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1. GLOSSARY OF ABBREVIATIONS

<i>abbreviation</i>	<i>meaning</i>
ACC	Accident Compensation Corporation
AEA	Accredited Equipment Assessor
BER	Beyond Economic Repair
CAT	Communication Assistive Technology
DHB	District Health Board
EMS	Equipment and Modification Services
GP	General Practitioner
HAT	Hearing Assistive Technology
HRG	Hearing
HSM	Household Management
IFP	Interim Funding Pool
LYG	Lying
NASC	Needs Assessment and Service Co-ordination Agency
PSC	Personal Care
PSM	Professional Standards Monitor
SE1	Seating Level 1
SE2	Seating Level 2
SE3	Seating Level 3
STD	Standing
VAT	Vision Assistive Technology
WLK	Walking
WHC	Wheelchairs

2. GLOSSARY OF DEFINITIONS

Beyond Economic Repair (BER) are items that have been returned to Accessable or Enable New Zealand that are not considered cost effective to refurbish for reissue are considered to be beyond economic repair. Items which have been assessed as beyond economic repair are either disposed of or utilised for parts.

Chronic Personal Health Conditions are eligible for funding for equipment from the Equipment and Modifications Service where the equipment need does not relate to obesity. Please contact Accessable or Enable New Zealand for clarification of eligibility.

Common or Standard List is equipment that has been identified by Accessable or Enable New Zealand as being:

- of potential use by a wide range of people
- of good quality
- relatively low cost when provided in large numbers
- readily able to be refurbished for re-issue.

These items have been subject to tender processes, to ensure that the most cost effective and appropriate choices are purchased.

Accessable and Enable New Zealand:

- conduct tenders for many equipment items to seek competitive prices
- ensure there are adequate supplies of **Standard** or **Common List** equipment available to respond to applications in a timely manner.

Communicative Competence:

Linguistic Competence ranges from communication awareness, to communication using refined language such as vocabulary, grammar and syntax. For example, some people require communication equipment that is symbol based whereas others may require text based systems.

Operational Competence refers to the technical aspects of using equipment including access methods, technical independence, speed and ease of use.

Social Competence is the ability to use social rules and can range from simple social attention through to social mastery using multiple modes of conversation.

Strategic Competence refers to the efficient and flexible use of augmentative or alternative communication equipment.

Cost-Effective Equipment is the most economic and suitable item to meet the person's essential needs related to their disability. This may not necessarily mean the cheapest option but does include the following options before new equipment items can be purchased:

- refurbished equipment
- common/standard list equipment
- preferred product or supply equipment.

To be **Eligible to Access Equipment** a person will have a physical, intellectual, sensory (vision or hearing) or an age-related **Disability** that lasts for more than six months and have difficulty doing some everyday tasks on their own. The person will live in New Zealand or be a New Zealand resident or eligible under a shared funding agreement with another country. The person will not be eligible for cover and entitlement through ACC.

Equipment items are portable, free-standing or immediately removable such as bath boards, toilet frames, wheelchairs, hoists, walking frames, hearing aids and equipment to help with communication and vision.

Equipment for Therapy is defined as equipment for use within a short or long-term treatment programme, to relieve or heal a bodily disorder.

Essential means that there is no other viable or cost-effective alternative available to meet the person's needs related to their disability. The provision of equipment would reduce the risk of the person and/or their support people being harmed. Where the person has other long-term support options available, the request for funding cannot be considered as being 'essential'.

Home refers to the place where the person resides (lives and sleeps) for the majority of their time. The person's home could be a rented property or a privately owned home.

Home Environment refers to the land in the immediate area around a doorway to the home and includes the area where a vehicle can be parked. This area around the home is considered so that a person can get in/out of their home safely.

Individualised/Customised Equipment are items that are not standard issue or 'off-the-shelf' products, but that have some type of unique adaptation or design specifically required by the person.

Interim Funding Pool (IFP) is to provide support services to people under 65 years who have **Chronic Personal Health Conditions** such as obesity and who are identified by the NASC as being eligible for funding for equipment and modifications via the IFP.

Interim Issue Equipment is refurbished equipment from the Accessable or Enable New Zealand Stores that may be loaned while equipment is being repaired or replaced. Such issue is subject to availability of suitable refurbished items.

Life Long Disability refers to people whose needs have not differed greatly due to ageing. A person receiving support services when they are under 65 years of age, does not necessarily become a recipient of aged care services once they turn 65.

Like for Like Equipment are items that are same or similar make, model and size.

Main Carer is an unpaid carer who usually lives with the person and provides the majority of their care. The main carer may:

- have a disability themselves and care for a dependent person such as a relative who lives with them, or
- care for a disabled person who lives with them.

Needs Assessment and Service Co-ordination (NASC) agencies provide a single point of contact to identify a range of support options for disabled people. Such options can include personal care support, home help, respite care, and residential care.

Primary Diagnosis refers to the first or main diagnosis which needs to be identified but does not exclude other relevant diagnosis.

Recognised Voluntary Community-Based Organisation is an established non-profit organisation that provides voluntary services for the benefit of the community as a whole. Examples include the Cancer Society, IHC or CCS. Schools, kindergartens, Kōhanga Reo, sporting organisations, and churches are not regarded as recognised community organisations for the purposes of Equipment and Modification Services funding.

Refurbished means equipment that has been returned to Accessable or Enable New Zealand and has been restored and checked so that it is safe and clean for another person to use. This is also known as re-issue or store equipment.

Shared Care describes where a person is living in two homes on a regular basis. This may be where a child is living in the homes of separated parents, a foster care arrangement, or where an elderly relative lives with different family members who provide care. This does not include people living in residential care as their funding arrangements generally consist of full-time, ongoing support. People living in shared care may need equipment to support the person and their caregivers in both homes.

Short-Term Loan Equipment is provided by District Health Boards (DHBs) (generally for up to 12 weeks) to meet the short-term needs of people whose disability is not expected to last more than six months or whose disability may be relieved by treatment. People whose disability is likely to last more than six months are eligible for the provision of equipment and/or modifications and do not have to wait for six months for applications to be submitted to Accessable or Enable New Zealand. DHBs may be required to provide equipment on short-term loan, or NASCs may be required to provide additional home support until the equipment and/or modifications are provided.

Specialised Assessor holds certain areas of accreditation which relate to their qualifications and experience within that specialty. The areas of accreditation refer to the types of equipment that the Specialised Assessor is able to recommend.

Supplier of Preferred Product/Equipment is selected through a tender process to supply an item of equipment at the most cost-effective price. Where the features of a preferred product or equipment item may meet a person's needs, this should be considered as the first choice for trial or provision.

Support Person, Caregiver or Carer provides ongoing support for the person, in a paid or unpaid way. This manual uses the term **support person** to refer to this role.

CONSIDERATION OF RISK

Provide clear rationale as to why the equipment or modification is either:

- required now (P1), or
- required but may be waitlisted (P2)

Priority 1

Priority 2

Compulsory to complete items 1 and 2:

- 1. The risk of injury to the person, their dependant, or their support people.**

Rationale:

- 2. The availability and effectiveness of other temporary or alternative solutions (such as home help, equipment, hospital or residential care).**

Rationale:

Complete at least one of the following:

- 3. The ability of the person to remain in their own home without the equipment or modifications.**

Rationale

- 4. The cost of community support (eg. personal care hours) that could be avoided or reduced if the equipment or modifications are provided.**

Estimated cost of support and evidence of liaison with NASC should be included.

Rationale:

- 5. How much the person's safety and independence with everyday tasks (eg. *toileting, eating, bathing, communicating*) will be compromised without the provision of the equipment or modifications.**

Rationale:

- 6. The risk of an irreversible deterioration of the person's function if the equipment/ service is not provided.**

Rationale:

- 7. The risk of the person being unable to commence or continue their employment, voluntary work or study roles safely and/or independently.**

Rationale:

SUPPLIER TRIAL REQUEST FORM for Ministry Of Health Funded Equipment Date: _____

Assessor To Complete In Full and Fax to Selected Supplier Before The Trial Can Be Processed

SUPPLIER: _____ **FAX :** _____

Tick here if pre-approval for trial has been **confirmed in writing** by *accessible* or Enable New Zealand and attach proof of this.

If this trial is successful, it will be funded by: *accessible* *Enable New Zealand* Other: _____

Assessor name:		Organisation/Company:
Phone:	Fax:	Assessor Email:
Postal address:		
Delivery address for equipment:		
Client name:	Client Phone:	Date required for trial:
Client address:		

EQUIPMENT ITEM/S REQUIRED FOR TRIAL

Tick here if quote is also required

CONDITIONS OF TRIAL

1. As per **Ministry of Health** funding guidelines, items can only be requested for trial from the supplier if the funding provider has first checked the store for reissue equipment and the assessor has been given written approval to trial from the supplier (proof of this will be needed to be faxed to the supplier).
2. The supplier will advise the assessor of the delivery date of the equipment so they can plan the trial with the client. If a supplier is unable to despatch an item within 3 business days of the trial request, the supplier will advise the assessor of the delay within 24 hours of receiving the trial request.
3. All trial items are available for a time frame of 5 working days from time of delivery, during which they are the full responsibility of the assessor to whom they are issued.
4. Suppliers have the option to offer a controlled trial, with a company representative present for a shorter timeframe, when the equipment is of a high value, or in high demand, or has complex use issues.
5. Trials are all deemed to be "dry" trials i.e. bathroom products are not to be used during the trial.
6. If, for any reason, the trial needs to be extended, the assessor should notify the supplier as soon as this is realised. Approval may or may not be granted by the supplier for this trial to be extended. This will be at the supplier's discretion subject to availability and waiting list.
7. Freight to the assessor (or destination requested by the assessor) will be paid for by the supplier.
8. The items supplied for trial are to be returned to the supplier in as clean as possible condition (i.e. in a similar state to that in which it was delivered), including all parts and manuals. Items not returned from trial will be invoiced to the assessor.
9. It is the responsibility of the assessor to package the trial item back up in the original packaging and organise return freight, at their cost (or at the cost to their employer).
10. If the trial is successful the assessor should fax the paperwork to the funding provider within 3 working days item (to ensure that all aspects of the application, funding and payment are completed in a timely manner).

OPERATIONAL PROTOCOL ON ASSISTIVE EQUIPMENT SERVICES AND ENVIRONMENTAL SUPPORT SERVICES FOR SCHOOL STUDENTS WITH DISABILITIES

**Between the
MINISTRY OF EDUCATION
and the
HEALTH FUNDING AUTHORITY (DISABILITY SUPPORT SERVICES)**

Effective from 18th November, 1999

This protocol is a updated version of the Operational Protocol which came into effect on 14th February 1997.

A Purpose

This protocol sets out purchasing/funding and service provision responsibilities of both Education and Health specifically for assistive equipment services and environmental support services¹ for school students.

The protocol is intended for providers of assistive equipment services and environmental support services (both Health-funded and Education-funded); accredited equipment assessors and registered assessors; equipment management services; school boards of trustees, school staff, fundholders for students in the Ongoing and Transitional Resourcing Scheme; families and whānau.

The protocol has been agreed between the Ministry of Education and the Health Funding Authority in order to:

- Clarify respective funding roles and service provision responsibilities
- Ensure maximum co-operation between agencies
- Facilitate national consistency in policy and practice
- Ensure the development of complementary roles and responsibilities *and in this way to*
- Achieve the best possible outcome for children and their families/whānau

This protocol replaces all previous protocols, memoranda and understandings regarding funding responsibilities for provision of assistive equipment services and environmental support services for school students.

¹ 'Environmental support services is the term used primarily by the Health Funding Authority to describe assistive (specialised) equipment, vehicle modification and housing modification services.

B Constraints

Both Education and Health have specific responsibilities for funding the purchase of assistive equipment services and environmental support services (respectively) for children and young people. In both cases, services are funded from capped budgets. While this protocol is a means of clarifying funding responsibilities for assistive equipment services and environmental support services for school students with disabilities, it does not commit either the Ministry of Education or the Health Funding Authority to provide these services for all students for whom a referral is made. All referrals must meet current eligibility criteria, but available funding and relative priority for access will determine which individual referrals can be accepted.

C Exclusion

It is important to note that this protocol does not cover provision of assistive equipment services or environmental support services for:

- children who are not yet enrolled in a school. Services for children up to the time they enrol at school continue to be funded by the Health Funding Authority
- young people who have left school. These services are funded by the Health Funding Authority
- children and young people who are clients of ACC². Health funding criteria specifically state “Where a person has a disability which is the result of personal injury by accident which occurred on or after 1 April 1974 it should be determined whether they are eligible for entitlements from the Accident Rehabilitation and Compensation Insurance Corporation.”

D Background

In 1996 the Government directed the Ministry of Health in association with the then Regional Health Authorities and the Ministry of Education, with representation from the then Special Education Service (SES) to establish a working group to develop an operational protocol concerning equipment services. The first Operational Protocol on specialised (assistive) equipment for school students came into effect on 14th February 1997. Since then it has been both formally reviewed (October 1997) and continuously monitored. Health and Education have agreed that this Operational Protocol is a useful and robust tool in determining funding responsibility.

In this updated version, the scope of the Protocol has been extended to include specialised assessment for assistive equipment and environmental support services. This is in response to requests from service users, providers and funding agencies.

² ACC and Education are developing a protocol which distinguishes between rehabilitation, safety and whole of life (ACC) and removal of barriers to learning (Education).

E Definitions and criteria

The framework for this protocol is based on Ministry of Education and Ministry of Health definitions relevant to the purchasing/funding of assistive equipment services and environmental support services (respectively).

Disability - Ministry of Health DSS definition

A person with a disability is a person who has been identified as having a physical, psychiatric, intellectual, sensory or age-related disability (or a combination of these) which is likely to continue for a minimum of six months and result in a reduction of independent function to the extent that ongoing support is required.

Where a person has both a disability and personal health need the services provided to address those needs are disability support services and personal health services respectively.

Environmental Support Services – Health Funding Authority

The Health Funding Authority purchases environmental support services from the Equipment Management Services for a range of eligible clients.

Environmental support services are defined as the provision of equipment and/or services to eligible clients to enable them to overcome or minimise identified barriers to participation by meeting their essential and long term needs for environmental support. This may include various types of equipment, vehicle modifications and housing modifications.

At the time of writing the Health Funding Authority, Disability Support Services is involved in ongoing work around the Funding Principles and operational policy issues relating to eligibility, access, prioritisation and targeting of resources. This work will include reviews of existing eligibility criteria and public consultations around a number of these issues over the next 1-2 years. The outcome of this work may have impact on the levels of eligibility of people with disabilities for various Health Funding Authority, Disability Support Services funded services, including environmental support services.

Access to environmental support services is via specialised assessment by a specialised assessor (currently referred to as Accredited Equipment Assessors or Registered Assessors).

As the Health Funding Authority expands the operational scope of Needs Assessment and Service Co-ordination (NASC), specialised assessment and the recommendations resulting from them will be increasingly aligned with service co-ordination.

School Students with Special Education Needs - Education definition

School students with special education needs are supported through Special Education 2000, which provides a clear, consistent and predictable framework of assistance, regardless of school setting or geographical location. School students with special education needs are eligible to be considered for assistive equipment assistance if they are supported through any of the Special Education 2000 initiatives.

A school student is one who:

- is enrolled in a registered school
- is aged between 5 and 19 years (up to the end of the year in which he or she turns 19), or up to the end of the year in which he or she turns 21 if in receipt of a special education agreement

The provision of specialised equipment services to students assists schools in meeting goals set out in the *National Education Guidelines* (Ministry of Education, 1993). The following two goals are especially relevant in this context. They are:

"Success in learning for those with special needs by ensuring that they are identified and receive appropriate support"; and

"Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement".

The *New Zealand Curriculum Framework* (1993) describes the elements which are fundamental to teaching and learning in New Zealand schools. It specifies seven essential learning areas which describe in broad terms the knowledge and understanding which all students need to acquire. The framework also sets out the essential skills to be developed by all students. These elements are interrelated.

Assistive equipment services - Education definition

Assistive equipment services include specialised assessments, recommendations and funding applications, equipment items, specialised training and management systems.

Within Education, specialised assessment occurs *after* school-based assessment and support have been provided. The Ministry of Education is publishing national guidelines for all schools about the processes of supporting students with appropriate assistive equipment. The guidelines clarify the steps which are required before an application for funding for specialised assessment or assistive equipment will be considered.

The following are eligibility criteria for assistive equipment services:

SPECIAL EDUCATION 2000 SUPPORT IN CURRENT SCHOOL YEAR:

This student currently receives special education assistance through:

- Ongoing and Transitional Resourcing Scheme (OTRS)
- Speech Language (Communication) Initiative
- Severe Behaviour Initiative
- High Health Needs Initiative
- Special Education Grant
- Resource Teachers: Learning and Behaviour (RTLBs)
- National Contracts for students with sensory impairments and physical disabilities

F Responsibilities of Health Funding Authority and the Ministry of Education

The Health Funding Authority is responsible for purchasing environmental support services to meet the everyday disability support needs of children.

The Ministry of Education is responsible for funding the purchase of equipment which assists in removing barriers to education achievement for school students with special education needs.

Health and Education will only fund specialised assessments for assistive equipment and environmental support services that are carried out by specialised assessors (currently referred to as Accredited Equipment Assessors or Registered Assessors.)

Currently the Ministry of Education has contracted Specialist Education Services to manage all Education-funded assistive equipment services. Assistive equipment applications will *always* be made after a holistic consideration of needs within the Individual Education Plan (IEP) process. Assistive equipment provision will almost always involve training in the effective use of the equipment. Note that advocacy is not part of an assistive equipment assessor's role.

G Frame of Reference for Clarifying Responsibility For Purchasing/Funding of Assistive Equipment Services and Environmental Support Services

The difficulties in drawing a clear-line between Education and Health Funding Authority, DSS roles in purchasing/funding responsibility requires a frame of reference to clarify responsibilities.

The questions that follow establish a frame of reference for the purchasing/funding responsibility for equipment and environmental support services for school students with a disability. It does not apply to those children whose disability results from an accident after 1 April 1974³. The frame of reference is based on the eligibility criteria of Disability Support Services and the Ministry of Education.

³ Students whose disability is the result of an accident and who have been accepted as clients of ACC are not eligible for funding support for equipment from the Health Funding Authority.

Education Responsibility	Triggers for Decisions	Health Responsibility
Promote equality of educational opportunities by removing barriers to educational achievement	The following three key triggers identify the entry points for decision-making about purchasing/funding responsibilities.	Maintain and increase essential independent function at the level which promotes safety and security
Learning ←	<p style="text-align: center;">Identified Need</p> <ul style="list-style-type: none"> • Is the principal need central to everyday living activities or learning activities 	→ Living
Learning ←	<p style="text-align: center;">Identified Purpose</p> <ul style="list-style-type: none"> • Is the purpose of the equipment to meet everyday living needs or education needs or both 	→ Living
Learning ←	<p style="text-align: center;">Both</p> <ul style="list-style-type: none"> • The principal purpose is to ensure safety and security <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • The principal purpose is to remove barriers to educational achievement 	→ Living
Learning ←	<p style="text-align: center;">Identified Setting</p> <ul style="list-style-type: none"> • Is the equipment required in the everyday living setting, or educational setting or both 	→ Living
Learning ←	<p style="text-align: center;">Both</p> <ul style="list-style-type: none"> • Its principal purpose is to ensure safety and security <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • Its principal purpose is to remove barriers to educational achievement 	→ Living

H Term of the Protocol

This updated protocol is effective from 15th November, 1999 and will remain in operation until otherwise notified by all parties to this protocol.

I Monitoring and Review

The Health Funding Authority and the Ministry of Education agree to monitor equipment provision and to inform the other party if a gap or overlap is emerging.

Where purchasing/funding responsibility is not clear the issue will firstly be addressed by the agencies contracted by the Health Funding Authority and Ministry of Education to administer their equipment programmes. If unresolved, the issues will be addressed by the Health Funding Authority and the Ministry of Education. If resolution cannot be reached at this level the issues will be addressed by the Ministry of Health and the Ministry of Education.

The Ministry of Education, the Health Funding Authority, and their contracted assistive equipment service and environmental support services providers will meet regularly to monitor the effectiveness and impact of the protocol. A formal review will be completed annually (within six months of the anniversary of the updated Protocol) by the Ministry of Education and the Health Funding Authority. A report of the review will be presented to the Ministry of Education Group Manager responsible for special education and the General Manager Disability Support Services of the Health Funding Authority. A copy of the review will be given to the Portfolio Manager, Disability Support Services, Ministry of Health.

J Amendments to the Protocol

Any further amendments to this protocol will be made in writing and are subject to the agreement of all parties.

K Appendices

The following appendices are integral parts of this operational protocol. Therefore no appendix should be used in isolation from the rest of the document.

APPENDIX 1 -MINISTRY OF EDUCATION CRITERIA AND MANAGEMENT PROCESS EFFECTIVE FROM 1 JANUARY 1997

Introduction

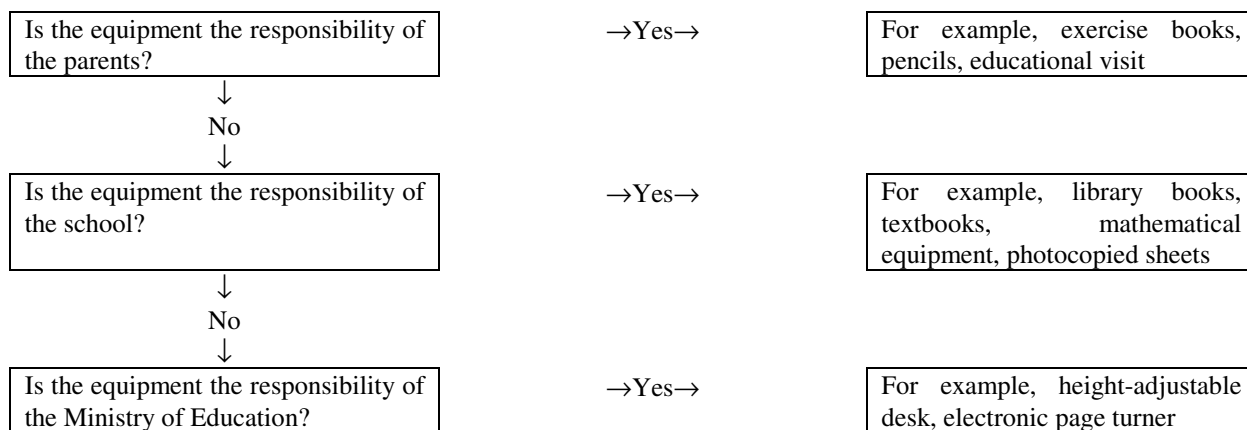
This appendix sets out understandings which guide the allocation of Ministry of Education special education funding for the purchase of assistive equipment for educational purposes⁴ and outlines the procedures which are to be followed. These purposes are defined in the *New Zealand Curriculum Framework* (Ministry of Education, 1993) as follows:

"all students should have the opportunity to undertake study in essential areas of learning and to develop essential skills."

Funding for the purchase of equipment that is additional to that provided by the school is available for individual school students with special education needs. It should be noted that decisions regarding the funding of equipment by the Ministry of Education are made within the context of available funding. Provision does not automatically follow assessment.

The Ministry of Education also has responsibility for property modifications in state schools. This responsibility does not apply to integrated or private schools as proprietors or owners retain full responsibility for property⁵. Property modifications are not funded from the assistive equipment fund.

The following flow chart sets out the responsibilities of parents, schools, and the Ministry of Education for the provision of equipment:



⁴Educational purposes include the completion of homework set by the school

⁵ School property modifications could include:

- accessible toilet
- extra heating to maintain regulated temperature
- non-slip surfaces
- ramp

These examples of activities are based on the essential skills which are developed in the context of the essential learning areas, as stated in the *New Zealand Curriculum Framework (1993)*, which apply to all students.

Please note: these are only illustrations of the types of equipment which may be recommended to meet a student's needs. For further information refer to the guidelines on assistive equipment.

Essential Skill	Activity Examples	Equipment Examples	Rationale
Communication Skills - may be <ul style="list-style-type: none"> • face-to-face or • over distance <i>and</i> • immediate or • deferred • temporary or • ongoing 	<ul style="list-style-type: none"> • Convey and receive information, instruction, ideas and feelings • Communicate competently & confidently by listening, speaking, reading & writing, and by using other forms of communication where appropriate 	<ul style="list-style-type: none"> • Pictorial communication book • Augmentative communication device or software • Expanded pencil grip • Electronic notetaker 	<ul style="list-style-type: none"> • To supplement gesture & vocalisations so student can initiate & sustain appropriate communication with peers and staff • To compensate for physical difficulties in letter formation & allow student to produce similar volume and quality of written output to peers
Numeracy Skills	<ul style="list-style-type: none"> • Recognise and use numerical patterns and relationships • Recognise, understand, analyse, & respond to information which is presented in mathematical ways 	<ul style="list-style-type: none"> • Photocopy-enlarged source material • Large-print calculator • Pictorial spreadsheet software • Pictorial symbols applied to maths equipment 	<ul style="list-style-type: none"> • To compensate for very low vision • To enable student with significant learning needs to select symbols which carry meaning
Information Skills	<ul style="list-style-type: none"> • Identify, locate, gather, store, retrieve & process information from a range of sources 	<ul style="list-style-type: none"> • CD-ROM drive and reference software • Electronic page-turner 	<ul style="list-style-type: none"> • To enable student dependent on switch access to carry out research for projects

Continued on next page

Essential Skill	Activity Examples	Equipment Examples	Rationale
Self-management and Competitive Skills	<ul style="list-style-type: none"> • Take responsibility for own actions and decisions 	<ul style="list-style-type: none"> • Paper diary • Electronic diary 	<ul style="list-style-type: none"> • To promote functional independence in planning & sequencing of daily school tasks
Social and Cooperative Skills	<ul style="list-style-type: none"> • Develop good relationships with others, and work in cooperative ways to achieve common goals 	<ul style="list-style-type: none"> • Simple recording device & switch • Cue cards 	<ul style="list-style-type: none"> • To enable non-verbal student to take part in group activities • To promote inter-dependancy and friendships
Problem-solving Skills	<ul style="list-style-type: none"> • Make connections and establish relationships • Test ideas and solutions 	<ul style="list-style-type: none"> • Concept-mapping techniques • Concept-mapping software • Software simulations 	<ul style="list-style-type: none"> • To foster enquiry in a safe environment • To encourage students to use initiative
Physical Skills	<ul style="list-style-type: none"> • Develop specialised skills related to sporting, recreational and cultural activities 	<ul style="list-style-type: none"> • Lightweight ball 	<ul style="list-style-type: none"> • To allow student in wheel-chair to participate in game of volley-ball
Work and Study Skills	<ul style="list-style-type: none"> • Develop the desire and skills to continue learning throughout life • Work effectively, both independently and in groups 	<ul style="list-style-type: none"> • Simplified paper-based dictionary • Electronic dictionary software • Specialised school desks 	<ul style="list-style-type: none"> • To encourage independent access to study materials • To provide an efficient working environment to enable effective study

APPENDIX 3 - ORGANISATION CONTACTS

Health

General Manager, Disability Support
Services
Health Funding Authority
PO Box 10-097
WELLINGTON

Project Manager
Disability Support Services
Health Funding Authority
PO Box 1031
HAMILTON

Education

Project Manager Special Education
Ministry of Education
National Office
Private Bag 1666
WELLINGTON

Project Manager, Inclusive Services
Specialist Education Services
National Office
PO Box 12-188
Thorndon
WELLINGTON

Health Equipment Management Services

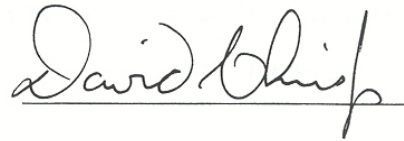
Auckland provider unknown at time of
writing.

Manager, Equipment Management Service
NZ Disability Resource Centre
PO Box 4547
60 Bennett Street
PALMERSTON NORTH

This protocol was agreed on 18 November by:



Kathy Smith
Group Manager
Ministry of Education



on behalf of
Carol Searle,
General Manager, Disability Support
Services
Health Funding Authority

Client Family Name:

Client First Name/s:

NHI Number:

Initial Liaison Regarding Longterm Support Options *(Specialised Assessor to complete)*

- 1) Date of initial liaison between Specialised Assessor and NASC:
- 2) Was the client known to NASC? Yes
 No
- 3) Has a Needs Assessment/ Re-assessment been completed in the last 6months? Yes: -Date of Needs Assessment
 No *(If Not: further information will be requested by accessible and Enable New Zealand)*
- 4) Is the current living/home environment likely to be long-term (2-3 years)? Yes
 No
- 5) Has consideration been given to the client moving into an alternate living arrangement? Yes
Please comment: No

Accompanying Information for Ministry of Health Funding Request *(NASC to complete)*

- 1) Is the option recommended likely to be cost-effective compared with other options; eg. additional care hours, residential care provision? Will it:
 - Minimise escalation of support (please describe)
 - Reduce support (please describe)
 - Other (please describe)
- 2) In your view will the proposed solution prevent or significantly delay admission to Long Term Residential Care?
- 3) Are there any known risks to the sustainability of the client remaining supported in this environment long term (2-3 years)?
- 4) What is the impact for the client and their caregivers if the proposed solution is not made available within 2-4 weeks of an application for funding being made?

NASC Sign-off

Declaration: I support/ do not *(please see below*)* support the recommendation of the Specialised Assessor for housing modifications/ personal care equipment for the client identified above.

* If Not, why not?

Signature

Date

Name

Role

Clarification of Funding Responsibility of “Training for Assistive Equipment”

Ministry of Health and Ministry of Education

May 2007

Ministry of Health is responsible for training the client’s support team for all equipment funded by MOH.

Initial training for the implementation of the assistive equipment device is considered for funded by Ministry of Health (alongside the funding of the device).

- This includes all training in the operational use of the device as well as specific customisations of the device that are required to meet the communication needs of the individual. The training is for the student and their support team should include relevant Ministry of Education or school staff as well as family or whanau members.

Where separate and **different training** is required specifically to meet the needs of the student in the education setting would this could/would be funded by Ministry of Education. All Ministry of Education applications for training are subject to normal Assistive Equipment application processes.

- This would be where the Assistive Equipment Device had completely different user interface when applied to the education curriculum. For example, one user interface for developing communication grids and a different user interface for developing writing grids.
- This does not include the adaptations of the device to meet the needs of the student in school. For example where the same **process** is used to make communication grids and writing grids the creation of writing grids would remain the responsibility of the education/school staff and this aspect would not be eligible for separate Ministry of Education training.
- Where further training is needed specifically to support the student in the education setting, this would be the responsibility of the Ministry of Education. For example, when a student transitions between schools or when there is a change of staff working with the student (and where a transfer of skills has not been possible).
- If the training is specifically to support the student in the educational setting, then a standard Assistive Equipment application for training would be required. This application should outline:
 - The background around why this training was not or could not be addressed within normal transition processes
 - The role of the supplier in providing technical support for product trouble shooting versus paid training (if relevant).

Ministry of Education is responsible for training for all assistive equipment funded by Ministry of Education.

- Applications for funding are subject to normal Ministry of Education, Assistive Equipment application processes.