Blind and Low Vision Education Network NZ

**Te Kotuituinga Matauranga Pura O Aotearoa**

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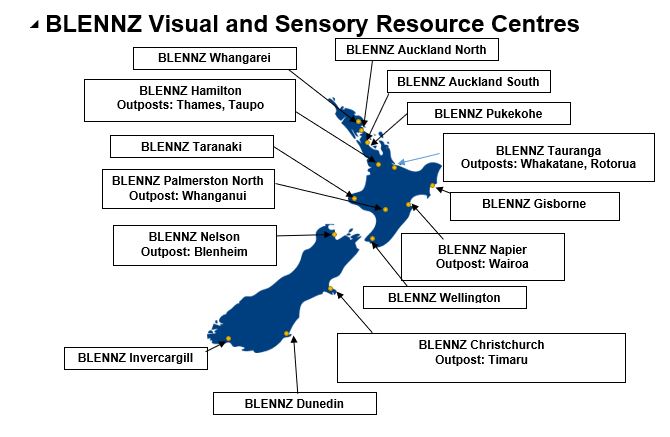
**A National Network of Services for Children and Young People**

# 2023 Charter – Part A

This document is accompanied by our 2023 Planning and Reporting document.

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# Who we are and where we are



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# Strategic Overview

| **Vision** **- Every BLENNZ ākonga is well prepared to achieve in life** |
| --- |
| **Mission - To enable ākonga who are blind, deafblind or have low vision to reach their full potential, BLENNZ provides quality education and specialist teaching services in partnership with whānau, educators and the wider community** |

| **Beliefs** | **Values** |
| --- | --- |
| * Parents and whānau are the prime educators in their child’s learning * Education is focused on the ākonga within the context of whānau, community and culture * Learning occurs through active engagement in meaningful environments * Ākonga have unique needs requiring specialist learning and teaching approaches * Ākonga have the right to equitable access to education * Ākonga have a right to belong and to realise their potential as participating and contributing members of society * Team collaboration promotes positive outcomes for ākonga | BLENNZ whānau includes ākonga, their whānau, educators and the wider community.  **Whanaungatanga**  At BLENNZ, we demonstrate whanaungatanga through valuing people by building relationships with whānau, prioritising time to get to know them and establish connections.  **Manaakitanga**  At BLENNZ, we elevate mana by showing respect for the emotional, spiritual, cultural, physical and mental wellbeing in the way we welcome, nurture and nourish people.  **Awhinatanga**  At BLENNZ, we demonstrate awhinatanga through the spirit in which we engage and empathise with each other by assisting the learning of ākonga and whānau.  **Kotahitanga**  At BLENNZ, we demonstrate kotahitanga through striving to reach consensus and unity of purpose, while acknowledging and respecting individual differences and perspectives.  **Ako**  At BLENNZ, we demonstrate ako through creating opportunities where we can learn from each other, recognising that everybody brings knowledge and that ākonga and whānau are intertwined. |

## BLENNZ Board of Trustees is committed to a network that continues to learn and develop, where:

* Ākonga are actively supported by BLENNZ to achieve their potential through the use of evidenced-based practices.
* Learning is enriched/improved through ongoing relationship development between BLENNZ, ākonga and their whānau.
* Ākonga learning is enhanced through the appropriate use of BLENNZ resources, systems and organisational relationships.

2022 – 24 BLENNZ Board are focussed strategically on the redevelopment of the BLENNZ curriculum committing to an explicitly inclusive bi-cultural BLENNZ Curriculum which enables ākonga to develop the life skills and attitudes necessary to prepare them for the world beyond school. Over the next 3 years there is a threefold focus including...

| **Goal 1:** All BLENNZ staff will demonstrate increased knowledge, skills and understanding with regards to integration of bi-cultural practice. | **Goal 2:** To review and revise the BLENNZ Curriculum (Expanded Core Curriculum) ensuring it reflects the intent of the national curriculum refresh, a bicultural and inclusive curriculum. | **Goal 3:** To work in collaboration with ākonga, whānau and teaching team to further develop the scope and integration of the BLENNZ Curriculum for O&M and daily living skills,, this will inform and further develop the services for DOM and Life skills resulting in a holistic approach which leads to enhanced outcomes of ākonga. |
| --- | --- | --- |

| We will evidence this by: | We will evidence this through: | We will evidence this by: |
| --- | --- | --- |
| The BLENNZ values are embedded in practice, this is evidenced through an explicit and shared understanding, and is clearly demonstrated by the teaching team through enhanced practice in their planning, implementation and engagement.  A progression of skill, knowledge and use of Te Reo and Tikanga in the work each person does. It is evident that Te Ao Māori and Tikanga are at the heart of what we do and Te Reo is normalised in our working world. | The BLENNZ Curriculum is refreshed and reflects the changes:   * of the National Curriculum refresh * in the Expanded Core Curriculum that meet ākonga * areas such as career and future planning, O&M, life skills sections and * adds in new areas if identified.   Ᾱkonga and whānau report an experience which is bicultural and inclusive and is holistic in its approach. | Data that reflects that BLENNZ is fully utilising the network to support provision of a consistent service including:   * ākonga and whānau engagement from birth to end of schooling * implementation by an informed sustainable workforce who partner effectively with those who have the greatest opportunity to influence ākonga outcomes * a holistic approach to learning is clear and   individual progress is evident. |

## 2022-24 Operational Goals

| Partnerships | Workforce development | Systems/Resources |
| --- | --- | --- |
| The BLENNZ model of partnership is embedded in the network in a sustainable way and becomes the network wide approach, that is congruent when working with ākonga, whānau, colleagues and allied organisations.  This will be based upon as explicit framework for working with others across our working world. | BLENNZ will develop and implement a new strategic planning approach for 2022 – 2024 for professional learning and ongoing development which reflects the three national curricula; and local BLENNZ Curricula.  This will result in a methodical approach to sustainable teacher development and refreshment within our teams. | Working with MOE, contribute to developing a resource that builds knowledge and understanding about digital access in schools with a view to informing decision making that promotes access for learning.  Work with Ministry of Education and BLVNZ to ensure resources (from hardcopy to electronic) are produced internally and externally, in partnership in a sustainable way that enhances access for ākonga.  Embed critical areas of responsibility within the roles and responsibilities of those who lead in areas such as: child protection and wellbeing to ensure a sustainable model of working. |
|  |  |  |
| Property |  |  |
| To establish and implement a property framework that ensures BLENNZ teaching and learning environments are fit for purpose and well maintained including:   * Homai Campus * Satellite provision and * Visual/ Sensory Resource Centres.   The framework will encompass both the areas we have full responsibility for while acknowledging the areas of interface with Regional and National MOE property teams. |  |  |

| 2022 – 24 Abridged – Strategic Objectives |
| --- |

| Year | 2022 | 2023 | 2024 |
| --- | --- | --- | --- |
| **Goal 1**  Biculturalism | **Runga** – Foundations, our relationship with community.    Termly Focus on each of the BLENNZ Value, i.e. Whanaungatanga with the iwi/hapu from your local area.  (Whānau Hui)  Investigation of what is available?   * Te Kura Tapa Whā * Mauri – Ora Programme   Introduce the Ministry of Education Framework Te Ahu o te Reo Māori to BLENNZ staff.  This will be a BLENNZ wide focus. | **Raro** - Cultural Practice | **Roto** - Bringing it to life   * Embedding in our teaching and learning at BLENNZ * Sustainability |
| **Goal 2**  Curriculum review | Exploration to determine where we are, what we have and where we might go - aligned with National curriculum refresh and changing needs of ākonga. | Creating revised curriculum. | BLENNZ local curriculum refreshed and activity shared across community internally and externally. |
| **Goal 3**  DOM Life Skills | * Consult with ākonga; whanau and teaching teams. * Review our current curricula and initiate refresh. * Scope and test provision based on the roles and interface that emerge. | Revised curriculum and provision is trialled. Emerging evidence will inform strengths and gaps in provision. | * Embedding in our teaching and learning at BLENNZ * Sustainability |

| 2023 Abridged Annual Plan – Strategic and Operational |
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## Strategic Objectives

## 1. Biculturalism - Objective 1:

2023 Objective 1:  We will work together with local tangata whenua and pan Māori communities both at Homai Campus and across the motu to develop shared understanding about the stories that form our history (our own and those of tangata whenua). We will develop a shared understanding about the values, morals and culture that influence how we work together and with our local iwi, hapu and whanau.

We will explore this through:

* 1. Pakiwaitara (Narratives)
  2. Te Reo Māori me ona Tikanga (Language and Protocols)
  3. Toi Māori (Māori Arts)
  4. Hiitori (History)
  5. Tamaoho Haerenga (Visits to significant places)

Providing authentic understanding and practice relevant to each team’s context.

## 2. Curriculum Review - Objective 2:

In 2023 we will undertake a review process to inform the development of BLENNZ Refreshed Curriculum document – what Ministry of Education refer to as the ‘Local Curriculum’. The review process will include:

* reflection of our current curriculum;
* the educational needs and contexts of BLENNZ ākonga;
* the vision of the National Curriculum Refresh; and
* the new content that has been developed in both early learning and compulsory schooling.

## 3. ECC DOM Life Skills - Objective 3

To refresh of the BLENNZ Curriculum Areas of DOM and Life Skills, based on the findings of 2022 refresh the curriculum areas of DOM and Life skills. Informed by this complete the development of the framework that underpins the provision of these BLENNZ Expanded Core Curricula areas

# 2. Introduction

## 2.1 Who we are

The Blind and Low Vision Education Network NZ (BLENNZ) is a national school that provides a network of education services to 1630 blind, deafblind and low vision ākonga throughout New Zealand from birth to 21, including those who have additional learning needs. BLENNZ was established as a national network of services in January 2005. It is one of the five specialist schools nationally that have been legislated to provide residential provision for ākonga.

The purpose of BLENNZ is to ensure that the education needs of ākonga who are blind, deafblind or have low vision are identified and appropriate programmes and services are available. It aims to support the government goals for education by enhancing education opportunities for its ākonga, facilitating access to and participation in the regular curriculum and developing skills for independence.

Historically blindness education services were provided either by the Royal New Zealand Foundation of the Blind (known as Blind Low Vision NZ) through the services based on Homai Campus, or by Visual and Sensory Resource Centres that were part of the state education system. In July 2000 Homai National School for the Blind and Vision Impaired became a state residential special school and in 2005 all of the services were amalgamated to form BLENNZ.

This amalgamation of services was achieved through many years of combined advocacy from parents, teachers, service providers and sector organisations, who expressed a strong desire for a unified, nationally coordinated system for service provision. BLENNZ aims to achieve such co-ordination and cohesion and to reflect the special character of the school through the following objectives:

* Development of nationally consistent practice which is evidence-based
* Implementation of the principles of the National Plan
* Learning and teaching in the Expanded Core Curriculum in the context of the Key Competencies, as expressed in the BLENNZ Curriculum
* Learning and teaching based on the Expanded Core Curriculum as a means of accessing Te Whāriki
* Determination, monitoring and review of ākonga outcomes
* Clear mechanisms for accountability
* Staffing levels within international benchmarks
* Improved access to services for children and their families/whānau
* Equitable, cohesive and seamless services.

BLENNZ is a national school with a national community, which includes ākonga, their whānau, Resource Teachers Vision and blindness educators, partner service providers such as the Blind Low Vision NZ, and blindness education sector groups including:

* Parents of Vision Impaired NZ Incorporated (PVI)
* Kāpō Māori Aotearoa New Zealand Inc and Te Whānau o Homai
* Association of Blind Citizens New Zealand Incorporated (ABC NZ)
* Deafblind Association NZ Charitable Trust

Collaboration with providers such as Blind Sports NZ are also connections we seek to actively pursue in the interest of ākonga.

BLENNZ also works in partnership with our Sensory School partner Ko Taku Reo to promote access and inclusion of ākonga who are deafblind through capability building and collaboration between our teams.

BLENNZ education services are provided from 15 locations including:

* BLENNZ Homai Campus, Manurewa, Auckland
  + Homai Campus School and satellite classes at:
    - James Cook High
    - Tamaoho School
    - Scott Point
  + Residential Services, short and long term courses and residential
  + Early Learning Services
  + National Assessment Services
  + Auckland South Visual Resource Centre
* Whangarei Visual Resource Centre, Tikipunga High School, Whangarei
* Auckland North Visual Resource Centre, BLENNZ Scott Point School, Hobsonville
* Pukekohe Visual Resource Centre, Tamaoho School, Pukekohe
* Hamilton Visual Resource Centre, Hamilton North School, Hamilton
  + Outposts in Otorohanga and Taupo
* Tauranga Visual Resource Centre, Bethlehem, Tauranga.
  + Outposts in Whakatane and Rotorua
* Gisborne Visual Resource Centre, Riverdale School, Gisborne
* Napier Visual Resource Centre, Henry Hill School, Napier
  + Outpost in Wairoa
* Palmerston North Visual Resource Centre, Awapuni Primary School, Palmerston North
  + Outposts at Keith Street School, Whanganui
* New Plymouth Visual Resource Centre, New Plymouth Girls High School, New Plymouth
* Wellington Visual Resource Centre, 27 Kowhai Road, Kelburn, Wellington
* Nelson Visual Resource Centre, Salisbury School, Nelson.
  + Outpost in Blenheim
* Christchurch Visual Resource Centre, Burnside, Christchurch.
  + Outposts at Oceanview Heights School, Timaru
* Dunedin Visual Resource Centre, 38 Riselaw Road, Carton Hill, Dunedin
* Invercargill Visual Resource Centre, Ascot Community School, Invercargill.

Where appropriate Sensory/Visual Resource Centres have established outposts, currently five, located to enhance access to ākonga.

## 2.2 Vision

Every BLENNZ ākonga is well prepared to achieve in life.

## 2.3 Mission

To enable ākonga who are blind, deafblind or have low vision to reach their full potential, BLENNZ provides quality education and specialist teaching services in partnership with whānau, educators and the wider community.

## 2.4 Intent

The general intent of BLENNZ is to provide a cohesive national infrastructure to support excellence in teaching and improved outcomes for ākonga who are blind, deafblind or low vision. It is a system based on collaborative partnerships between ākonga, parents, educators, the blind community and service providers. Interagency collaboration will be sought, particularly with the Ministry of Education, Blind and Low Vision NZ and Health and Disability Support Services.

It will be a system where practice is ākonga centred and whānau focussed. Services will be available at locations that enable most productive access and participation, with a range of programmes and services available to ākonga according to their educational needs. We seek to An and their right to learn and develop in an inclusive and enabling environment.

## 2.5 Resourcing

Resourcing for BLENNZ is documented annually in a **Resourcing Notice for the Blind and Low Vision Education Network NZ. This is developed in partnership between Ministry of Education and BLENNZ and is signed off prior to the end of each calendar year in preparation for the year ahead. T**he Resourcing Notice records BLENNZ’s resourcing for the current school year. It outlines the basis of the resourcing received, sets the purposes for which funding can be used and explains the payment, reporting cycle and processes.

## 2.6 Māori Dimension & Cultural Diversity

The Board have signalled their commitment, through the BLENNZ Strategic Goals to focus on BLENNZ lifting its performance in this area. To fulfil the commitment of the strategic objective in 2022 BLENNZ will start by focussing to:

- Runga – the foundations of the change, our relationships with community.

- Our values, there will be a termly commitment on each of the BLENNZ values i.e. Whanaungatanga with the iwi/hapu from your local area.

- Teams will focus on the resources that are available to them with the intention of becoming familiar with what is available and reflection on how this can be utilised within the work we do. Examples of resources include but are not limited to:

* Te Kura Tapa Whā

This will be a BLENNZ wide focus.

To ensure that BLENNZ meets its obligations under Te Tiriti o Waitangi and provides a safe and welcoming environment for all ākonga and whānau Māori, it will:

* Consult and work in a collaborative partnership with Kāpō Māori Aotearoa New Zealand Inc, and Te Whānau o Homai (a Homai based support group)
* Consult and work in a collaborative partnership with parents/whānau of Māori ākonga
* Ensure that the Board of Trustees has a Tangata Whenua appointee, selected by a panel that is representative of consumer-driven Kāpo Māori and whānau organisations
* Provide support to Te Whānau o Homai to host manuhiri and events on the Homai Campus
* Provide appropriate support to ākonga and whānau Māori in both immersion and regular education settings, including accessible format and functional vision assessment materials in Te Reo Māori. Will provide a learning environment where:
  + Families and whānau are confident in the ability of the BLENNZ teaching team to meet the needs of their children and young people
  + Inclusive practices are evident in everyday actions and activities
  + Children and young people and their whānau are actively involved in decisions about their learning and education pathways
  + Children and young people are safe and happy in their learning and supported to attend their education place of choice.
* Continue to support Ministry of Education initiatives to promote achievement of ākonga Māori.

The aim is that we will continue to sustain and grow:

* Active Whanau group
* Powhiri
* Kaumatua invited to events/occasions (when possible again)
* Karakia and waiata
* Te reo me ngā Tikanga Māori is integrated throughout the school
* Māori legends and texts available in accessible and tactile formats
* Te Reo Māori Functional Vision Assessment available and more widely utilized
* Growth in Te Reo facilitated with measures over time assessed against the MoE framework Ngā Taumata o Te Ahu o te Reo Māori

**School will:**

In 2023 BLENNZ will build and strengthen staff understanding to promote cultural and educational practices that support ākonga achievement. School will engage with our māori community and with māori organisations (including Blind Low Vision NZ and Kāpō Māori Aotearoa New Zealand Inc) which provide support to tamariki and their whānau.

Reflection on practice will be based on participation in programmes, the use of Te Reo in classrooms and schoolwide activities that are embedded in practice.

The School will engage with ‘Mahi Pai’ an educational platform to learn Te Reo and New Zealand Sign Language in an unique approach supported with visual, auditory and kinaesthetic strategies.

Through the use of selected imagery and cultural movement, our ākonga will be supported to explore our cultural heritage through waiata, ancestral stories and active play.

In recognition of the importance of our bicultural values, school planning will include deliberate acts of teaching to reflect the BLENNZ values of Whanaungatanga, Kotahitanga, Manaakitanga, Awhinatanga and Ako.

Te Kura Tapa Wha, an indigenous model of wellbeing, is the school framework for action that supports equity in māori achievement.

# 3. Services

In 2023 the Blind and Low Vision Education Network NZ will provide services through a range of services. All work to establish and sustain purposeful intentional partnerships based on empathetic action, promoting early identification and referral, quality assessment, active learning in authentic contexts, using routines-based approach from the beginning. Teaching and learning is informed by evidence and research, adapted to be culturally appropriate to Aotearoa NZ. Members of these teams will also form collaborative partnerships to inform and provide assessment, immersion and professional learning and development opportunities both internally and externally as needed.

Our Services comprise:

* School Services
* Regional Services
* Residential Services
* National Assessment Service
* Administration Services

## 3.1 School Services 2023

### 3.1.1   Homai Campus School

The Homai Campus School is a specialist school for blind, deafblind and low vision ākonga, including those with additional disabilities.  It will provide programmes of teaching and learning in the Expanded Core Curriculum in the context of the Key Competencies of the New Zealand Curriculum as expressed in the BLENNZ Curriculum.  Older ākonga leaving the school are supported by BLENNZ staff and appropriate outside agencies to facilitate transition to a post school life.

Inclusion in the school programme may be short, medium or long term. Admission will be dependent on both meeting the documented criteria and on the ākonga IEP team determining it to be the best placement.

### 3.1.2 James Cook High School Satellite

The James Cook Satellite classes will provide a programme based at a local secondary school for a group of young people who have some barriers to learning in addition to their blindness or low vision.

### 3.1.3 Tamaoho Satellite

The BLENNZ Homai, Tamaoho Satellite has capacity for two classes of ākonga of primary age. This centre is co-located with BLENNZ Pukekohe Visual Resource Centre.

### 3.1.4 Scott Point Satellite

The BLENNZ Homai, Scott Point Satellite has capacity for three classes of ākonga of primary age.. This centre is co-located with BLENNZ Auckland North West Visual Resource Centre.

### 3.1.5 Future Satellite Provision

Further planning is underway in collaboration with the Ministry of Education, Auckland based Network team, and the MOE National Network team to ensure pathways of learning are available for ākonga attending BLENNZ satellite as they reach secondary age.

## 3.2 Regional Services

BLENNZ Resource Teachers Vision work in a range of settings including homes, Early Learning, Primary and Secondary settings. Teachers work alongside our Developmental Orientation and Mobility Specialists. They work collaboratively with bilingual and māori immersion settings to promote and enable access to learning for ākonga, in a manner that works with the kaupapa of the Kura or Kōhunga reo.

Both DOM and RTV are providing an itinerating service, this specialist teaching team are based at BLENNZ Visual Resource Centres and their respective outposts, and offer a range of provisions including direct teaching, advice and guidance, group sessions and professional learning opportunities.

All teaching teams are supported through our team of senior leaders who operate at a national and regional level, working collaboratively to lead and inform practice in their respective areas of specialist knowledge and skills.

### 3.2.1 Visual / Sensory Resource Centres

96.3% of BLENNZ ākonga are living at home and being educated in their local community. BLENNZ will provide specialist educational support to these ākonga through Resource Teachers Vision and Developmental Orientation and Mobility Instructors who are based in Visual/Sensory Resource Centres.

**Key services may include:**

* Assessment and evaluation, including functional/sensory vision assessment
* Early intervention services
* Direct programmes of teaching and learning in the Expanded Core Curriculum in the context of the Key Competencies, of the New Zealand Curriculum and the strands of Te Whāriki for children in early childhood centres and local schools
* Facilitation and consultation with early childhood and class teachers, other professionals and relevant agencies
* Professional development for class teachers and paraprofessionals
* Education and support programmes for parents and families
* Provision of accessible format materials in partnership with Blind Low Vision NZ
* Access to resources and technology

Visual Resource Centre staff will work in collaboration with regular and specialist educators, and alongside therapists including those with skills and expertise in working effectively with Māori whānau and Pasifika families. Their relationships with Blind Low Vision NZ Services, Ko Taku Reo, together with local MOE service offices, will be effective and ensure cohesive and collaborative provision of services.

Each Centre will continue to develop effective partnerships with relevant health providers, such as Low Vision Clinics, Disability Support Services, Needs Assessment Services and Audiology Services.

BLENNZ promote a network wide, consistent and coordinated approach to both early learning and Developmental Orientation and Mobility.

### 3.2.2 Early Learning Services

In support of a consistent, network wide approach we have established an Early Learning Service known as BELS (BLENNZ Early Learning Services). Emphasising the construct of placing the child within the context of whānau centred practice from the beginning of their journey with BLENNZ.

This teaching team work intentionally to establish and sustain partnerships that promote consistent pedagogy and practice in early childhood through:

* Online support
* Face to face and online modelling, mentoring and coaching – adjusting their role in the partnership depending on their partners need.
* Immersion courses for parents/ caregivers
* Professional learning and development.

The service provides information online (hard copy as appropriate) for advice for parents, educators and internal workforce development.

### 3.2.3 Specialist Services including DOM

BLENNZ provides specialist services including Developmental Orientation and Mobility (DOM) for ākonga whose resourcing is aggregated to BLENNZ. In these cases BLENNZ will facilitate the referral process for assessment and programme provision for specialist services such as occupational therapy, physiotherapy. These services are provided on the basis of a Memorandum of Understanding between BLENNZ and Ministry of Education.

BLENNZ DOM work closely with BLENNZ RTV to build knowledge and competence to enable safe role release and provide ākonga the greatest opportunity to learn through modelling and oversight of programmes with teaching teams and parents.

This may include both face to face and online support. The team also develop resources and provide professional learning and development opportunities to build competence, confidence in the interest of ākonga.

## 3.3 Residential Services

Residential facilities based at Homai Campus enable BLENNZ to bring together ākonga, whānau and educators to build knowledge, skills and networks within an accessible environment. It provides a rare opportunity for this low incidence population to experience learning in an environment that is designed to enable access and reduces isolation.

On campus we have three residential facilities: Whare Nikau; Titoki Whare and The Batch.

Whare Nikau provides accommodation for ākonga attending weeklong assessments, specialist secondary school and transition programmes, short term and longer term programmes of teaching and learning.

Whare Titoki offers both teaching and accommodation spaces. The ground floor offers two learning spaces for both the longer-term Transition programme and Short Term Immersion Courses. The second floor offers communal kitchen areas which can be utilised effectively for teaching and learning it also has some overflow accommodation to complement Whare Nikau. In 2022 part of the upper floor was redeveloped to establish a small flat which provides opportunity to promote skills in independence.

The Bach enables BLENNZ to provide accommodation for adults visiting the campus in support of ākonga, assessment, teaching and learning, at a cost effective rate.

### 3.3.1 Immersion Courses

Residential facilities are available for short-term immersion courses of learning and teaching in the Expanded Core Curriculum for groups of ākonga with similar needs. From time to time when numbers make it fiscally responsible they may be provided off campus.

In 2023 BLENNZ intends to offer 17 residential on campus courses and 5 online courses, 4 Child and Whanau courses and 3 Staff Professional Education Programme (PEP) courses more may be added if needed.  These courses will be led by different groups of Resource Teachers Vision from throughout the network, according to their areas of particular strength and expertise. Teams may include where relevant, specialist colleagues from allied organizations such as the Blind and Low Vision NZ (aka Blind Foundation), Blind Sports NZ or members of the blindness community who have the relevant skills and experience.

### 3.3.2 Transition Programmes

Residential placements will be provided to ākonga in the Transition Pathway Programme.  The Transition Pathway Programme is a long-term immersion option which will provide an opportunity for young adults to develop the skills they require to enable them to make a successful transition to life beyond school. Programmes in the Expanded Core Curriculum will be coordinated across school and residential settings, with the residential programme also providing specific social and learning programmes in accordance with ngā ākonga Individual Education or Transition Plan and learning pathways developed with family, to further develop their independent living skills. They will work through a programme over the course of a year and depending on progress may have the opportunity to live in a supported flatting situation as they make the transition to their life beyond school. For some this may include working towards employment, tertiary study, life in community, flatting and/or supported living.

### 3.3.3 Residential

Residential placements may also be provided support to ākonga access to educational settings, including ākonga attending Manurewa High School and James Cook Satellite class.

All ākonga accessing longer term residential programmes are required to meet the criteria as outlined in BLENNZ policy.

## 3.4 National Assessment Service

The National Assessment Service provides educational assessments locally and regionally.

Comprehensive assessment is carried out by a transdisciplinary team that includes family members and professionals knowledgeable in the developmental and educational implications of blindness and low vision. This team includes specialist teachers, therapists and health professionals.

Assessments are Individual Plan (IP), Individual Education Plan (IEP) and Individual Transition Plan (ITP) focused and support developmental and educational planning. They include:

* Homai Campus based assessment, in collaboration with families and Resource Teachers Vision
* Assessments provided off-campus in collaboration with regional teams. This enables growth in the capability and capacity of regional assessment teams and build education-health linkages nationally.

## 3.5 Administration Services

Administration Services will provide support to the other service strands. A range of administration services are grouped together to achieve the most effective, efficient, accountable and flexible use of the available resources.  There is also significant delegation within national guidelines, of work responsibilities, financial and other resources to regional sites.

Administration services include:

* Administration
* Secretarial
* Finance
* Human Resources
* Property
* Site coordination
* Network coordination
* Catering

## 3.5 Property

### 3.5.1 BLENNZ Homai Campus

The redevelopment of the Homai Campus school and residential buildings was completed in August 2011, and the extension to the Titoki building in March 2012 and more recently in 2022, through SIP funding, and investment this space was further developed to accommodate the changing needs of ākonga.

In 2014 the development of an outdoor learning environment including both new playgrounds and gardens for the Homai Campus School and Homai Early Childhood Centre was initiated with the vast majority of the development completed in 2015.  This initiative was made possible through the significant support and commitment of The Potter Masonic Trust and Freemasons and culminated in a formal opening in 29th May 2015.  The Outdoor Learning Environment (OLE) continued to be developed through the considered allocation of BLENNZ resourcing and the ongoing generosity of Freemasons in 2017. It now includes an astro turf sports area, a courtyard and water feature. All of these features incorporate rich learning opportunities. In 2022 four pieces of outdoor fitness equipment were replaced with more durable models for the outdoor environment.

In 2021 a basketball court was added to the OLE. The old swimming pool has now been handed over by the Ministry of Education to Blind & Low Vision NZ (BLVNZ). The new pool facility is now completed the building also includes a room for students to access gym equipment.

BLENNZ Homai Campus includes two residential facilities, provided by Ministry of Education, which enable residential provision and one facility that is the responsibility of BLENNZ. Residential facilities include: Titoki Whare; Nikau Whare and The Bach. Titoki was refurbished by the MOE, Nikau was a new build in 2011 by the MOE as part of the new school build, and The Bach was transferred to BLENNZ by the MOE following the completion of the new school. In 2022 BLENNZ applied for and was granted School Investment Project (SIP) monies to upgrade the teaching spaces in Titoki, BLENNZ added some accumulated funds to this to enable adaption of the accommodation space upstairs to provide a small flat, promoting independent living for those transitioning from school.

Redefined boundaries between BLVNZ and BLENNZ have been agreed upon in principle by the parties concerned, as well as the Ministry of Education, however we are still awaiting final documentation. In the meantime BLENNZ and BLVNZ have partnered together to establish new fence lines and access to and from their respective grounds. BLENNZ is also liaising with the Ministry of Education when necessary in relation to the establishment and building of a new Kura on its western boundary.

BLENNZ also has responsibility for the Tauranga Sensory Resource Centre, a standalone facility.

### 3.5.2 Resource Centres

Reinstatement of a National Strategic Group in respect to Capital Sensory Works occurred at the end of 2021 and has continued to meet monthly in 2022. This draws together MOE and the Sensory Schools (BLENNZ and Ko Taku Reo), to promote proactive approach to property and enhances congruence between Property teams at National and Regional level.

The group operates across three areas:

* Considering roll growth and proactive planning to inform national network development
* Establishment and maintenance of Property Occupancy Agreements that are fair and reasonable
* Problem solving to address matters that need an immediate response.

Staff shortages within MOE Property teams has meant progress was slow in 2022, however at this time progress has been made as follows.

Details in table below will be confirmed and updated before submitting to the MOE 1 March 2023.

| Resource Centre | Priority | Refurbish | Relocate and Refurbish | Rebuild | Outpost / Situation | POD Date and Status |
| --- | --- | --- | --- | --- | --- | --- |
| Whangarei VRC | Very Low |  | Completed |  |  | Locate |
| Auckland North VRC  and Satellite | Very Low |  |  | Completed |  | Not at this time  Scott Point Host School |
| Pukekohe VRC and Satellite | Very Low |  |  | Completed |  | December 2021  Tamaoho Host School  Signed by all parties |
| Hamilton Sensory | Very Low |  |  | Completed | Taupo – Established Base  Otorohanga - base | May 2022  Hamilton North SS Host  Signed by all parties |
| Tauranga Sensory | Medium |  |  | Completed  Space issues | Whakatane – No base  Rotorua – Temporary Base with Ko Taku Reo | BLENNZ Site |
| Gisborne VRC | Very High |  |  |  |  | Riverdale School Host |
| Napier VRC | Medium |  |  |  | Wairoa – Established base  Refurbishment planned | Transfer of Assets 2005  Henry Hill School Host |
| Palmerston North Sensory |  |  | Completed |  | Whanganui – Established base Keith Street | April 2022  Awapuni School Host and  May 2021  Keith Street School Host |
| New Plymouth VRC |  |  | Completed |  |  | July 2014  MOE signed |
| Wellington VRC | Very Low |  |  | Completed |  | Not at this time  Kelburn Normal School Host |
| Nelson VRC |  |  | Temporary relocation completed | New Build initiated design process underway | Blenheim – Temporary base | March 2021  Salisbury School Host  No MOE signature |
| Christchurch VRC | Med |  | Temporary long-term location |  | Timaru – Established base  West Coast – Established base | Long term lease through Colliers |
| Dunedin VRC |  |  | In progress | Completed |  | April 2022  Sara Cohen Host  no MOE signature |
| Invercargill VRC | Low/Med |  |  |  |  | Believed to be 2010  Ascot Host School |

The above information has incorporated the status of the Property Occupancy Documents which was a focus of the MOE Sensory Schools Property Group team. Progress has been made however it is clear that there is still work to be undertaken in this area, however this has been impacted by change and loss of staff within the MOE property group.

## 3.6 Contractual Arrangements with the Ministry of Education

For 2023 the services of BLENNZ will be provided through a Ministry of Education Resourcing Notice which records BLENNZ’s day school and residential resourcing entitlements as well as the network’s additional national service funding. BLENNZ’s Annual Plan, Annual Report and Resource Notice Reporting will be the basis for addressing the accountabilities relating to this resourcing.

## 3.7 Health, Safety and Wellbeing

BLENNZ is committed to meeting the requirements of the Health and Safety at Work Act 2015 to do what is “reasonably practicable” to keep workers and others healthy and safe. BLENNZ will continue to have strong policies and regular monitoring and review processes in place to ensure that there are systems to identify, assess and manage risks ahead of any harm and remove or reduce those risks “so far as is reasonably practicable.”

# 4. Procedural Information

The 2023 BLENNZ Charter will be available in an accessible format on the BLENNZ website for people and organisation to access and download. Braille and large print copies will be made available upon request.

# 5. Charter Ratification

This Charter has been ratified by the BLENNZ Board of Trustees and was submitted to the Ministry of Education by the 1 March 2023 together with the 2022 Analysis of Variance.

# 6 Guiding Documents

Within the context of Aotearoa New Zealand the documents that guide and inform our practice include:

* Tirititi o Waitangi
* United Nations Rights of the Child
* New Zealand Disability Strategy 2016 – 2026
* A National Plan for the Education of Learners Who Are Blind and Vision Impaired in Aotearoa / New Zealand Revised 2009: For Early Childhood and Compulsory Sector Learners