

# VISION



**"VISION"** is the Official Publication of **Parents of Vision Impaired (NZ) Inc.**

**PVI's Whakatauki/Proverb:**

*Kia hora te marino, Kia whakapapa pounamu te moana, Kia tere te karohirohi,  
I mua I to haerenga, Kia tau te rangimarie.*

*May the calm be wide spread, May the sea glisten like greenstone,  
May the shimmer of summer dance across your pathways, May you always find peace.*

**Issue 92**

**June 2012**

## PVI Conference 2012

**PVI parents are urged to attend our conference to be held at the Bella Vista Express Hotel  
14 Airpark Drive, Auckland Oaks, Auckland on Saturday, 27th and  
Sunday, 28th October, 2012**

- **By attending you will be part of a supportive parent culture**
- **Be able to hear from/speak to and learn from other parents**
- **PVI will pay for reasonable travel expenses to and from Conference, however be warned, registrations close 27th July 2012**
- **PVI will provide food at the conference venue including the Saturday evening meal to be known as the "Mad Hatter's Tea Party"**
- **Registration form is on page 3. If you have not been before, then we urge you to attend. There is nothing as supportive as a PVI Conference; become part of the PVI whanau.**

**There is no registration fee, but we ask that you pay for your accommodation.**

**PARENTS, PLEASE FILL IN THE REGISTRATION FORM, and we will see you there...**

**Notice of the 2012 Annual General Meeting of Parents of Vision Impaired (NZ) Inc  
is to be held at the Bella Vista Express Hotel, 14 Airpark Drive, Auckland Oaks,  
Auckland on Saturday, 27th October at 11.15am.**

**"Children with disabilities are like butterflies with a broken wing. They are just as beautiful as all other  
Children, but they just need a little help to spread their wings."**

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### **Contact Us:**

Parents of Vision Impaired (NZ) Inc.  
**PO Box 366, Waikato Mail Centre,  
15 Liverpool Street, Hamilton 3240**

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Fax: 07 839 5588

**Email: paul@pvi.org.nz**

Web: [www.pvi.org.nz](http://www.pvi.org.nz)

Parents of Vision Impaired (NZ) Inc is on facebook



## Govt will not Appeal

### ***Ministry of Health announcement on payment for carers***

Carers NZ and the Carers Alliance are relieved at the recent announcement from Minister of Health Tony Ryall stating the ministry would not appeal the Court of Appeal's ruling that family members caring for disabled children were eligible for financial support. This is an excellent outcome for the plaintive families involved and is a testament to their dogged persistence which has now paved the way for a better deal for carers in the future.

The Government made the right decision to not prolong the lengthy legal battle for the families involved, and for agreeing to review the payments policy. The Human Rights Review Tribunal will now settle payments for the plaintives involved.

Carers NZ and the Carers Alliance maintained that the Ministry exaggerated the financial impact involved, and now the Minister seems to be confirming that this is his view too. A recent One News report had Minister Ryall saying that the costs involved were towards the lower end of the spectrum.

The Carers Alliance looks forward to providing information and advice in the review process, and working with the Government and its officials to ensure a fair and sustainable policy framework for the future.

The Ministry of Health has already appointed an Advisory Group to advise the Minister about the payments policy. We understand there will be no new policy and eligibility announcement made from the Ministry until early 2013.

Carers NZ's CEO, Laurie Hilsgeen is a member of this Group and hopes her presence will ensure the voices of family carers continue to be heard.

Please do keep your friends and networks informed of events around the payment for carers issue. All media reports, including television and radio interviews are available to view at the We Care! website [www.wecare.org.nz](http://www.wecare.org.nz)

There are lots of ways that people can support the We Care! campaign:

Source Carers NZ

### **Waikato Parents, Your Child and Blind Cricket!**

Indoor Blind Cricket for sighted, partial or blind  
22 July 10.00am to 3.00pm, Free admission and participation, Indoor Stadium, Sunshine Avenue, Te Rapa, Hamilton.

Contact Brian Henwood on 07 853 8652

## PVI Conference Proposed Programme

The weekend programme is likely to be: -

### **SATURDAY:**

Upon arrival continuous coffee, tea and baking.....arrival of parents etc, mix and mingle. This is an important part of Conference. Take this opportunity to talk and network.....

- 11.00am: Conference Opening with Karakia
- Opening address and welcome by PVI Chair
- 11.15am: PVI AGM commences, presentation of the 2012 Annual Report, Changes to PVI Constitution, Election of Board members, appointment of PVI Auditor.
- Lunch—provided
- Keynote Speaker (TBC)
- A/Tea
- Something different, Colours, what looks best on you and why.....
- Wine and nibbles, Head massages (TBC), mix and mingle time. I have it on good authority "Sommeliers" David and Rhonda will be available again.
- PVI BBQ meal.....provided, the Theme is the "Mad Hatters Tea Party"
- QUIZ

### **SUNDAY:**

- Breakfast—continental provided to all PVI parents staying at Bella Vista.
- 8.30am Assemble in Conference room. Our first presentation will be "Are you up to PACE" with "PACE".
- Parent time to share—children with similar conditions.
- M/Tea
- How to Network....
- Parent Stories - 15 minute slots I.F. – Manawanui In Charge – Dionne, Positive Outcomes – David/ Rhonda, "Finding their Place" – Judith, Transitions – school focus presenter (TBC).
- Parent Panel: - questions and hopefully answers.....
- Karakia and Closing address.
- Lunch and Haere Ra time.....



# **P.V.I. Conference 27th — 28th October 2012 Conference Registration Form**

**Venue:** - Bella Vista Express Hotel, 14 Airpark Drive, Auckland Oaks, Auckland

## **Attending Parent-Caregiver/s details:**

**Please print:**

**Parent 1:** [Last name]

[First name]

**Parent 2:** [Last name]

[First name]

**Telephone Day:**

**Evening:**

**Mobile:**

**Email:**

**Postal Address:**

Travel arrangements: By Car: ☐ Air ☐ (Please talk to Lyn or Paul re booking preference on 0800 312 019)

**Accommodation Requirements:** Friday night (at own cost): ☐ Saturday night (at own cost) ☐

PVI has negotiated a very good accommodation rate inclusive of a continental breakfast at \$56 per person twin share or \$112 per room for couples

**Please Note: Accommodation bookings are your responsibility, mention you are part of the PVI Conference. Payments can be done upon check-in please/ or provide credit card details**

**Special requests:** Diet:

Mobility Issues:

**Parent Confirmation of Membership:**

**I confirm my child: .....(name of child needed to confirm membership) has a serious sight loss condition and that I am a registered parent/caregiver of Parents of Vision Impaired NZ Inc**

**Signed: .....**

**Registrations close Friday 27th July 2012**

**Please send this form to Parents of Vision Impaired PO Box 366  
Waikato Mail Centre Hamilton 3240 or scan and email to paul@pvi.org.nz  
or Fax to 07 839 5588**

PVI will pay for reasonable travel, and food at the Hotel.

PVI will not pay for any alcohol or private food purchases or communication technology costs.

Remember numbers are limited and preference is given to first time attendees,  
so if you have not been before, now is the time!

## The case of parents as caregivers' – background information (www.hrc.co.nz)

### Background

Nine people have claimed in the courts that a Ministry of Health policy excluded them unlawfully from payment for the provision of disability care services to their disabled adult children that they would otherwise be entitled to.

Following a hearing held in September 2008, the Human Rights Review Tribunal found in January 2010 that the nine people were discriminated against by reason of their family status because of the Ministry of Health policy.

Seven of the plaintiffs are the family of disabled people. The other two were adult disabled people who wished to live with a parent and have that parent provide them with the necessary support services. The decision only applies to adult disabled people cared for by family, however the policy also relates to disability support services provided to spouses and other resident family members.

The Ministry of Health appeal on the decision to the High Court was dismissed in September 2010. The Ministry of Health then chose to take the appeal to the Court of Appeal where there was a hearing in February 2012. The Ministry of Health's appeal was dismissed in a decision released 14 May, 2012.

### Q: What is the plaintiffs' claim in brief?

A: The plaintiffs are either family with adult disabled members or adults with disabilities. The disabled adults have been assessed by the Ministry of Health as requiring support services. These range from feeding, cleaning and toileting to help to run their home. However the ministry policy says only caregivers who are not family members can be paid to provide these services. Under the Human Rights Act it is unlawful to discriminate against someone because of their status as a family member. The plaintiffs are claiming the ministry has discriminated against them because it will not pay for the specialised care the disabled adults would otherwise be entitled to.

### Q: What is the Ministry of Health's argument in brief?

A: The Ministry of Health has argued that its policy does not amount to family status discrimination and that even if it was discriminatory, it could be justified because family members were expected to provide the care as "natural support" and part of a social contract. The Ministry also indicated the case had serious cost implications for the health budget.

The High Court upheld the Tribunal's decision that this was not so. However until the case is finally resolved there will be no immediate change in practice.

### Q: Who is representing the parents and adult children who are plaintiffs in the claim commonly known as the parents as caregivers case?

A: The plaintiffs have been represented by lawyers working for the Office of Human Rights Proceedings. The Office is an independent arm of the Human Rights Commission that provides legal representation for important cases under the Human Rights Act and the Privacy Act.

### Q: Why is the Human Rights Commission involved?

A: The Commission is interested because the the Human Rights Review Tribunal has made a declaration of inconsistency under Part 1A of the Human Rights Act. Part 1A says that if a Government policy or practice is found to be inconsistent with the right to be free from discrimination as affirmed in the New Zealand Bill of Rights Act, then this is a breach of the Human Rights Act.

The Commission appeared as an intervenor in the Court of Appeal hearing because the decision by the court is likely to have an impact on the Commission's responsibilities under the Human Rights Act, in particular its ability to promote the rights of persons with disabilities.

### Q: How much will it cost if the plaintiffs win their case?

A: At present the Ministry of Health spends about \$840 million a year on disability support services for about 30,000 disabled people. The Ministry's evidence was that the cost of cancelling the policy if it was found to unlawfully discriminate against the plaintiffs would range from \$17 million to \$593 million. The evidence from the plaintiff's lawyers presented by an independent economist was that the potential cost would be at the upper range \$32million, but in all probability must lower than this.

### Thought for the week

"As one person I cannot change the world, but I can change the world of one person."



## The case of parents as caregivers' – background information (www.hrc.co.nz)

The ministry's estimated cost included the potential decision of 50 per cent of disabled people currently in residential care choosing to live in the family home to be cared for by paid family members. In considering the evidence the Tribunal said any such decisions would depend on a case by case basis, dependent on the individual's ability to take up and administer the option. In the Tribunal's view the financial impact was not likely to be great within the disability sector budget. At the low end of the Ministry's evidence, this would be 1.43 per cent of the disability budget.

The plaintiffs argued that the policy has allowed the Ministry to avoid paying for the disabled care needs the disabled adult children were already entitled to and the Ministry would otherwise pay and budget for.

The case also only concerns those under 65, which would further contain any potential cost.

**Q: Is it right that there is a "social contract" which means family members should not expect to be paid to care for their children?**

A: The plaintiffs' claim applies to the specific disability-related care that their adult disabled children have been assessed as needing. It does not include the food, shelter and clothing that parents provide for their children as a natural part of family life. The Human Rights Review Tribunal and the High Court accepted evidence that noted a Cabinet paper submitted by the Office of Disability Issues to the Social Development Select Committee in 2004. The paper said, "New Zealand, like most countries, has tended to operate with an implicit social contract under which caring is accepted as a natural part of family life and undertaken as a familial duty. There is an underlying, though not formally articulated, principle that people should not receive payment from the State to provide care for family members, including disabled family members, to whom they own this 'familial' duty."

However the same paper recognised that families caring for disabled people have responsibilities over and above those ordinarily faced by families. The paper also noted that under ACC legislation and policy household family members are paid to provide care for family recuperating from accident.

**Q: What did the Court of Appeal decision say about the case?**

The unanimous decision of the Court of Appeal is that the High Court was correct in its decision and the appeal was dismissed. The Ministry of Health can appeal the case to the Supreme

Court or choose to settle the case with the plaintiffs.

**Q: What did the Tribunal and the High Court decisions say about the case?**

A: The Tribunal found for the plaintiffs. In its decision it said the Ministry of Health's policy of excluding family members from payment for providing funded disability support services was inconsistent with Section 19 of the New Zealand Bill of Rights Act that specifies New Zealanders should be free from discrimination under grounds including family status. The Tribunal found that the policy was discriminatory and could not be justified.

In its decision on the Ministry's appeal the High Court said, "The Ministry has failed to demonstrate that the infringement on the right to freedom from discrimination constituted by the policy is justified in a free and democratic society."

The High Court decision also agreed with the Human Rights Review Tribunal that the Ministry's policy was at odds with the objectives of the NZ Disability Strategy, "... to put disabled people at the centre of service delivery, that there should be an improvement in the support and choice for those who support disabled people; and that family and whanau and those who support disabled people are given the opportunity to have input into decisions affecting their disabled family member."

The High Court decision also noted that the policy does not reflect "... the acknowledgement in the UN Convention on the Rights of Persons with Disabilities that persons with disabilities and family member should receive the necessary "protection and assistance" to enable families to contribute to the full and actual enjoyment of the rights of persons with disabilities."

**Q: How long have the plaintiffs sought a ruling on the Ministry's policy?**

A: The plaintiffs first made their complaint to the Human Rights Commission in 2000. The complaint was not able to be progressed with the Ministry of Health and the parents applied for representation by the Office of Human Rights Proceedings, to take their claim to the Human Rights Review Tribunal. Court proceedings were filed in October 2005. The case has been before the courts since then.



## BLENNZ Updates

BLENNZ Wellington has been collecting and delivering specialist teacher time since the inception of the ORS policy in the year 2001. In 2012 the high and very high ORS specialist teacher time for students verified for vision only was placed directly with BLENNZ. This enables the BLENNZ Visual Resource Centres to offer services direct to students in a variety of ways and depending on their educational needs.

Specialist teacher support may include any or all of teaching braille and other elements of the Expanded Core Curriculum, adaptation of the New Zealand Curriculum and/or the school learning environment, assessment of assistive technology needs, ongoing support to the classroom teacher and/or teacher aide, liaising with other educational agencies and in communication with families. When a student is attending a secondary school, support may also involve reader/writer support for internal and external assessments and examinations, and liaising with school personnel and the New Zealand Qualifications Authority.

At BLENNZ Wellington, Curriculum Days have become a regular feature of ORS delivery. These occur termly and are planned to include the Key Competencies from the New Zealand Curriculum alongside the identified areas of need from the Expanded Core Curriculum. Recently Curriculum Day foci were social skills, adaptive daily living skills and orientation and mobility skills. The Key Competency focus was Managing Self and the students were involved in making morning tea or lunch for everyone, exploring and practicing formal strategies for safe travel, creating a visual or tactile map of their route and participating in a session of goal ball. In terms of social skills the children were encouraged to interact and engage with each other, the teachers, and other people in the community. Turn-taking, sharing and appropriate interactions were encouraged when working together. Other Curriculum Days have included a trip to the swimming pool, incorporating adaptive daily living skills and orientation and mobility, and a trip to the zoo to look at the similarities and differences in the make-up of animals. Perhaps the most important aspect of Curriculum Days is the friendships that develop among the students and the fostering of positive relationships between the students and Resource Teachers Vision and staff who attend.



Renee making a purchase at the local dairy.

**It is with regret we advise the passing of Ross WILSON, Chair of the BLENNZ Board of Trustees. Our thoughts and prayers are with the Wilson family.**

WILSON, Ross Suddenly, on June 24, 2012, aged 71 years. Much loved and loving husband of Jane Stewart. Awesome Dad of Jane and Nick and father in law of Ray and Jodie. Much loved and missed Grandad Ross of Dylan and Charlie, Jesse, Sacha, Ruby-Lee and Billie. Dearly loved brother of Judith and Bruce and loved and respected brother in law and uncle to the Stewart family. A celebration of Ross' life will be held in the Milford School Hall, 34 Shakespeare Rd Milford, on Saturday 30 June at 1:00 p.m. followed by private cremation. In lieu of flowers donations to BLENNZ (Homai College), Private Bag 75801, Manurewa, Auckland, 2102, would be appreciated. Communications to 2/8 Stratford Ave, Milford, Auckland, 0620. Mark Rowley Funeral Services Ph. (09) 4459800.

Published in The New Zealand Herald on June 26, 2012



## PVI SATISFACTION SURVEY — From your PVI Board

**Q1: I currently or have in the past receive/d information from PVI (magazine, email, facebook page)**

Yes

No

Don't know

**Q2: Do you have a good understanding of the services that we provide**

Yes

No

Don't know

**Q3: Over the past 12 months I have received/ requested /attended the following from PVI (tick any that apply)**

- PVI magazine
- Electronic information
- Posted information
- 0800 enquiry
- Information about PVI membership
- General information about it services
- PVI Conference
- PVI AGM
- PVI facilitated workshop

**c** Other support (please enter this information in the box below)

**Q4: Please indicate below what services have been of most value to you and your family/whanau**

- PVI magazine
- PVI written information
- PVI website
- Conference
- Other printed information
- 0800 helpline
- Advocacy
- National Training
- Electronic information
- Local contact

**c** Other (please specify in the following comments box)

**Q5: Please rate your level of satisfaction with the services you have received from PVI.**

- Very pleased with the assistance I received
- Moderately pleased with the assistance I received
- Displeased with the assistance I received
- The assistance I received was poor

Further comments about the assistance I have requested/received **or** services requested but not received from PVI during the past 12 months

**Q6: Please comment on the other types of information, advice, learning or support PVI could offer that would be helpful to parents, family/whanau**

**Q7: Would you like someone to contact you.**

**c** Yes please

**c** No thanks

**Q8: Thank you for taking the time to provide PVI with feedback about its services for parents, family/whanau. If you would like to enter our random 'thank you' prize draw, please enter your contact details below**

Please send this survey to: P Manning, Executive Officer of Parents of Vision Impaired NZ Inc,  
PO Box 366 , Hamilton. Fax to 07 839 5588, or scan and email to paul@pvi.org.nz



## PVI Submission to the Ministry of Education re Proposed Closure of some Special Schools —“A Better way.....”

### **Rationale for change:**

PVI understands that some ‘Special Schools’ rolls are falling. More and more parents/caregivers are choosing to have their child educated within their local communities, normally at their local school.

The continued high cost of providing a residential complex far from home in often accommodation, that is requiring considerable expense to maintain, is perhaps questionable in this tough fiscal environment.

Is the Ministry really asking, is there another way to provide this education with minimal disruption to the students life? PVI believes this to be so.

Is “Success For All” special education policy an opportunity to re-look at how we provide education with a residential component better? We certainly hope so.....

### **Some brief recent history regarding Residential Special Schooling:**

Nearly all families prefer to have their child educated within their local community. This reflects what has occurred over recent years within the BLENNZ network of services, that is, a highly skilled workforce of high quality itinerant teaching staff providing support around the learner and their family.

- BLENNZ is a specific education model that supports learners with mild to severe sight loss and often with additional learning disabilities. Yet the education outcomes of vision impaired students continue to be met and the standard is continually rising (refer recent ERO reports).

Fundamental to this programme has been the support of the blindness education sector = the main players are the BLENNZ network of staff, Parents and the Ministry of Education and the Blindness sector.

*From the ERO Report November 2008: source [www.ero.org.nz](http://www.ero.org.nz)*

*The principal and staff have worked together to implement their shared vision for a better way to provide for the learning needs of blind and low vision children and their families. The growth in the organisation and the confident professional culture now evident are the result of skilled change management and an inclusive leadership style. The model of national provision now in place, including access to National Assessment Services and immersion courses for students, is innovative and beneficial. There is a clear focus on finding the best way to meet the needs of the individual learner.*

*Staff are confident professionals and have benefited from action research projects that have increased their sense of operating effectively as a national team. They are building a professional culture based on teamwork and interdependence, valuing the contribution of others in trans-disciplinary teams. Their commitment to supporting students to be independent learners is evident and drives their professional practice.*

*Warm and respectful relationships were observed between staff, students and their families. BLENNZ staff are aware of the need to form strong relationships with families as well as with students. Care is taken to include families in all consultations about the school's strategic direction. Working with families in their homes and early childhood centres helps to build a strong foundation for competent and capable learners. Staff focus on helping students develop social skills. Immersion courses for students from all around the country help them to build wider social networks as well as to develop skills in areas of particular interest or need.*

### **A possible solution:**

PVI is a firm believer in meaningful consultation prior to any significant change. Once we have meaningful consultation, effective engagement is then more likely to occur. We need to provide a climate where we take people with us.

A fresh approach is required from the current practice of sending students great distances from their home communities. BLENNZ in its formative consultation learned that many students sent to Homai National School for the Blind often found themselves misplaced in their home communities once they returned. Many students on their return to their local community felt they no longer belonged.

PVI is prepared to work **with** the Ministry of Education, **leading** consultation with key parent/family and school communities around what a new model might look like. We would prefer to work in a fashion that offers choice for parents and educators, of a better explanation of what “wrap around services” might look like. We would seek parent involvement that provides a resource for both their child and themselves. We believe that families accessing such facilities are in rather desperate and extreme circumstances to adequately cope and provide for their disabled children.

With greater concentration of specialist support in the local environment, PVI believes this to be the most preferred approach. Should the student's needs are unable to be met locally, then perhaps brief and intensive learning could be provided in a residential environment closer to the learner's home.

### **In closing:**

With greater specialist support being provided to students in their local schools, then perhaps the current process of selective inclusion being practiced by some schools might cease!

PVI is very keen to follow this submission with conversations of how we might move forward together, creating a better model than that of the current one. We have worked very closely and collaboratively within our sector over a period of 15 years to develop and make a new model of education service delivery that is a stunning success.



## From your Board — PVI Constitutional Changes

In the Feb/March Issue of Vision we shared with you all the constitutional changes we wished to make at this year's AGM. The constitution can be found on [www.pvi.org.nz](http://www.pvi.org.nz)

Your Board has been discussing the need to update our Constitution. The following are suggested changes which the Board wishes to consult/discuss with you. The following are the suggested changes that will be presented to the parent membership at this year's AGM to be held in Auckland on the 27th of October 2012 at the Bella Vista Express Hotel, 14 Airpark Drive, Auckland Oaks, Auckland.

The PVI Board's suggested Changes to the PVI Constitution dated May 2009:

**2.1:** Change registered office address from 6 Vialou Street to:

**"15 Liverpool Street, Hamilton** or as determined by the Board of PVI".

**2.2** Change Postal address to:

**"PO Box 366 Waikato Mail Centre, Hamilton"** or as determined by the Board of PVI".

Add new clause:

**6.0 A:** PVI may choose to appoint a PATRON. Nominations for the position must be have a signed acceptance by the nominee and be proposed and seconded and be in the hands of the Board to enable the membership to be advised 3 months prior to the AGM.

Rationale: PVI does not currently have a Patron...this will bring PVI in line with other charities and give credibility to the organization.

**6.0 B:** The passing of the resolution to appoint a Patron will require three quarters of those eligible to vote at the AGM.

**6.1A:** Add "Royal" before "New Zealand Foundation of the Blind".

ADD new clause:

**6.5:** That the award of "Life membership" maybe recommended by the Board and presented at the AGM.

Rationale: The current PVI Board is recommending we provide this honour to parents or respected others that have contributed to PVI in an outstanding way.

**8.1:** Delete the word "postal"

**9.5:** Currently reads: 1 Pacific Island representative of Pacific Island descent will be elected by members at the PVI AGM and maybe from any region.

Suggested Change: - Delete the clause and renumber the remaining sub-clauses accordingly.

**9.9:** Change the word "co-opt" to "appoint".

**9.10:** Currently reads: Should no Pacific Island descendant be elected at the AGM the Board are to use their best endeavours to co-opt a Pacific Island representative to fill any vacant positions.

Suggested Change: - Delete this clause.

**10:** Delete words "for a further 2 years". To read, "The term of office for all representatives shall be 2 years with the right to be re-elected".

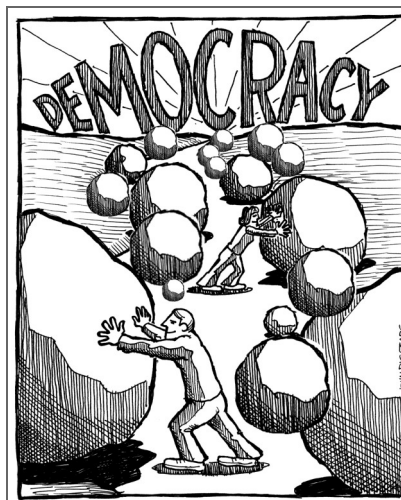
**15.1:** Delete words "at a location within New Zealand", To read:- The Board shall meet a minimum of 3 times annually.

**15.2:** Change to: "The quorum of the Board shall be a majority of the filled voting positions".

Many of these changes are relatively minor, but some might be contentious, others might make good sense.

Should you have any written questions then please feel free to write, explaining your reasons to [paul@pvi.org.nz](mailto:paul@pvi.org.nz) and he will ensure the PVI Board are made aware of your views. Alternatively, you might wish to attend the PVI AGM and vote accordingly.

Please feel free to support these changes when the changes to the proxy voting papers are sent to you via "Vision".



## Individual Education Plans—Working as a Team

Once our children enter the compulsory education system they will become part of a planned approach to accessing the school curriculum. This planned process is documented in the form of an Individual Education Plan commonly known as an IEP or an Individual Development Plan =IDP if at a preschool/kindergarten.

The following is from an information sheet from the Ministry of Education website.....it is designed to assist schools, parents, whanau and caregivers.

### What is an IEP?

An IEP is a written plan that sets out a student's goals. It identifies teaching strategies, resources and support needed from the people around the student to help them achieve their goals.

It is developed as part of a collaborative process between those who work with and know the student well. These people form a team around the student so support needs for both the student and the team, are identified and met in a managed and co-ordinated way.

### Who needs an IEP?

The special education needs of many students can be met by class and school wide strategies. However, some students with special education needs require an IEP for specific arrears of their learning and a few students need one that captures every aspect of their learning. The school and parents decide together if an IEP is needed. Other specialists who may be involved may also suggest an IEP.

### Make the IEP process successful

- ***The success of an IEP is as much about the way a student's team works and thinks as it is about what's in the IEP document.***
- ***For a student to learn and achieve, those who know them best must plan and work well together.***
- ***Consider the students perspective. View the world through their eyes.***
- ***Make sure the student has a voice, whether its through being present themselves or through their parents and whanau.***
- ***Recognise every student as an active and capable learner (IEPs look at adapting the school programme to fit the student rather than expecting the student to fit the school programme).***
- ***Consider the student's successes and challenges.***

### Who is involved in IEPs?

A student's school is responsible for organising IEP meetings.

The team usually includes the student's parents, teacher and any Special Education staff or other specialists.

The student themselves should also be included wherever possible—their voice is vital to a successful IEP process.

Parents play a very important part in the IEP process because they know their child and what's happening in their life best. Parent participation is vital to the student's success at school.

### IEP Meetings

IEP meetings are frequently held at school but the IEP team may wish to consider other options, such as a community centre, marae or the students home. This often makes the meeting process more comfortable and acceptable for everyone.

Together, the IEP team decides where and when the meeting should take place, and what it will cover.

The IEP usually covers: -

- Agreeing on a team process
- Setting the IEP vision and primary purpose
- Reviewing the student's progress and achievements
- Setting the team and student IEP goals
- Identifying how those goals will be met

### Updating the IEP

The IEP is a living document. It should reflect the student's changing needs and be monitored and reviewed regularly with this in mind. This is done through team meetings that record the student's learning progress and what their next goals will be. Everyone on the team should receive a copy of the updated plan after each meeting.

My child has an I.E.P.  
(Involved Educated Parent)



## Individual Education Plans—Working as a Team (Cont.)

**"(The IEP meeting) is a process that begins with celebration and recognition. We share the heart warming stories about the student's progress and achievements, and remind ourselves that they are just like any other child—uniquely special and gifted in their own right. We also look at ourselves and celebrate how hard we and how far we have come in our ability to manage situations that challenge us. Unless this is recognised and said out loud, I don't think any plan or IEP will serve much beyond the paper it is written on. IEPs are full of opportunities. We all respect and value the process and the contributions of everyone involved—most of all, the students."**

**Lisa Special Education Coordinator (SENCO)**

### **Things Parents should know**

Your involvement in the process is essential for success.

- You have a say in who you want at Meetings. You can have as few or as many people as you wish, including w h a n a u members. Tell the school who you are bringing and they will talk with you who they want to include
- You can ask for your preferred time and place for the IEP meeting. Consider a time and place that makes it possible for all family and whanau you would like at the meeting to attend.
- Before the meeting you might want to make a list of the things you want to talk about.
- Before the meeting, gather information about your child and think how it might be useful to discussions.
- During the meeting you might hear educational terms that mean very little to you. If you don't understand something, please ask.
- You can ask for your child's IEP to be reviewed at any time. You can also ask for reports before the next IEP meeting and talk to your child's classroom teacher any time about your child's progress.
- The IEP does not replace your child's school report. You should always receive a report on your child's progress from the school.

If you have questions about the process, talk to the classroom teacher, the schools SENCO (Special Education Needs Co-Coordinator), social worker or principal, specialist services staff, or other parents, non – government agencies or support groups like PVI.....

### **Checklist—what should be in an IEP**

- ⇒ A long term goal or vision– where are we going and how are we going to get there? Consider the students strengths and remember to identify what success will look like.
- ⇒ Teaching practices and a learning programme for the classroom that will support the student to learn—this guides the adaptations and differentiations the classroom teacher will make to support learning.
- ⇒ Specialist services and support the student might need and hoe these will support the classroom programme—this could include for example, psychologists, speech-language therapists, advisers on deaf children, resource teachers: learning behaviour and Resource Teachers Vision
- ⇒ Other resources, materials and any extra or specialised equipment or assistive technology the student might need.
- ⇒ The role of each team member in supporting the student, including how parents and whanau can support the student's learning at home.
- ⇒ How the team will communicate on an ongoing basis
- ⇒ The skills and needs of the team members — that is, what skills, knowledge, or attitudes they need to support the student and one an other.
- ⇒ Ways to check on the students progress against their goals and success factors and when this will be done — remember to identify ways to show progress outside the classroom as well, such as making friends.
- ⇒ A agreed review date of the IEP

**Remember** an IEP doesn't need to be a large document. It also doesn't necessarily need to be all in words—consider visual content, such as charts, photos or pictures.

You can download a copy of collaboration for success –Individual Education Plans.

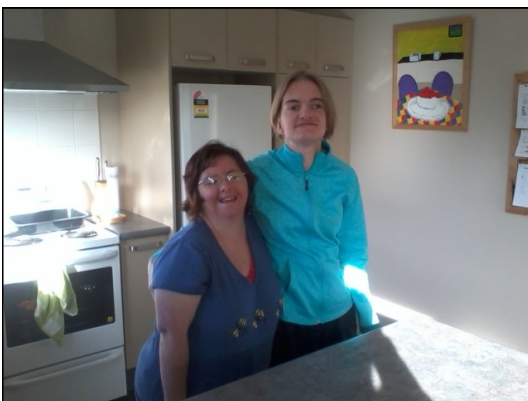
Go to <http://seonline.tki.org.nz/IEP>

## Finding their place...

One of Krystal's dreams and goals was finally realized recently when she, along with her friend Andrea, moved into their own brand new flat. This did not just happen overnight – it was a team effort requiring respectful and reciprocal relationships, trust and a good sense of humor!

Krystal has been brought up in what we know as an inclusive community framework – 'mainstream' school and 'ordinary things in ordinary places' kind of thinking. As parents, we know this can be a constant challenge for us and for what other families take for granted. When our children reach milestones they are extra special - whether it is their first steps, their first day at school or their last day at college! For Krystal to reach the point where she was able to move into her own place, with someone that she chose to live with and have their own space - this was the ultimate.

Planning for this goal started when Krystal was 17. She wanted to shift out of home – no I didn't beat her and no I didn't think I was a terrible mother but she was given that *permission to dream* and grasped it with both hands. Working alongside the needs assessment and service co-ordination process, negotiating with providers and significant others, Krystal's first move was into a 'boarding arrangement' with a university student couple for about a year and then onto several other boarding situations. This was a huge learning curve for Krystal as well as I and the others involved. Some of the boarding situations worked better than others but they each had their own challenges and learning's. The decision three years ago was for Krystal to move onto a residential setting with four others. The house was close to town where she could take a taxi at a reasonable cost to her two volunteer jobs she has. The other advantage was it was reasonable near the flatting area of university students and gave Krystal the opportunity to have buddies in a similar age group. However, the goal she set for herself was always her own 'space'.



Krystal, on the right, with her friend Andrea

With numerous meetings, the wonderful support of others, the determination of Krystal to realize her dream, the day finally dawned for

her to move into her own place. In the days leading up to the move, Krystal had been busy packing – reluctant to chuck out anything – including old shoes, school books, even old advertising flyers! Mothers negotiating skills came to the fore and we both found 'middle ground'. Even the movers were surprised the amount of stuff she had managed to fit in her room, let alone the containers of various sizes holding her plants – (we have yet to work out how to move her raised vegetable garden..)

We drove down to the new house - with my car also packed with stuff – Krystal was just sooo excited. Luckily the day was fine so we had no problems there. Things went smoothly other than the missing washing machine and fridge but after a few phone calls to the store and delivery people this was soon resolved. Andrea's mum had made a lovely pot of soup and fresh bread to share for lunch – the girls first meal together in their home. Krystal has over the past few weeks orientated herself around the house prior to the move and knew where most things are located in kitchen. During the day, they both had a stream of visitors and well-wishers bringing housewarming gifts and flowers – it was very heartfelt as a mum to stand back and observe.

The support package for these young ladies that was negotiated appears to be working really well – balancing the health and safety stuff with independence is always tricky but we all had to 'put our toe in the water' and check out what might be possible.

Sure there have been a couple of interesting situations, ie phone call "Mum there is water dripping from the overhead dryer onto the washing machine....my response – Krystal are you sure the washing was spun out before you put into the dryer???" As we all can admit – experiencing life in a new situation is a learning curve and I am sure there will be plenty more to come – along with the interesting phone calls!

Proud Mother  
Judith Hyslop





## Closure of Residential Schools..... Less choice for Parents and Students?

A proposal by the Ministry of Education to close schools catering to intellectually disabled students has been met with disapproval.

The proposal outlines the possible closure of four schools - Westbridge Residential School in West Auckland, Salisbury Outreach Residential School in Nelson, and Christchurch schools Halswell Residential College and McKenzie Residential School.

The schools offer places to students with behavioural issues and special needs. Pupils can attend for up to two years and they live on-campus.

A staff member at one of the schools said the proposal came as "a bit of a shock".

Robert Chalklen, who is a family support social worker at Halswell school, said he was concerned students requiring the special services of residential schools would be overlooked if one or more of the schools would close.

"Our concern is that those [residential] schools provide a vital important option in the provision of special education [especially] when students are in crisis and are in failure."

Mr Chalklen said he hoped any possible replacement services for such students would cater to their needs.

Salisbury school chairwoman Helen McDonald, whose own daughter attended Salisbury school, said she was concerned at the speed of change under the proposal, which suggests any closing of residential schools would occur by the end of the year.

"It's really a shocking rate of change for something that is quite major."

Mrs McDonald, whose daughter is now 15 and attends a mainstream high school, said a more phased-in approach should be used.

"We believe a one-size-fits-all model doesn't work in special education, so we really think a residential option provides an intense period of 24/7 support in a live-in, learning environment is crucial for some of these kids with intellectual and complex needs."

A spokesman from the Ministry of Education said the proposed "Wraparound" model would provide services to such students through their communities and schools. He said the new model would provide similar services to residential schools at a lower cost.

"The cost of services provided by residential schools average between \$70,000 to \$90,000 a year per student."

By [Teuila Fuatai](#) NZ Herald 18th May 2012

### PVI Response: -

**"Success For All"**— Every School , Every Child, is a 4 year Government plan to achieve a fully inclusive education system.....

**"Success for All"** is underpinned by the Education Act, The United Nations Convention of the Rights of Persons with Disabilities and the New Zealand Disability Strategy.

The "Success for All" fact sheet as distributed by the Ministry of Education October 2010 states the following.....

Confident Parents: -

- Confident parents feel no trepidation enrolling their child at their local school.
- They never feel they have to go into battle for their child's right to a good quality education or the services they need.
- Confident parents are well informed about the education system, know it is fair and are sure about what they can expect from it.
- Confident parents know they are partners in their child's education. They are an important member of a multi-agency team that supports their child at school and at home.
- Parents develop confidence in the system when it anticipates their child's needs and is flexible in its approach.
- Confident parents know their issues and concerns will be taken seriously.

Have the parents of the before mentioned schools been treated as "Success for All" policy states?

History has taught us not to trust Government closures when they advise the funding will follow the student...this so called "wrap-around-funding" needs further clarification.....

PVI will be seeking further clarification...



## Info Bites.....

### Transitions:

A new publication for students transitioning from school to work and or life beyond the school gates etc. Check the following website for further information. I understand that the transitioning in ChCh is new and innovative, if successful it will no doubt follow into the rest of the country. We have parents in ChCh keeping an eye on it....

<http://www.newzealanders.org/articles>

### MoE funded Transport Allowance....

A ChCh parent just got SESTA (Special Education School Transport Assistance) after being refused the first time around. "We can offer assistance ... at a rate of 97cents per day, based on the distance from home to your nearest High School and would be payable based on attendance." Like yay that would help considering he doesn't go to the nearest school any more.....

### **Get Active, give Goalball a go!**

Getting enough good aerobic exercise is tough enough for most people; it is even more difficult for blind and visually impaired people. How do you get to run around and challenge yourself physically and yet be sure of a safe environment in which you can participate on an equal footing with other players, regardless of the degree of sight loss?

Goalball could be the perfect sport for your child to get involved in.

The game is played under blindfold, usually using blacked out ski-type goggles. This means anyone can play, fully sighted to totally blind, at junior to senior level. It is also a sport that can be played at social, competitive, national, right through to international and Paralympic levels.

The game is played on a volleyball size indoor court. The goals extend the entire width of the court at each end at shoulder blade height and the floor is marked out tactilely using string under tape, this gives players the means to find their way round without getting lost.

The ball that is used is around the same size as a basketball and has bells inside it.

Each team has three players on court during the game and up to three other players who can be substituted during the course of the two 12 minute halves. The ball is thrown under-arm with a bowling motion, the opposition players try to prevent the ball entering the goal using their bodies.

The benefits of Goalball are immense. Children can start to play from around age 5, learning fantastic communication and orientation skills, as well as getting fit. It is one of the very few sports blind and visually impaired people can play against sighted players and not be disadvantaged in the least.

Carina, a Royal NZ Foundation Of The Blind staff member who works in Orientation & Mobility / Adaptations of Daily Living says "The benefits of participation in Goalball is great for the children. These are not specific to just O&M but also all activities of daily living."

Carina and also Alana, who is a Developmental Instructor for the Foundation, have a lengthy list of specific benefits:

Goalball contributes to skill development in:

Spatial awareness

Body awareness

Laterality

Listening/sound location

Orientation

Add to this list these social skills:

Teamwork

Independence skills required in their play

Balance and coordination,

Communication

Tactile skills

Systematic search patterns that can be applied to everyday life situations.

Physical development – gross motor skills, and physical play

Lucy, aged 16, has been playing Goalball for the last seven years and participated in her first national tournament at age 10. "It's fun and it keeps me fit. I love it." says Lucy.

If you think your child would benefit from Goalball and you want further information and contact details, call 0800 243 333 and ask to speak to your local Recreation Advisor or Petronella on 03 3381 559.





## Websites and Info

**www.pvi.org.nz** This is our website, so use it....

**www.blennz.school.nz** The new BLENZN website, take a look, well worth the effort!

**www.kapomaori.com** The official website of Ngati Kapo Aotearoa Inc

**www.abcnz.org.nz** The largest Blind Consumer group in N.Z. An excellent website.

**www.humanware.com** Excellent products for both Vision Impaired and Blind users.

**www.pacificvision.org.nz** This website has links to many international providers of Low Vision aids.

**www.biopicdriving.org** This website explains how some vision impaired people can gain extra vision by using biopic lens that in some cases enables them to drive legally!

**www.aniridia.net:** Anidria Foundation International.

**www.aniridia.org:** Anidria support

**www.albinism.org.nz** New Zealand's website for those wishing to know more about Albinism.

**www.nzord.org.nz** This website has links to many international sites containing information concerning rare disorders. This site is the New Zealand link.

**www.rnzfb.org.nz** The website of the Royal New Zealand Foundation of the Blind.

**www.quantech.com.au** This website has good info new Mountbatten training resources. Worth visiting if your child uses braille.

**www.tsbvi.edu** The Texas School for the Blind and Vision is a leading educational facility. Excellent information and links to other places.

**www.minedu.govt.nz** The official Ministry of Education website. Good information, easy to use.

**www.varietyclub.org.nz** The Variety Club may be able to provide financial assistance for children with special needs. I have found them most supportive and helpful in the past **09 522 3743**.

**www.parent2parent.org.nz** Parent 2 Parent is a nationwide support group of parents who have children with special needs.

**www.carers.net.nz** This is the official website of Carers NZ. This website has excellent information on a range of carers needs. They produce an excellent magazine called "Family Care". This magazine is free to all carers, just ring Sara at 09 406 0412 or email: info@carers.net.nz

**www.napvi.org** The National Association of Parents of Vision Impaired USA. Good website, note the section re parent matching.

**www.cpsociety.org.nz** NZ's Cerebral Palsy site an excellent website, very informative and easy to use.

**www.wrightslaw.com** An excellent website for tips on IEP's, it is USA based where laws are different, the tips and ideas are very similar though.

**www.zabonne.com** Zabonne's website hosted by Ivan Pivac, much information regarding blind and low vision aids, plus technology aids for children with additional disabilities.

**www.maparentsupport.com:** - a web site for parents to find support from others who have children with Microphthalmia Anophthalmia.

**www.atmac.org** for assistive technology for Mac OS X, iPod, iPhone and Apple Users

[www.parentsvoice.org.nz](http://www.parentsvoice.org.nz) and/ or 'like' Parents Voice on Facebook .

<http://www.health.govt.nz/publications/subsidy-glasses-and-vision-tests-spectacles-subsidy>

### Needs Assessment and Coordination:

[www.disabilityinfo.co.nz](http://www.disabilityinfo.co.nz)

**RNZFB Holiday Home:** The RNZFB have one Holiday Home available to rent for members. Located in Tauranga at \$50.00 per night. For further information contact Karen at the Tauranga RNZFB Office between 9.00am and 12.00noon on **07 578 2376**.

**The Koru Care:** This charity is linked to Air N Z. They specialise in taking children with Special Needs to Disneyland/Gold Coast Australia. Contact **09 523 2456** to see if your child qualifies. There are also contacts at Wellington and Christchurch offices of Air New Zealand.

[www.yesdisability.org.nz](http://www.yesdisability.org.nz): Yes Disability Resource Centre in Albany. Note the Mothers support group known as Mum's @ Yes" Information Swap Network Group Meetings.

**A CD called "A Family Affair"**, available from **BLENZN** Homai Campus, **09 2667109** it gives good information re the National Assessment Services available at BLENZN.

**PacificVision:** email Barry at barryb@pvi.co excellent low vision equipment.

**Parents:** - Feel free to write to the following Members of Parliament **the good news (Positive Advocacy) or bad news concerning either your child's needs or yours as a parent!**

**Prime Minister:** pm@ministers.govt.nz

**Minister of Education:** hparata@ministers.govt.nz

**Minister of Disability Issues and Lead Minister of the Carers Strategy:** tturia@ministers.govt.nz

**Minister Maori & Assoc Min Education:** psharples@ministers.govt.nz

### **PVI Regional Support Vacancies:**

We need more parents to volunteer as Regional Representatives in the following areas: -

- Northland
- Sth Auckland
- Waikato
- Taranaki

We need more parents acting as signposts to support other parents in your community. We wish to create teams within your own community hence sharing the workload. Training is provided FREE normally in a community near you. If you have a little time to give and wish to further support us please contact

**Paul: 0800 312 019**



## Your PVI Board

### Northern N. I. Representatives:

Mrs. Kim Lewin: 094221012    lewinfamily@xtra.co.nz  
Mr. Grant Davies: 09 473 4013    dandgdavies@xtra.co.nz

### Central N.I. Representative & PVI Treasurer:

Mr. D Fairgray: 027 286 7798

### Southern N. I. Representative: PVI Vice Chair

Mr David Heather: heatherdavid1945@gmail.com

### Northern S.I. Representative:

Mr Tim Marshall    tim4jenny@paradise.net.nz

### Southern S. I. Representative:

Ms. Judith Hyslop: 03 476 6666    judithhyslop@xtra.co.nz

### Anywhere in N.Z. Representative:

Mrs. Dionne Gilligan: 06 344 7755    dionnesg@gmail.com

### Tangata Whenua Representatives: PVI Chair

Ms. Riripeti Paine: 06 838 3949

1 Position Vacant please contact Riripeti

Return Address:

Parents of Vision Impaired NZ Inc  
PO Box 366  
Waikato Mail Centre  
Hamilton 3240



## Regional Support Parent Contacts

<b>Dargaville:</b>	Gaynor Edgar	09 439 4439	<b>Taranaki:</b>	<b>Vacancy please Apply</b>	
<b>Wellsford:</b>	Kim Lewin	09 422 1012	<b>Wanganui:</b>	Amanda & Rex Van Elswijk	06 345 0327
<b>North Harbour:</b>	Linda Moore Carter	09 442 1330	<b>Manawatu:</b>	Jane Hoani	027 878 8441
<b>Auck. Central:</b>	<b>Vacancy please apply</b>		<b>Wellington:</b>	Christine Pask	04 527 7585
<b>Auck. South:</b>	Kawaljeet Singh	09 299 8028		Joanne Beaver	04 589 3719
<b>Auck. West:</b>	Paulette & Rodney Francis	09 835 1232	<b>Kapiti</b>	David & Rhonda Heather	04 293 6539
<b>Auck. East:</b>	Kawaljeet Singh	09 299 8028	<b>Nelson:</b>	Adrian Secker	027 201 1028
	Tirzah Shepherd	09 530 9539		Trudy Perrett	03 544 6641
<b>Hamilton:</b>	Maxine Jeffery	07 853 7006	<b>Christchurch:</b>	Andrea Lamont	03 980 1566
<b>Tauranga:</b>	Linda & Don Fairgray	027 286 7798	<b>Oamaru:</b>	Pat Fox	03 434 3499
<b>Rotorua:</b>	Lex & Helen Craig	07 349 3191	<b>Alexandra:</b>	Sarah Hinton	03 449 2414
<b>Wairoa:</b>	Riripeti Paine	06 838 3949	<b>Dunedin:</b>	Alaina Gillies	03 484 7433
<b>Napier:</b>	Lou Halbert	06 845 4706	<b>Invercargill:</b>	Kim Hartley	03 217 1906