

Common language for the standardised learning support register (sLSR)

In 2019 we worked with SENCOs, principals, RTLB, Ministry staff and whānau to design the types of information that would go in the standardised learning support register.

The most important fields will be mandatory with drop-down menus to choose the most appropriate term. We have created a common language that you can use. This common language is listed in the tables below.

Working with the common language

A major benefit of the common language is that you won't have to develop your own language as a cluster. Clusters who have developed their own registers have said the most time-consuming part is agreeing a consistent way to collect data. It will also mean that in future information will be able to travel with learners, and the next school or kura will have a consistent understanding of their needs.

When you are working with an individual, the most important thing is the descriptive information specific to them and their context. This can be captured as notes. At the same time, in the mandatory fields you will need to choose the closest term you can find to describe that person's situation. When your cluster is looking across all the learners, the information you record will ensure that your cluster can see a clear picture across your population of learners and have meaningful conversations about how to support them.

This document is to help you to start using the same fields and language in your own register, which will make it easier for you when the standardised learning support register becomes available. Training and guidance is also available to help you get started.

Further development of the language

- This common language is a starting point only. To develop the standardised register, we needed to start somewhere.
- We understand that there are sensitivities around language. We have landed on the current language through a co-design process. People who will be using the standardised register told us that they need the language to be easy to understand and use in order for it to be effective.
- Our focus is on what will best ensure that learners receive the support they need. We received feedback that plain, clear language is most likely to result in learners getting the support they need.
- You will have an opportunity to provide feedback on the language. We will consider the feedback and look to make changes so that it works better for everyone.

Area of Need, Support Need & Sub-Need

There will be plenty of space to record detailed information about the learner and their specific circumstances to help you when you're working with individuals and their teachers. These mandatory fields ensure need is visible at the cluster level.



At the cluster level, the area of need and support need are the categories you're most likely to use. If a particular need includes a third category (sub-need), all three categories are mandatory.

We are aware that some categories need further development. In particular, we will need to add more detail in the reading, writing and numeracy areas. We need to better understand how to capture the range of needs that can occur across the education pathway as some learners miss out on key progressions in their learning.

Area of Need	Support Need	Sub-Need
Cognition and Learning	General learning challenges	Attending and focusing
		Processing information
		Memory
		Following instructions
		Planning
		Sequencing
		Persevering
		Making choices and decisions
		Self-perception as a learner
		Playing and Imagining
		Inventing and experimenting
		Reasoning and problem-solving
	Reading	Phonological awareness
		Comprehension
		Other reading needs
	Writing	Transcription ¹
		Other writing needs
	Numeracy	Number sense
		Other numeracy needs
	Advanced learner / gifted	
	Hyperfocus ²	
Social, Emotional and Behavioural	Emotional regulation	Managing emotions/self-control
		Expressing emotion
		Recognising emotion
		Resilience
	Social awareness	Showing empathy
		Managing peer relationships
		Personal space
	Externalised behavioural responses	Physical aggression
		Verbal aggression
		Running away
		Oppositional
		Managing anxiety (externalised response)

¹ Recording thoughts into writing.

² Becoming fixated on a single task or interest and doing it for extended time periods, in some cases not paying attention to anything other than the area of interest.



Area of Need	Support Need	Sub-Need
Social, Emotional and Behavioural contd.	Internalised behavioural responses	Managing anxiety (internalised response)
		Low mood/depression
		Eating
		Self-harm
		Low energy and motivation
		Socially isolated/withdrawn
	Substance abuse	
	Attendance and engagement	
Speech, Language and Communication	Using language	
	Understanding language	
	Social use of language	
	Speech ³	
	Fluency	
	NZ Sign Language	
	English language learner/emerging bilingual	
	Cultural and linguistic diversity needs	
Sensory needs	Vision	Low vision
		Blind
	Hearing	Hard of hearing
		Deaf
	Sensory needs	
Physical	Mobility – accessibility	
	Motor Skills	Fine
		Gross
	Medical	
	Chronic pain	
	Self-care (e.g. toileting)	
	Activity	Hyperactive
		Hypoactive

Priority of Support Need

The priority of need is also a way of flagging to the cluster how urgent it is that a need is responded to. Some needs have a bigger impact on the learner's wellbeing or ability to access the curriculum, so this gives you an opportunity to flag how urgent it is.

Priority of Support Need
Non-urgent
Semi-urgent
Urgent

³ Making speech sounds clearly so that others can understand.



Diagnosis by a Healthcare Professional

This optional piece of information is an official diagnosis by a healthcare professional that a student has received, that relates to the support need the student has presented with. If an official diagnosis by a healthcare professional has been received, you will be able to upload supporting documentation, and if needed, add additional free text information about the student's official diagnosis.

Diagnosis Type	Diagnosis Sub Type
Neurodevelopmental	Attention Deficit Hyperactivity Disorder
	Autism Spectrum Disorder
	Developmental learning disorders e.g. dyslexia
	Developmental speech or language disorders
	Disorders of intellectual development
	Foetal alcohol syndrome
	Other neurodevelopmental disorders/developmental anomalies
Medical	
Mental health and behavioural	Anxiety or fear-related disorders
	Disruptive behaviour or dissocial disorders
	Feeding or eating disorders
	Mood disorders
	Other mental health disorders
	Schizophrenia or psychotic disorders
	Stress related disorders
	Substance abuse or addictive behaviours
Physical	
Sensory	Blind or vision impaired
	Deaf or hard of hearing
	Other sensory impairment

Learner Status

Another optional piece of information that can be included is learner status. In the standardised register, learner status records whether a learner is active or archived. Some learners' records may be archived because they had a support need, but that need has been addressed so they don't need to show up to the cluster as being on the register. Archiving means that their record is still in the system if they need further support later.

Learner Status
Active
Archived



Response Provider (External Response)

Response provider – which service provider is supporting the learner (for an external response)

Response Provider (External Response)
Cluster organisation
MOE
MOH
NGO
Oranga Tamariki
Other
RTLB
RTLit
RT Māori

Response Status (External Response)

Response status – whether the response is still active or has finished (for internal and external responses)

Response Status (External Response)
Active
Closed

Funded By (Internal Response)

Funded by – record funding source if applicable.

Funded By (Internal Response)
Board funded
Not applicable
SEG ⁴

Internal Response Status

Response status – whether the response is still active or has finished (for internal and external responses)

Internal Response Status
Closed
Monitoring
Observing

⁴ Special Education Grant



Response Type and Response Detail

The type of response — how are you supporting them, for example is it an internal response (within the school or early learning service) or is it an external response (the Ministry or another organisation providing a service?) Is it professional learning and upskilling for teachers or is it accessible technology like screen reading software or similar?

Response Type	Response Detail
Accessible technology	
Adaptation for access	Curriculum
	School Property
	Other adaptation for success
In class strategies / school	
Professional learning and upskilling	
School financial support	
Specialist support	MOE specialists
	Other agency / NGO specialists
	Support from community
	Support from Iwi
	Other specialist support
Teacher aide support in the classroom	To support and reinforce learning
	For help undertaking personal care tasks
	Other teacher aide support in the classroom
Universal design	Curriculum
	School property
	Other universal design

Tier of Response

Tier of response – whether it is universal, individual or targeted (for an external response)

Tier of Response
Individual
Targeted / group
Universal

