

## **How to apply for funded assistive technology**

### **Title slide:**

How to apply for Assistive Technology funding

### **Narrator (Tess) in a class of students (facing camera)**

Assistive technology can support a student's presence, participation, and achievement in many different ways.

*(Panning across students in class)*

Although it may look similar, it is different from the technology used everyday in the classroom as it enables a student to do things they cannot do without the technology, or helps them do things better than they can without it.

### **Narrator (voice over) showing a student with brailnote**

Despite the ever-increasing use and sophistication of today's technology in schools, the Ministry of Education recognises that some students still need specialised devices over and above what is available in most classrooms.

### **Narrator (Tess) in front of whiteboard**

School students may be considered for assistive technology funding if they are supported through any of the current Learning Support services.

*(List showing on whiteboard)*

These include:

- Ongoing Resourcing Scheme (ORS)
- Speech-Language (Communication) service
- Behaviour and Support service (BSS)
- Services for Blind and Low Vision
- Services for Deaf and Hard of Hearing
- Physical disability support service (PDS)
- School High Health Needs Fund (SHHNF)
- In-class support (ICS)

### **Narrator (Tess) voice over**

*(Laptop screen showing MoE website Assistive technology page)*

Funding may also be available for students receiving specific additional learning support through their school. You can find more information about this category on our website.

*(AT team, student and whānau sitting at table around laptop)*

Identifying which assistive technology would be a good fit for a learner requires a team approach. When you, the student's support team, whānau and often the student, are considering assistive technology options, you will use the first part of the Ministry of Education's assistive technology assessment and application form to document information about your student.

*(Screen showing SETT; student appearing on screen)*

This form uses the SETT framework to guide you through how to determine what is the best device, software and/or apps for your student's identified learning needs.

*(S is highlighted in SETT; showing student)*

'S' is for the student and asks for details about who the student is and what has led the team to consider assistive technology.

*(E is highlighted in SETT; student standing outside learning environment)*

'E' stands for the learning environment. This means the classroom as well as the school, including its resources and features.

*(T is highlighted in SETT; showing student writing a letter)*

'T' is for the learning tasks that the student is currently working on. These may be goals taken from the student's Individual Education Plan, or IEP.

*(T is highlighted in SETT; showing student using an Ipad with clicker-like software)*

The second 'T' stands for the tools likely to enable the student in this learning environment to complete the learning tasks required.

*(Screen showing Ready, SETT, Go!)*

Ready, SETT, Go!

**Narrator (Tess) showing ipad and external keyboard (facing camera)**

Now it's time to trial the device/equipment/technology and see if it does the job.

Just like you wouldn't buy a pair of shoes without trying them on, your student and team will need to trial the equipment you think will work best.

*(Narrator holding shoes and ice skates)*

After all, it's no good if you need these (*sneakers*) but end up with those (*ice skates*)!

So try the items on for size and gather some evidence to show it is just what your student needs.

**Narrator (Tess) voice over**

*(Three students facing camera holding assistive technology tools and showing their bubbles of achievement)*

How? By collecting samples showing what the student can achieve without the equipment and then comparing them to what the student can achieve using the equipment.

## **Narrator (Tess) with MoE person (local assistive technology coordinator) (facing camera)**

The trial process is crucial so if you get stuck we can help.

Your local Assistive Technology Coordinator is available for advice and guidance in all aspects of the process. Contact your closest Ministry of Education office for more support.

## **Narrator (Tess) voice over**

*(Images of assistive technology application forms)*

Once you have pre- and post-trial work samples and have completed the Ministry AT assessment and application form, attach the quote from the suppliers of the items you've recommended and send it all to your local Assistive Technology Coordinator for funding consideration.

*(Image of person in front of laptop showing application forms on screen)*

The moderation team will review all assistive technology applications and let you know what the outcome is.

Following a successful moderation, the funding goes directly to the school to purchase the items that were successfully trialled.

*(Student facing camera – frown turning into a smile)*

The result? One happy and successful student.

*(ta da!!! balloons)*

## **Narrator (Tess) in front of learning environment (facing camera)**

*(Visit our website [www.education.govt.nz](http://www.education.govt.nz))*

For further information on the application process, and to find out if funding may be available for the student you are working with, please visit our website or contact your local Ministry of Education office.