



## Introduction

Papatoetoe Intermediate School is a 'mainstream' school that caters for intermediate aged students living within the stated school zone. Being classified as 'mainstream' indicates that we provide educational facilities for the 'majority' of students.

On our school site we do have three 'satellite classes' that provide for about 30 students who are enrolled at Mt Richmond Special School. That school only accepts enrolment for children who are allocated Ongoing Resource Funding (ORS) and who live within the enrolment zone stated for Mt Richmond. Mt Richmond has a large number of students currently enrolled at their school and they do have a long waiting list for enrolment. Whanau are advised the following:

1. they should start the enrolment to that school as early as possible if they ever want their child to attend  
And
2. that students of intermediate age are unlikely to be accepted into Mt Richmond Special School as enrolled students, due to the large numbers of ORS funded children who enrol from the age of 5 years old

Papatoetoe Intermediate School has no authority as to the acceptance of students into the satellite classes. That is entirely the discretion of Mt Richmond Special School.

Papatoetoe Intermediate School is committed to enrolling and providing for every child whose parents wish to enrol them at our school regardless of their capabilities or developmental needs. Currently we do provide for students with high needs both within mainstream classes and in 'Room 10' a classroom established for students with very high needs.

On enrolment, and while students attend our school, we must consider if our school is able to manage, and assure the safety of, each individual student along with the safety of other students and staff members. We do follow strict guidelines and put systems in place if these things, for any reason, cannot be assured.

*If whanau are wanting their child, who is allocated ORS funding, to enrol at our school we have developed the following guidelines designed to help them make some decisions:*

## Enrolment into a mainstream classroom

Papatoetoe Intermediate School has a long history of providing high quality inclusive education for students who need high levels of support to access the curriculum and make progress at school. Our school has a well-developed Learning Support Department with a Learning Support Leader, ESOL and Learning Support Teachers who provide both in-class and withdrawal support to teachers and students. There are also many Teacher Aides working in classes alongside teachers and students.

Individual Education Programmes (IEP) are developed and, as students transition into our school, individualised and group transition programmes are developed to support the child and their whanau get to know the staff and school environment. To facilitate the transition into our school, planning meetings are held, sometimes prior to actual enrolment, (with the whanau's inclusion and support) with the current school's staff, our school staff and required MoE staff members or therapists. This ensures that key relationships are formed, the communication is effective, the school environment is checked and any additional needs notified and addressed and our school staff well informed about the supports an individual child needs. Of course we can only meet reasonable requirements and are sometimes constrained by money and expertise.

Our school has a large number of classes upstairs so consideration is given to access and mobility needs, ramps and outdoor spaces, the numbers of students using entrances and exits etc. A teacher or 'Whanau Group' is often selected on enrolment and sometimes our staff members are able to get to know the student and their whanau prior to the start of the new school year. Visits to our school are arranged and 'learning stories' sometimes provided for use over the summer school break to help prepare the child to start at Papatoetoe Intermediate School.

The safety of students and staff is our priority. ORS funded students transitioning into a mainstream class with 25 or more pre-teen children and just one teacher do need to be able to manage the demands of the classroom, with the support of a TA, for some of the time they are at school (usually ORS funding covers around 10 hours of TA support each week). On transition, our school may fund additional TA hours for a short period of time to ensure the child is settled and coping well. In 2026 there are 5 ORS funded students fully integrated into mainstream classes.

These students exhibit the following capabilities

- Able to follow simple instructions
- Able to copy what their class mates are doing
- Able to manage the noise and unpredictability of a classroom environment
- Able to ask for help, communicate distress, without resorting to aggression
- Able to manage friendships/connections with other children
- Able to relate/communicate/ listen to their teacher or TA
- Able to engage in an activity
- Able to manage evacuations and safety procedures, with support
- Able to manage both eating and toileting independently or with minimal TA support

### **Entry into 'Room 10' Papatoetoe Intermediate School**

Papatoetoe Intermediate School now has a 'special' class established to support ORS funded students who do not meet the above criteria on transition into our school or who need additional support on transition into mainstream classes. This class has an allocated teacher and TAs who provide more intensive support, designed to support the transition, provide a safe, focused environment where children are supported to learn the required skills to support inclusion into mainstream provisions. Students learn to:

- Settle daily into class and predictable routines
- Relate/ communicate/ listen/ respond to their teacher or TA
- Follow simple instructions
- Engage in an activity
- Manage a level of connection with other children
- Ask for help, communicate distress, without resorting to aggression
- Manage evacuations and safety procedures, with support
- Copy what their classmates are doing
- Manage the noise and unpredictability of a classroom environment
- Manage both eating and toileting independently or with minimal TA support

Students in Room 10 are also 'mainstreamed'. When they are settled and able, they do attend other classes for a range of lessons (e.g. mathematics, literacy, library, technology and arts, PE and health, cultural activities etc) as they are able. They do this with TA support.

Our school aims to have all students, including ORS funded students with high needs, to be integrated and included in mainstream activities and classes. This includes the students in Room 10 and the students in the Mt Richmond satellite classes. All students share the same playground breaks, have opportunities to attend technology and arts classes, attend whole school assemblies and school events. Therefore, even with the options of students belonging to Room 10 and being in the Mt Richmond classes, there are some safety and health considerations that must be considered by whanau as they enrol their children at our school or they are placed at the satellite classes.

### Things to consider

- Our school currently cannot keep children locked into the school site and there are significant environmental risks nearby - ponds, busy main roads, industrial sites.  
*If your child is attending our school can we be assured they will not climb fences, duck out the gate, run onto the road, push through reception onto Great South Road? Can we restrain them? How will they respond to our staff members if restrained?*
- We have around 750 other students and around 90 staff members.  
*What are the risks for your child managing the large number of people they will be exposed to? How does your child communicate with strangers? How do they communicate when under pressure? Will they lash out or run away? Will your child be safe - will others be safe?*
- Schools need to practice evacuations and emergency procedures.  
*How does your child respond to alarms and sirens? Will they be able to evacuate or follow safety procedures? Will your child trigger alarms? How would you want us to manage this?*

### Finding other provisions

Our school works with the Ministry of Education to ensure that all ORS funded students at our school have access to speech therapy, occupational therapists etc. the Ministry also allocates psychologists who provide guidance, support and training for staff.

We are also able to undertake dual enrolment with Te Kura (Correspondence School) if your child needs a 'slow transition' into our school or cannot attend whole days. From time to time we provide 'home learning' for children needing this support (perhaps for whanau or health reasons).

Health School: some students have extended leave from school due to health concerns and requirements. For these students they are sometimes able to access the Health School provision, offered through the hospital support systems.

### Who to contact

On enrolment and transition at school: Lynn Corderoy (AP) [lynnc@papint.school.nz](mailto:lynnc@papint.school.nz) OR Donna Young (DP) [donnay@papint.school.nz](mailto:donnay@papint.school.nz)

Once your child has a selected class: Lynn Corderoy (AP) [lynnc@papint.school.nz](mailto:lynnc@papint.school.nz) OR the classroom teacher or Whanau Leader (contact details on the school website)

If your child is going to attend Room 10: Lynn Corderoy (AP) [lynnc@papint.school.nz](mailto:lynnc@papint.school.nz) OR Melanie Willis (Classroom Teacher) [melaniew@papint.school.nz](mailto:melaniew@papint.school.nz) OR Tracy Prout (AP) [tracyp@papint.school.nz](mailto:tracyp@papint.school.nz)