

# External Review of the Specialist Service Standards Final Report Maitai Special School

6 – 8 December 2010

## 1.0 Introduction

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This report is for Maitai Special School and the Ministry of Education. It has been prepared in accordance with the procedures for conducting external reviews approved by the Manager Assurance and Eligibility, Ministry of Education, Special Education.

The report will assist Maitai Special School to assess how well they are meeting the Specialist Service Standards.

### 1.1 About the Provider:

Location	Nelson
Type	Special School
Number of specialist staff	Two Occupational Therapists Two Speech Language Therapists Physiotherapist Music Therapist Psychologist [All part time & contracted]
Number of students receiving specialist services through ORS.	28

### 1.2 Context for External Reviews

- The Specialist Service Standards were developed to ensure the provision of quality specialist service provision for all children and young people with special education needs.
  - ❖ These standards were approved by the Ministry of Education in May 2006.
  - ❖ All providers are required to meet these standards when delivering specialist services.
- The standards are organised into eight steps of the Service Pathway
  - ❖ Access
  - ❖ Engagement
  - ❖ Assessment and analysis
  - ❖ Programme planning

- ❖ Implementation
  - ❖ Review
  - ❖ Closure
  - ❖ Follow-up and reflection
- Each step states a Service Expectation and contains Professional Practice Standards and Management and Organisational Standards.
  - This external review evaluated specialist services provided through ORS to children and young people.

## 2.0 Focus

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### 2.1 This review:

- Evaluated the extent to which Maitai School meets the Specialist Service Standards for two steps of the Service Pathway:
  - o Access
  - o Assessment and Analysis.
- Evaluated the extent to which Maitai Special School meets the Specialist Service Standards by tracking the services delivered to selected students. This part of the evaluation is in sufficient detail to enable the reviewers to make comments about the quality of service provision across all steps of the Service Pathway.

These evaluations enable the reviewers to make comments about the quality of Maitai Special School's self-review process as it relates to the Specialist Service Standards.

## 3.0 Methodology

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Reviewers:

- 3.1 Interviewed the principal and deputy principal about Access and Assessment and Analysis.
- 3.2 Interviewed one specialist about Access and two specialists about Assessment and Analysis.
- 3.3 Interviewed two specialists about services delivered to two students through the steps of the Service Pathway.
- 3.4 Interviewed parents of the same two students.
- 3.5 Examined relevant documentation.
- 3.6 Made comment about the quality of Maitai Special School's self-review process based on:
  - A comparison between the reviewers' and Maitai's judgement about the extent to which the Access Standards, and Assessment and Analysis

Standards were met. The reviewers based their comment on information gathered from management, specialists and parents. Maitai Special School had recorded their judgement on the Self Audit Questionnaire.

- A comparison between the reviewers' and Maitai Special School' judgement about the extent to which the Specialist Service Standards are met for all the steps of the Service Pathway. The reviewers based their comment on information from specialists and parents about the services provided to two young people. Maitai Special School recorded their judgement on the Self Audit Questionnaire.

## **4.0 Findings**

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Strengths confirmed during review:

- Management has robust processes and procedures that underpin the work of specialists. Two specialists reported considerable support for their work by the principal and deputy principal. Documentation showed processes and procedures which support the work of specialists. Management's support of specialists' work means specialists feel confident and valued.
- Management has ensured specialists' programmes are embedded in the school curriculum. Specialists said they work closely with classroom teachers to use specialist assessment information to develop curriculum goals. This means that specialist assessments lead to functional goals and programmes within the Key Competencies of the New Zealand Curriculum.
- Specialists provide ongoing support for the appropriate implementation of programmes in the classroom, home and community. Management and specialists said they work closely with class teachers, teachers' aides and parents to ensure programmes are implemented effectively. This helps to maximise the opportunities for successful learning for students.
- Students at Maitai are valued and well respected by management, teachers and specialists. Parents reported "their children are well settled, treated with respect, are the most important part of the school, and all parents know this". Parents can be confident that the services provided at Maitai will recognise their children's abilities and respond to their needs.

## **5.0 Specialist Service Standards**

### **Access**

#### Professional Practice Standards

- Management has many processes that promote participation of Māori students and their whānau. However, there was not evidence to show that all contracted specialists are competent in their work with students and whānau who identify as Māori.

- One contracted specialist said he has not undertaken any recent professional development which would help him in his work with Māori students and their whānau.

#### Management and Organisational Standards

- Maitai Special School meet all the Management and Organisational Standards for Access.

### **Assessment and Analysis**

#### Professional Practice Standards

- Maitai Special School meet all the Professional Practice Standards for Assessment and Analysis

#### Management and Organisational Standards

- Maitai Special School meet all the Management and Organisational Standards for Assessment and Analysis.

### **Quality of Maitai School's Self-Review Processes**

- Maitai Special School has carried out a thorough and reflective self review and on their Self Audit Questionnaire decided 20/20 Access standards were met. The reviewers' findings were that 18/20 standards were met.
- For Assessment and Analysis, Maitai Special School and the reviewers agreed that all 32 standards were met.
- Based on these findings, there is evidence that Maitai Special School has a thorough and reliable self-review process. Those who receive services from Maitai Special School can be confident that management and specialists have the self-knowledge to regularly reflect on the quality of their service provision.

## **6.0 Requirements**

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A **requirement** is mandatory. It must be actioned because Maitai Special School's existing practice is not meeting a particular Specialist Service Standard.

- 6.1 Management needs to ensure all specialists are competent to work with Māori students and their whānau. [**Access Standards 5 & 7**]

## **7.0 Confirmation of Report and Action Plan**

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- 7.1 The action plan will address the requirement under section 6.0
- 7.2 The next external review of the extent to which Maitai School is meeting the Specialist Service Standards will be scheduled as part of the regular three-yearly review cycle.

Thank you for the efficiency of your response to the review.

A handwritten signature in black ink, appearing to read 'Ian Cocks', with a stylized, flowing script.

Ian Cocks  
Manager Assurance and Eligibility  
Date: 11.03.11