Information for parents and caregivers of children with special education needs

Services and support in special education for children at school

NGĀ RATONGA ME TE TAUTOKO I TE MĀTAURANGA TAUWHĀITI MĀ NGĀ TAMARIKI I TE KURA
This booklet outlines the services and support that are available to support you and your child if your child is at school and has special education needs.

The diagram on page four sets out the range of support that is available for your child, and this support is then explained in more detail.

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Introduction
If your child is about to start school, this can be an exciting time. A new world is about to open up with wonderful opportunities for them to grow and learn.

If your child has special education needs it’s only natural that you’ll worry about them getting the right support so they can get the most out of being at school.

Every child learns in different ways and at different rates. If your child doesn’t appear to be learning in the same way as other children, or is having difficulty with speaking, seeing, hearing, moving about, or with their behaviour, you’ll want to know if there’s a problem and what can be done to help them.

Most of all, like all parents, you’ll want your child to be able to join in, to learn and to be happy.

The Ministry of Education, Special Education is here to work with schools and families to help this happen successfully. Our services are funded by the Government and are free.

Remember, specialists are not your only supports. It’s important to also develop other support networks around your family.

Whānau and community support
It’s very easy to rely solely on paid specialists and become isolated. It’s important to form a circle of supporters/friends around your child who are focused and committed to them.

The combined energies of a group of people can become a powerful force in your child’s life. They can also give you as parents energy, and help you remain connected and supported within your whānau and community.

Supporters can be family, whānau, friends, neighbours, community representatives, people from local clubs, support workers – anyone who cares enough about your child to give their time and energy for free; anyone who wants to help your child achieve their dreams and their potential.

Their contribution can be in the form of providing a range of experiences, practical help, problem-solving, information-gathering, listening, providing advice or sharing knowledge, being allies or advocates. Their support can be informal or formal – they can meet regularly with your child and with you and have a plan and focus to what they do. This is not a service plan, but a plan for how your child wants to be and how they want to live their life.

It takes time to set up a strong circle of supporters and it will evolve and change as your child does. You can approach whānau, family, friends, your child’s school/kura, neighbours, local clubs and sports groups, voluntary organisations and community groups and even local employers as your child gets closer to leaving school. Check out our information sheet on Support organisations and useful contacts to connect with local organisations in your community.

“My hopes and dreams for Patrick are the same as for my other children – that he reaches his full potential and he’s happy and well balanced. I don’t ever want to limit him to what I think he might be able to do. I want to keep dreaming big.”

Jenny
What if I think my child needs help?

Working out if your child needs help
Talk about your concerns with the people who can help or who know where you can get further advice.

Working out what kind of help your child needs
Talk with the people who have the specialist knowledge to help work out your child’s needs.

The type of support your child might get
Once you know what your child’s learning needs are, there is a range of services and support available, depending on how much support they need to help them learn.

The terms ‘moderate’, ‘high’ or ‘very high’ needs are special education terms. These words are only used to describe how much help your child will need to join in and learn alongside the children in their class.

If your child has moderate needs the school will support them in a range of ways using school-based funding and services. Your school can also access resource teachers for behaviour and learning, hearing and vision, or the Ministry of Education’s Physical Disability Service.

If your child has high needs they might receive additional support from the Ministry of Education through a range of schemes and services:
- Ongoing and Reviewable Resourcing Schemes (ORRS)
- School High Health Needs Fund
- Severe Behaviour Service
- Communication Service.

Your child might receive help from a speech-language therapist, psychologist, occupational therapist or physiotherapist, special education advisor, kaitakawaenga/Māori advisor, or an adviser on deaf children.

If your child has high needs, you might also be able to get help from the Ministry with transport to school, extra equipment and with modifying school buildings.
Working out if your child needs help

Every child learns in a different way. By the time your child starts school you’ll usually know if they need extra learning support and they might already be receiving help. But this is not always the case.

If you think your child needs extra support, or you’re concerned about their progress, you can talk to:

- your child’s teacher
- their school principal
- the Special Education Needs Coordinator (SENCO), if the school has one
- someone in your local Special Education office.

These people can recognise if your child needs extra support. This might involve someone:

- talking with you, your family/whānau and others who might care for your child
- asking you about your observations of your child and their developmental history
- observing your child in different places, for example, in the classroom or playground
- talking with your child
- carrying out formal tests
- looking at your child’s ability to learn what’s being taught in the classroom
- looking at the learning environment and at who can support them in their classroom
- looking at how your child learns, for example, do they work better when information or instructions are written or spoken
- looking through your child’s drawings or schoolwork
- looking at any records your child’s teacher has kept about their activities and learning
- asking you about other information you have from health specialists that might be helpful.

Through some of the above you will be able to find out whether your child needs:

- different styles of teaching to help them learn
- help from a specialist
- special equipment to help them learn, see, hear, or to help them move around.
HE AHA TE KURA TIKA MŌ TAKU TAMAITI?

Which school is right for my child?

You have a range of choices when it comes to enrolling your child at school. Discuss your child’s needs with his or her support specialists, disability groups, and other parents. Listen to their advice — but remember, at the end of the day, you know your child best.

Ask for a copy of our booklet, Starting School for more information about choosing a school.

Local schools

The Education Act 1989 makes it clear that every child from the age of five has the right to go to their local school and that this right applies equally to children with special education needs.

The New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities also support children with special education needs having the same right to go to school as every child.

Most children with special education needs will be in regular classes and have extra help provided by the school.

If your child has high needs, the school will approach Special Education to provide direct help for them.

You and your child should be made to feel welcome when approaching any school to enrol. If your local school has an enrolment scheme, then your child usually has to live within the school’s enrolment zone.

If you feel a school is being unwelcoming or is reluctant to enrol your child because they have

special education needs then this is of concern to the Ministry. Please let us know at Special Education if this happens to you — call and ask to speak to the district manager at your nearest district office (see contacts at the back of this booklet).

Schools must make sure children have a safe physical and emotional environment. If this involves making changes to buildings, the school will work with your local Ministry of Education office to provide this support.

Special schools, satellite classes, and special units within regular schools

If your child has high needs, they might be able to go to one of the 28 special day schools around the country. There are also residential schools and health schools, each helping children with different needs.

Children with high needs might also be able to go to a special class, sometimes known as a satellite class. These are run by a special school but sit on the grounds of a regular school. Some special schools also offer a special education mobile teaching service where children with high needs can be enrolled in their local school but are taught by specialist teachers from the special school.

If you’re interested in enrolling your child in a special school you will need to have what is known as a Section 9 Agreement – Section 9 of the Education Act covers enrolment at special schools.

Some regular schools also have units that provide specialist support for children with special education needs. Your child can move between regular classes and the unit.

Special Education staff will give you the information you need to help you work out the best option for your child.

Te Kura (The Correspondence School) and home schooling

Te Kura offers distance learning in certain circumstances. You can also choose to home school your child and there might be extra support available to help you.

Our schools are expected to be open and welcoming to every child whatever their ability. Every child stands to benefit from the experience of learning alongside a child with special education needs, just as children with special education needs will learn a great deal from their peers.
How special education works

The role of the Ministry of Education, Special Education

Special Education is one part of the team that might work with your child from birth through to when they leave school. Our staff might work directly with your child, but more often we will support schools, teachers and you to work with your child.

If your child is one of the small number of children with high needs (around three per cent of children) we might provide help from specialists or support your child’s teachers.

Schools provide support for the majority of children with special education needs. The Government funds schools directly to provide this support. You will find more about this on the following pages.

The type of support your child might get if they have high needs

If your child has high needs, Special Education directly funds a higher level of support for

- ORRS
- School High Health Needs Fund
- Severe Behaviour Service
- Communication Service

Moderate to high level needs

(4% of school-aged children – 40,000 – 60,000 children)

- Supplementary Learning Support
- Resource Teachers: Learning and Behaviour
- Special Education Grant
- Regional Health/Hospital Schools
- Moderate support for Physical, Hearing, Vision

Early childhood

(5% of children 0 – 5 years – 12,500 children)

- Early Intervention

Te Kura (Correspondence School)

Special Education School Transport Assistance

Assistive Technology and Equipment

Property Modifications
them through one of the following schemes or services.

If your child is not already receiving an Early Intervention service, they will need to be referred to Special Education by your school and meet certain criteria.

Discuss your child’s needs with their teacher and/or principal and they can work with you to fill out application forms.

If your child is at an independent or private school or is home schooled, they might still be able to receive the following support.

- **The Ongoing and Reviewable Resourcing Schemes (ORRS)**
  These schemes provide funding for your child that can be used for:
  - extra support from an additional teacher
  - support from specialists
  - support from a teacher’s aide
  - funding for small items your child might need (known as consumables).

You will need to work with your child’s teachers and specialists to apply for ORRS.

Your child might receive support under these schemes until they are 21.

There are two schemes your child might be eligible for:

1. **the Ongoing Resourcing Scheme (ORS)** – ORS funding stays with your child throughout all of their schooling because their needs are expected to remain at the same level throughout this time.

2. **the Reviewable Resourcing Scheme (RRS)** – RRS funding is reviewed after three years because your child’s needs are expected to change over time.

For more detailed information see our information sheet *The Ongoing and Reviewable Resourcing Schemes.*

- **The Severe Behaviour Service**
  The Severe Behaviour Service has a team of specialists that schools can call in to help if your child is experiencing severe behaviour difficulties. Our behaviour teams have specialist knowledge, strategies and experience and will provide advice and support.

- **The Communication Service**
  Special Education employs speech-language therapists and support staff who can support children who have difficulties with talking, listening and understanding language. A speech-language therapist assesses your child’s communication skills to work out what kind of support they need. They might work directly with you and your child, and offer advice to you and your child’s teachers on the best ways to work to improve your child’s speech and language. The focus of this service is on children in their first three years at school, although some older children might receive help. Speech-language therapists might also train teachers to identify communication problems and adapt classroom programmes to meet your child’s needs.

**I think easily the greatest thing I've achieved is being head boy. Here I am today and I've done what I thought I couldn't do. If I could go back in time and talk to myself when I first started high school I'd probably say to myself, 'If you think you can't do something just think the complete opposite'.**

Zane, student previously receiving ORRS
for you, your family/whānau and your child’s teachers.

- **The School High Health Needs Fund (SHHNF)**
  This provides funding for a teacher’s aide if your child has a medical condition that requires special care in order for them to be able to attend school safely. For example, if they have frequent serious seizures, or need specialised medical equipment, such as oxygen bottles or tracheotomy tubes.

**The people who might work with your child**

If your child is supported by any of the services mentioned above, the following people might work with them, depending on their need:

- speech-language therapist
- occupational therapist or physiotherapist
- psychologist
- special education advisor
- adviser on deaf children
- teacher’s aide
- support worker.

**The type of support your child might get if they have moderate needs**

Except for the small number of children with high needs, funding goes to schools to provide support for children with special education needs.

- Your child’s classroom teacher is the most important resource available to help your child learn. They might be supported at school by a Special Education Needs Coordinator (SENCO). This person can work with you and your child’s teacher to develop a suitable programme for your child.
- Your child’s teacher might also be supported by resource teachers, or other services and support that the school buys through its Special Education Grant.

**The Special Education Grant**

All schools receive an operations grant to provide for all the children in their school. In addition, schools receive a Special Education Grant (SEG) to support children with special education needs. The amount each school receives is based on how many children it has and its decile ranking. Schools have flexibility over how they spend their Special Education Grant, based on the needs of the children in their school. Schools might use their grant for:

- resources and materials
- training for teachers on issues relevant to children with special education needs
- extra services. Extra services are those provided by psychologists, behaviour consultants, physiotherapists and other specialists. They could include specialist advice, or might be more ‘hands-on’ such as help with teaching and running training seminars
- additional teacher or teacher’s aide time.

**Resource Teachers: Learning and Behaviour**

Groups or ‘clusters’ of schools can call on resource teachers. Resource Teachers: Learning and Behaviour (RTLB) are trained teachers who work with children experiencing learning or behaviour difficulties. They might provide your child’s

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**How do I apply for funding and services?**

Schools will have all the information on the special education funding and support that’s available. Talk to your child’s teachers or call the Special Education information line on 0800 622 222 or talk with staff in your local Special Education office about getting the support that will best meet your child’s needs.

For more detailed information, see our information sheets on the relevant service.
classroom teacher with special teaching strategies, they might introduce class or school-wide programmes, or they might work directly with your child or small groups of children.

Your school will know how to get resource teacher support, so talk to your child’s classroom teacher.

Vision support
If your child has a vision impairment or is blind, your school can call on specialist teachers called Resource Teachers: Vision.

Hearing support
If your child has a hearing impairment or is deaf, your school can call on Resource Teachers: Deaf or advisers on deaf children to work with teachers and your child. You can also get support for your child from a deaf resource person from the deaf education centres (Kelson and van Asch).

Supplementary Learning Support
If your child has high ongoing needs (but not high enough to receive ORRS) and already gets special education support through their school, they might be able to get Supplementary Learning Support. This provides extra teacher or specialist time. Learning support teachers are available for about half a day a week. They work closely with your child, their class teacher and the teacher’s aide. This is a limited fund that is only available when there are vacancies. RTLB and supplementary learning support teachers can let you know when there are vacancies.

The Physical Disability Service
Schools can access this service for your child through Special Education. Physiotherapists and occupational therapists provide support if your child has a physical disability. They work out ways to support your child to take part in school activities such as physical education, technology, caring for themselves, and using classroom equipment and materials. They will work out whether your child needs special equipment to help them walk, write and to use their hands for small, detailed tasks.

Your child might also be able to get the following support
Adaptations to school buildings
The school can apply for funding from the Ministry of Education if it needs to change school buildings to cater for your child’s physical needs, such as widening doors to allow wheelchair access. You will need to discuss the details of this with the specialists, including physiotherapists and occupational therapists, who work with your child and the school.

Help with transport costs
If your child needs help with transport between home and school for mobility or safety reasons, they might be able to get Special Education School Transport Assistance (SESTA) to get to the nearest school able to meet their needs. For more detail see our factsheet Special Education School Transport Assistance (SESTA) or talk to your child’s school.

Help with assistive technology – resources and equipment
Assistive technology is any equipment, such as computers, overlay keyboards, software, switches, mobility equipment and other devices or technology that might help your child learn and move around their school.

Your child might be able to get assistive technology funding as well as other special education support.

What if my child is turned down for extra support?
The funding and support that is available can be complex and depends on many factors. Talk with your child’s teachers about other forms of support that might be available. You can also talk with someone at your local Special Education office.

The people in special education who might work with you, your child and their school

- Additional teachers are available if your child receives support under ORRS. They are employed by your child’s school and the amount of time they’re available to work with your child depends on the level of your child’s needs. Additional teachers
work directly with the class teacher to coordinate, plan and support your child’s learning.

- **Advisers on deaf children (AODCs)** can help if your child is deaf or hearing impaired and needs to use hearing aids or special equipment. They can provide information about the full range of options for developing language and communication, including New Zealand Sign Language. They might work with you and your child and give your child’s teacher advice on learning programmes and equipment.

- **Kaitakawaenga** or Māori cultural advisors can work with your child’s team and your whānau if you or your child identify as Māori. They help everyone work in culturally appropriate and responsive ways.

- **Occupational therapists (OTs) or physiotherapists (PTs)** work with your child if they have a physical disability that affects their ability to learn and participate in the classroom, and they receive ORRS or the Physical Disability Service. They can assess your child’s needs and provide advice to teachers and your family.

- **Psychologists** or **special education advisors (SEAs)** work with your child if they have behavioural or learning needs and are ORRS funded. They can help work out what might be contributing to your child’s difficulty and what support they’ll need. They can help you and your child’s teachers develop strategies to improve their social and other skills.

- **Speech-language therapists (SLTs)** can help if your child has difficulties talking, listening, and understanding and using language. They will assess your child’s abilities in order to work out what kind of support they need. Speech-language therapists might work directly with your child as well as offer advice to both you and your child’s teachers. They might also provide a programme of activities for each of you to work on with your child.

- **Support workers** work with your child one-on-one under the direction of the Ministry’s specialist staff. Support workers are usually employed as part of your child’s Communication Service or Severe Behaviour Service.

- **Teachers’ aides** are employed by the school and support your child’s classroom teacher by working one-to-one with your child, providing them with support for their learning programme, or working with a small group of children. This is done under the direction of their classroom teacher.
About Individual Education Plans (IEPs)

If your child is found to have high needs, they should have an Individual Education Plan.

This is a written plan that outlines your child’s goals and how your child can reach those goals.

Your child’s school organises the IEP meetings. You can talk with the school about who you want at IEP meetings. They will usually include you, your child’s teacher, and any Special Education staff or other specialists. You can have as many or as few people at IEP meetings as you wish. You will play an important part in this team because you’re the person who knows your child best and what’s happening in their life. You might also want to take along another family member or support person.

During this meeting, which will be organised by your child’s school, you’ll be able to inform the team about your child’s strengths so that you can set short- and long-term goals together. Your child’s IEP will also identify:

- teaching strategies that will support your child to learn
- resources or special equipment your child needs
- who will be working with your child and what their role will be
- how you and family/whānau members can support your child’s learning at home
- the time it’s likely to take for your child to reach their goals and ways to check that they’re making good progress.

Your child’s IEP should be reviewed at least twice a year. This should be done in a meeting between you, your child’s teacher, and any other support people or specialists involved with your child. This meeting will record your child’s learning progress and what their next goals will be. You will receive a copy of the updated plan after each meeting.

If you have any concerns or issues with the IEP process, talk to the school or your key worker.

“The meetings are very crucial to success. One big meeting has its place and it’s helpful, but smaller, regular, relationship building meetings are really important. It steps up trust of the communication pathways which are best for your child.

There’s value in people being committed and responsive to the amount of meetings that are required to set it up for success. They provide a sense of community around your child.”

Support Worker
Support for Māori children

Special education support is available for your child at all state schools, including bilingual and immersion units in regular schools, kura rumaki, kaupapa Māori kura and in kura kaupapa.

If you or your child identify as Māori, Special Education has kaitakawaenga or Māori cultural advisors. Kaitakawaenga will work with you, your child’s teachers and specialists to draw from and include strengths, such as whānau support, and help all of us to work in meaningful ways that respect your child’s culture and identity.

We also have Pouārahi-Ā-Takiwā (district Māori advisors) in each of our district offices who can work with you and your whānau if you need help or are unfamiliar with Special Education. Our regional teams also have Pouwhakarewa (regional Māori advisors) who can assist our staff to help you and your whānau.

Resource Teachers: Learning and Behaviour: Māori, also focus on learning support that meets the cultural needs of your child.
Support for Pacific children

If you or your child are of Pacific Island descent, Special Education staff will work with you and your child’s teachers to develop and deliver a programme that helps your child and respects your culture.

If you need to talk to someone in your own language, please let us know. You can contact the Ministry’s Pasifika education coordinator and/or migrant coordinator at your local Ministry of Education office. We can arrange for a translator to assist if necessary. We can also arrange to use the Language Line translation service if you wish to discuss your child’s needs in your own language by phone.

Resource Teachers: Learning and Behaviour: Pasifika, also focus on learning support that meets the cultural needs of your child.
Support for new migrants and refugees

If you’re a new migrant or refugee and your child has special education needs and is already in a New Zealand school, there might be funding or support available through the school or Special Education. Talk to your school about this.

See our information sheet Information for refugees who have children with special education needs for more information.

If you’re planning to come to New Zealand and you have a child with special education needs, see our information sheet Information for families wanting to live in New Zealand who have a child with special education needs for information about what support and services might be available.

Services will depend on your child’s level of need, and your immigration status.

If you need to talk to someone in your own language, please let us know. You can contact the Ministry’s migrant and refugee education coordinators in the Auckland, Hamilton, Lower Hutt and Christchurch offices. We can arrange for a translator to help out. We can also arrange to use the Language Line translation service if you wish to discuss your child’s needs in your own language by phone.

“It was really great to see the relationships he had with the other children when they started because they were really welcoming and he just fitted in and was part of the school climate so that was really good to see.”

Jenny
If you have a problem

There might be times when you’re concerned your child’s needs are not being met or you’re worried about something that’s happening with your child at school. Talk things through with the key people who work with your child, starting with your child’s classroom teacher. It’s important that you talk to school staff as soon as any problem arises.

Before you talk to your child’s teacher, you might feel better talking to your family/whānau, or other support person, such as a friend, a community or support organisation, a kaumatua or iwi representative.

If you’ve discussed the problem with the staff who work closest to your child and you’re still worried, find out through the school who to talk to – a senior staff member, SENCO, deputy principal or principal. You can also contact a district manager at your local Special Education office. See our information sheet Resolving problems at school for more details.

If you’re not satisfied with a Special Education service or staff member please refer to our booklet, Special Education, Complaints Process.

“I was worried about Jade not being included. She’s very high needs. I was worried she would play up and scream if she got bored, so they needed to keep her occupied and stimulated. I also worried about her not getting any down time when she needed it.”

Michelle
Questions you might have

Q: What if my child’s ORRS application is unsuccessful?
A: If you applied for ORRS for your child and this was declined, you will have received a letter giving a full explanation about which criteria were considered, and why your child did not meet these criteria. It might also outline other support that might be available.

You can ask for a review of the decision within six months of the original application.

If you’re still not happy with the decision, you can appeal the decision through the Secretary for Education. An arbitrator will look at the decision made, why the decision was made, and the information you provided. The arbitrator will then make an independent decision based on the information provided by both you and the Ministry of Education. You can find out more about this process by contacting the Special Education information line 0800 622 222.

If the application is unsuccessful, your child can receive support from their school. Schools receive a Special Education Grant (SEG) that they can use to support all children with special education needs.

Talk with the principal about how the school can meet your child’s needs.

Q: What support is available for my child if they move off the Reviewable Resourcing Scheme?
A: Schools are funded to support children with moderate needs. Your child might be able to receive support from the Resource Teacher: Learning and Behaviour (RTLB) or from the learning support teacher. Schools also receive a Special Education Grant (SEG) that they can use to support all children with moderate needs.

Q: If my child changes schools what happens to their ORRS support?
A: The ORRS funding moves with your child to their new school. Your child will continue to get specialist services. You can help things run smoothly by keeping the school and Special Education informed about your plans and giving us plenty of notice.

Q: Does my child have to be at school all day every day?
A: Your child has a right to go to school all day, five days a week.

If the school wants to send your child home early, such as when a teacher’s aide is not available, or has told you that your child can only attend for certain hours, and this differs from their classmates, then they might be breaching the Education Act 1989. Discuss this with the school principal. If this is unsuccessful, you can contact a district manager at your local Special Education office.

Some children might find it a struggle to be at school full time. You, the school, and any specialists must all agree to your child initially attending school for fewer hours each week. This must be the right thing for your child.

Special Education needs to know when schools are not meeting their legal obligations. Your child has the right to be at school full time.

“My grandson has been included in every production that the school has...of course he can’t have a speaking part but the art teacher has designed a part for him every year that involves dressing up or props for his wheelchair. School is fun for him. He hates the holidays! He wants to be at school.”

Jeanette
Other places to get support

It’s important to form a circle of supporters/friends around your child who are focused and committed to them. The combined energies of a group of people can become a powerful force in your child’s life. They can also give you as parents energy, and help you remain connected and supported within your whānau and community. Check out our information sheet Support organisations and useful contacts to connect with local organisations in your community.
How to contact us

If you have questions about support for your child, the best people to ask first are your child’s teacher or school principal. You can also talk with staff at your local Special Education office.

Below are the contact details for Special Education offices around New Zealand.

For special education information or advice you can also call the free Special Education information line on 0800 622 222, or email us at special.education@minedu.govt.nz.

If you’re deaf or have a hearing impairment, you can also contact us through the New Zealand Relay Service on 0800 4 711 711 or go to www.nzrelay.co.nz.

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<tr>
<td>Tai Tokerau District Office</td>
<td>10 Awaroa River Road, Whangarei, PO Box 911</td>
<td>09 436 8900</td>
<td>09 436 8901</td>
</tr>
<tr>
<td>Northwest District Office</td>
<td>Level 1, 102 Rosedale Road, Albany, North Shore City, PO Box 305160</td>
<td>09 487 1100</td>
<td>09 487 1187</td>
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<tr>
<td>Manukau District Office</td>
<td>Unit I, 16 Bishop Dunn Place, Botany South, PO Box 217046</td>
<td>09 265 3000</td>
<td>09 265 3199</td>
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<td>Auckland City District Office</td>
<td>Level 3, 12–18 Normanby Road, Mt Eden, Private Bag 92 644</td>
<td>09 632 9400</td>
<td>09 632 9401</td>
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<tr>
<td>Waikato District Office</td>
<td>Ken Browne Drive, PO Box 774, Hamilton, PO Box 3240</td>
<td>07 850 8880</td>
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<td>Bay of Plenty East District Office</td>
<td>Level 3, Regency House, 1 Elizabeth Street, Tauranga 3110, PO Box 701</td>
<td>07 343 1371</td>
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<td>Bay of Plenty West District Office</td>
<td>Level 3, 1144 Pukaki Street, Rotorua 3040, PO Box 701, Ph: 06 869 1520</td>
<td>06 869 1521</td>
<td>06 869 1521</td>
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<tr>
<td>Gisborne District Office</td>
<td>2nd Floor Rockforte Tower Building, Cnr Gladstone Rd &amp; Grey St, PO Box 658</td>
<td>06 833 6730</td>
<td>06 833 6731</td>
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<tr>
<td>Hawke’s Bay District Office</td>
<td>8A Lever Street, Ahuriri, PO Box 147, Napier 4110, Ph: 06 833 6730</td>
<td>06 833 6731</td>
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<tr>
<td>Taranaki District Office</td>
<td>Level 4, PWC Centre, 54 Gill Street, PO Box 8158, New Plymouth 4342, Ph: 06 758 7858</td>
<td>06 758 4135</td>
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<tr>
<td>Central District Office</td>
<td>1–3 Oxford Street, PO Box 1154, Palmerston North 4440, Ph: 06 357 9245</td>
<td>06 355 0503</td>
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<tr>
<td>Greater Wellington District Office</td>
<td>Level 2, 19 Market Grove, PO Box 30 177, Lower Hutt 5040, Ph: 04 439 4600</td>
<td>04 570 3667</td>
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<tr>
<td>Marlborough/Nelson/West Coast District Office</td>
<td>19 Haven Road, PO Box 282, Nelson 7040, Ph: 03 546 3470, Fax: 03 539 1501</td>
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<tr>
<td>Canterbury District Office</td>
<td>39 Princess Street, PO Box 2522, Christchurch 8140, Ph: 03 378 7300</td>
<td>03 378 7302</td>
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<tr>
<td>Otago District Office</td>
<td>414 Moray Place, Private Bag 1971, Dunedin 9054, Ph: 03 471 5200</td>
<td>03 479 0541</td>
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<tr>
<td>Southland District Office</td>
<td>190 Forth Street, PO Box 887, Invercargill 9840, Ph: 03 218 2442</td>
<td>03 211 8001</td>
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