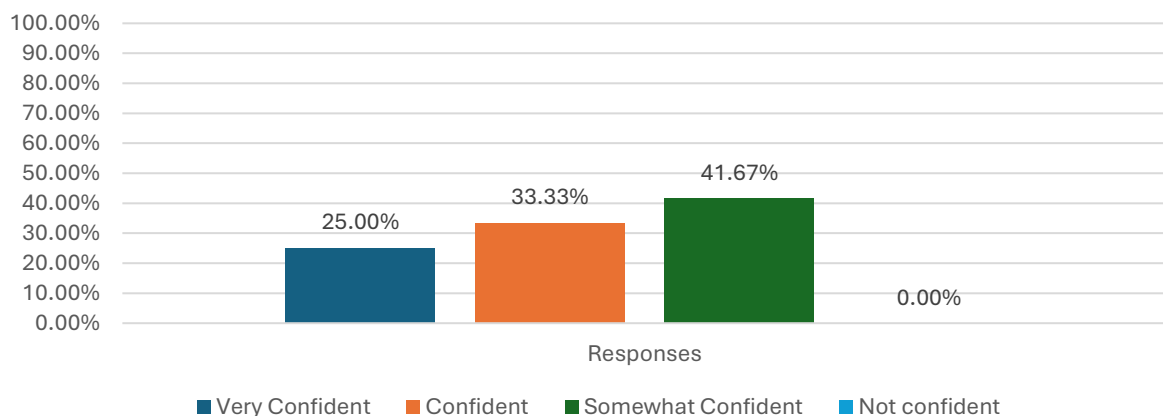


Transport Provider Business Owners

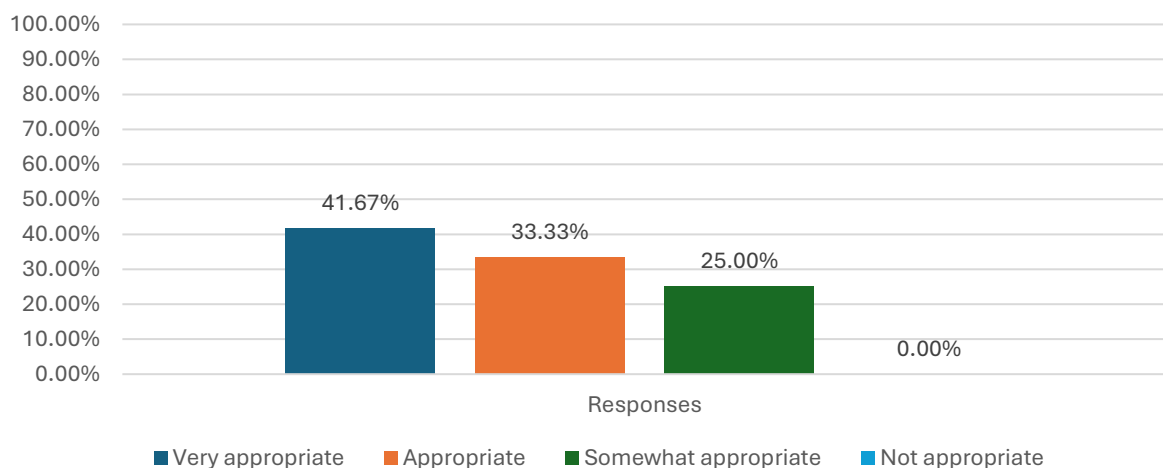
How well do current transport arrangements support student safety and wellbeing?



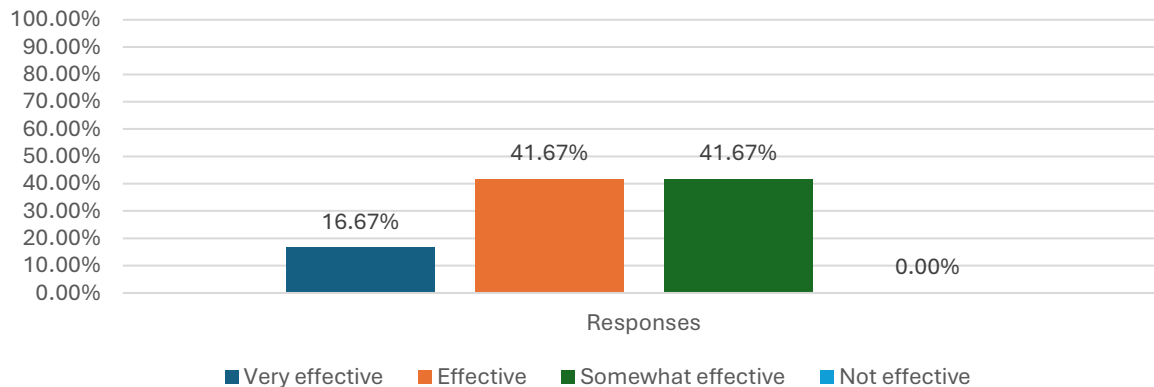
How confident are you that transport arrangements meet students' needs? Examples may include mobility, medical, behavioural, communication and cultural needs.



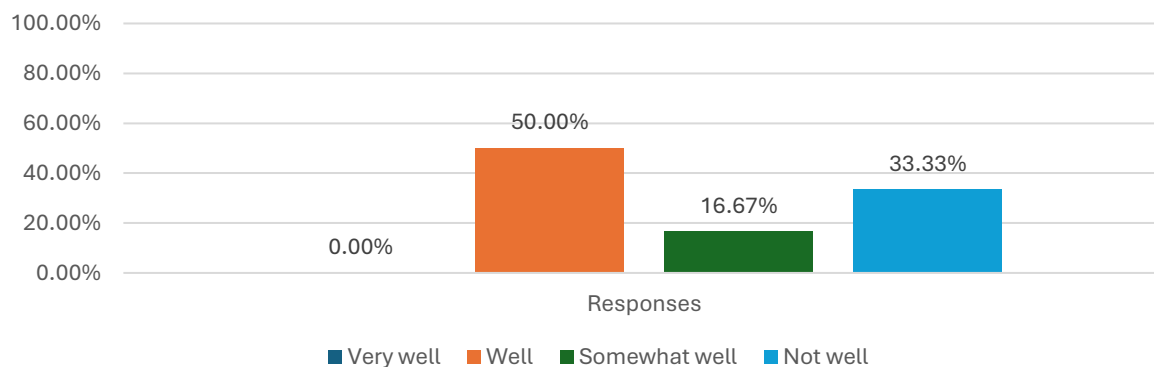
How appropriate are student travel groupings for the students you are familiar with?



How effective is communication between the people involved in student transport? (e.g. caregivers, schools, transport providers, drivers, Ministry staff)



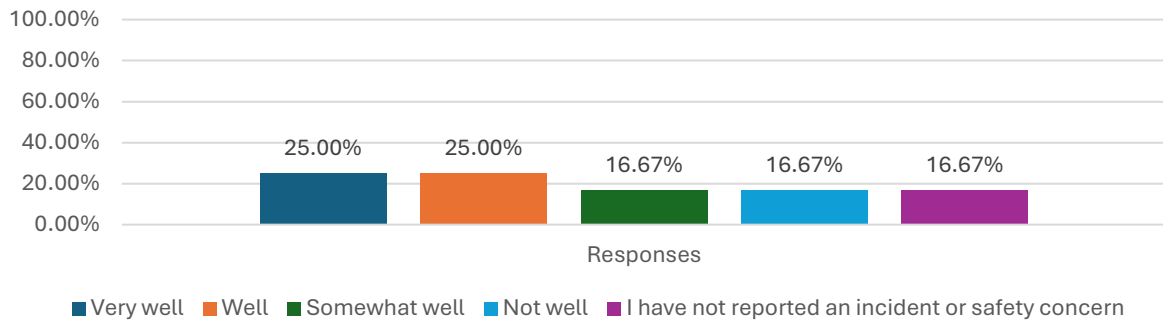
How well are the right people kept informed about student information when transport services start or change?



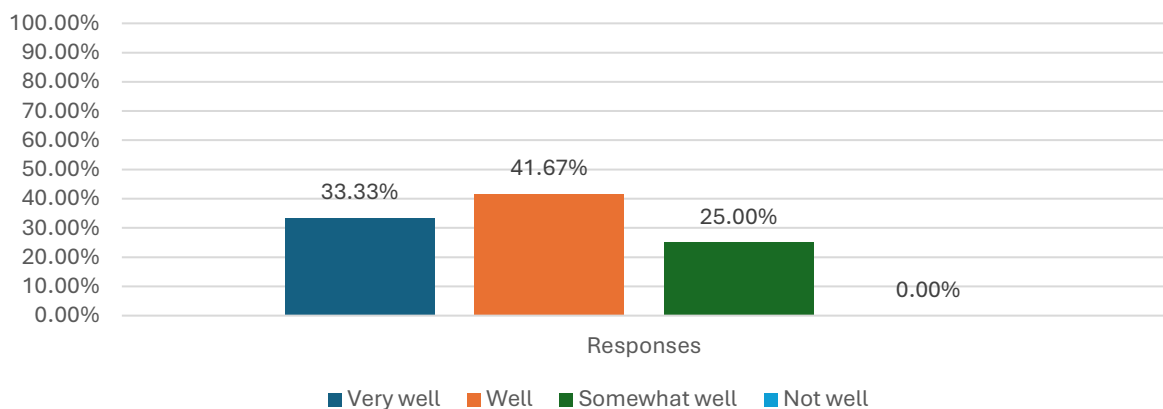
How clear is it who is responsible for the following?



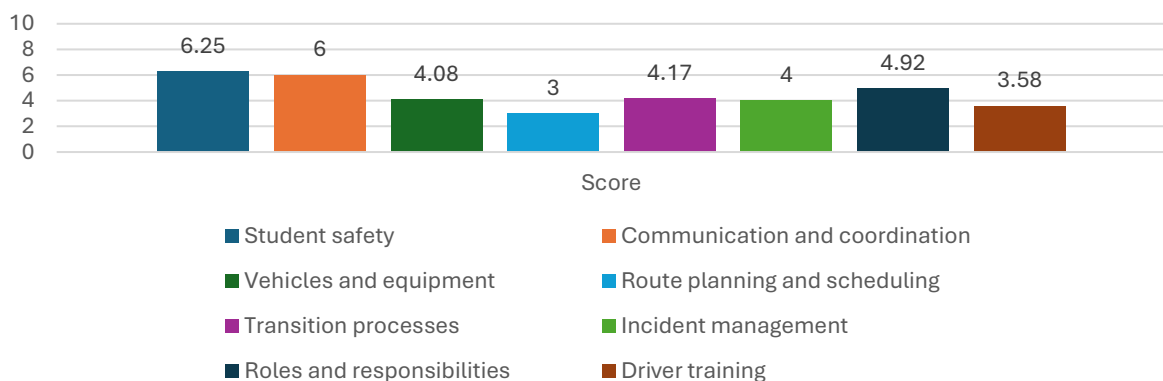
If you have reported a safety incident, how confident are you that it was well managed?



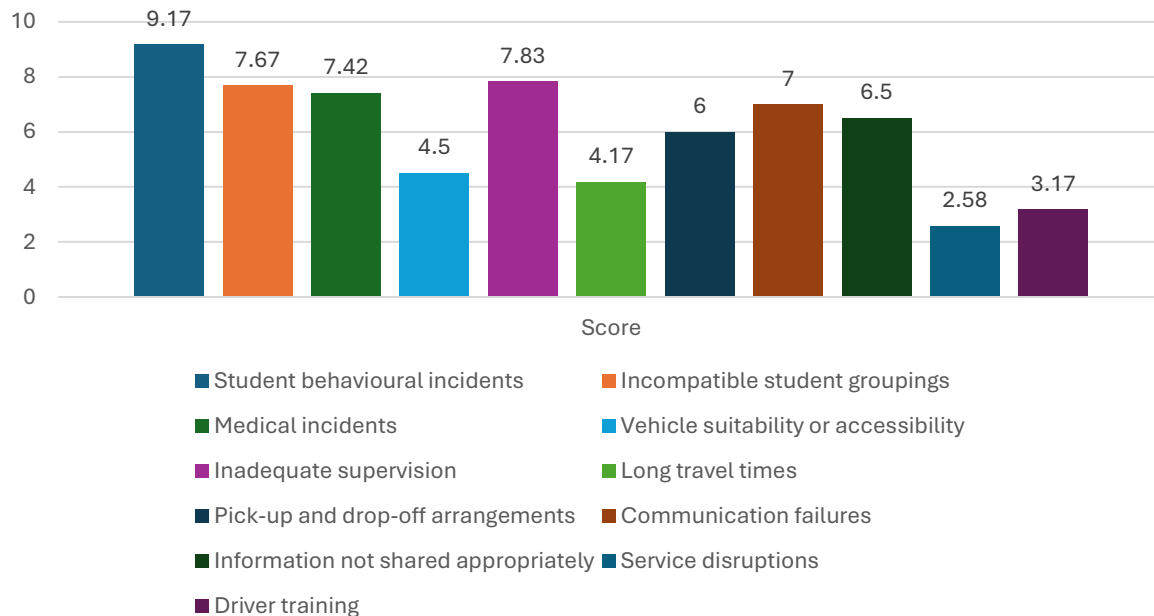
Based on your experience, how well do current transport arrangements (including routes and travel times) meet the needs of the students you are familiar with?



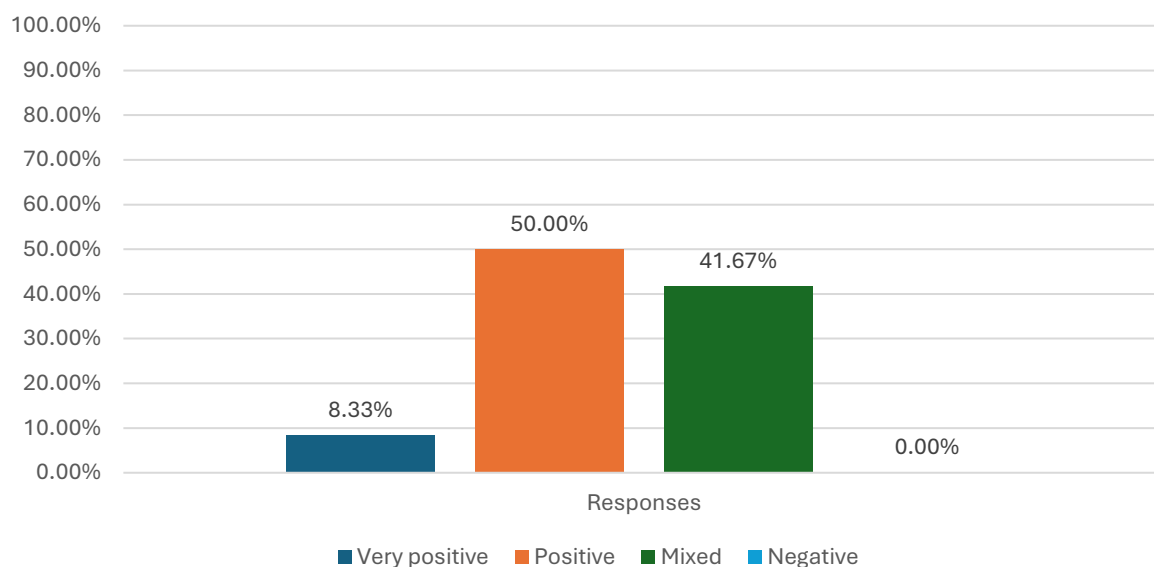
As part of our commitment to continuous improvement, please rank the following areas from highest to lowest priority for improvement. Please rank the areas from 1 to 8, where 1 = highest priority for improvement and 8 = lowest priority.



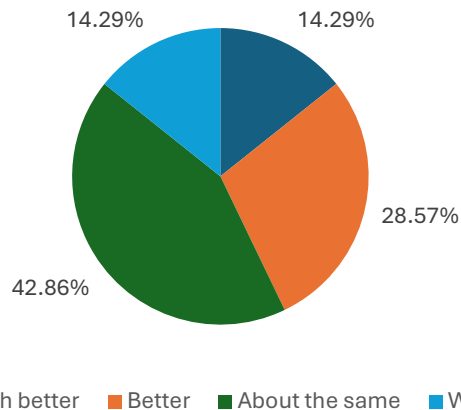
What do you consider to be the greatest risks to student safety and wellbeing?
Please rank the areas from 1 to 11, where 1 = highest priority for improvement and 11 = lowest priority.



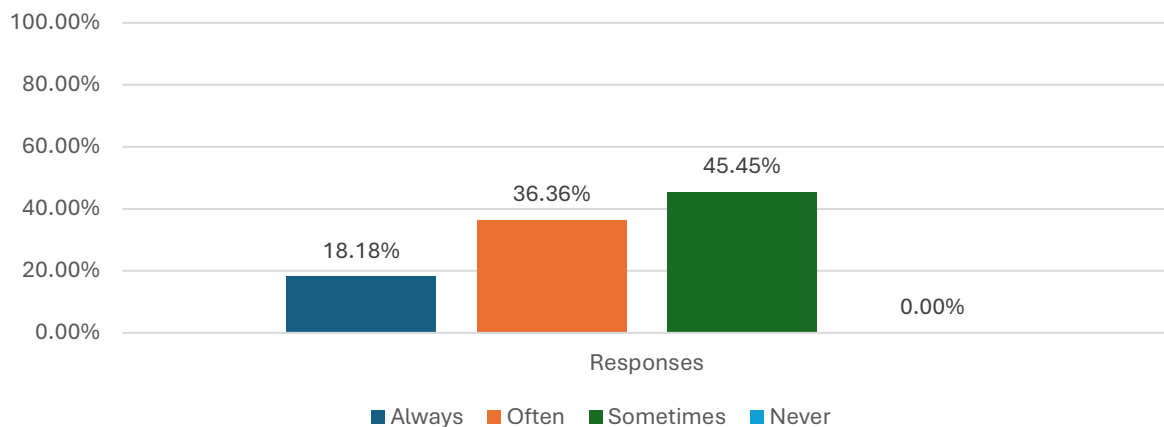
If transport services have started or changed in the last 12 months, how would you describe the overall experience?



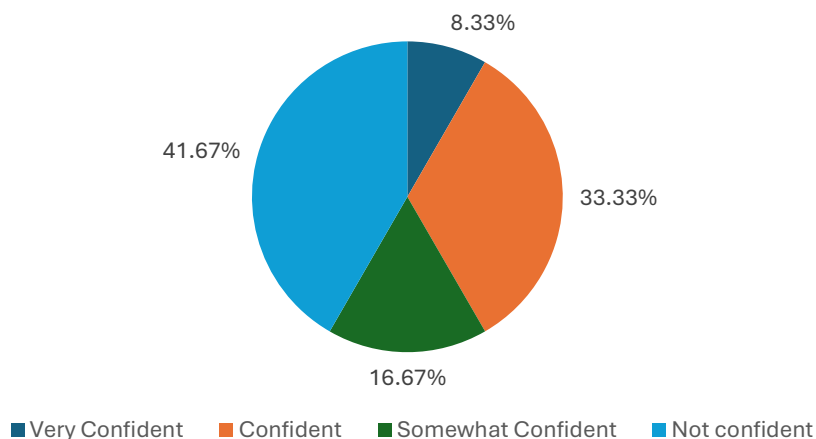
If your child's transport provider has changed, how does your current experience compare with your previous experience?



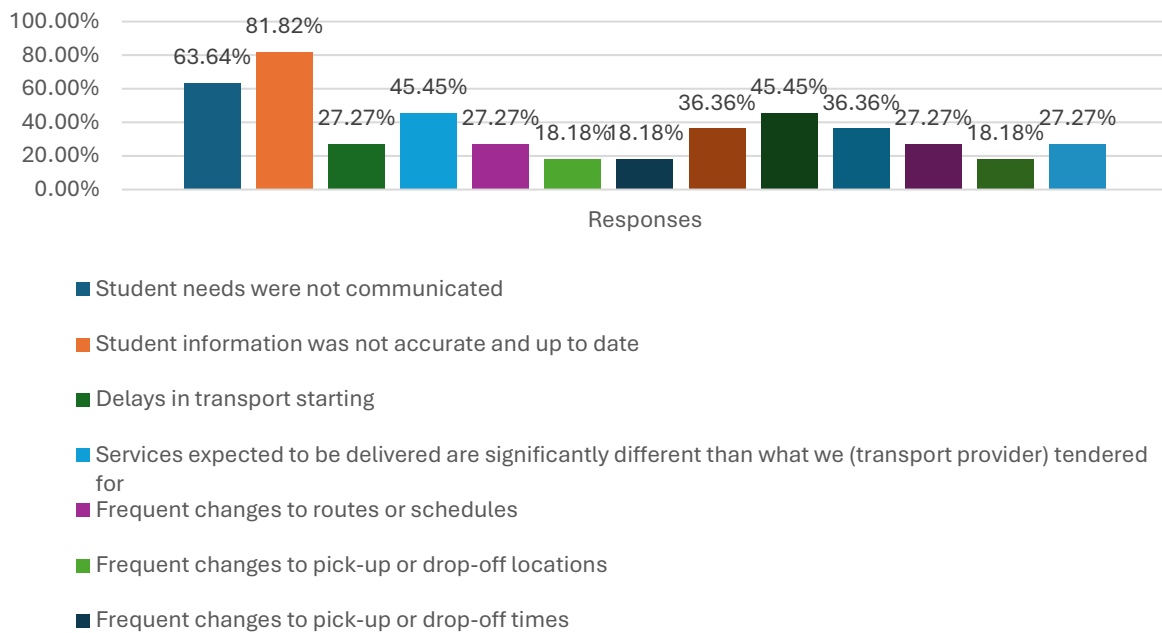
How often are you provided with the information you need to support students safely?



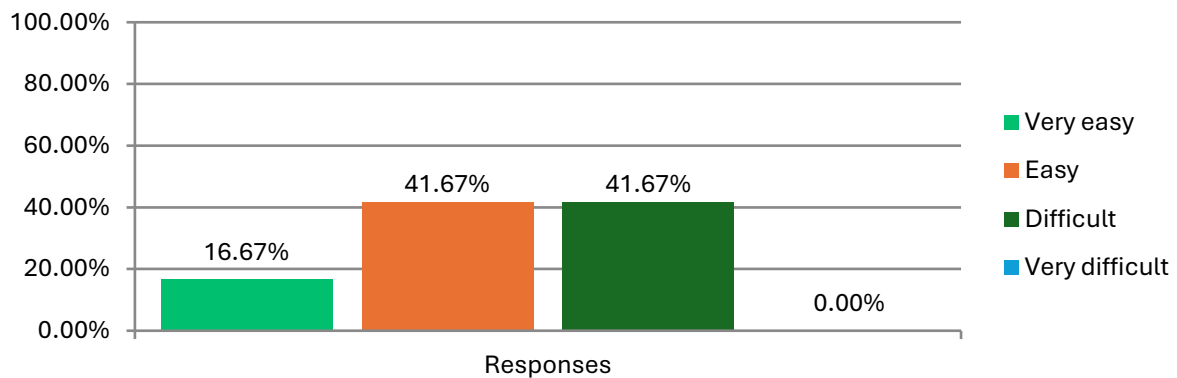
Based on your experience, how confident are you that relevant information about students is shared with you when transport services start or change?



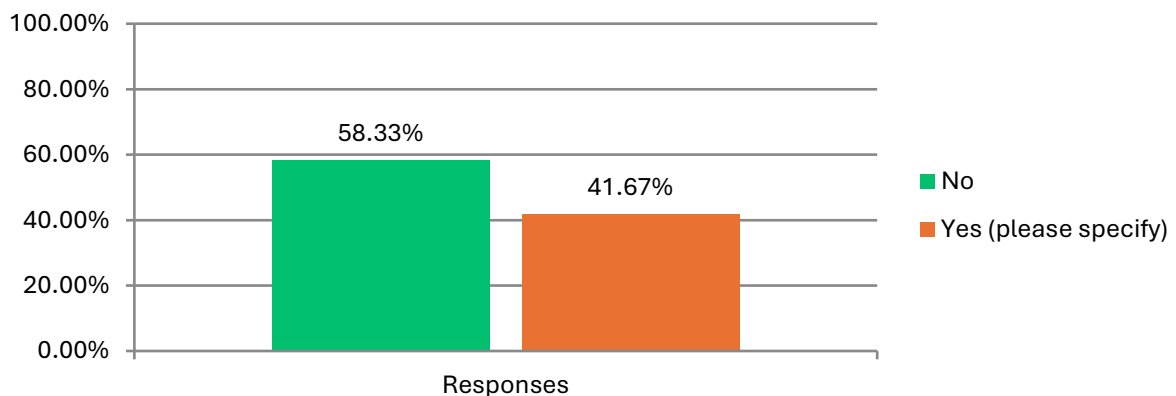
Have you experienced any issues when transport services start or change? Select all that apply.



From a transport operator's perspective, how easy is it to resolve transport issues when they occur?

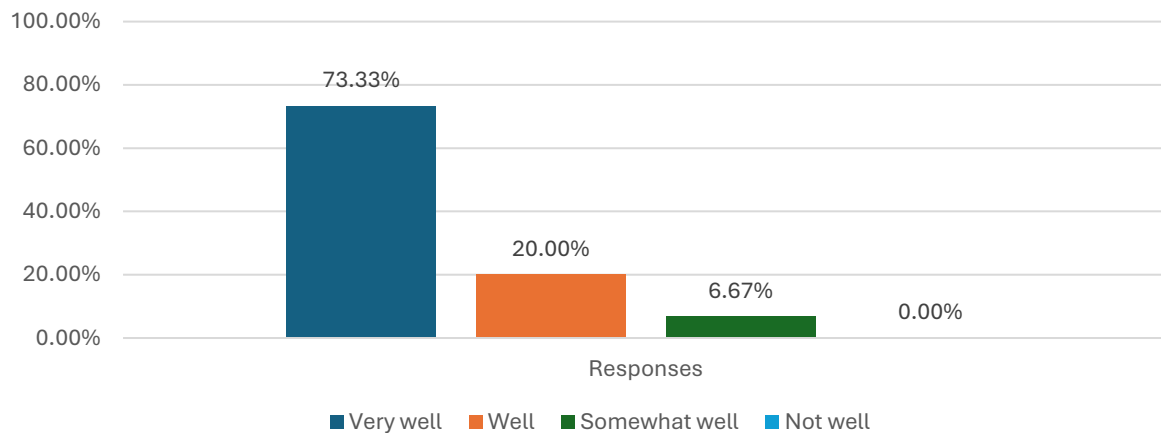


Are there any barriers with getting trained drivers?

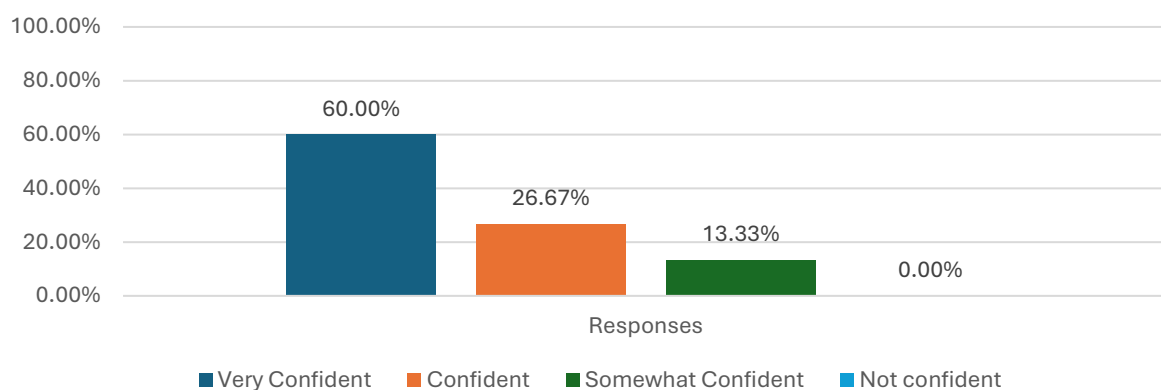


SESTA Drivers

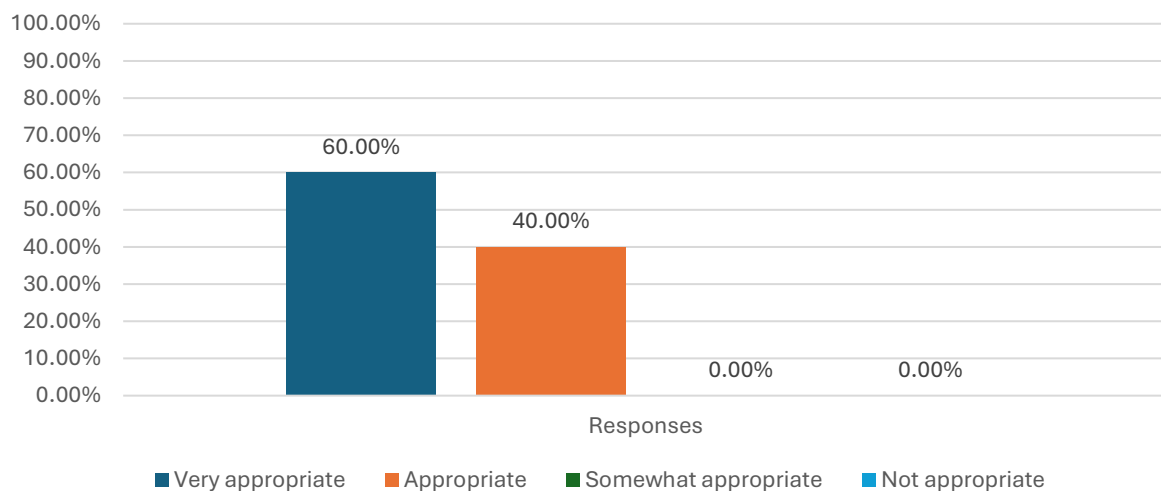
How well do current transport arrangements support student safety and wellbeing?



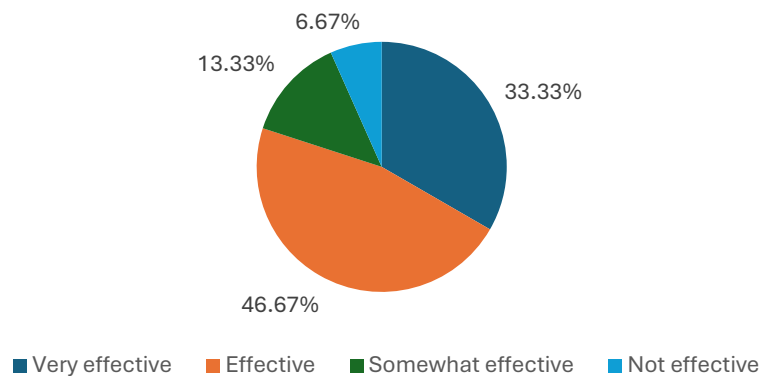
How confident are you that transport arrangements meet students' needs? Examples may include mobility, medical, behavioural, communication and cultural needs.



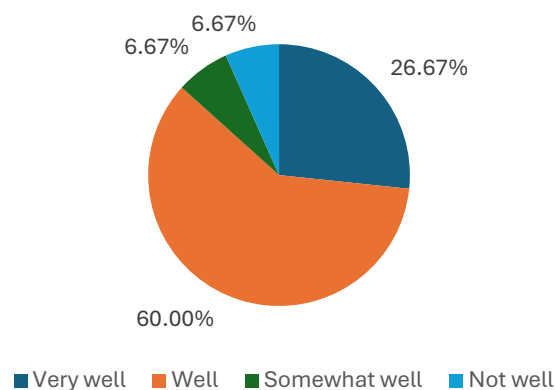
How appropriate are student travel groupings for the students you are familiar with?



How effective is communication between the people involved in student transport? (e.g. caregivers, schools, transport providers, drivers, Ministry staff)



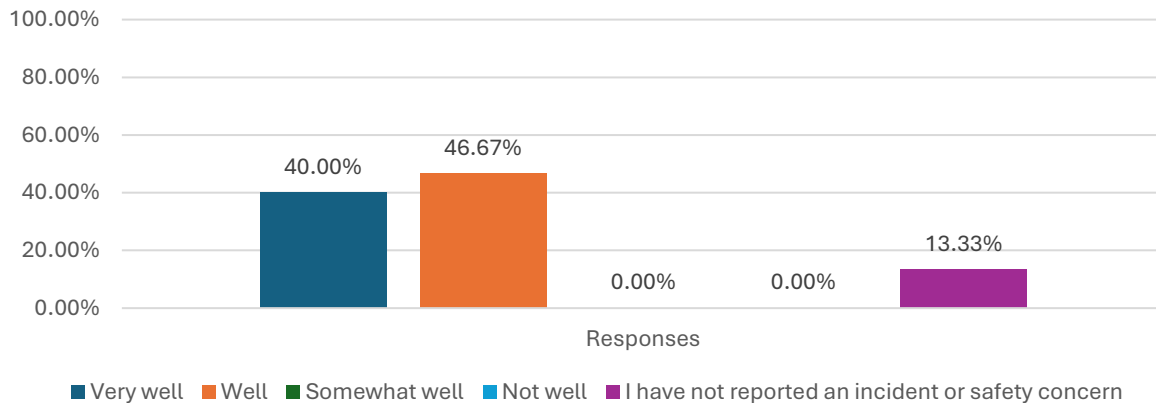
How well are the right people kept informed about student information when transport services start or change?



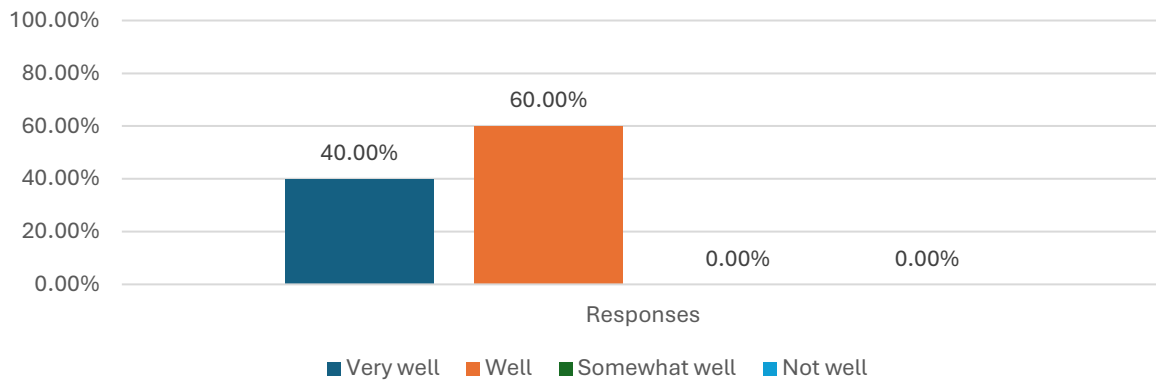
How clear is it who is responsible for the following?



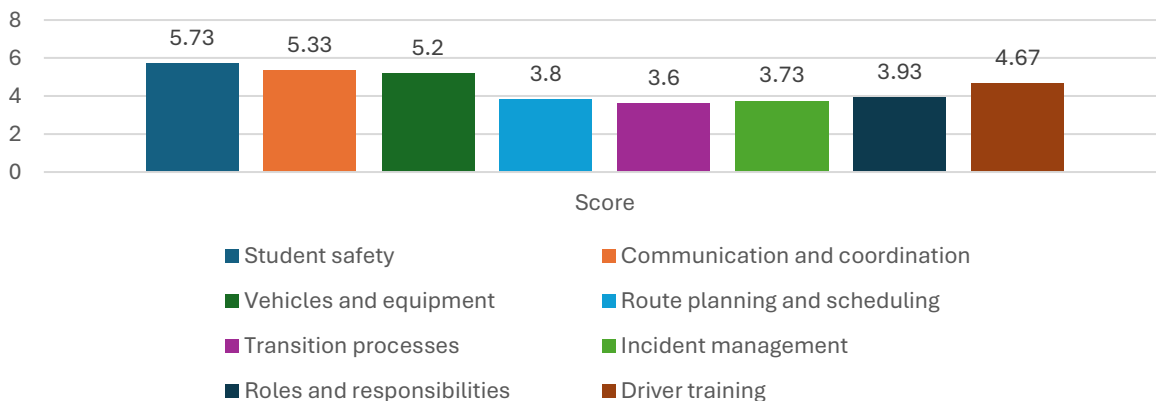
If you have reported a safety incident, how confident are you that it was well managed?



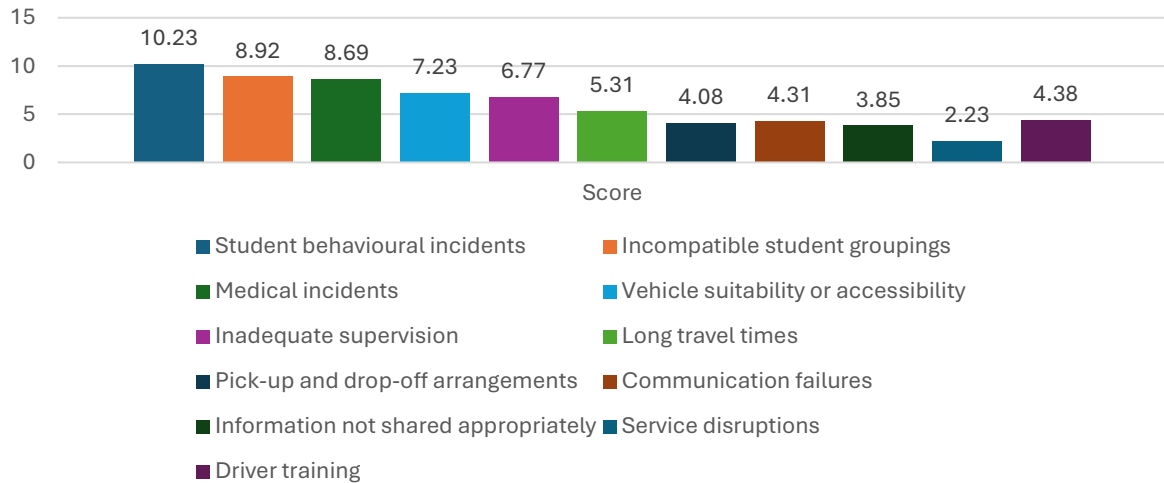
Based on your experience, how well do current transport arrangements (including routes and travel times) meet the needs of the students you are familiar with?



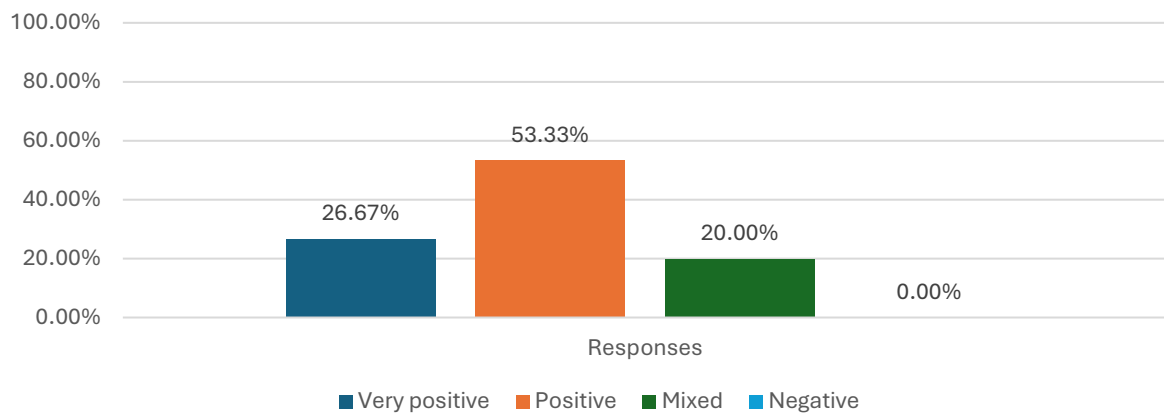
As part of our commitment to continuous improvement, please rank the following areas from highest to lowest priority for improvement. Please rank the areas from 1 to 8, where 1 = highest priority for improvement and 8 = lowest priority.



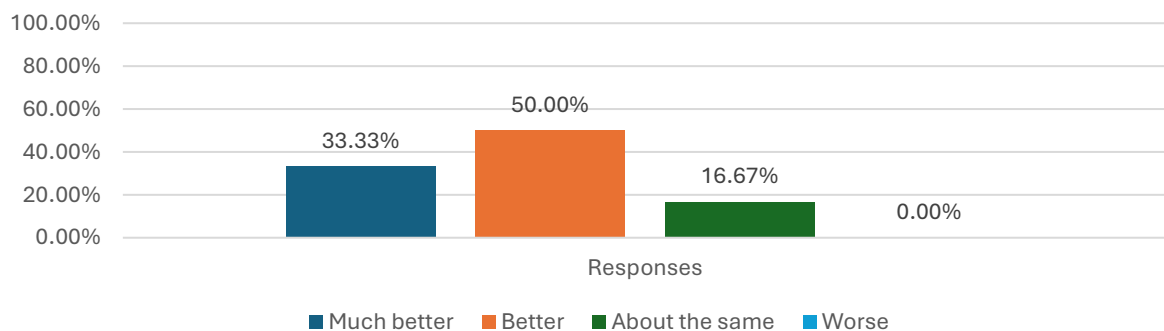
What do you consider to be the greatest risks to student safety and wellbeing? Please rank the areas from 1 to 11, where 1 = highest priority for improvement and 11 = lowest priority.



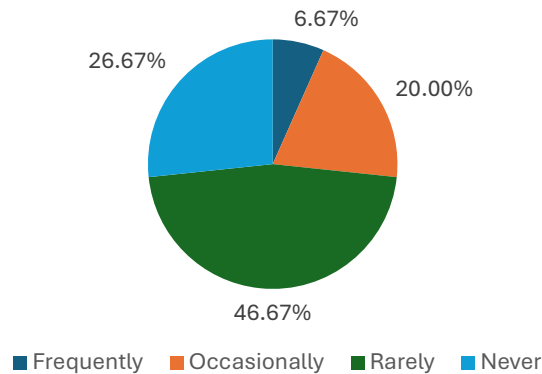
If transport services have started or changed in the last 12 months, how would you describe the overall experience?



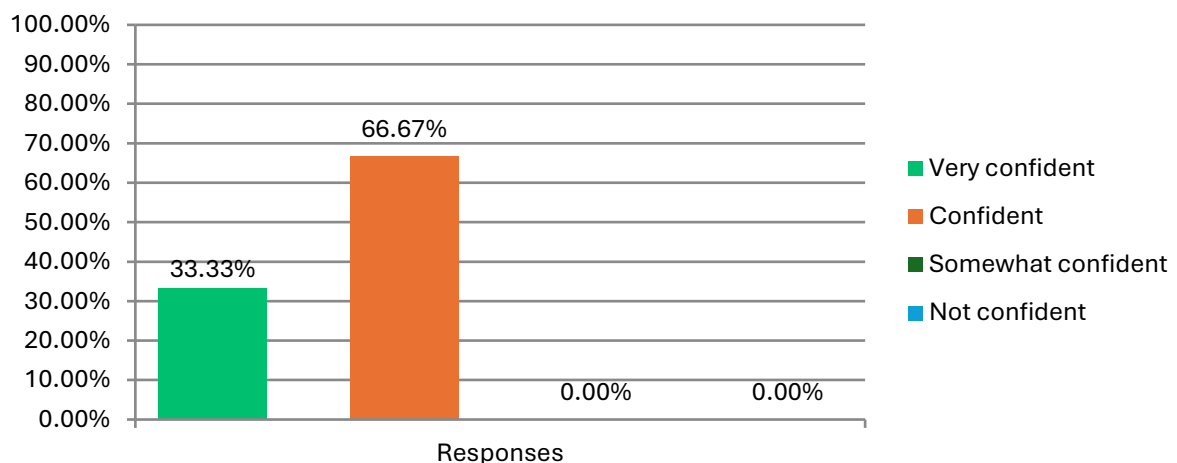
If your student's transport provider has changed, how does your current experience compare with your previous experience?



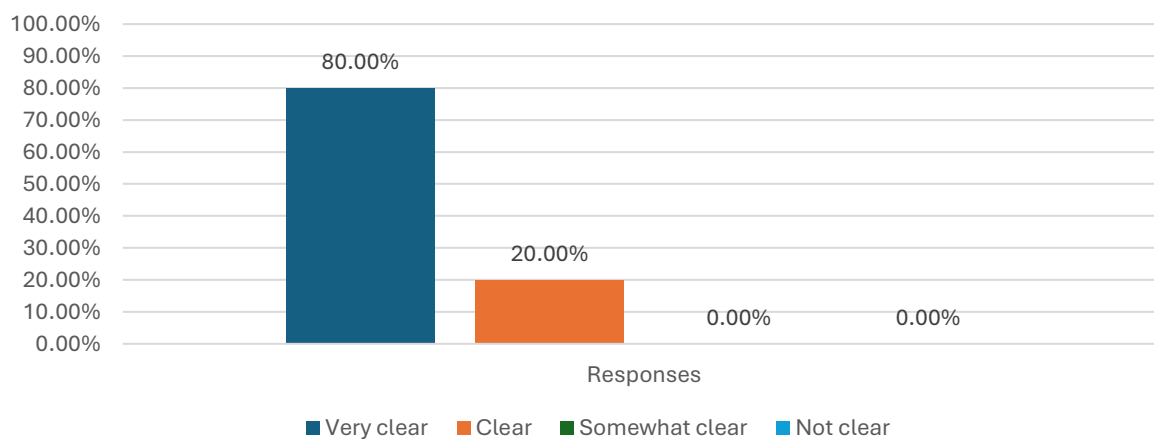
How often do situations arise that make you concerned about the safety of students, yourself, or others?



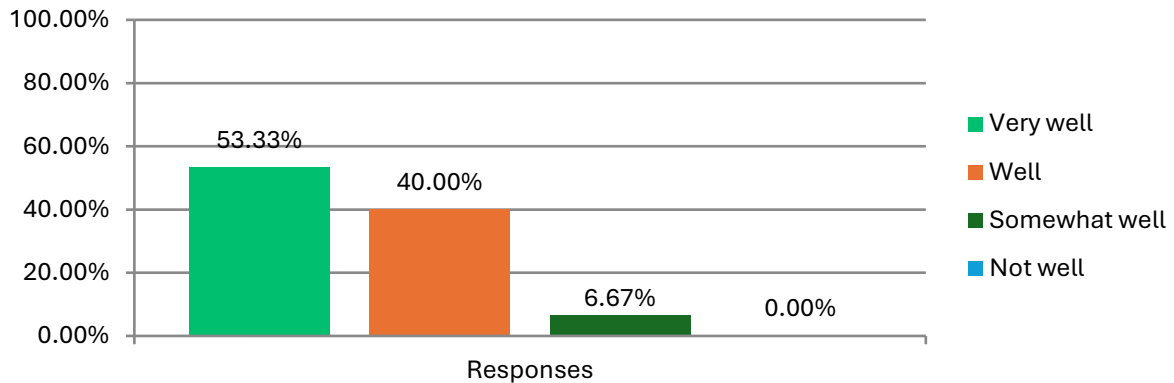
How confident are you that concerns or incidents are acted on appropriately when reported?



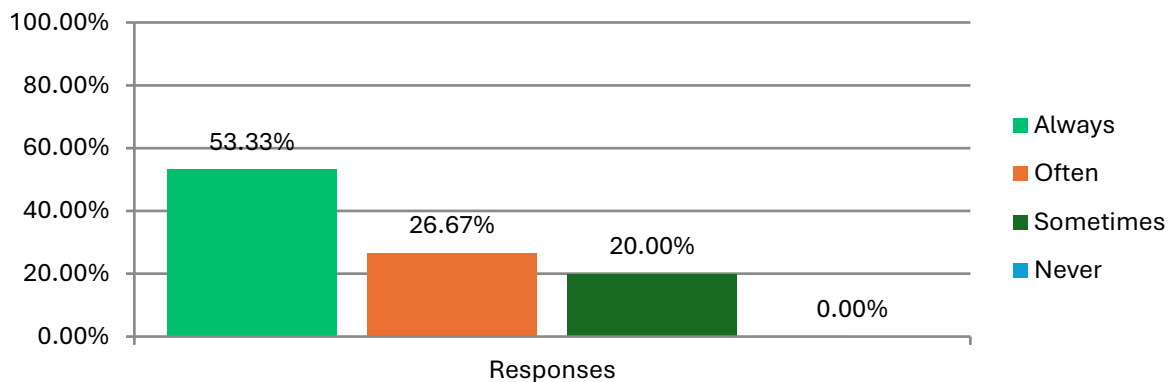
How clear are incident reporting processes?



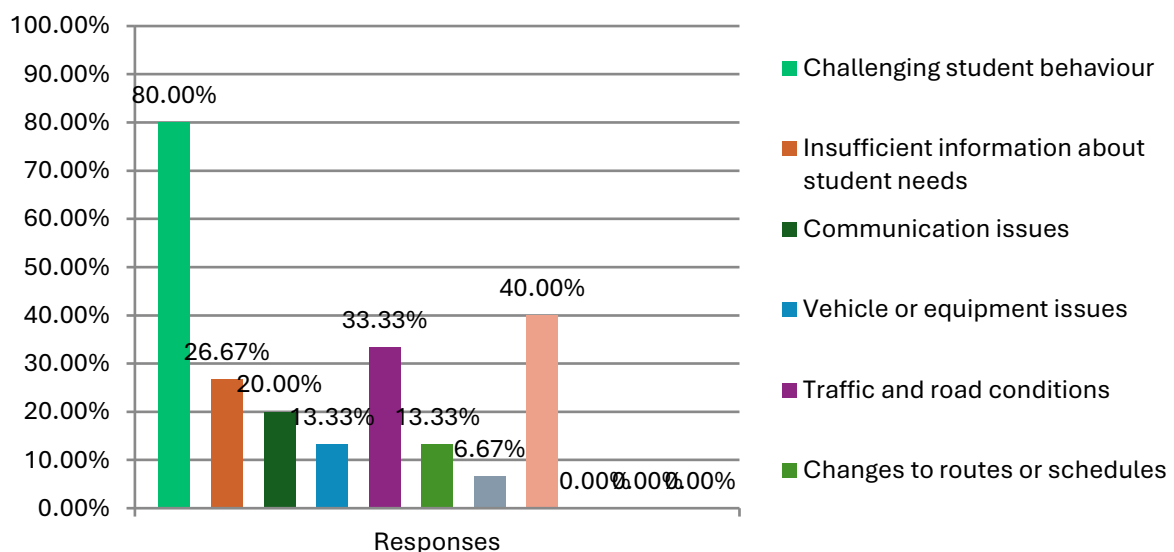
How well does the information you receive prepare you for each run?



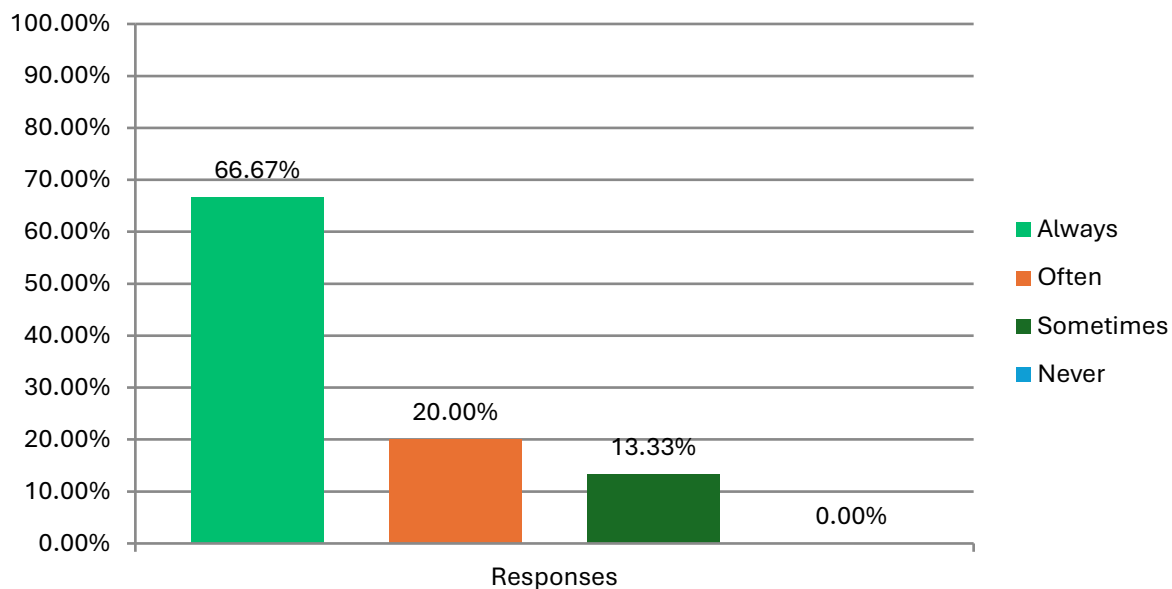
Based on your experience, how often do you receive the information you need about student needs before transport begins?



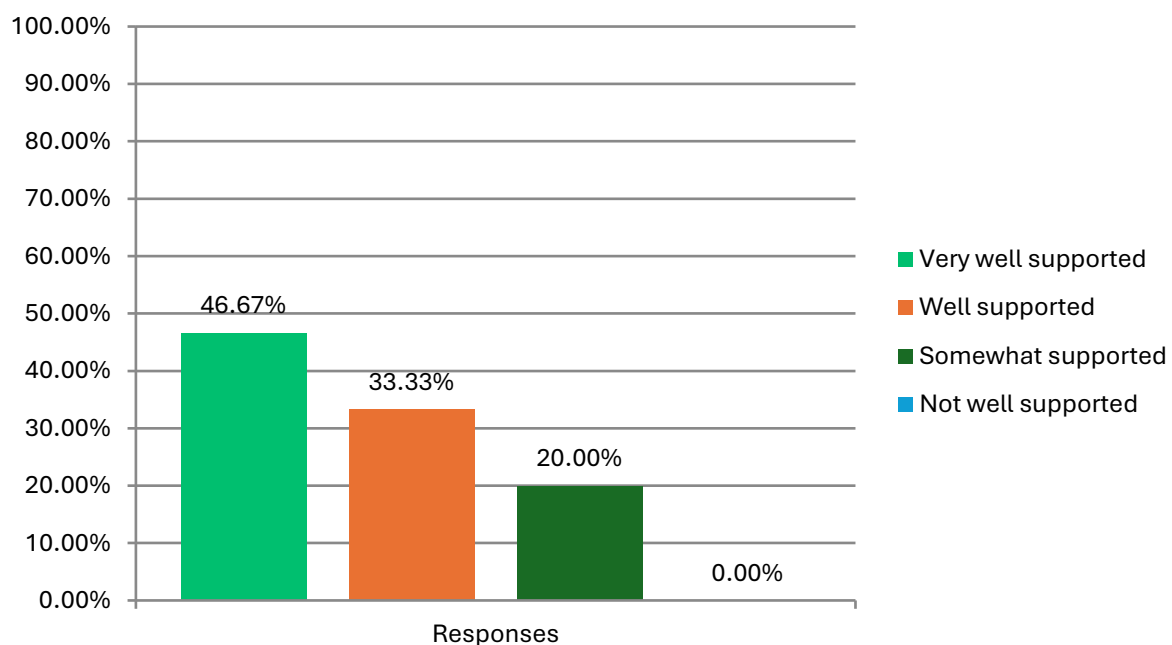
Which of the following present the greatest challenges to safe service delivery for you? Select all that apply.



When transport services start or change, how often do you receive the information you need in time to support students effectively?

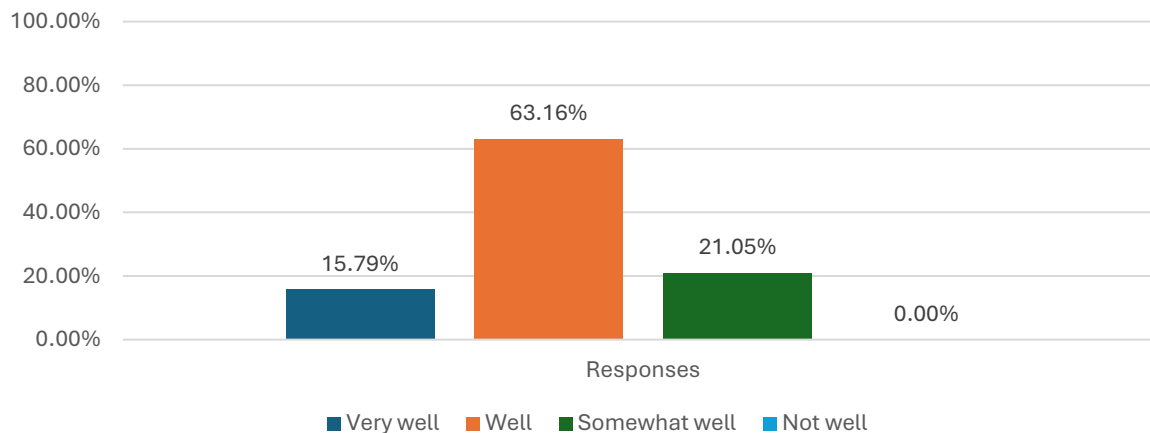


How well supported do you feel when dealing with challenging student situations or incidents?

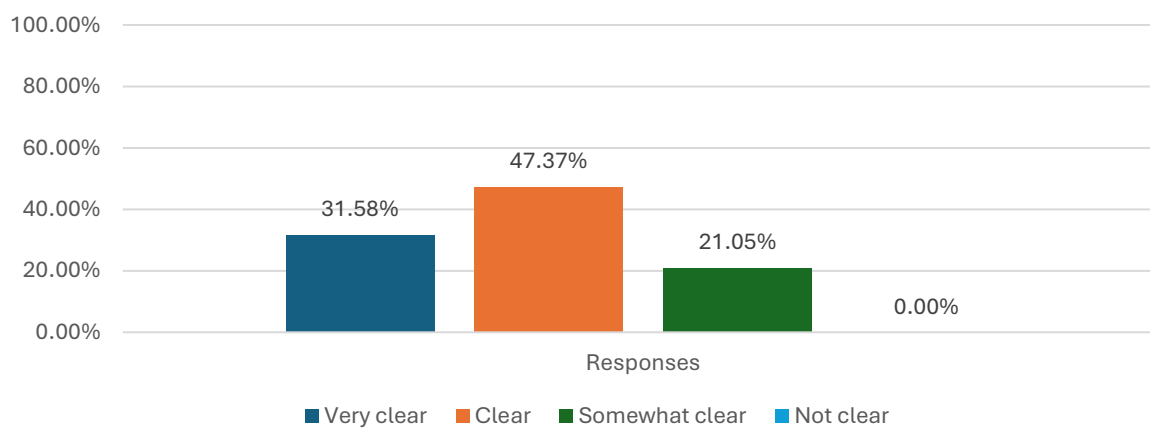


**Ministry of Education
School Transport Team**

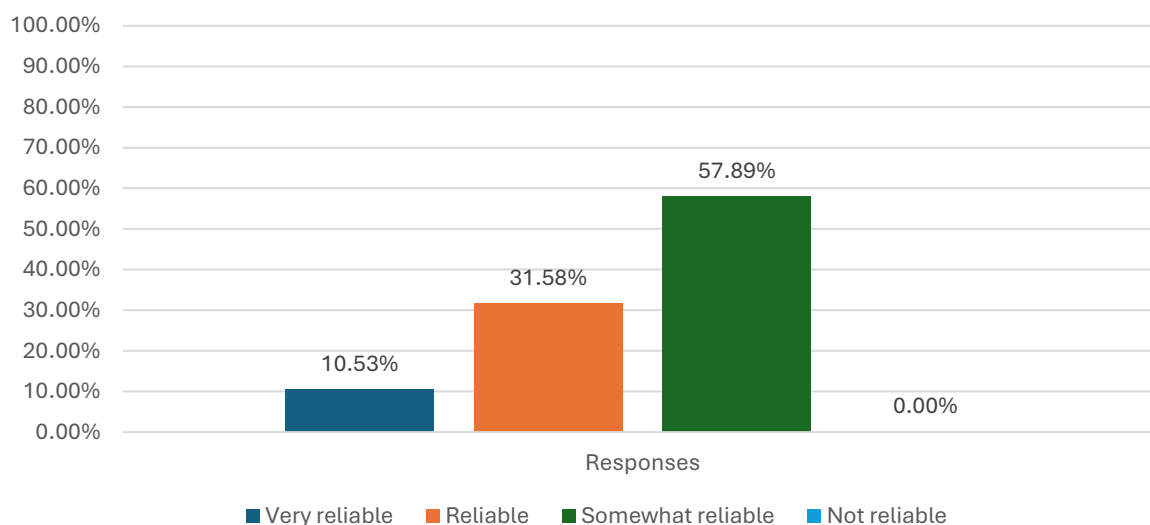
From your perspective, how well do current guidelines support student safety and wellbeing?



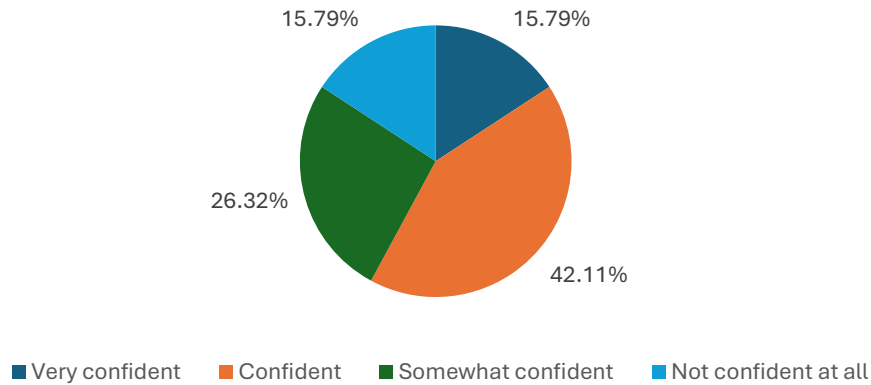
How clear are the roles and responsibilities of the parties involved in student transport?



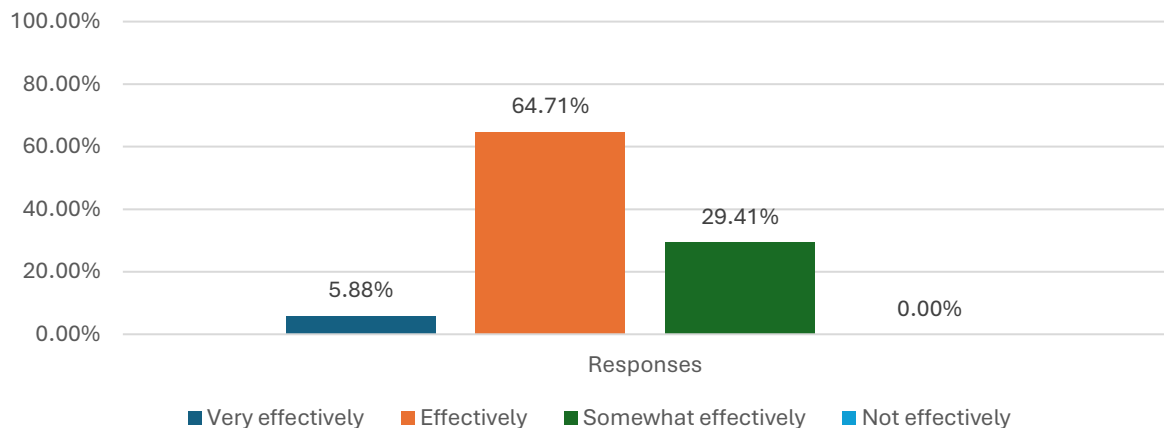
How reliable is the information available to support decision-making?



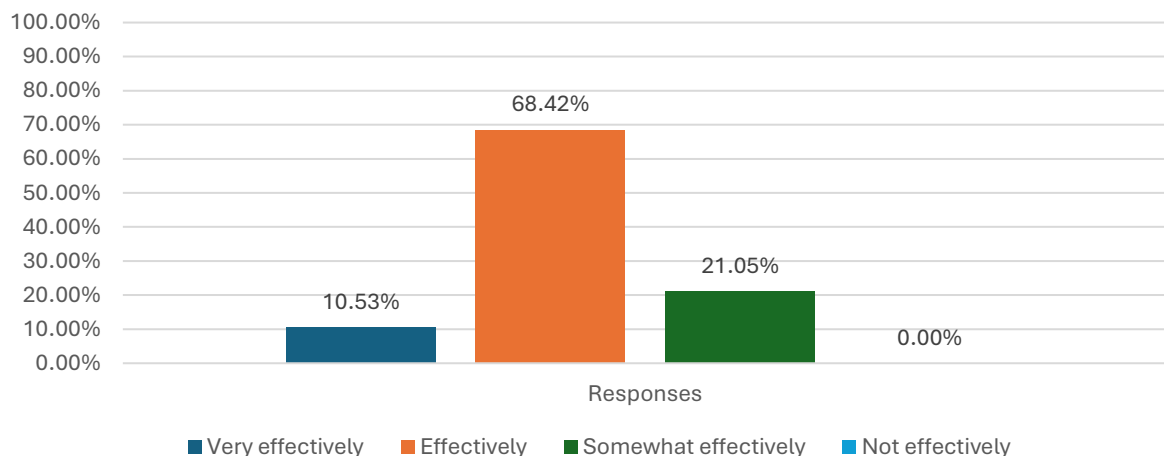
Based on your experience, how much confidence do you have that information about students is shared with the right people when transport services start or change?



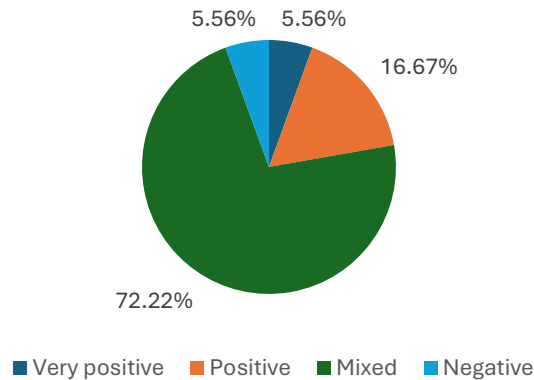
Based on your experience, how effectively are complaints managed?



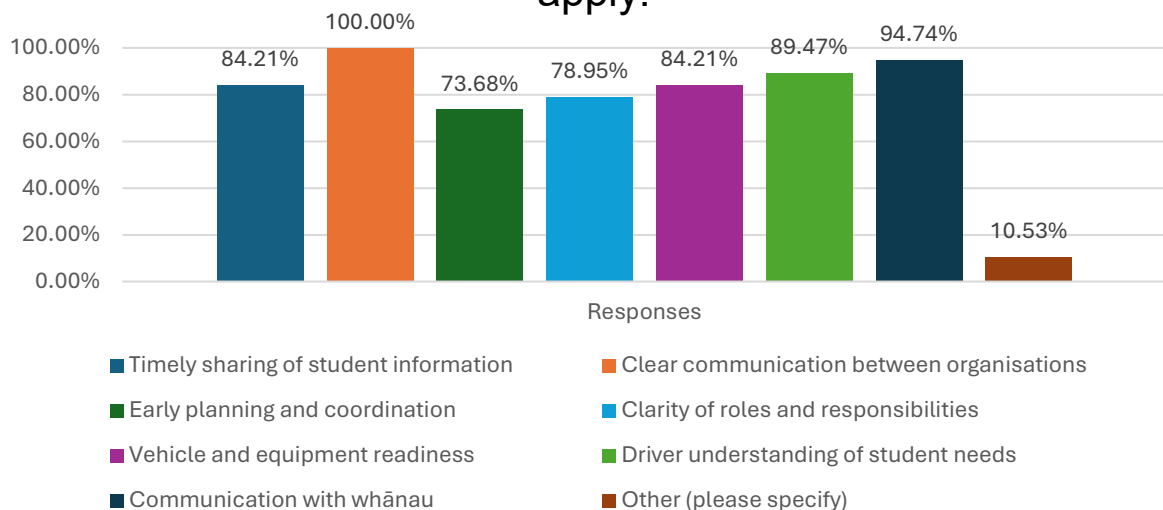
Based on your experience, how effectively are incidents managed?



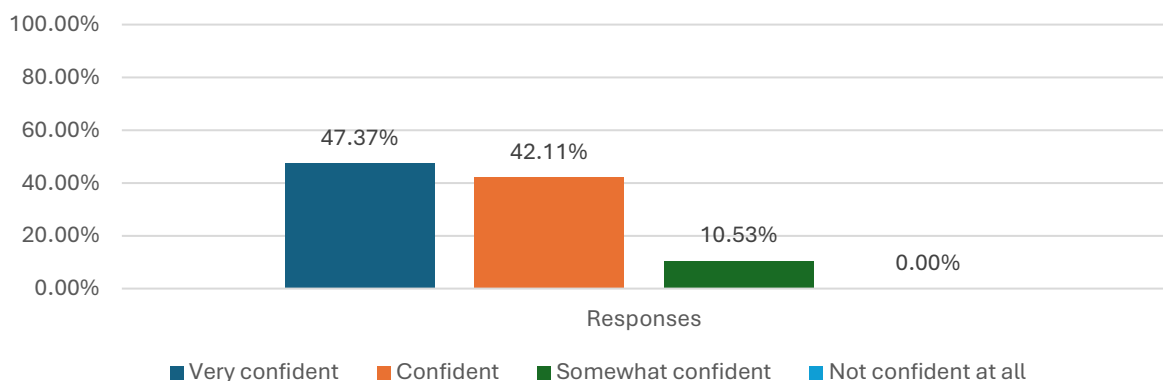
Thinking about transport services that have started or changed, how would you describe the overall transition experience?



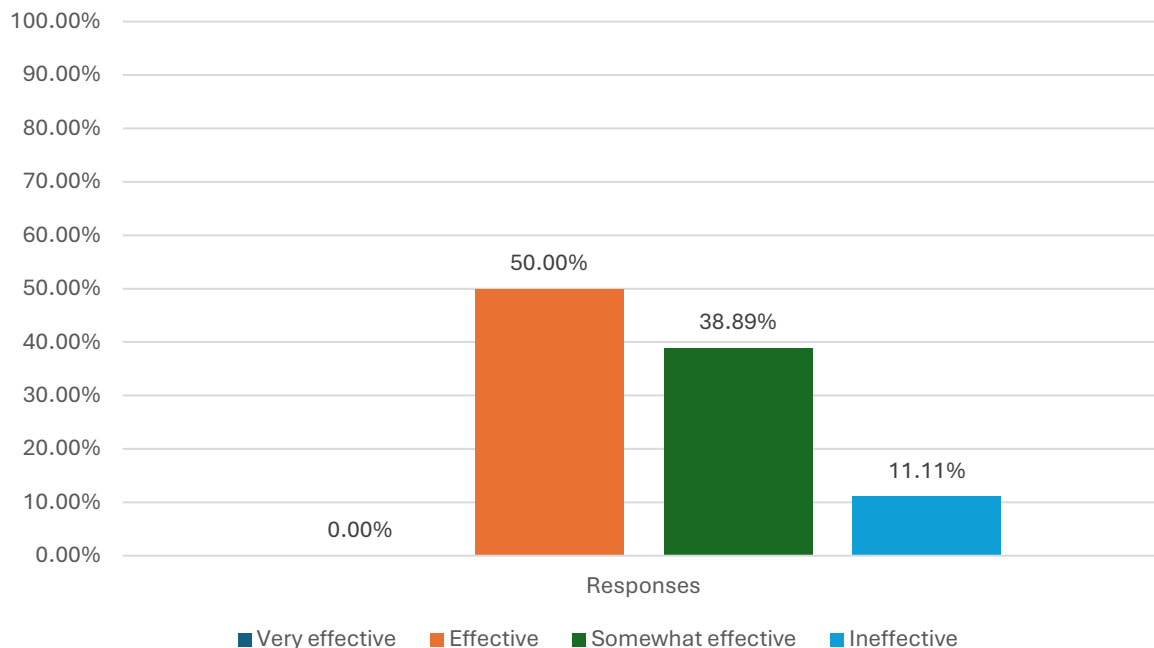
Which of the following are most important for successful transport transitions? Select all that apply.



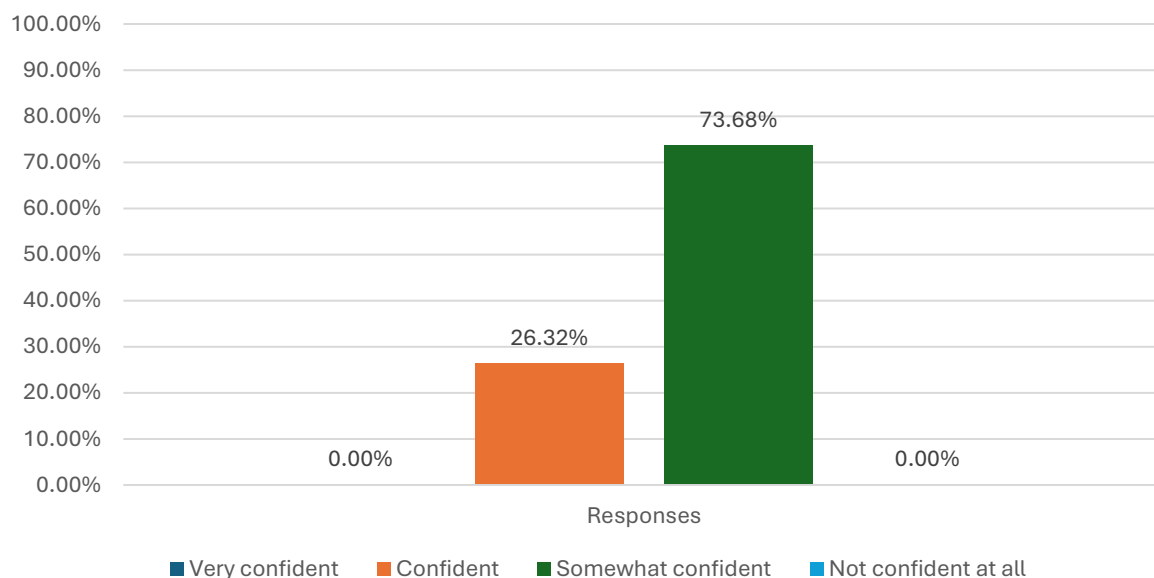
Based on your experience, how confident are you that serious safety concerns are escalated appropriately?



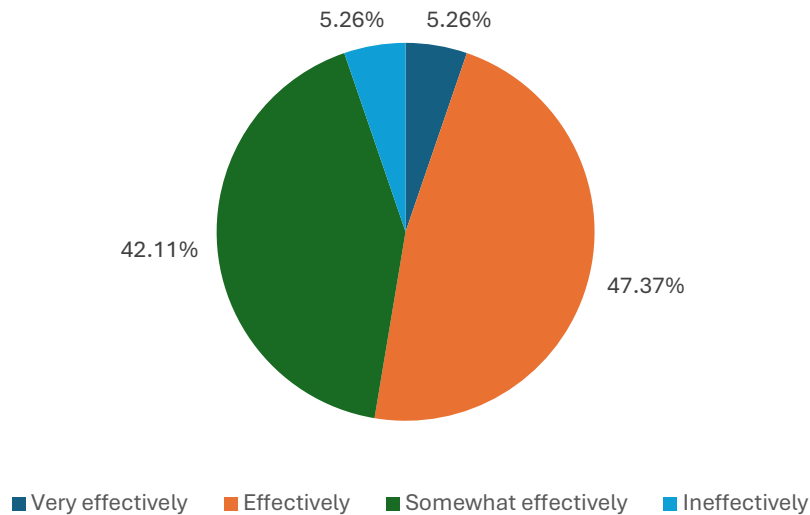
From your perspective, how effective are assurance and monitoring activities?



Based on your experience, how confident are you that the Ministry receives timely information about transport risks and incidents?



Based on your experience, how effectively is information from schools, providers and whānau used to improve services?



In your opinion, which areas would most improve the safety and effectiveness of student transport services? Select all that apply.

