

## **THE PLUS 20 INITIATIVE TARGETING AN ONGOING INCREASE IN NCEA SAC APPLICATIONS**

The DFNZ 'Plus 20' initiative aims to lift the numbers of students receiving NCEA special assessment conditions (SACs) such reader or writer assistance, computer use, and /or extra time by more than 20% year on year. DFNZ continues to work closely with Ministry of Education and NZQA to make this happen. SACs are core to the roles and responsibilities of boards of trustees and principals. And SAC support and activation is now part of RTLB contracts and funding criteria.

All school stakeholders have a key role to play in lifting SAC numbers, see who does what in the table below.

<b>STAKEHOLDER</b>	<b>ROLE</b>	<b>KEY POINTS</b>	<b>ACTIONS</b>
All	Advocate for, and fully activate accommodations and SACs as a critical tool for meeting the legal obligations of children with learning differences to access education appropriate to their needs. Everybody has a job to do on this pathway.	<p>The Government has identified three education priorities for its current term which are inclusion; modern practice and 'is what we're doing making a difference to student achievement?'</p> <p>For all stakeholders the Government priorities provide a road map for the way forward, and the SACs agenda provides a framework for action:</p> <ul style="list-style-type: none"> <li>• SACs are a system wide lever of change for the Government's Inclusive Education agenda and school performance objectives</li> <li>• SACs are core to the role and responsibilities of Boards of Trustees and principals, and SAC support is now part of RTLB job descriptions</li> <li>• Most critically, there is a direct correlation between provision of SACs and NCEA success</li> </ul> <p>In essence, SACs give schools and students a pathway to align to from year 1. From the outset, students with learning differences must be identified and supported with accommodations</p>	As outlined in this table

		that align to this pathway, creating seamless progress towards NCEA exams.	
Parents	Advocate for accommodations and SACs for your child	<p>New Zealand's education system must provide every young New Zealander with the opportunities they need to reach their potential - that's the law.</p> <p>The Education Act 1989 REQUIRES school boards to enrol students in their schools irrespective of the students' needs or abilities. If a child has a learning difference, a school has a legislative obligation to notice and adjust the classroom teaching to accommodate this.</p> <p>Fundamental to this is the provision SACs for students with learning differences sitting NCEA level exams. And the provision of similar accommodations for those in the earlier, formative years as they move through the education system.</p>	<p><a href="#">Know your child's legal rights</a></p> <p>Establish a relationship with your child's teacher and school and advocate for accommodations to be adopted.</p> <p>Understand what SAC's are and the pathway to them. Ask for a referral to RTLB, SENCo if you child is struggling to acquire basic skills.</p> <p>Know what the Board of Trustees is doing to help monitor effective governance and implementation of the Inclusive Education agenda.</p>
Secondary schools	Deliver on the Government's Inclusive Education agenda, with SACs a key driver for this.	<p>SACs are a key performance indicator in the secondary education sector, and an immediate opportunity to lift school performance.</p> <p>There is a direct correlation between provision of SACs and NCEA success, with SACs a simple scorecard showing whether a secondary school is delivering on the Inclusive Education agenda and to what extent, based on the number of applications a school has made for its students.</p> <p>Schools already au fait with SAC applications and the regular practice of accommodating student needs are seeing benefits both in NCEA results and in student engagement.</p>	<p>Ensure that a key staff member in the school (SENCo or other) has the SAC agenda incorporated in their job role. Ensure that they are provided with enough time and support to proactively identify and assess all NCEA level students that they suspect are dyslexic or that learn differently – so that they can apply, where appropriate, for SACs.</p> <p>Continue to support SACs school based evidence pathway, with use of teacher observation and assessment rather than an independent expert assessment.</p> <p>Inform whole school community of the importance of SACs and Inclusive Education obligations; school staff to work closely with Boards of Trustees on this.</p>

Secondary school teachers	Pro-actively support learning and achievement of all students. Deliver on the Inclusive Education agenda in the classroom	<p>SACs help student engagement and self esteem, and provision of SACs has a direct correlation to NCEA success.</p> <p>Of particular importance is the need to identify students of 'moderate needs' – these students may be 'underperforming' but often go undetected. It is the duty of the school under National Administration Guidelines (NAGs) to identify these students and address their needs.</p>	<p>Commit to National Curriculum principles of inclusion. Don't let a lack of basic skills hold students back. Notice and adjust classroom teaching and offer accommodations in subject areas.</p> <p>Look for 'red flags' in learning and literacy and refer students to RTLBs, SENCo, RT Lit where a student is 'under' achieving.</p> <p>Communicate concerns with parents and agree a plan of action.</p> <p>For all teachers, <a href="#">DFNZ's 4D resources</a> provide a comprehensive resource of simple classroom changes which fit with the expectations of the National Curriculum. This includes more than 20 simple things teachers can do to create a positive learning environment, from reviewing seating layouts through to use of new technology.</p>
Primary schools	Identify and support students in acquiring basic skills and then gaining mastery in these in order to create solid foundation for secondary school and beyond.	<p>The 2014 Ministry of Education and NZQA review of SACs signaled the widening of the SAC model to earlier years, with MoE saying it will work with RTLBs, NZQA, and schools to make better use of the National Standards achievement data to identify students who may require SACs in the future, transferring information about students as they move through school and particularly as they leave year 8 and transition to secondary school.</p> <p>This means primary schools will have to invest increased time and resource into identifying and supporting students and ensuring base-line accommodations are aligned with the secondary school process.</p> <p>From the outset, students with learning differences must be identified and supported with</p>	<p>Inform the whole school community on the relevance of accommodations to the Inclusive Education Agenda in creating a pathway to NCEA.</p> <p>Ensure base-line accommodations support SAC pathway. And that accommodations are introduced simultaneously with intervention, accommodations are an 'and' not an 'or'.</p> <p>Ensure transitions within primary school and onto secondary school are seamless and transparent, consultation with all parties is essential at all transitions.</p>

		accommodations and differentiated learning opportunities that align to this, creating seamless progress towards NCEA exams.	
Primary school teachers	Proactively identify students that are having difficulty acquiring basic skills	<p>Primary teachers should be relying on their OTJ (Overall Teacher Judgment), not just standardized tests to create learning pathways within the National Curriculum.</p> <p>Utilise personalised approaches to learning to place appropriate emphasis and importance on learning how to learn and developing behaviour for learning.</p> <p>Of particular importance is the need to identify students of 'moderate needs' – these students may be 'underperforming' but often go undetected. It is the duty of the school under National Administration Guidelines (NAGs) to identify these students and address their needs.</p>	<p>Commit to National Curriculum principles of inclusion. Notice and adjust classroom teaching to accommodate learning differences from year 1, to create pathway to NCEA.</p> <p>Look for 'red flags' in learning and literacy and refer students to RTLBs, SENCo, RT Lit where a student is 'under' achieving.</p> <p>Communicate concerns with parents and agree a plan of action.</p> <p>For all teachers, <a href="#">DFNZ's 4D resources</a> provide a comprehensive resource of simple classroom changes which fit with the expectations of the National Curriculum. This includes more than 20 simple things teachers can do to create a positive learning environment, from reviewing seating layouts through to use of new technology.</p>
RTLb (Resource Teachers: Learning and Behaviour)	SAC support and activation is now part of RTLb contracts and funding criteria.	School based evidence, with use of teacher observation and assessment, is critical to the SAC application process and RTLb's must support teachers in this.	<p>Share best practice school models with other schools. Great process is critical. Work closely with BOT's and SENCo to establish best practice.</p> <p>Work with primary and secondary school teachers to ensure understanding of the importance of accommodations and the need for teacher observations to support school based evidence.</p> <p>Make parents aware of student observations and SACs.</p>

RT:Lits	Tasked with identifying students not progressing in literacy and provide support.	Early identification of students who may have a learning difference is critical.	<p>Share best practice school models with other schools. Great process is critical. Work closely with BOT's and SENco to establish best practice.</p> <p>Work with primary and secondary school teachers to ensure understanding of the importance of accommodations and the need for teacher observations to support school based evidence.</p> <p>Make parents aware of student observations and SACs.</p>
SENCOs (Special Education Needs Coordinator)	Point person for all things SAC within school. Establishes and manages SAC process	School based evidence is a key driver for change in lifting the numbers of SAC applications.	Support schools to develop protocol around 'school based evidence', and protocols for staff training and reader/writer training related to SACs.
Principals (secondary and primary)	Manage school to carry out legal obligations. Required to report regularly on what is happening in area of inclusive education and what results are being achieved.	<p><b>Secondary:</b> Embracing SACs will improve school performance. 11% SAC students per school (around 16,000 applications overall) is benchmark goal for a proactive school. The Plus 20 in 2015 initiative would equate to around 1000 additional applications this year, lifting overall applications to around 5000, a step towards the benchmark goal.</p> <p><b>Primary:</b> SACs are the pathway for accommodations from Year 1</p>	<p><b>Secondary:</b> Set the framework for achieving proactive engagement benchmark</p> <p>Consult with SENCO, BOT, and school community on division of Special Education Grant fund related to SACs, involve all stakeholders in meeting Inclusive Education obligations using SACs as the key driver.</p> <p><b>Primary:</b> Involve all stakeholders in meeting Inclusive Education obligations by activating SAC style accommodations from year 1.</p> <p>Share best practice between schools in a cluster with the aim of aligning with SAC provisions in the secondary sector.</p>

Principals Nominee (secondary and primary)	Direct liaison with NZQA re SACs. Contact point for NZQA re school	11% SAC students per school (around 16,000 applications overall) is benchmark goal for a proactive school. The Plus 20 in 2015 initiative would equate to around 1000 additional applications this year, lifting overall applications to around 5000, a step towards the benchmark goal.	Liaise with NZQA to increase SAC applications.
Secondary Schools Principals Association	National body for secondary principals, formed in 1988 to promote professional development, information sharing, professional and personal wellbeing and participation in educational debate and policy development	<p>SACs agenda is core to principal's responsibilities, a KPI to Inclusive Education and an immediate opportunity to lift school performance.</p> <p>There is a direct correlation between provision of SACs and NCEA success, with SACs a simple scorecard showing whether a secondary school is delivering on the Inclusive Education agenda and to what extent, based on the number of applications a school has made for its students.</p> <p>Schools already au fait with SAC applications and the regular practice of accommodating student needs are seeing benefits both in NCEA results and in student engagement.</p>	<p>Offer Professional Development on Inclusive Education, in particular governance and self-review re how a school is achieving inclusive education goals using SAC applications as a KPI.</p> <p>Offer Professional Development to share best practice of how increased SAC applications improve NCEA results as well as increase engagement and attendance.</p>
Boards of trustees – secondary and primary	Governance, ensure schools meet legal obligations and monitor school's progress towards achieving inclusive education goals	<p>A school culture of inclusiveness is part of the core business of Boards of Trustees. Governance and budgeting must be integrated to Inclusive Education goals. Every student must have access to the support they need in order to achieve, regardless of gender, ethnicity, income, or whether they are dyslexic or differently abled in some other way.</p> <p>Of particular importance is the need to identify students of 'moderate needs' – these students may be 'underperforming' but often go undetected. It is the duty of the school under National Administration Guidelines (NAGs) to identify these students and address their needs.</p>	<p>Read MoE's Effective Governance Building Inclusive Schools Information for Boards of Trustees, 2013 Booklet  <a href="http://www.minedu.govt.nz/~media/MinEdu/Files/Boards/EffectiveGovernance/BuildingInclusiveSchools_2013.pdf">http://www.minedu.govt.nz/~media/MinEdu/Files/Boards/EffectiveGovernance/BuildingInclusiveSchools_2013.pdf</a></p> <p>Ask principals to report regularly on what is happening in the area of inclusive education, particularly for students of moderate needs.</p> <p>Ensure the Board of Trustees reports to the community on how Special Education Grant funding is spent each year.</p>

School Trustees Association	Give guidance to Boards of Trustees through newsletter and conferences.	Boards of Trustees can be enabled and supported by sharing best practice in terms of Inclusive Education	Provide ongoing information to Boards of Trustees on best practice in Inclusive Education, as well as tips for questions to ask of principals and schools to ensure they deliver on this agenda.
MoE	Implement Government's Inclusive Education agenda. The Government has identified three education priorities for its current term which are inclusion; modern practice and 'is what we're doing making a difference to student achievement?'	<p><a href="#">KPI is progress against 2014 SAC report recommendations.</a></p> <p>MoE's new Inclusive Education Online Knowledge Centre (<a href="http://inclusive.tki.org.nz/">http://inclusive.tki.org.nz/</a>) provides guides for NZ educators to support learners with diverse needs. It defines an inclusive classroom as 'one that values the contributions of all students, their families/whānau, and communities. It recognises that every learner is unique and builds on their languages, cultures, and interests; and identifies and removes any barriers to achievement.'</p> <p>The online resource includes guides to Developing an inclusive classroom culture + guides specifically about and relevant to dyslexia.</p>	<p>Let Principals, teachers, schools and SENCOs, RTLBs, RT:Lits, boards of trustees, know explicitly what need to do to meet SAC obligations</p> <p>Provide explicit communication to Principals about SAC responsibilities; and explicit communication to the NZ School Trustees Association about the role of Board of Trustees in regards to SACs.</p> <p>Work with RTLBs, NZQA, and schools to make better use of the National Standards achievement data to identify students who may require SACs in the future, transferring information about students as they move through school and particularly as they leave year 8 and transition to secondary school.</p>
NZQA	NZQA ensures that NZ qualifications are valued and credible and robust both nationally and internationally.	A key priority is to ensure equity of access to SACs, the effectiveness of support provided, capacity and efficiency of systems for managing applications, and the impact of assistive technology on assessment. <a href="#">KPI is progress against 2014 SAC report recommendations.</a>	<p>Continue to ensure SAC application process is user-friendly.</p> <p>Ensure schools are clear on SAC criteria and the new focus on school based evidence as an alternative to an independent expert's report.</p> <p>Make data about SACs and school engagement available in a timely manner and transparent.</p>