



Briefing Note: Interim Response Fund

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education		
Date:	9 April 2021	Priority:	Low
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Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

The purpose of this Briefing is to provide you with information on the Interim Response Fund (IRF) and how it links to other Ministry interventions the Ministry has.

Agree that this Briefing will be proactively released.



Katrina Casey
Deputy Secretary
Sector Enablement and Support

9/3/21



Hon Jan Tinetti
Associate Minister of Education

11/04/2021

Agree / Disagree

9(2)(g)(i)

Background

1. The Interim Response Fund (IRF) was launched in 2007 as part of the Ministry of Education's (the Ministry) efforts to tackle "disruptive student behaviour". The aim of the fund is to keep students engaged in learning, following significantly challenging behavioural events.
2. The original IRF allocation was \$2 million per annum. This was increased to \$4 million in 2009, and to \$4.5 million in 2019. This additional funding was to support an increase in the number of cases the Ministry could accept, and also to increase the amount available for individual cases.
3. IRF is a short-term response. Funding is provided in a timely and flexible way to schools while a more comprehensive, sustainable and individualised plan for the young person can be developed. Plans may involve engaging support within school and/or support from local learning support services.
4. Schools access the IRF by contacting their local Ministry office after a sudden or unexpected event (e.g. violence towards others), to see if the fund is the right support for their situation. If it is agreed that the IRF is appropriate, the school completes their application over the phone. Decisions are made by the local office.
5. The criteria for the IRF provides guidance for decision making and is applied flexibly. These criteria are:
 - Because of the student's behaviour it is likely that the student or other students or staff at the school will be harmed if the situation is not immediately addressed, contained or stabilised.
 - Students, school staff, families or community are distressed or shaken.
 - School leadership/the Principal has used all school-based resources, strategies and expertise and are unable to manage the event.

Funding

6. Funding is allocated to each Ministry region as shown in the table below.

Region	2020/2021 Allocation
Tai Tokerau	\$ 183,824
Auckland	\$1,515,167
Waikato	\$ 389,590
Bay of Plenty	\$ 344,632
Hawkes Bay - Tairāwhiti	\$ 241,325
Taranaki – Whanganui - Manawatu	\$ 272,708
Wellington	\$ 512,921
Nelson-Marlborough-West Coast	\$ 148,763
Canterbury	\$ 654,440
Otago Southland	\$ 263,630
Total	\$4,500,000

IRF data

7. The table below shows the number of requests for funding, the number approved, and the average value of amount paid, over the last three years.

Financial Year	Number of requests	Number of requests approved	Average Amount Paid
2016/17	3688	3328	\$ 982.16
2017/18	4374	4366	\$ 936.96
2018/19	4640	4316	\$ 876.42
2019/20	4905	4424	\$ 970.40

Notes:

- **Number of requests reported** - includes the total number of incidence statuses including accepted; declined; no longer needed; paid; pending; processing application; processing payment and unknown status. The year is based on the date reported.
- **Number of approved requests** - has been calculated where the request has been approved and paid. The year is based on claim paid date.
- **Average amount paid** - has been calculated where the incident has been paid in each year.

8. The table below shows types of support funded through IRF of requests approved.

Support Types	2016/17	2017/18	2018/19	2019/20
Teacher Aide	2912	3756	3672	3793
Transition Support	221	341	418	425
Specialist Services	86	129	167	113
Relief Teacher	69	90	60	83
Other	95	127	100	93

Notes:

- Year is based on the date a referral is paid.
- A student can have more than one claim and they are counted in each category.

Examples of what is IRF used for

Example one

9. A student had a variety of complex reasons which made managing their own behaviour challenging. There were several incidents that placed them and others at risk. Teacher Aide funding was approved to support de-escalation, maintaining a safe learning environment and offer pro social behavioural alternatives while a plan for longer term solutions was developed.

10. This student had not been known to Ministry of Education Learning Support services. The IRF Teacher Aide support provided support while the school made plans to provide within school supports for the student. There were no further requests for IRF.

Example 2

11. A student had a high number of absences. When they developed relationships with their peers, the relationships only lasted if the student was in control of the group, if others disagreed with them or did not go along with their ideas, they drove other students away. This student had one relationship that lasted over a week, the other child had a disorder and was unable to stand up to the student. The relationship was detrimental to the other child.. They responded in an abusive manner when they did not want to do a task (throwing and kicking chairs, swearing). They appeared to invite confrontation. The teacher believed the issue was emotional regulation, (default position is to become abusive), an unwillingness to accept the view of others and a closed mind to learning. This student was excluded from her local school for "continued disobedience".
12. This student had received support through their first two IRF allocations prior to their exclusion, while they were supported by a RTLB, youth worker and counselling support.
13. Following their exclusion and alongside a request for support to the Ministry of Education Behaviour Service; two subsequent IRF allocations provided teacher aide to support transition to the new school, and a "top up" to Behaviour Teacher Aide funding to provide additional short term support to implement the individualised transition plan for the student.
14. This student continues to be supported by Learning Support.

Interventions

15. The application of the IRF allows bridging support while consideration is given to what longer-term supports are required. This may include almost any of the Ministry interventions including the following:

Alternative Education

A short-term intervention programme for students aged 13–15 who have become disengaged from mainstream education. Students are given a meaningful, individualised learning programme and supports to help them transition back to mainstream school or on to further education, training, or employment.

Behaviour Support

A team of Ministry of Education specialists that supports children or young people experiencing significant, ongoing behaviour issues. Team members work with the child or young person, their whānau, school, and other specialists to assess the child's needs and design tailored support for them.

In-Class Support (ICS)

Funding allocated to support students who have continuing high learning needs and who aren't funded through the Ongoing Resourcing Scheme (ORS). ICS funding contributes to teacher-aide support for individual students.

Te Kahu Tōi, Intensive Wraparound Service (IWS)

IWS is a comprehensive, holistic response for children aged 5–14 with behavioural, social, and/or learning needs and who experience significant challenges and require individualised support. The approach is driven by the ideas and perspectives of the learner and their whānau.

Learning Support Fund

A fund to support interventions developed collaboratively between schools and RTLBs for learners in years 0–10.

Ongoing Resourcing Scheme (ORS)

A scheme that provides a package of specialist support, additional teaching, and contributions to teacher aide support for learners with high or very high needs to help them attend school, join in, and learn alongside their peers. To be eligible for the ORS, children and young people must meet one or more of the ORS criteria.

Positive Behaviour for Learning (PB4L)

A range of evidence-based programmes and frameworks that support long-term, sustainable changes in the behaviour and wellbeing of children and young people in schools and early learning services. PB4L programmes include PB4L School-Wide, Restorative Practice, Incredible Years, and Huakina Mai.

Residential Special Schools (RSS)

Schools that provide specialist support for learners with educational needs relating to vision, hearing, socialisation, behaviour, and learning.

Resource Teachers: Learning and Behaviour (RTLBs)

Specialist teachers who help schools support the achievement of learners with learning and/or behavioural difficulties. The RTLB service provides support and upskilling to help teachers manage their learners' additional needs, with a particular focus on Māori and Pacific children and young people moving into state care.

Proactive Release

16. We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.