



# Fact Sheet - School ORS Application Forms

## Important – please read prior to starting work on an ORS application

- When preparing an application to be considered for ORS it is important to adopt an **ecological approach** as your principle method of collecting relevant information
- Ecological assessment is a process of obtaining and interpreting information on a student's learning and development by probing, observing, recording, and documenting what students can do and how they do it in an educational context
- It also includes evaluations of the other cultural, social, and physical contexts within which learning, and development occur. Assessment is cumulative and involves multiple sources of information.
- It is essential that information is current and is sourced from whoever knows the student best:
  - Whānau, caregivers and parents must provide their perspective and experiences of their child's wider capabilities and competencies
  - Teachers, specialists and any other support staff who regularly have input, also need to contribute their insights and the specific knowledge they have of the student

The following ORS application form headings contain indicators about the type of information the verifiers require when considering applications. Please note the following:

- When **choosing which criterion** best reflects the child's needs **please carefully refer to the ORS Guidelines** for guidance.
- The criterion you apply under will determine which headings you should provide more in-depth information under. **You do not need to comment on every indicator under each heading;** some criteria require only brief explanation under certain headings and much more detailed information and examples under others.
- It is important to describe what the child can do in ways that **captures their overall profile** in combination with **more detail about their specific specialist support needs in relation to the criterion** you have selected.
- Once you have written the application, ask a colleague to peer review it to ensure you do **not have unnecessary repetition**, information is **not contradictory or ambiguous** and that you have **not relied on general statements** that lack sufficient detail

*'A well written application will portray a clear and accurate picture of the student, even if the student is not known to the peer reviewer'*

## Thinking

This section is particularly important if you are applying for Criterion 4 or 8

Attention should also be paid to this section if you are applying for Criterion 1, Criterion 2.3, Criterion 5, Criterion 6.2, or Criterion 9

***Remember, it is not necessary to comment on every indicator***

**Understanding rules and thinking flexibly** – Can the student follow familiar classroom routines and expectations; how do they participate in games; what supports are required to enable them to understand and comply with rules; are they literal and/or pedantic about how they interpret instructions; can they adjust to changes or differing situations; do they become anxious or try and direct others if they perceive non-compliance in peers

**Identifying and solving problems** – Does the student recognise when they have made a mistake or error; do they persist when presented with a problem; do they apply any problem-solving strategies such as further investigation, trial and error, seeking help, copying a model

**Asking and responding to questions and making choices** – Provide examples of which questions they may ask and/or answer including the context and frequency; also describe non-verbal responses to questions that indicate their understanding; are their responses logical and relevant; do they spontaneously make choices; what their reaction is when offered choices verbally and with visuals or real objects

**Absorbing knowledge, retaining what is learned and using knowledge functionally** - How much repetition and exposure to new learning is typically required; is learning retained over time without re-teaching; is some learning secure while other learning more difficult to recall; how is this learning applied in day-to-day activities; how do you gauge what they know; how often are adapted programmes refreshed and delivered in new ways

**Showing curiosity and using imagination** – Does the student show an interest in novel experiences or events; do they continue to seek information or access to things that attract them; do they participate in pretend play; can they be confused by fantasy and reality; can they develop imaginary narratives

**Understanding risks and consequences of actions** - Is the student impulsive; are they cautious around obvious dangers; do they respond to commands/directives; do they appear to draw on previous experiences; can they articulate rules/safety measures; do they connect that their actions affect others; can they show remorse

## Using language, symbols and texts

Comprehensive information is required for Criterion 1, Criterion 4, Criterion 5, Criterion 8, Sub-criteria 9.1 and 9.5

Specialist information is required under this domain for Criterion 2.1, Criterion 2.2, Criterion 6.1, and Sub-criterion 9.2

***Remember, it is not necessary to comment on every indicator***

**Listening and understanding and use of expressive language** – Illustrate the student's receptive language abilities using examples – their response to directives, complexity of language understood and level of support required to elicit understanding, including any accompanying gesture, visuals and/or contextual cues; can they respond to group instructions or do they need communications to be individualised; how long can they attend to a speaker and how do you check they have understood; do they show reciprocity in their interactions; if they are exposed to more than one language describe their understanding in both

**Provide detailed information including examples of expressive language that is used** – If words are never heard, please explain how the student gets their needs and wants met; if words and/or phrases are heard in what situations do you hear these, are they relevant to the context, spontaneous and directed at others; are they echoing words they hear; are they using scripted language; what vocabulary is used regularly and which words do they combine (provide examples of words/phrases): is spoken language observed in the home setting; do they speak more than one language

**Understanding and using text** – Provide details about concepts of print knowledge; alphabet and letter sound knowledge; current information about academic achievements such as reading assessments, including accuracy and comprehension when tested to limits; other supporting information such as spelling levels and High Frequency Words (HFW); what can they read other than books; written language samples where appropriate, with and without assistance; tell us if and how they access devices, applications and games, do they use technology to support their writing and, if so, what they can independently produce; what do they engage with on a device and at what level

**Understanding and use of mathematical concepts including functional maths skills** – Details about any understanding of early numeracy concepts including rote counting, counting with one-to-one correspondence, 1,2 or 3 items on request, numeral/symbol recognition; current assessment information such as full results of a JAM or NumPA, where appropriate; how this knowledge is applied to everyday tasks

**Understanding and use of NZSL, Braille and augmentative communication systems** – Detailed information about any communication systems being used - include how long these have been place, what supports including specialist input is provided, what level has been achieved, who do they engage with routinely, in what contexts, using these systems

**Use of bi-lingual assessments where available** – Please clarify the student's first language and the primary language used by their family at home; have they accessed any ESOL programmes; how long have they been in New Zealand

### **Additional requirements for Criterion 5 applications**

*Specific information is necessary when making an application under this criterion for students attending school. The most recent school based academic information should be attached as follows:*

- *ICS application, if applied for in the last 12 months*
- *Reading running records assessment sheets*
- *Mathematics skills and knowledge across the strands e.g. JAM, NumPA*
- *Writing samples, assisted and unassisted, including time taken and support given. If a device is used for writing, please provide examples*
- *Typical drawing*

***These documents should be drawn from existing assessment data it is not expected that one off assessments will be completed for the purposes of this application.***

### **Managing Self**

Consider which of these indicators are age appropriate to comment on. For example, younger children would not be expected to catch public transport or move about their community without supervision so this would not require clarification.

The **managing personal cares and belongings** and **functional living skills** sections need to be thoroughly completed for applications under Criterion 1 or Criterion 5. They are also relevant, but less detail is required, for Criterion 3, Criterion 4, Criterion 7, Criterion 8 and Criterion 9

For Criteria 3 and Criterion 7 the **fine and gross motor sections** must be completed by a Physiotherapist or Occupational Therapist. Information pertaining to equipment /surgeries/treatments/diagnoses can be included in the Additional Information section of the application

Fine and gross motor information is also required under Criterion 1, Criterion 5 and Criterion 9 (Sub-criteria 9.4)

***Remember, it is not necessary to comment on every indicator***

**Managing personal cares and belongings** – Is the student continent; can they reliably follow routines such as toileting and handwashing; can they access their lunch box/drink bottle and manage independently at meal breaks; what parts of showering/bathing, dressing, teeth brushing, and hair grooming can they undertake; are they aware that they need to take care of their belongings and how do they respond if they lose or can't find an item; do they take others' belongings and/or damage objects

**Gross and fine motor skills** – Detailed information on how the student mobilises, including at floor level; any assistance required to enable safe transfers to and from surfaces of different heights; level of support required to maintain and change position; specialised equipment which may include, for example, seating and sleeping systems, walkers and wheelchairs; are they able to grasp objects, if so describe how they hold and manipulate items, including pencils, scissors, cutlery etc; their ability to open/unscrew, dress/undress, access technology; do they have difficulty joining physical activities with peers and navigating the school environment

**Functional living skills** – Does the student use public transport, how do they get to and from school, can they access community places such as parks and local shops without adult supervision; do they usually follow social conventions, use common sense, act positively and know how to ask for help appropriately; how long can they attend to tasks; can they persevere when it gets hard or do they avoid tasks that they find difficult; how do they express their emotions, what do they do when angry or frustrated and how do they react to failing or making a mistake

### Relating to others

Comprehensive information is required for Criterion 1, Criterion 4, Criterion 5 and Criterion 8

Concise information could be considered for those making applications under Criterion 2.1, Criterion 2.2, Criterion 2.3, Criterion 6.1, Criterion 6.2 and Sub-criteria 9 (9.2 and 9.3)

***Remember, it is not necessary to comment on every indicator***

**Attending, responding to, and initiating communication** – Does the student show an awareness of others and is this different in different environments; do they engage and initiate interactions, if so when do they do this, with whom and how often; do they respond to questions and add comments

**Social Interactions** – Does the student consider the needs of others and can they share and/or turn take; do they cooperate in games and activities; are they accepting of others' differences; do they ever show something to another person to share enjoyment or their interests

### Participating and contributing

Comprehensive information is required for Criterion 4 or 8

This is also an important domain for those making applications under Criterion 1, Criterion 2.1, Criterion 2.2, Criterion 2.3, Criterion 5, Criterion 6.1, Criterion 6.2 and Sub-criteria 9.2 and 9.3

***Remember, it is not necessary to comment on every indicator***

**Participating in group, class, home, and community activities** – can the student work on a task with others, share ideas, make suggestions, and offer opinions; take on responsibility

**Taking an interest** – Is the student able to display enjoyment; can they understand another person's point of view

Interventions	
Summarise the specific programmes or interventions the child has received, from whom and give their job title	Length of intervention e.g., hours per week, number of weeks

Please note that when summarising the specific programs for interventions the student has received **give a brief description only of the interventions.**

Other Information not included in this application	<p>Include where relevant:</p> <ul style="list-style-type: none"> <li>• early childhood services -history of involvement</li> <li>• specialised equipment /technology currently used</li> <li>• immigrant children-length of time in NZ and history of education prior to arrival in NZ</li> <li>• diagnosis, date made and specialist designation</li> <li>• current audiograms/s showing both aided and unaided hearing</li> <li>• current ophthalmologist's report</li> </ul>
<ul style="list-style-type: none"> <li>• When applying under the hearing criteria a current audiogram showing both unaided and aided hearing thresholds <u>and</u> a recent audiologist's report must be included</li> <li>• When applying under the vision criteria, an ophthalmologist's or optometrist report showing best corrected vision must be included</li> <li>• The application cannot be considered without this information.</li> </ul>	