



Briefing Note: Highest Needs Review, speaking points for Minister to introduce Cabinet Paper

To:	Hon Jan Tinetti, Associate Minister of Education		
Date:	26 August 2021	Priority:	Medium
Security Level:	In Confidence	METIS No:	1268661
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of paper

The purpose of this paper is to provide you with talking points to support you in presenting the Cabinet Paper: *Highest Needs Review: Scope and Terms of Reference* to SWC on 1 September 2021.

Proactive Release

Agree that this Briefing will be proactively released once the Cabinet paper has been agreed by Cabinet.

☒ **Agree** ☐ **Disagree.**



Helen Hurst
Tumu Te Hāpai ō Rāngai
Deputy Secretary
Sector Enablement and Support

26/08/2021



Hon Jan Tinetti
Associate Minister of Education

29/08/2021

Background

- Your office has now lodged the final Cabinet Paper for the Highest Needs Review: Scope and Terms of Reference for SWC on 1 September.
- Your office requested some talking points to support you in the presentation of the paper. These are attached for you as Annex One.

Next Steps

- The Review team are working on finalising the Advisory Group and engagement plan for the next phase of the Review. We expect to provide the Briefing Note to you for these two pieces of work on 31 August 2021.

Annexes

Annex 1: Talking Points for the Social Wellbeing Committee on Wednesday 1 September 2021



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- This Government has made a commitment to the Learning Support Action Plan 2019 – 2025 (the Action Plan) which sets out the improvements we aim to make in six key priority areas.
- Priority Four of the Action Plan includes a commitment to *“Review supports for children and young people with the highest levels of need, including the Ongoing Resourcing Scheme, to ensure they are meeting needs of children and young people, and delivering the intended outcome”*.
- This commitment supports us in achieving our intentions to *“better support children and young people with greater needs, with an initial focus on learning support and mental wellbeing”* within the Child and Youth Wellbeing Strategy.
- This work has a strong connection to the transformation of the existing Disability Support System that is underway.
- The Review will be of great interest to the public and raise expectations of parents and whānau, stakeholders from across the education, health and disability sectors, iwi, hapū, ethnic communities and those in rural and isolated communities.
- This paper seeks your agreement to the Scope and Terms of Reference for the Review.

Highest Needs Review (the Review)

- The majority of children and young people can and do achieve education success from relatively small supports and adaptations within their classroom and schools. However, some experience greater barriers to accessing the curriculum on an equal basis with others and require additional targeted or individualised supports.
- The current system of supports is still compartmentalised and fragmented; access to specialists and expertise across agencies is still challenging for parents, whānau and schools, while social, emotional and education outcomes for children and young people accessing these supports is variable.
- The Ministry undertook a six-week engagement with about 80 stakeholders to understand the nature of the issues relating to individualised learning supports and services. Most stakeholders indicated that the system needs to shift from the current deficit-based approach of accessing and receiving supports to a strengths-based, mana enhancing one.
- All people (family, whānau, teachers, teacher aides, school leadership, school boards, resource teachers, specialists, and Ministry staff and other service delivery agencies) in the system have a role to play to effect the change that is needed.

Scope of the Review

- The recommended Scope of the Review is summarised in paragraph 9 of the Cabinet paper for you all. Once we have agreed the Terms of Reference, I intend to release them to the sector.
- The proposed Scope of the Review includes children and young people receiving current individualised supports, those with unmet needs for individualised support, and those with inequitable access to individualised supports.
- We do not have reliable information on the extent of these needs. We estimate it could be as many as 50,000 - 80,000 learners which is 5-10% of all children and young people in early learning and schooling.
- I propose that the delivery of individualised supports in all education settings, including early learning, will be included.
- I also propose that the Review will identify and make recommendations on the need to ensure equitable and appropriate access to individualised supports for children, young people and their families/whānau by aligning services and supports across Government agencies.
- As a Government we have an opportunity to create systemic change in this space. I ask that you commit to working with me on this.

Implementation of the Review

- Once Cabinet approves the Scope of the Review, the Ministry will begin the second phase of the Review.
- The second phase, running until December 2021, will gather additional information and evidence from engagements, feedback, and submissions from a wide range of stakeholders on potential changes to the current system of support.
- The third and final phase of the Review from January to September 2022 will be focused on developing options and solutions.
- At the end of October 2022, I will report back to Cabinet with the final report and recommendations.