**Special Education and Western Bay of Plenty RTLB Protocols**

The protocols below have been developed with the purpose of ensuring efficient and effective transition between RTLB and SE services.

**ORS: Transitions from Western BoP RTLB Service to Special Education**

When RTLB and School have been successful with securing Ongoing Resourcing Funding support for a student, the RTLB will:

1. Contact their RTLB Practice Leader to inform them of the successful ORS application
2. The RTLB Practice Leader will contact the relevant SE Service Manager and discuss the application and the transition process.
3. The SE Service Manager will allocate the case.
4. The RTLB caseworker and SE caseworker meet.
5. RTLB will provide SE Caseworker with relevant case data (i.e. assessments, reports, interventions, outcomes evaluation and recommendations).
6. At times it may be advantageous for RTLB and SE to co-work during the transition period, permission for this must be gained from the Cluster Manager RTLB and Service Manager SE.
7. The RTLB Caseworker will close the RTLB case.

**Transitions from Special Education Early Intervention to School with RTLB support.**

Special Education provides support to approximately 5% of children aged 0-5 years. This support is for children who have a developmental or learning delay, a disability, a behaviour difficulty or a communication difficulty that significantly impacts on their ability to participate and learn at home or in an early childhood education setting. The support provided may include:

* Psychologist
* Early Intervention Teacher
* Speech language Therapist
* Education Support Worker (similar to Teacher’s aide)
* Advisor on Deaf Children
* Kaitakawaenga

Services and support within the school setting are different to what is provided in early childhood. As a result the support may transfer from Special Education to RTLB.

It is important that RTLB support, if required, occurs as early as possible and the RTLB is able to support the transition to school.

Timeline:

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| **Key transition point** | **Action** | **Who will lead this** |
| (at least) 6 months prior to school start | * School notified of possible enrolment * Likely supports identified and discussed (ORS, RTLB, SLT, other) * Parents visit school. * If required parent permission obtained for RTLB liaison to become involved. * ORS application (if required) completed at age 4.8 years | SE Lead Worker and family |
| (at least) 10 weeks prior to school start  (if applied – ORS outcome known) | * Transition Plan developed in conjunction with parents, centre, school, RTLB liaison if agreed. * Support needs identified and referrals made * *School* is supported to make referral to RTLB Service. Yes/No * Referral accepted by RTLB and allocated | SE Lead Worker  RTLB Practice Leader  RTLB Cluster Manager |
| 6-8 weeks prior to school start | * SE EI Staff and RTLB meet (with parents permission) to provide case update and plan supports * *This may include RTLB visit to centre* * Transition meeting held with School, SE, RTLB, family and other supports * School team in place | SE Staff and RTLB  SENCO (with support from SE and RTLB staff) |
| School start | * Case is transferred to RTLB by SE EI, but may co-work for first term. * SLT if involved will continue with transition * Monitoring meetings held as required | RTLB Caseworker and SE EI staff |
| By Week 6 | * First IEP held. Progress with transition plan reviewed | SENCO (with support from SE and RTLB staff) |
| End of first term | * SE EI withdraws but able to continue to provide advice and guidance to RTLB as necessary * SLT if involved will continue once the child starts school and will be in conjunction with support provided by RTLB. * Final report from SE provided to school, RTLB and Family outlining supports provided and plan for future support. | SE Lead worker withdraws  RTLB Caseworker |

**Behaviour Case transition from SE to RTLB or RTLB to SE**

In the first instance schools should refer students with behaviour difficulties to RTLB. The exception to this rule is if a student has transferred to a school and has current SE Behaviour service support or if the behaviour has quickly escalated to a point that the student’s needs are severe.

Special Education has developed Access Guidelines for the Severe Behaviour Service. These can be used to ascertain if a student’s behaviour needs should be addressed by Special Education or RTLB.

**The RTLB Service will transition a student to SE when a student’s behaviour needs have escalated to severe and meets the SE Access Guidelines for the Severe Behaviour Service.**

When a RTLB is considering a transfer they will:

1. Review the case with RTLB Practice leader and CM, and review work to date (planning, data and analysis)
2. RTLB PL and CM will discuss the possible transition with SE Manager.
3. The current RTLB caseworker will discuss the transition to SE with School and family, and gain informed consent for the transition to SE.
4. RTLB caseworker will support the school to request support from the SE Severe Behaviour service.
5. If SE Access Criteria have been met, SE will accept the case and negotiation will be made on the RTLB closure date. The case remains supported until SE can allocate the case.
6. RTLB and SE caseworker meet to plan the transition process, including the timeline.
7. RTLB will provide SE Caseworker with relevant case data (i.e. assessments, reports, interventions, outcomes evaluation and recommendations).
8. At times it may be advantageous for RTLB and SE to co-work during the transition period. Permission for this must be gained from the Cluster Manager RTLB and Service Manager SE
9. The RTLB Caseworker will close the RTLB case.

**SE will transition a student to the RTLB Service when a student’s behaviour has decreased to a moderate level (as per access guidelines) but the student and school need continued support.**

When SE is considering transferring a case to RTLB they will:

1. Review the case with Service Manager SE and review work to date (planning, data and analysis) and review current behaviour against SE Access Guidelines and RTLB Referral Criteria
2. SE Service Manager will discuss the possible transition with RTLB Manager.
3. The current SE caseworker will discuss the transition to RTLB with School and family, and gain informed consent for the transition to RTLB.
4. SE caseworker will support the school to make a referral via the RTLB on-line system.
5. If RTLB Access Criteria have been met, RTLB will accept the case and negotiation will be made on the SE closure date. The case remains supported until RTLB can allocate the case.
6. SE caseworker and RTLB caseworker meet to plan the transition process, including the timeline.
7. SE will provide RTLB Caseworker with relevant case data (i.e. Assessments, reports, interventions, outcomes evaluation and recommendations).
8. At times it may be advantageous for SE and RTLB to co-work during the transition period. Permission for this must be gained from the Cluster Manager RTLB and Service Manager SE.
9. The SE Caseworker will close the SE case.

**SE and RTLB managers will meet regularly to:**

1. Look at referral trends and ‘hot spots’.
2. Discuss common issues
3. Liaise, collaborate and plan