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CLUSTER 8

Resource Teachers of Learning & Behaviour

Cluster 8 Manager's Report (Term 4, 2019)

It is my pleasure to present the Ngā Manu Āwhina report covering:

- **RTL B Staffing**
- **Cluster Community of Practice**
- **Cluster Initiatives**
- **Learning Support Delivery**
- **Referrals and Outcomes**
- **Learning Support Funding**

RTL B Team and Staffing

Cluster 8 is made up of Lead School Principal Megan Clotworthy, 1 Manager, 3 FTE Practice Leaders, 27 FTE RTL B positions (currently 29 RTL B) and 3 Specialists.

Royal Oak Primary Office Base	Orakei Primary Office Base	Tamaki College Office Base
Michael White	Claire Murphy	Jake Taplin
Delia Howard	Michelle Grey Lamont .4	Jo Turner .8
Jill Watson	Sue Cameron	Len Rust
Jan Whitham .6	Sandiyao Sebastian	Kimberly White
Maree Stenberg	Lil Reynecke	Chris Bush
Margaret Muir .6	Christine Holland	Dianne Ley
Emily Marurai	David Blazey	Georgia Jensen-Procter
Titania McKenzie	Pat Clemo	Robert Rasmussen
Druinie Perera		Michele Hucker
Rebecca Robinson		
Irene Jack		
Based at Royal Oak Primary		
Barbara Hannant PL	Specialists	
Anne Roborgh PL	Ann Keesing (SLT)	Resource Assistant
Catherine Alpe PL	Miriam Kauders (RTL B/Ed Psych)	Louis Gruebner
Roseanne Gibson Manager	Jean Parkinson (Counsellor)	

We are farewelling 3 RTL B and wish them well in their future endeavours:

- Druinie Perera will be taking a leadership position with OneSchool Global
- Len Rust is moving to Whangarei and an RTL B position in Cluster 2
- Irene Jack is taking a team leader position in Royal Oak Intermediate

2019 Professional Learning Achievements

- Lil Reynecke completed a Master of Specialist Teaching: Learning and Behaviour and an Incredible Years accreditation
- Delia Howard completed a Master of Counselling
- Barbara Hannant completed a Postgraduate Certificate CAMH (Child and Adolescent Mental Health) in CBT
- David Blazey has been awarded a Massey University - Pūrehuroa Postgraduate Award for his Masters in Educational Psychology studies
- Jo Turner has completed an i4 Neuroleader Certification with her blog featured on their website <https://blog.aboutmybrain.com/an-engaging-method-to-promote-brain-friendly-cultures>.

2020

Titania McKenzie has successfully gained a study award for 2020 for her Master's study in Educational and Developmental Psychology through Massey University and Rebecca Robinson has gained a sabbatical in 2020 to investigate successful developmentally ready for learning school start practices and research.

Cluster 8 Community of Practice

Cluster Wide Project Initiatives



**WELLBEING: NOW
and in the FUTURE**

*An event for Leaders, Educators, Parents
and Professionals who work in schools.*

SPEAKERS

Professor Jack Naglieri: Think Positive Act Smart: The Role of Executive Function in Emotional Strength and Resilience
Kathleen Kryza: Heal Yourself, Heal Your Classroom. Live It To Learn
Dr Paula Barreto: Rising and Thriving Through Resilience
Dr Monique Fakae: Supporting Pasifika Students, Families and Communities
Penny Locaso: The Adaptability Quotient
Assoc. Prof Melinda Webber: Māori Identity and Success
Dr Tania Cargo: Digital Resources for Mental Wellness
Dr Dawn Huebner: The Worry Paradox: The Only Way Past Worry is Through It
Ruth Donder: Neuro-leaders

... AND MORE...including School Stories.

WORKSHOPS

THURSDAY 31st OCT 6-7.30pm:
Dawn Huebner: Parenting Workshop on Anxiety and Book Release (meet the author). The Nuts and Bolts of Outsmarting Worry

FRIDAY 1st NOV 9am-3pm:
Prof Jack Naglieri: Assessment workshop: Re-invent the concept of intelligence: What it is and what it's not.
AND
FRIDAY 1st NOV 9am-3pm:
Dr Paula Barreto: Future School
Committee: Building Sustainable
Resilience in Wellbeing and Empathy.

**30th and 31st
October, 2019**

Ellerslie Events Centre,
Auckland, New Zealand

Register now:
www.rtlbcluster8.ac.nz/wellbeing-event

Full programme and list
of speakers on the
registration site



What Works for Wellbeing Community of Practice

Thank you so much to the Royal Oak Primary staff who organised the wonderful showcase of the ROPS students at the event. It was so special to have our ROPS tamariki involved in the pōwhiri and to showcase their special talents through the Kapa Haka Rōpu, the Choir and the Strings Orchestra. Our Māori RTLB Cultural Group and RTLB team were outstanding hosts to a wide range of approximately 200 attendees from a range of sectors with a strong Cluster 8 contingent attending the event including MoELS, Principals, SENCos/DPs, across and in school teachers and agency representatives. Feedback from the Wellbeing: Now and in the Future event participants in the evaluation survey has been overwhelmingly positive. Of special mention have been the presentations and workshops by Professor Jack Naglieri, Associate Professor Melinda Webber on Māori Identity and Success and Dr Dawn Huebner on The Worry

Paradox and Outsmarting Worry. Professor Jack Naglieri presented a revolutionary new way of understanding intelligence and the role of executive function, emotional strength and resilience. Among the feedback comments many highlighted the high caliber of speakers, the hospitality of the cluster and asked for more professional development of the same caliber, perhaps spread over three days with more time for interaction with the speakers.

Following on from the Wellbeing Event this year and professional learning that we have had over the past years the Community of Practice for Wellbeing will be offering the opportunity for Cluster 8 teachers, schools and Kāhui Ako to collaborate on tiered support projects across the cluster further extending the current cluster 8 wellbeing initiatives supported by RTLBs.

Reinventing the Concept of Intelligence Workshop

As part of the Wellbeing Event, Cluster 8 RTLB had the pleasure of hosting Professor Jack Nagleiri for an assessment workshop. Professor Naglieri is a world renowned, well respected psychologist and a research professor who successfully challenged the traditional theory of intelligence as fixed by reconceptualising cognitive assessments with their PASS theory of intelligence and its application using the Cognitive Assessment System (CAS and CAS2).

It was an absolute privilege to have such a world expert in the area of intelligence and psychometric tests come to work with us. Jack is the author of 23 books, 289 papers and over 370 presentations in the field of intelligence including examining theoretical and psychometric issues concerning intelligence, cognitive interventions, identification of gifted learners, theoretical and measurement issues for protective factors related to resilience. He has developed 34 psychometric tests and assessments. He is also well known for his strength-based approach to resilience and learning, his PASS theory of using the Cognitive Assessment System 2 and Cognitive Assessment System Brief, and his emphasis on fair assessment using his nonverbal tests.

The workshop was attended by almost 60 participants from across the cluster including school SENCOs and practitioners from MoE, Cluster Managers and Psychologists from adjoining clusters and our supporting mental health organisations. Topics covered included:

- The relationships between conceptualisations of intelligence, neurocognitive processes, social emotional competence, Executive Function, and traditional IQ
- The Pass Theory of Intelligence
- Strength Based Approaches to Assessment
- Fair Assessment
- Identifying Learning Disabilities & ADHD
- Instruction based on PASS strengths/needs
- Neurocognitive Abilities Critical to Learning
- Social Emotional Learning
- A Range of Assessments including CAS2, the CAS2: Brief, DESSA and new tests for universal screening of gifted students
- Administration and Analysis of the Cognitive Assessment System 2 Brief – A Tool that can be used by School Professionals

Those Cluster 8 SENCO who attended the workshop can borrow a CAS2Brief assessment kit from Cluster 8's assessment lending library. For those SENCO who missed out on this wonderful opportunity, Barbara Hannant will be running some CAS2Brief and DESSA training in early 2020. School's interested in training SENCOs or LSCs in the CAS2Brief and/or DESSA are able to contact Cluster 8's Psychological Practice, Supervision and Assessment Lead Practitioner Barbara Hannant by emailing Barb on barbarah@rtlbcluster8.ac.nz.

Cluster 8 Website

This year we set up our website <https://www.rtlbcluster8.ac.nz/> with a brand new look. Innovations include a **Connect** section that displays Communities of Practice, Projects and Specialist Areas. Many of the links on the Connect page open to detailed resources (for example the Dyslexia Community of Practice). Some are a work-in-progress, but all have key lead practitioner contacts.

Another innovation is the section *For our Parents*. It includes information about what it means to give informed consent for support from RTLBs, as well as links to practical information for parents and MoE websites addressing parent interests. SENCOs, teachers and Learning Support Coordinators are able to refer parents to this section via this [link](#).

Termly Cluster Special Education Needs Co-ordinators (SENCo) Meetings

The SENCO/RTLB Hui held each term have been well attended by Cluster 8 SENCOs with up to 40 SENCO taking the time to meet in this professional forum. Responding to a needs analysis from SENCO, areas covered included:

- Sharing Professional Practice
- Response to Intervention
- Training in the RTLB data-base
- Universal Design for Learning
- Wellbeing in Action
- Bi-Lingual Assessments.
- Exploring Resources on the Massey University Learning Support Network
- Universal Design for Learning,
- Autistic Spectrum and Dyslexia
- In-Class Support (ICS)

The Term 4 SENCO hui was incorporated into the Wellbeing Event with a significant number of Cluster 8 SENCO attending the “Wellbeing: Now and in the Future” event and the ensuing 1-day workshops offered by Paula Barret (Friends for Life) and Jack Naglieri. The RTLB planning team is committed to extending the opportunities and new learning for SENCO and LSCs in 2020 and the intention is to repeat the introductory sessions for new TAs and SENCOs/Learning Support Coordinators in Term 1.

RTLB Teacher Aide/ Learning Facilitator Workshops

Throughout the year Cluster 8 has run workshops for Teacher Aides, Learning Facilitators and SENCOs. During 2019 the workshops have again been well attended by Teacher Aides and SENCOs and due to unprecedented interest, ‘overflow’ sessions were offered. There were 138 participants: 122 Teacher Aides and 16 SENCOs and Heads of Departments attended the sessions. The year started with two introductory workshops called *Working as a Teacher Aide* (Part 1 and 2). These were very well received as part of the induction for those new to the role but also as a refresher for experienced Teacher Aides who attended with SENCOs.

Topics covered this year in the RTLB Teacher Aide workshops covered:

- Autism Spectrum Disorders
- Social and Emotional Learning (SEL)
- Using technology with Dyslexia, Dyspraxia and Autism
- Language and Speaking (advanced)
- Phonological Awareness Programmes

These sessions were led by our Go-To/Connect RTLBs and Project Leaders, along with the Practice Leaders.

Incredible Years Teacher (IYT) and Dina Dinosaur Therapeutic Programme

The Incredible Years Teaching Programme for both Teachers and Learning Facilitators runs over two terms, one full day a month and then gives the teachers and learning facilitators time to practice the skills in between sessions. During 2019, Cluster 8 facilitators have delivered 4 Incredible Years Teacher and Teacher Aide programmes and 1 Dina Dinosaur small group therapeutic programme. The latter was over 14 weeks in Orakei Hub schools with 6 students who had behavioural problems in class and were under the age of 8. The Dina Dinosaur Child Treatment Programme is a therapeutic programme which is part of the suite of Incredible Years Programmes developed by Dr Carolyn Webster-Stratton for students under the age of 8, on behaviour management. This is an evidence-based programme delivered over 18 to 20 weeks (2 hours per week) is designed for students from ages 4-8 years of age with conduct disorders. It proved to be very successful and well received by schools, parents and the students with positive outcomes and will be repeated in 2020 with students from Tamaki hub Schools. We are hoping to train more facilitators so this programme can be delivered annually in all hubs in conjunction with planning for succession and training more IYT facilitators. This year there were IY pop up sessions as part of a school wide project following up with IYT trained teachers with weekly opportunities for support around IYT tools particularly class wide behavioural plans. Planning is underway for an opportunity for SENCO's and Principals to attend an IY Teacher Programme information session early in 2020. The purpose is to share the content and principles embedded within the 6 sessions of IYT.

Vulnerable Children Community of Practice

This year three RTLB received certificates in Child Protection Studies after completing the 5-day programme run by Child Matters. The training provided up to date information around child protection. The RTLB team were subsequently provided with professional development on how to recognise Abuse and Neglect and the process to follow, also how to make a robust report of concern. A flow chart with guidelines for the sharing of information under the new legislation released in July 2019 is on our website under Vulnerable Children. RTLB are able to provide professional development for schools on child protection and policy. Oranga Tamariki and 3 cluster schools are trialling a project to enhance Oranga Tamariki (OT) and education interface by:

- Establishing a contact person for OT social workers at the school
- Schools having a list of students under OT
- Students under OT information shared with a SWIS caseworker.

Transitions

There are a range of transition initiatives in place across the cluster to support students with additional learning needs, with RTLB working with schools and students to support systemic and individual transitions. For example, a group of Catholic schools within our cluster identified the opportunity to work collaboratively to set up successful transition processes for students within the Catholic community. RTLB and MoELS are currently working with this group of schools to co-construct a flexible transition framework that fits within the special character and culture of each school that can be used consistently across Catholic schools. These transitions will encompass transitions from primary to intermediate/ secondary schools with a strong focus on students with additional needs.

Behaviour Initiatives

Across the cluster the RTLB team report many exciting behaviour interventions being implemented in response to a huge variety of student needs. RTLB and MoELS are supporting schools and students in the following programmes and approaches:

- Positive Behaviour for Schools School-Wide (SW-PB4L). PB4L School-Wide looks at tiered behaviour and learning from a whole-of-school as well as an individual child perspective.
- Understanding Behaviour, Responding Safely (UBRS) workshops with a focus on prevention and de-escalation strategies.

- Professional development on neuroscience and behaviour. Behaviour and Neuroscience are now regularly linked together to explain how and why students (and teachers) respond in certain ways. At the Wellbeing Event last month 4 speakers mentioned Dan Siegel's 'Hand Model of the brain'.
- Escalation profiles as a collaborative approach to behaviour plans has been led by Jo Turner across the cluster with many schools now using this approach in behavior plans as it is effective, sustainable, time efficient and gives pre and post data. The teachers who have attended a secondary school project initiative of using a systemic and individual approach to escalation profiles reported finding them invaluable and 'eye opening' in helping them better understand student behavior and stress levels. This has resulted in teachers more likely to employ proactive strategies to avert escalating out of control student behaviours. It has been so successful that in 2020, schools have requested staff meetings, weekly escalation profiles and teacher only day professional development from RTLB.

Selected Current Initiatives

Māori Team Report

The RTLB Māori Team, Kaumātua Michael White, Kimberly White, Chris Bush and David Blazey have supported and facilitated planning for the RTLB team. Kaumātua Michael White has represented Royal Oak Primary and Ngā Manu Āwhina RTLB in pōwhiri for our new kaiako as well as at the wellbeing event, with Kimberly White giving the karanga at the event and also leading regular RTLB team meeting sessions on Te Reo. Our Māori RTLB team did much preparation and practice for their respective parts for the Wellbeing Event pōwhiri and we are very grateful for their time, support and guidance. The highlight for our Māori team was the Wellbeing Event and made special mention of world renown psychologist Jack Naglieri also Melinda Webber and Tania Cargo. Our RTLB team have continued to use and build on Sonja MacFarlane's Te Pikinga Ki Runga: Raising Possibilities, a framework for teachers and special education specialists working with Māori students who present challenges. Sonja MacFarlane presents a Kaupapa Māori approach and members of the Māori Team have continued to access and kōrero with Sonja to support integration and implementation of this framework and approach.

Early Intervention Programme (EIP)

The RTLB Early Intervention Programme has been implemented in 18 schools in Cluster 8 this year with an information flyer developed and available. The RTLB Early Intervention Project (EIP) is programme for students entering school with little or inconsistent early childhood education and who have immature 'school-ready' skills. The programme is funded jointly by RTLB Learning Support and individual school funding and offers a structured programme focused on early literacy, number and fine motor skills. A Learning Facilitator works individually with the student for 4 x 30 min. sessions per week for 10 weeks, providing interactive and concrete learning experiences to promote early skills.

Feuerstein Instrumental Enrichment (FIE)

Feuerstein Instrumental Enrichment (FIE) is a cognitive intervention program that can be used both individually and within the classroom. The FIE program has been used worldwide as a tool for the enhancement of learning potential and cognitive functioning of children and adults. It is aimed at enhancing students' cognitive functions necessary for academic learning and achievement. Instrumental Enrichment can be used as both a remediation program and an enrichment tool. In Cluster 8, the FIE programme continues to be delivered in schools through individual and group casework in several schools. Based on data collection it is apparent that results are promising, and schools are encouraged by the benefits FIE has made to students' cognitive functions. In 2019 five colleagues completed their FIE Basic Level 1 and 2 and became FIE Basic practitioners. Consultation is in progress to further implement FIE across cluster schools and Kāhui Ako. A cluster FIE Community of Practice meets termly. In conjunction with the Feuerstein NZ National Forum, Auckland University Psychology Dept. is considering whether Feuerstein training could

be part of the programme qualification. Our Feuerstein Lead Sandi Sebastian's article, "The Feuerstein Programme in a NZ Primary School" is to be published in the Journal of Cognitive Education and Psychology.

Play Based Learning

There are a range of RTLB play based and developmental projects currently being implemented in collaboration with schools in the cluster with a Play Based Community of Practice offering a project approach for interested schools. This would include professional development around upskilling school communities in areas of need. There are opportunities to make links to our Oral Language Community of Practice working closely with the MoELS Early Intervention team as well as RTLB Speech Language specialist, Anne Keesing. As part of her master's study RTLB Lil Reynecke completed a research inquiry: 'How can RTLB support teachers in their play-based learning assessments'. This report will be available to participating schools on request and the findings are relevant for RTLB and our Cluster schools looking to move forward with their play-based learning and/or begin this journey.

And There's More....

In addition to the projects highlighted above there are a number of RTLB initiatives currently running across the cluster with connect RTLB, Lead Practitioners, information and resources available through the website <https://www.rtlbcluster8.ac.nz/resources> including:

- Multi-agency Liaison
- RTLB Assistive Technology
- Learning through Adventure
- Special Assessment Conditions (SAC)
- On-going Resource Scheme (ORS) application support
- Bilingual Assessment (BAS)
- Specialist Support
- ASD Support and Online Resource Development
- Social Emotional Learning (SEL) Support and Resilience Programmes
 - Glasser Reality Therapy
 - FRIENDS Resilience
 - Emotional Intelligence
 - Bounce Back
 - Learning through Adventure
 - Cool Kids Programme
 - Growth Mindset
 - The Resilience Doughnut

Learning Support Delivery

In 2020 as the MoE Learning Support Delivery Model for communities of schools and the MoE Learning Support Action Plan are implemented as a new way of providing learning support, we look forward to supporting the first tranche of learning support coordinators and implementation of the learning support delivery model. Kāhui Ako/clusters of schools who have been allocated Learning Support Coordinators (LSCs) will be establishing their decision-making protocols and planning how they will respond to learning support needs in their community and RTLB look forward to working with our schools and Kāhui Ako to support this implementation.

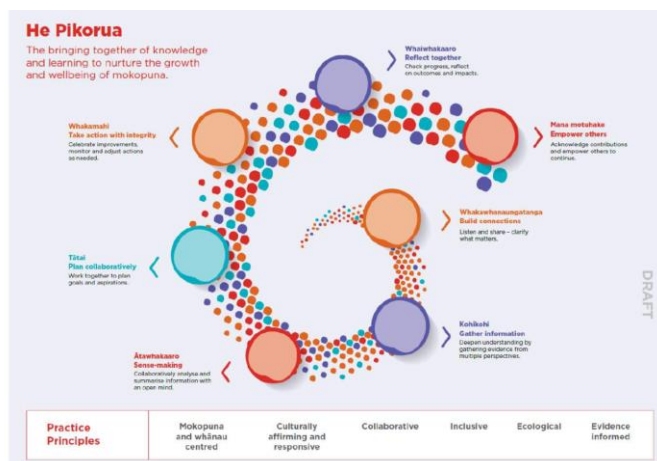
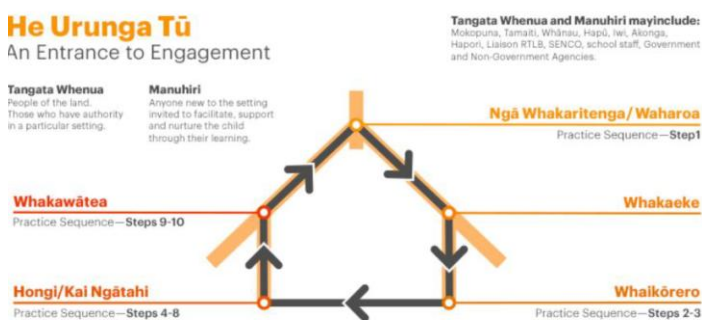
In response to the Tomorrow's School Review, the MoE Learning Support Action Plan, Learning Support Delivery Model roll out and the first tranche of Learning Support Coordinators, Cluster 8 RTLB continue to work innovatively and flexibly with MoE learning support, schools, Kāhui Ako and school communities. The below initiatives continue to be implemented, reviewed and refined:

- Kāhui Ako/Community of Schools support
- The website as a resource and connection hub
- The cluster wide learning support register
- Regular meetings of an RTLB and MoELS facilitation team
- The RTLB key school liaison role
- The Cluster 8 RTLB Response to Intervention (RTI) tiered support process is in place and being expanded to include a quick response service
- A greater focus and support for Tier 1 and Tier 2 universal systemic and targeted small group projects
- Multi-Tiered Systemic Support (MTSS) which encompasses the RTI model, Universal Design for Learning, Social Emotional Learning (SEL) and wellbeing support, professional development opportunities, PB4L (PBIS), IY and communities in schools.

One Practice Framework

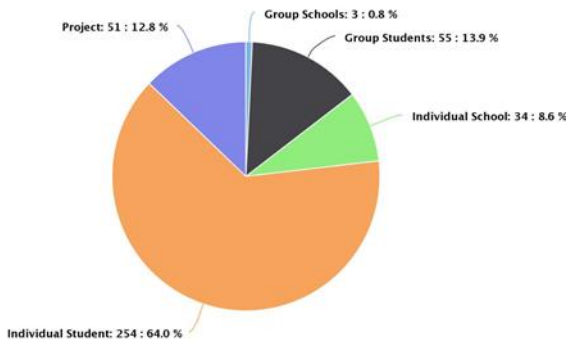
He Pikorua: one framework for practice has been developed to support Ministry of Education specialists and RTLB to work together in an integrated way and provide cohesive support to children and young people, and their families, whānau and educators. He Pikorua brings practitioners together alongside whānau and educators to support the learning and wellbeing of mokopuna. Examples from practice have been provided by RTLB and Ministry specialist staff to provide a small snapshot of the range of work undertaken. Development of this one practice framework has been a collaboration between the Ministry of Education (the Ministry) and the Resource Teacher: Learning and Behaviour (RTLB) service. We continue to work together on the development, consultation and implementation of the framework.

Cluster 8 RTLB Practice Leader Barbara Hannant has represented RTLB nationally on this project team with the development of He Pikorua. Titania McKenzie was selected as an RTLB representative to bring together local MoE and RTLB clusters establishing a local MoE and RTLB feedback group and connecting to the national project team for two consultations and feedback on the draft. Further development of He Urunga Tū as an integral part of He Pikorua, is being led by RTLB Pouwhirinakitanga.

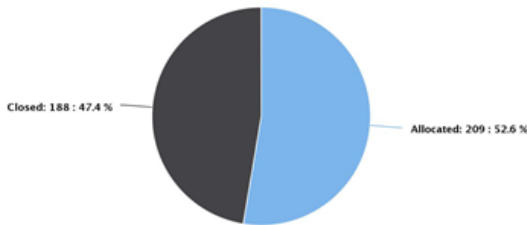


Referrals to 29.11.2019: 254 Individual Student, 54 Projects, 55 Groups of Students, 34 Individual Schools

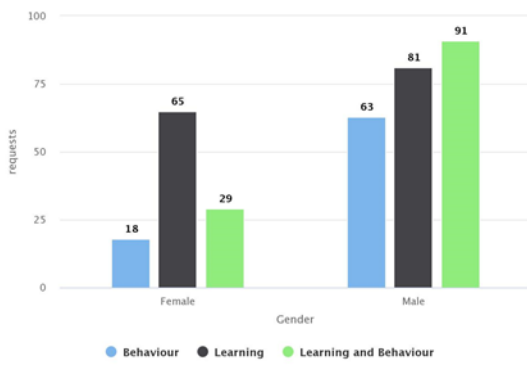
Requests per type – 01/01/2019 – 31/12/2019



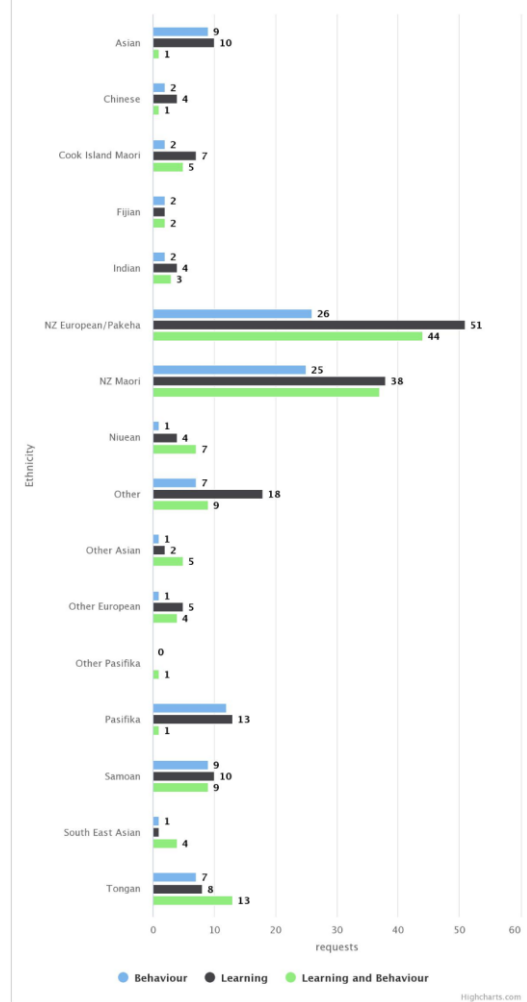
Requests per status – 01/01/2019 – 31/12/2019



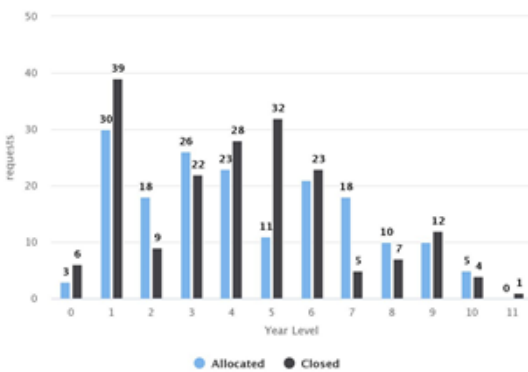
Requests per gender / target – 01/01/2019 – 31/12/2019



Requests per ethnicity / target – 01/01/2019 – 31/12/2019



Requests per year level / status – 01/01/2019 – 31/12/2019



2019 Student Outcomes to 29.11.2019

RTLb collect outcomes data on their interventions, case and project work as well as scaled evaluative feedback from intervention participants and stakeholders such as whānau/parents, teachers, agencies, SENCOs and students

Average Student Outcomes Māori

	Pre	Post
Managing self - Rangatiratanga:	2	6
Relating to others - Manaakitanga:	3	6
Participating - Tataritanga:	3	6
Learning Achievement - Whaiwahitanga (Thinking - Using language, symbols & texts):	2	5
Student Achievement - Overall:	2.5	5.8
Teacher Perception:	3	7
Home/School Partnership:	4	6
Strength of Evidence:		8
Practice Sequence Fidelity:		9

Average Student Outcomes NZ European

	Pre	Post
Managing self - Rangatiratanga :	2	6
Relating to others - Manaakitanga:	3	7
Participating - Tataritanga:	3	7
Learning Achievement - Whaiwahitanga (Thinking - Using language, symbols & texts):	2	6
Student Achievement - Overall:	2.5	6.5
Teacher Perception:	3	7
Home/School Partnership:	5	8
Strength of Evidence:		9
Practice Sequence Fidelity:		9

Average Student Outcomes Pasifika

	Pre	Post
Managing self - Rangatiratanga :	2	5
Relating to others - Manaakitanga:	2	5
Participating - Tataritanga:	2	6
Learning Achievement - Whaiwahitanga (Thinking - Using language, symbols & texts):	2	5
Student Achievement - Overall:	2.0	5.3
Teacher Perception:	3	6
Home/School Partnership:	3	6
Strength of Evidence:		8
Practice Sequence Fidelity:		8

Learning Support Fund (LSF) “supports interventions developed collaboratively with RTLB, targeting students in Years 0-10. It must be used equitably and can be used innovatively.” Learning Support Funding applications are within the context of current active RTLB referrals (individual, group, project etc.) and practice sequence. A range of support and/or resources can be applied for dependent on the case/project needs, analysis, goals and plan, if these services/resources are not available from any other source. The specialist support available through RTLB learning support continues to be highly valued as there is opportunity as part of the intervention plan to request specialist support such as:

- Educational Psychologist (Miriam Kauders)
- Speech Language Therapist (Ann Keesing)
- Counsellor (Jean Parkinson)

Learning Support Funding (LSF) received for 2019 for our 51 schools is \$ 193,264 (GST excl). As of 31 October 2019, funding of approx. \$ 184,471 has been allocated to schools in conjunction with funding for projects, project leadership and specialist support. This includes funding for:

- Incredible Years Programme
 - Behaviour Support and SWPB4L
 - Play Based Learning Programmes
 - High Learning Needs Support
 - ASD Training and Support
 - Friends for Life
 - Oral Language Project
 - Resilience Programmes
 - Early Intervention
 - Play Based Programmes
 - Feuerstein Instrumental Enrichment
 - Literacy and Numeracy Programmes
 - Specialist Support
 - IT and Assistive Technology
 - Learning Facilitators
 - Wellbeing Initiatives
 - Inclusive Practices
-