INTENSIVE WRAPAROUND SERVICE
APPLICATION

GUIDELINES

The information in italics provides guidance for the use and completion of this Application

The information contained in this document is confidential to the parents and/or caregivers of the child concerned, and to members of the team working with, and for, the child and family or whanau. This information can only be used for the purpose(s) for which it was gathered and it cannot be shared with any agency or individual not represented on the team, without consent of the child's parent(s) and/or caregiver(s).

IDENTIFYING INFORMATION

Name of child /young person:	*Include all known names to enable easy location on database*
Date of birth and age at submission of application :	*Including the age at the date of application enables the Panel to quickly see the age of the student*
Gender:	
Ethnicity:	
Iwi (if applicable):	
Parent(s)/ Caregiver(s) name:	*Please include both parents where possible and if in the care of CYFS, include current care giver*
Address(es):	*This would be the current care giver address*
Contact Phone Number(s):	*For current care giver*
Email address(es):	*For current care giver*

ASSESSMENT TEAM INFORMATION

Date of completing this application:	*Indicate the date at which the application was finally complete*
Lead person Name and Role: (MoE or RTLB)	*This should be the same person as making the application*
Lead person contact details: (Address, phone and email)	
Assessment Team: (Names and roles)	*Only include names and roles at this stage*
Date of submission to IWS:	*Date actually sent to the PB4L Co-ordinator*

CURRENT EDUCATION AND SERVICE PROVISION

School/facility attending:	*Current school and if out of school, indicate most recent school and date of leaving*
School year group:	
Core Special Education Service: (MoE or RTLB)	*Which of these services is leading the provision*
Date entering core service:	*When did that provision start?*
Other agencies involved (Include lead name and contact details):	*Other agency names, role and email contact only*

CONTEXT AND BACKGROUND HISTORY

REASONS FOR IWS REQUEST (brief explanation of the circumstances that led to this application):
Brief bullet points to summarise the key points that indicate why this application should be made at this time. This is not a "history" but should be relevant to the identified needs of the student.
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SOURCES OF INFORMATION
This application assessment is based on information obtained from the following sources:

Data Source	Date	Data Gathering Method
E.g. School SENCo, parent, student, file etc.		*E.g. Interview, group discussion, observation, psychometric assessment etc.*
[Add rows as required]		

RELEVANT BACKGROUND INFORMATION
Bullet points that describe RELEVANT information in the background and history of the student. This may include early childhood experiences, parent or family/whānau issues, medical conditions diagnosis that the assessment team considers may have impacted on the presentation of current difficulties.
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HISTORY OF SCHOOLS ATTENDED (or attach ENROL print out if appropriate)
This information may be available on ENROL and may be attached to the end of the application

Name of school	Date from and to	Reason for leaving
[Add rows as required]		
Comment if reqd: *It may be relevant to comment on the circumstances for any reasons for changing school, or moving district etc.*		

DESCRIPTION AND HISTORY OF PRESENTING ISSUES
These bullet points may need to include details of exactly what the issues are, how they appear to observers, how long they have been presenting, how severe they are, how often they occur.
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INTERVENTIONS TO DATE AND OUTCOMES (attach all previous intervention plans and reviews)
Give details of the type of intervention; when and for how long it was implemented; brief indication of whether it was effective and if not, why not. This must include work carried out by the current Core Special Education service but should also include interventions provided by other agencies or services where appropriate.

Name of intervention	Started	Duration	Delivered by	Outcome evaluation
E.g. Social Skills group				*Not completed due to lack of school staff available*
[Add rows as required]				
Comment if reqd: *It would be useful to gain an understanding of any underlying reasons why interventions may have failed in the past.*				

ASSESSMENT

INFORMATION ON CURRENT ASSESSMENT OF KEY COMPETENCY AREAS (including strengths and areas for development)

This needs to give the Panel a picture of where the student is actually functioning in all areas of their life. It is important to identify strengths as these can be potential areas on which to build successful interventions. Areas for development are not necessarily "needs" but may be identified to support targeted intervention.

Competency area	Description of current function across all life contexts
Tinana; Physical health and wellbeing, temperament, energy levels, awareness of and respect for safety of self and others	**Current situation** *To include information about:* *Physical health and results of any checks (sight, hearing, motor skills), height and weight, activity and energy levels, attitude towards other and their property, awareness of danger to self and others* **Ongoing unmet need**
Hinengaro: Mental health, thoughts and feelings, motivation and inspiration, ability to access academic learning, cognitive functioning, communication and understanding	**Current situation** *Include information about:* *Thinking about their place in the world, motivation to succeed, ambition to do well now and in the future, attitude to learning and school activities, ability to access learning in the classroom, ability to understand and express self both verbally and non verbally* **Ongoing unmet need** *This is to identify areas from the previous section that are identified as issues that are impacting on the student's ability to be fully engaged and participating in their learning and development across all contexts.* *In each area give a brief indication of any key issue that is impacting on the student and that is not being addressed through any support already in place.*
Hononga: Relationships and friendships, connectedness to whānau, social functioning, sense of belonging,	**Current situation** *Include information about:* *Social skills and ability to make and maintain friendships both in and out of school, willingness to engage in social activities, awareness and involvement with family/whānau and iwi, knowledge and understanding of cultural heritage* **Ongoing unmet need**
Mana motuhake: Self-concept and belief, attitude and spirit, resilience, confidence, cultural pride and security	**Current situation** *Include information about:* *Self esteem and belief that things could be better, preparedness to change, confidence to try new things and seek ways to get better, sense of self and safety as part of a wider community* **Ongoing unmet need**
Ngā tākaro: Recreation and leisure activities, community engagement	**Current situation** *Include information about:* *Description of preferences and level of engagement in enjoyable activities in and out of school, ability to access preferred activities* **Ongoing unmet need**
Developmental progress: Physical/motor, language/communication, cognitive, emotional literacy, social skills, independence and life skills	**Current situation** *Include information, where relevant, about:* *Where development has been delayed or disordered and to what extent this is impacting on the ability to participate in normal daily activities at home and in school. May include physical, visual or auditory impairment, intellectual impairment, self care and independence skills, social communication and ability to express needs* **Ongoing unmet need**

CHILD /YOUNG PERSON'S VIEW AND PREFERENCES
This should be based on actual direct discussion with the student and if not possible through observation and interpretation of their behaviour. It should give the reader an indication of how the student feels about their current situation and what support they would like to be able make things better

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PARENT/CAREGIVER/WHANAU VIEW
Parents/caregivers must be invited to share their views on how the student may be supported to be able to participate fully in their learning and development in to the future

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PRIORITIES FOR INTERVENTION

Based on all the information gathered, identify the key issues that would be considered by the student, parent family/whānau, school and other agencies, as top, middle and low priority for intervention

Priority level	Description of priority area linked to assessment and ongoing needs
Top	
Middle	
Low	

(Any additional analysis information may be submitted)

Applicants are invited to attach any other documentation that is considered to be helpful to the panel in making a decision in respect of the needs of this student

Application prepared and presented by:

Indicate the name and role of the person completing the application

Sign and date the application

Copies of application to: (Parent/carer, school, other agencies)

Ensure that all parties have had an opportunity to contribute to and read the final application before submitting to the Regional Prioritisation Panel. It is essential that parents/caregivers agree with the content of this application. If necessary time should be made to read through and discuss the content with an opportunity to edit prior to submission.

Please submit by email attachment to your local PB4L co-ordinator:

Northern: Grant Malins grant.malins@minedu.govt.nz

Central North: Rowan Jamieson rowan.jamieson@minedu.govt.nz

Central South: Graeme Jarratt Graeme.jarratt@minedu.govt.nz

Southern: Helen Vear Helen.vear@minedu.govt.nz