

Students with Disabilities in Regular Classes

FUNDING SUPPORT



Introduction

Funding Support is a targeted disability program for school aged students. It is designed to maximise for students with disabilities enrolled in regular classes their full participation in the range of programs offered by their school.

Target Population

To be considered for support, students must be enrolled in and attending a regular class on a full time basis and have an identified disability as defined by the NSW Department of Education and Training criteria. This includes students with moderate or severe intellectual or physical disabilities, mental health disorders, autism, or hearing or vision impairments. The school counsellor is able to provide further information about students with disabilities.

It is important to note that a diagnosis of disability does not automatically mean that a student or the school requires additional funding support. To be eligible, **students must have essential educational needs that are directly related to their identified disability** and that cannot be met from within the full range of resources available from the school and region.

The needs of students with **significant learning difficulties, mild intellectual disabilities, language delays and disorders, or behaviour difficulties** are provided for through other programs.

Students enrolled in a support class or in a special school (SSP) are not eligible. Students enrolled in Distance Education or an Intensive English Centre are supported under this program only if there are essential needs in the areas of personal care or mobility.

Students Not Requiring Applications

For the majority of students **currently supported** on the program new applications will not be required. In term 3 schools will be forwarded information listing students who will receive ongoing funding for the following year. At this time schools will be asked to confirm and return this information to their regional office along with applications for students who will be new to the program.

Students Requiring New Applications

Schools should only prepare new funding applications for those students with an appropriate disability confirmation who are:

- entering kindergarten in the coming year, or
- moving from year 6 to year 7 in the coming year, or
- enrolling in the government school system for the first time or,
- currently enrolled in a government school, whose educational support needs have changed significantly.

Parental Involvement

The Department of Education and Training supports the meaningful participation of parents and carers. The process of identifying student support needs and monitoring progress through a learning support team structure is a recognition of the Department's commitment in this regard. Parents and carers are an integral part of the learning support team.

Schools may use a range of strategies to assist parents and carers to gain a better understanding of the funding process and its associated materials. These include providing information on *Funding Support* as a discussion item during a regular parent/carer group meeting, calling a meeting for this purpose or sending a copy of the profiling materials home for perusal prior to the learning support team meeting.

The needs of parents or carers with a disability, who require some adjustments to be made in order that they may participate fully in these processes, should also be considered and addressed.

Determining Support Needs

The process for new applications asks school personnel and parents and carers to consider the needs of students in a number of **domains** and **focus areas**. The table below lists the five domains and defines each focus area.

DOMAINS	FOCUS AREA	DEFINITION
KEY LEARNING AREAS	Curriculum	<i>This refers to changes required in curriculum and teaching practices to enable the student to achieve the learning outcomes described in syllabus documents</i> Support Levels: 1 2 3 4
COMMUNICATION	Receptive Language	<i>This refers to the student's ability to receive and understand information being conveyed by others</i> Support Levels: 1 2 3
	Expressive Language	<i>This refers to the student's ability to convey a message to others</i> Support Levels: 1 2 3
PARTICIPATION	Social Competence	<i>This refers to the student's ability to engage in successful interactions and participate effectively in the full school program</i> Support Levels: 1 2 3 4
	Safety	<i>This refers to the management strategies required to ensure the student's safety</i> Support Levels: 1 2 3
PERSONAL CARE	Hygiene	<i>This refers to essential hygiene routines which require intensive individual management to support participation</i> Support Levels: 1 2 3
	Eating and Dietary	<i>This refers to eating, drinking and dietary needs which require individual management</i> Support Levels: 1 2
	Health Care Procedures	<i>This refers to the procedures specified in an individual health care plan which require specialised support</i> Support Levels: 1 2 3
MOVEMENT	Mobility and Positioning	<i>This refers to the student's level of functional independence in mobility and positioning</i> Support Levels: 1 2 3
	Hand Motor Skills	<i>This refers to the student's ability to use the hand motor skills required to participate in learning activities</i> Support Levels: 1 2

For Students Requiring New Applications

Step 1

Before applying for funding for additional support, school personnel should first check that all other appropriate avenues available for meeting student needs have been investigated and accessed (for example, school and regional learning assistance program, ESL support, regional behaviour team support, relevant itinerant support) and that an essential gap in support still remains.

Step 2

The school counsellor arranges for a current *Disability Confirmation Sheet* to be provided to the principal, which states that the student meets the Department's disability criteria for the targeted group.

In the case of a student with a sensory impairment, the Assistant Principal (Vision) or (Hearing) will be involved in the confirmation process.

Step 3

The learning support team, which includes the student's parents or carers, meets to consider the focus areas (pp 10-27 in this information) in which additional support is required.

A range of support levels are offered and the one that provides the most accurate description of the student's unmet educational need should be selected.

For a particular level to be selected, a student's needs should be able to be described from within the indicators listed. It would be expected that **the majority** of actions or needs described, are relevant to the student. Examples of students likely to be found at each corresponding level are provided below. These case studies are not meant to be definitive but are fairly typical examples.

The learning support team should ensure that:

- ◆ the full range of resources available within the school has been accessed
- ◆ there are no further adjustments that the school can reasonably make in the organisation of lessons or staff; or in the teaching or support provided to this student, or support to teachers
- ◆ the input of parents or carers, and health professionals has been sought where relevant, and their recommendations have been implemented wherever possible
- ◆ all appropriate regional specialist support and funding sources have been accessed
- ◆ the interventions tried to date have been given reasonable time and opportunity to effect change
- ◆ the participation of this student will be significantly limited without further support
- ◆ it is agreed that teacher or aide time is the most appropriate way to address the identified need
- ◆ strategies to address profiled need are reflected in the school's learning support plan for the student.

Both the funding profile and the school's learning support plan are important records for educational and financial accountability purposes.

If the student does not have needs in a particular domain or focus area disregard those pages.

Step 4

Transfer the numbers relating to the chosen level in each focus area to the appropriate box on the *Student Summary Sheet* (Form A). Tick the N/A column in those focus areas where the learning support team believes that the student has no identified needs.

The principal is required to certify this page as being a true and accurate record of the student's needs.

Parents or carers are also required to sign this page as an acknowledgment that support is being requested on behalf of their son/daughter.

Step 5

Provide all information regarding school and regional services and resources that are available to support the student.

Include any significant additional information related to the student's needs on the *Student Information Sheet* (Form B). All information requested on this form needs to be completed.

The key personnel available to assist in the completion of this application include:

- the student services officer
- the disability programs consultant
- the support teacher (integration).

Step 6

Ensure that each student application consists of three pages, Forms A and B and the *Disability Confirmation Sheet* supplied by the school counsellor. Check that all information has been entered correctly.

List the names of all students for whom an application is being made on the *School Summary Sheet* (Form C) and add any important additional information. NOTE: This form is not required for every student and only needs to be completed once.

Step 7

Forward all student applications with one *School Summary Sheet* to the disability programs consultant for your school.

Schools will be advised separately of due dates and application processing timelines in term 3.

Regional personnel may contact you to clarify information or discuss aspects of the application.

Regional Funding Support Committee

A regional funding support committee is to be constituted to represent schools and regional support personnel. The committee has responsibility for providing advice to the school education director / delegated regional officer on all new applications received. This may include information provided by support teachers working in the school concerning the support needs of a student or a group of students, details of previous interventions, the availability and use of school and regional resources and other factors related to the school context.

An officer nominated by the region will undertake negotiations with the school principal in all cases where the committee feels that the profile submitted can be modified to more accurately reflect student need.

The delegated regional officer has responsibility for certifying that all applications meet program guidelines and that the students supported have essential needs that cannot be met from school or regional resources. The regional delegated officer arranges for a summary of all supported applications to be transmitted electronically to Disability Programs Directorate for processing. Principals will be advised by the regional office of any application that has not supported.

Management of Funds

While allocations are made on behalf of individual students, there is some flexibility available to schools in how funds are expended. Principals have responsibility for determining the most appropriate ways of using the total annual funding allocated to the school to make the adjustments required to address the identified needs of the targeted students.

Planning is necessary to ensure that the best use is made of the additional support, that learning outcomes are being achieved and that students with disabilities are actively participating in all class and school activities. To achieve this, schools have the capacity to determine the most effective support 'package' for each student using the funding provided and other resources and services.

Approved uses include:

- ◆ training and development activities
- ◆ additional teacher time
- ◆ teachers aide (special) time
- ◆ teacher release
- ◆ transfer of duty
- ◆ program co-ordination time.

If schools employ teachers aides it is recommended that the aides be placed on the casual supply payroll. Schools which do not place teachers aides (special) on the supply payroll may be charged at a rate higher than necessary.

It is the principal's responsibility to monitor program expenditure. No reimbursement will be made to schools in cases where the total allocation has been expended without approval from Disability Programs Directorate before the end of the school year, or where funds have been used from other sources.

Notification of the Outcome of Applications

Principals will be advised of the outcome of ongoing funding and new applications before the end of the current school year. The school's allocation is made to cover the full school year and will be made in two payments through the global budget entitlement process at the commencement of each semester, or as a direct deposit, if approval is outside this time frame.

Determining the Allocation

A statistical formula, based on the work of the University of Newcastle, is applied to the information provided in order to determine the appropriate level of funding for each student. The formula weights each focus area and each level selected, according to the estimated cost of providing essential support. Different focus areas have quite different weightings to reflect cost factors, e.g. the relative costs of meeting a high level of intensive need in mobility and positioning as opposed to a less intensive need in the lower levels of curriculum.

Transfer of Funded Students

Where a funded student transfers to another government school after funds have been deposited, a cheque for the unused funds should be sent to the new school along with the student's transfer papers. Where a funded student transfers out of the system or moves into a support class or SSP, remaining funds need to be returned to Disability Programs Directorate.

Applications after the Closing Date

New applications will only be considered after the closing date on behalf of students recently enrolled in the government school system or those who have exited a support class or special school, and who are eligible for support under this program. As this funding program is managed on an annual basis, any other new application will only be considered in exceptional circumstances.

Evaluation of Student Progress

One formal school reappraisal must be conducted each year for students receiving support through *Funding Support*. The reappraisal should involve the parents or carers. The main purpose of the reappraisal is to examine the student's progress towards the goals identified in the school's learning support plan and the outcomes achieved. The process outlined in the *Special Education Handbook for Schools* should be used as the basis for this reappraisal.

Review of Applications

A review of a student's funding allocation may be necessary in exceptional circumstances. As part of the justification for a review, the learning support team should be able to clearly demonstrate that the total level of funding allocated to the school for funded students is insufficient to allow a particular student to fully participate in their educational program.

Requests for a review of funding should be made to the disability programs consultant. A request for a review needs to be lodged with the regional office. Appropriate documentation is available from the disability programs consultant for your school.

Parent Appeals

This process can only be accessed when parents or carers are not satisfied with the outcome of a review of funding. The principal will be required to provide information about the support provided by the school. This will assist in the consideration of the appeal.

Appeals should be lodged in writing to the Director, Student Welfare, GPO Box 33, Sydney 2001. The proforma is provided in the *School Support Document*.

Enquiries

Please direct any enquiries on the information contained in this document to the disability programs consultant for your school.

DOMAINS AND FOCUS AREAS

Circle the number of the level which best describes the student or disregard if not applicable

Level

1	<p>For the student to successfully access the curriculum and achieve learning outcomes it is essential that:</p> <ul style="list-style-type: none"> ◆ all learning materials and assessment procedures are modified significantly to meet the student's needs, particularly to enable participation in literacy and numeracy tasks ◆ regular, additional teaching sessions are provided which use frequent repetition and practice in order to deliver the same content ◆ data is collected frequently and used to review the student's progress and to inform planning and programming. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>This student may have an intellectual disability or sensory impairment and has particular curriculum access needs, for example, enlarged print. The student is working towards similar learning outcomes to the other students in the class. As the student is experiencing quite significant difficulties with literacy and numeracy across all the KLAs, different teaching and learning activities are needed. Frequent additional opportunities are required for practising skills. Pre-teaching of vocabulary and ideas, the provision of easier texts and peer tutoring are the type of strategies that are required.</i></p> <p><i>Support is provided through school and support personnel. Additional support is used to assist the teacher to adjust the class program for the student, for example, itinerant teacher. A teachers aide special may assist the class teacher to provide short additional literacy and numeracy sessions each week for the student within a small group.</i></p> <p><i>The teacher assesses the student's progress on a very regular basis to consider the effectiveness of the program. Assessment tasks are often modified and special provisions and adjustments (for example, extra time) considered for some formal tests.</i></p>
2	<p>For the student to successfully access the curriculum and achieve learning outcomes it is essential that:</p> <ul style="list-style-type: none"> ◆ lesson content is adjusted for the student in the majority of KLAs by adjusting both the level of difficulty and amount of work to be completed ◆ additional explicit instruction and frequent practice is always required in the basic steps needed to complete literacy and numeracy tasks ◆ all new learning tasks are broken down into a step by step process; frequent monitoring occurs to ensure skills and concepts are understood and generalised to other contexts, settings and subjects. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>This student has an intellectual disability and experiences great difficulty in any key learning area involving literacy and numeracy activities. In addition, the student requires an adjusted program to develop organisational skills and daily routines. Additional time is needed to go over new concepts. New learning must be presented in very small steps with clear and simple instructions. Some data on progress is collected several times during the week.</i></p> <p><i>The student responds best to a program which provides extra learning time with another person. Self esteem appears to be affected by lack of achievement and this often results in set tasks not being completed.</i></p> <p><i>Teachers are working together to make sure that the student is able to apply what has been learnt in other lessons. Teaching of skills needs to be related to the everyday needs of the student.</i></p>

KEY LEARNING AREAS – Curriculum continued

Level

3

For the student to successfully access the curriculum and achieve learning outcomes it is essential that:

- ◆ a learning support program is developed for the student which clearly defines the KLA priorities for teaching and learning
- ◆ all learning tasks are highly structured and all teaching requires modelling, prompting and consistent reinforcement to ensure the student's engagement and participation
- ◆ a range of other professionals support the development of the program in order to focus on meaningful outcomes for the student
- ◆ daily routines and functional skills are taught using explicit instruction and within a KLA framework.

TYPICAL STUDENTS

The student has a significant intellectual disability and a detailed program assists learning to occur. The student has a number of priority goals that have been developed with parents and carers. These goals relate to key learning area outcomes and have been set out in the student's program. There is a strong focus on the development of functional skills, for example, following timetables.

A specialist support teacher works with the class teacher in planning the student's program. Each goal is broken down and teaching occurs in small steps, with many opportunities for practice and repetition with assistance.

The student needs a great deal of time to learn new skills, concepts and routines. Modelling (sometimes with physical help), prompting, and much encouragement and support are features of the program. A way of keeping close (almost daily) records of the student's progress towards specific goals is being used. There are strong links between home and school to ensure that skills taught are practised and applied consistently.

4

For the student to successfully access the curriculum and achieve learning outcomes it is essential that:

- ◆ a learning support program is developed for the student which identifies the critical KLA priority areas which will be addressed within a finely sequenced individual program tailored to meet agreed goals
- ◆ a range of specialist and support personnel are involved in the development of the program and its delivery to ensure learning activities are meaningful for the student
- ◆ learning tasks are presented in very small achievable steps with an extremely high degree of repetition to meet the student's individual rate of learning
- ◆ frequent physical prompting and assistance are provided to enable participation in basic learning activities.

TYPICAL STUDENTS

The student has a very significant intellectual disability and a highly detailed program and a great deal of additional support from another person is required to meet the student's identified curriculum needs. The student is likely to have a number of areas which require intensive support, for example, communication, personal care, safety and participation.

There is a very close link between parents and professionals who work with the student. While only a very small number of goals are identified in the student's program, they are still delivered within a key learning area framework. The program is designed to involve the student in the same subject areas at the same time as other students, and incorporates therapy and related goals within the program.

The student's achievement of syllabus outcomes is demonstrated in ways that are different from the majority of students.

Circle the number of the level which best describes the student or disregard if not applicable

Level

1	<p>For the student to receive and understand information it is essential that:</p> <ul style="list-style-type: none"> ◆ a program incorporating recommendations from a speech pathologist or itinerant teacher is designed and delivered with intensive input and involvement from a specialist teacher to increase receptive language skills ◆ visual aids are provided which guide the student through the sequences of instruction, for example, charts to support vocabulary, picture prompts for organization ◆ explicit teaching of language concepts occurs, with frequent checking to ensure understanding of information ◆ regular structured practice is provided to develop understanding of language and the skills to respond appropriately. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student has significant difficulties in understanding what others are saying and in following instructions and routines.</i></p> <p><i>A specific program, developed with input and involvement from specialist personnel, is being used at school and at home.</i></p> <p><i>As part of the program, the teacher frequently checks that the student understands the instructions and the information provided.</i></p> <p><i>Visual aids (for example, visual timetables and picture prompts for organisation) are used to assist in the development of routines.</i></p> <p><i>Other visual aids such as vocabulary charts are used to support retention of vocabulary.</i></p>
2	<p>For the student to receive and understand information it is essential that:</p> <ul style="list-style-type: none"> ◆ explicit instruction is provided in listening to others in conversations and understanding how others think and feel ◆ explicit instruction is provided in relation to interpreting the meaning of non-verbal and verbal components of language used by others in social situations and interpreting meaning ◆ visual formats accompany instructions and are used to teach routines, for example, toileting sequence, social stories, visual schedules. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student has limited understanding of what others think and feel and of what is being conveyed.</i></p> <p><i>A language system using symbols or pictures is used as a basis for a carefully planned program to develop receptive language. This system may be used to teach a routine or skills such as turn taking, to carry out a task or activity in the classroom, or used as cues for instructions.</i></p> <p><i>Some students require visual cues such as social stories to develop appropriate and acceptable ways of communicating with other students.</i></p>

COMMUNICATION – Receptive Language

Level

3

For the student to receive and understand information it is essential that:

- ◆ a note taker or sign interpreter facilitates the student's ability to receive information
- ◆ significant others are trained to interpret and develop the student's nonverbal responses which demonstrate receptive understanding, for example, pointing to object or picture representations, gestures, directed eye gaze, head turning, reaching and vocalizations
- ◆ instruction is provided in very small steps to develop the critical skills needed to enable communication and interaction to occur in everyday situations.

TYPICAL STUDENTS

The student has extreme difficulty in receiving and understanding information. This may be linked with another disability. For example, a student with severe to profound hearing impairment may require extensive assistance through a sign interpreter or note taker.

A step-by-step program to develop skills for communicating and interacting in everyday situations has been developed in consultation with other professionals and is being implemented in the classroom.

Other students in the class and school staff have been made aware of the ways in which the student demonstrates that information has been received and understood, e.g. through a directed eye gaze, gesturing or a voice output system.

Circle the number of the level which best describes the student or disregard if not applicable

Level

1	<p><i>For the student to convey information and interact with others it is essential that:</i></p> <ul style="list-style-type: none"> ◆ a program incorporating recommendations from a speech pathologist or itinerant teacher, is designed and delivered with intensive input and involvement from a specialist teacher to increase expressive language skills ◆ regular structured practice is provided to develop intelligibility of speech and facilitate spoken communication ◆ explicit teaching of vocabulary and speech patterns occurs to develop the appropriate use of language according to context ◆ assistive technology is used to enable participation in the communication process, for example, delta talker, intellikeys, tech speak. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student has difficulty talking with known adults and other students. The student is quite hard to understand because of very limited vocabulary, immature language patterns or significant articulation difficulties. The student is usually unable to use language which is appropriate to the setting.</i></p> <p><i>Planning has occurred with other professionals to adjust the program which is being implemented within the classroom throughout the day. The program is very specific and targets the development and use of sentences and ways of expressing needs and wants in a variety of school situations.</i></p> <p><i>Technology such as Intellikeys is used to assist in communication in the classroom.</i></p>
2	<p><i>For the student to convey information and interact with others it is essential that:</i></p> <ul style="list-style-type: none"> ◆ a program incorporating recommendations from a speech pathologist or itinerant teacher, is designed and delivered with intensive input and involvement from a specialist teacher to increase expressive language skills ◆ systematic teaching and modelling occurs in order to expand the length and appropriateness of the student’s language beyond very basic utterances ◆ extensive, explicit and systematic instruction is provided in the use of a sign or pictorial symbol system to supplement the student’s spoken language ◆ explicit teaching of vocabulary and basic language structures occurs to support the meaningful use of language. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student has very limited spoken language. Conveying meaning is very difficult and affects the student’s ability to socialise with other students.</i></p> <p><i>Specialist personnel have recommended that an augmentative program such as a sign or pictorial system is used to supplement and support the student’s spoken language.</i></p> <p><i>A program to develop the length of sentences and to enable the student to develop a functional vocabulary is needed. This program operates alongside the program to teach the augmentative system.</i></p>

COMMUNICATION – Expressive Language continued

Level

3

For the student to convey information and interact with others it is essential that:

- ◆ a program incorporating recommendations from a speech pathologist or itinerant teacher, is designed and delivered with intensive input and involvement from a specialist teacher to increase the student's communication with others
- ◆ a sign interpreter or notetaker facilitates the student's ability to give information
- ◆ systematic and explicit teaching occurs to develop the critical skills needed for the student to successfully interact and participate in everyday situations
- ◆ a nonverbal language or communication system is used by the student to communicate with others, for example, object or picture representations, gestures, directed eye gaze, head turning, signing, reaching and vocalisations.

TYPICAL STUDENTS

This level may relate, for example, to a student who is deaf and who requires a sign interpreter to communicate with others, or a student with a severe physical or intellectual disability.

The student generally has very high support needs and little or no spoken language. The student expresses needs to others through directed eye gaze, gesturing, a voice output system, or pictorial system.

The student requires an alternative or augmentative language or communication system to participate in all learning activities. A carefully planned step-by-step program to develop communication skills for use in everyday situations has been developed with input from specialist personnel and is implemented in the classroom.

Circle the number of the level which best describes the student or disregard if not applicable

Level

1	<p>For the student to engage successfully in social interactions and participate effectively in learning activities it is essential that:</p> <ul style="list-style-type: none"> ◆ explicit teaching of specific skills is provided to develop friendships and increase participation in playground and group activities and is supported by the school counsellor or specialist teacher ◆ explicit teaching occurs about how to respond according to the situation, adapt to changes in routines and manage transitions between activities ◆ a careful record of the student’s patterns of interactions and behaviours is maintained and regularly discussed with the student and monitored by a support teacher behaviour, for example, a self monitoring program, observation records, data collection. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student is experiencing difficulty interacting with other students and/or adults. Typically the student has few friends and is not accepted by peers when trying to join activities. The student often finds it difficult to make eye contact and needs to be taught skills in making social contact. The class teacher has consulted with the school counsellor and specialist teacher (for example, support teacher behaviour) to develop a program to help the student to successfully mix with peers and participate in classroom activities.</i></p> <p><i>Information about the student’s progress is being collected and is used to help with planning to teach new skills. The student usually requires close supervision during changes to routines and while moving between lessons.</i></p>
2	<p>For the student to engage successfully in social interactions and participate effectively in learning activities it is essential that:</p> <ul style="list-style-type: none"> ◆ regional personnel with specialist expertise are involved in the collection and analysis of data, development of appropriate strategies, implementation, monitoring and evaluation of a program to develop essential social competencies ◆ the behaviour plan specifies the agreed goals, negotiated reinforcement strategies and consequences designed to increase student participation ◆ specific strategies are developed and implemented to ensure that skills taught are applied in different contexts. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student has significant behaviour difficulties in class, at school and at home. These difficulties may include refusal to do as asked, and saying and doing things that are not acceptable.</i></p> <p><i>The learning support team and the regional behaviour team have put in place a behaviour support plan. They are collecting information about the student’s progress and about situations which are negative behaviour ‘triggers’ for the student. This information is used to modify the program to address the student’s needs.</i></p> <p><i>The student needs much support and encouragement to behave in an acceptable way and to get on with other people.</i></p>

PARTICIPATION – Social Competence continued

Level

3

For the student to engage successfully in social interactions and participate effectively in learning activities it is essential that:

- ◆ the behaviour plan is developed in consultation with regional personnel and relevant professionals, such as paediatrician, psychiatrist, or a registered psychologist with appropriate clinical experience to address significant behaviours of concern which occur daily
- ◆ a highly structured management program is implemented which involves strategies to increase student engagement and participation
- ◆ parents/carers are in regular contact with the case manager to support the development, implementation and co-ordination of negotiated strategies across home and school environments.

TYPICAL STUDENTS

The student has very significant difficulties in behaviour and in participating appropriately at school and in other settings.

The student may lack self control, have unpredictable behaviour, be very depressed, do the same things over and over, or become fixed on things during much of the day. The student does best in situations that are ordered and based on well-established routines.

The regional behaviour team is working with the learning support team. The team has done a full assessment and developed a program to address key areas of concern, including the welfare and learning environment of other students in the class. The program is designed to help the student to participate. Specialist support teachers provide extensive assistance and advice.

Health professionals and parents or carers have developed a program for use at home or respite care.

4

For the student to engage successfully in social interactions and participate effectively in learning activities it is essential that:

- ◆ there is ongoing and frequent input from other relevant professionals such as a paediatrician, psychiatrist, or registered psychologist with appropriate clinical experience to address very challenging behaviours
- ◆ a controlled environment across settings is established to support the student, and is monitored by the multi-disciplinary team who maintains a high level of contact with the family
- ◆ intensive supervision occurs for all activities and a highly structured program is provided to address the student's needs and maintain participation in the school program.

TYPICAL STUDENTS

The student has very challenging behaviours and requires a secure environment in all settings. Intensive supervision is required to manage the behaviours and prevent serious harm or accidents. Careful planning and support strategies are required to encourage participation.

A multi-disciplinary team, (which includes relevant professionals such as a paediatrician, psychiatrist, or registered psychologist with appropriate clinical experience), is usually involved in the development and on-going implementation of a management program for the student.

Information is collected about the types of behaviours and the settings in which they occur. This is used to develop the management program that sets out clear steps for managing behaviours and dealing with emergency situations. There is daily checking of the student's behaviour and the actions being taken by the adults involved, so that, if necessary, changes can be made to the program. Interventions are generally long term and extensive.

Circle the number of the level which best describes the student or disregard if not applicable
Level

1	<p>For the student to participate safely in the school setting it is essential that:</p> <ul style="list-style-type: none"> ◆ supervision is provided to enable safe participation in specific school activities, for example, playground activities, physical education activities and sport, practical subjects ◆ a program is planned and implemented to develop independence and responsible, safe behaviours in some specific school situations ◆ staff are trained in emergency care and in the specific strategies for managing this student at times of potential risk. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student is at risk of self-injury because of behavioural difficulties associated with the identified disability, poor mobility function or a significant health condition (which may become acute or from which the student is recovering).</i></p> <p><i>Regular supervision may be necessary during specific times at school, for example, recess or lunch, arrival at and departure from school, PE or practical activities.</i></p> <p><i>The student has a history of absconding from the playground or classroom. The student may need supervision and specific instruction to safely use mobility aids, prosthetic devices or specialised equipment in specific school activities such as sport, design and technology, or in specialist areas of the school.</i></p> <p><i>A specific program is implemented to support students in developing more appropriate and responsible behaviours, to understand and respond to rules and safety warnings at school, home or in the community. Some assistance may be required to implement strategies, monitor progress and provide urgent intervention or emergency care.</i></p> <p><i>There is a strong likelihood that support can be reduced over time.</i></p>
2	<p>For the student to participate safely in the school setting it is essential that:</p> <ul style="list-style-type: none"> ◆ frequent supervision is provided to ensure safe participation across a range of school and community environments ◆ a detailed program, designed to develop safe behaviours, is planned and implemented with the assistance of specialist support staff ◆ training in the safe use of adaptive and specialised equipment is required, for example, electric wheelchair, walking frame or sticks, adapted machinery or workplace equipment ◆ staff are trained in emergency care and in the specific strategies for managing this student at times of potential risk. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student is at significant risk of injury or harm because of behavioural difficulties, poor mobility or a health status which may alter very rapidly, requiring emergency care and advanced medical support.</i></p> <p><i>Staff will implement a specific program across most school and community environments and activities to develop appropriate, safe behaviours and support the safe use of specialised and adaptive equipment. Therapists and health professionals will often need to be involved in the development of the program.</i></p> <p><i>Students will require long term monitoring of behaviour in environments that present a higher risk .</i></p>

PARTICIPATION – Safety continued

Level

3

For the student to participate safely in the school setting it is essential that:

- ◆ intensive supervision and direct support are provided in all environments to protect the student from serious harm or danger
- ◆ a support program is developed and implemented with the input of specialist personnel which includes alternative activities to enable the student to participate in the educational program offered by the school
- ◆ frequent collaboration between home and school occurs to ensure consistency of management strategies which have been designed by a transdisciplinary team
- ◆ significant monitoring and data collection occur
- ◆ staff are trained in emergency care and in the specific strategies for managing this student at times of potential risk.

TYPICAL STUDENTS

The student is at high risk of serious harm or injury. This may be because of a life-threatening health condition, severe self-injurious behaviour or inability to self protect in dangerous situations. The student requires constant, close supervision during the school day.

A plan to deal with all situations and environments where incidents are highly likely to occur has been developed with parents or carers and specialist personnel who are working with the student, for example, specialist health professionals, specialist teachers. The plan has been developed following comprehensive collection of information, observation and analysis of data on the student's behaviour or reactions under specific risk circumstances.

Specific training is provided to school staff and others working with the student to minimise the risk of harm or injury. Support will generally be required for a significant period of time, well beyond the current school year.

Circle the number of the level which best describes the student or disregard if not applicable

Level

1	<p>For the student to participate with dignity in the school setting and develop independence, it is essential that:</p> <ul style="list-style-type: none"> ◆ a program is in place to develop or extend independence in personal care which has been developed with advice from educational, health and allied health professionals, for example, continence self management, menstruation self management ◆ support is available at regular times during the day to assist with personal hygiene routines, for example, showering and bathing, oral hygiene, grooming, toileting procedures. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student is not yet independent in personal hygiene routines. Parents, educational and health professionals consider that the student will be able to eventually manage their own personal care needs and use appropriate hygiene routines following implementation of a structured training program, for example, toilet timing or training.</i></p> <p><i>Some assistance is required for the student to perform various aspects of personal hygiene during the day, for example, changing soiled clothing, changing continence or menstruation material.</i></p> <p><i>The student may require specific training in the physical skills required to independently perform hygiene routines.</i></p>
2	<p>For the student to participate with dignity in the school setting, it is essential that:</p> <ul style="list-style-type: none"> ◆ a program to develop partial participation and cooperative behaviours in personal care and hygiene routines is developed and implemented with advice from educational, health and allied health professionals, for example, toileting, management of colostomy and ileostomy pouches, bathing and showering ◆ frequent support is provided to ensure that appropriate levels of personal hygiene are maintained and infection is prevented ◆ strategies are implemented which aid in the development of required motor function to enable the student to frequently use regular and adaptive equipment to participate in general hygiene routines, for example, toilet adaptations, modified taps and shower chairs. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student's program is designed to develop increased levels of participation and improved cooperative behaviours in personal care routines, for example, performing some aspects of the routine, cooperating with changing of clothing or incontinence material. A structured program will be developed incorporating advice from parents, health professionals and allied health professionals.</i></p> <p><i>The student may use adaptive equipment to participate in hygiene routines thus enabling the student to develop increased independence. Staff will need training in the safe use of such equipment.</i></p> <p><i>The student will have hygiene needs that are specific to certain parts of the school day. These needs will be frequent and reasonably predictable. Instruction is needed to teach the physical skills required to participate in the routines.</i></p>

PERSONAL CARE – Hygiene continued

Level

3

For the student to participate with dignity in the school setting, it is essential that:

- ◆ educational, health and allied health professionals provide intensive and ongoing support regarding the management of all personal care and hygiene routines and procedures
- ◆ intensive support and supervision are provided to ensure the student's personal hygiene needs are met at all times of the school day, for example, incontinence management, general cleanliness and grooming, specific infection prevention such as washing after soiling, care of stomas such as with tracheotomy, enteral tube feeding and colostomy and ileostomy
- ◆ full and direct support is provided when using specialised and adaptive equipment to facilitate the student's mobility, transferring and positioning during hygiene routines, for example, hoists, change tables, adapted shower and bathing facilities
- ◆ hygiene needs are unpredictable and require extensive adult support across the school day
- ◆ a detailed health and emergency care plan is in place.

TYPICAL STUDENTS

The student requires full assistance for all personal hygiene needs. This level of support is expected to be required long-term.

Typically the student will have one or more specific health conditions which require attention to prevent infection, for example, bladder and bowel incontinence, stoma for enteral tube feeding, tracheotomy. The health care plan will include specific detail for 'best practice' strategies to undertake the procedures.

Staff require advice and training in the techniques required to assist the student during personal hygiene routines in order to ensure the confidence and safety of both student and staff.

Staff will need to provide support using specialised and adaptive equipment to ensure safe and comfortable completion of personal care routines. Staff supporting students will require training in the use of equipment and safe physical management.

Circle the number of the level which best describes the student or disregard if not applicable

Level

1	<p>For the student to participate at meal times in the school setting it is essential that:</p> <ul style="list-style-type: none"> ◆ specific strategies are put in place to develop independence and appropriate meal time behaviours and skills incorporating advice from health professionals and specialist teachers ◆ regular prompting and supervision are provided to ensure nutritional intake during meal times (to cater for food avoidance, food intolerance or serious allergic reactions) ◆ a health and emergency care plan is in place, for example, for students with known risks of emergencies during meal times such as choking. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student requires support and specific strategies to develop independence in eating and drinking at recess and lunch time and to ensure adequate nutritional and fluid intake. In some cases, supervision is required to avoid eating mishaps or to ensure that students do not eat foods to which they are intolerant or allergic.</i></p> <p><i>The student will require some support to participate in meal time at school, including frequent monitoring of eating and drinking rates, use of modified or adapted utensils. Specialised positioning equipment may be used to ensure correct posture for eating and drinking or for having the meal through a tube. Trained staff will be required to manage and monitor bolus, pump/drip and gavage bag tube feeding.</i></p>
2	<p>For the student to participate at meal times in the school setting it is essential that:</p> <ul style="list-style-type: none"> ◆ direct support is required for meal time management and supervision of individual nutritional needs of the student, for example, implementing special dietary requirements such as continuous pump/drip, gavage bag and enteral tube feeding ◆ a meal time program is developed and implemented requiring close monitoring of food intake and all meal time activities ◆ a health and emergency care plan is in place, for example, for students with known risks of emergencies during meal times such as aspiration or swallowing problems such as dysphagia. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student requires intensive support during all eating and drinking procedures. The student is not independent and any sustenance will need to be given either orally or via enteral or naso-gastric tube feeding several times each day. Assistance and close supervision is essential due to the risk of aspiration of food and swallowing problems. A detailed emergency plan is in place.</i></p> <p><i>Careful preparation of food and specialised equipment will be required. Close supervision and trained staff will be necessary to manage and monitor bolus, pump/drip and gavage bag tube feeding.</i></p> <p><i>Students at this level require considerable support and supervision during eating and drinking procedures which is very time consuming.</i></p>

Circle the number of the level which best describes the student or disregard if not applicable

Level

1	<p>For the student to participate in the school setting it is essential that:</p> <ul style="list-style-type: none"> ◆ support is provided so that strategies and procedures are taught to achieve or extend the student's independence in self-monitoring and to meet the specific needs of health conditions which are reasonably stable, for example, independent use of nebulisers, self-testing of blood glucose levels, monitoring body temperature ◆ assistance is scheduled at a specific time during the school day ◆ regular collaboration occurs between school, family and medical professionals with regard to the monitoring of specific health care procedures undertaken at school ◆ a detailed health and emergency care plan is in place. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>A student at this level will have a health and emergency care plan which has been developed co-operatively by the school, in consultation with the family and medical professionals.</i></p> <p><i>Typically, the student will have one or more chronic health conditions or health care needs which are generally stable or controlled, but will need some routine health care procedure that needs monitoring and supervision.</i></p> <p><i>Students at this level will generally be considered capable of managing their health care needs with minimal supervision at school at a later age or following a short training program, for example use of nebuliser for asthma relief, self-testing of blood glucose levels for diabetes.</i></p> <p><i>Procedures required are routine, planned and predictable and usually occur once or twice per day. They involve training the student to gain independence in managing their own procedures.</i></p>
2	<p>For the student to participate in the school setting it is essential that:</p> <ul style="list-style-type: none"> ◆ frequent support is provided to directly assist the student to monitor health status, or to teach the student to perform health care procedures, which are of a significant ◆ nature, for example, suctioning of fluids, tracheotomy care, clean intermittent catheterisation, seizure management assistance is available frequently throughout the school day ◆ extensive contact occurs between school, family and medical professionals to address chronic health conditions which have the potential, and are very likely, to become acute or unstable during the school day ◆ a detailed health and emergency care plan is in place. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>There will be a detailed health care plan that specifies the necessary steps to be taken to provide a routine health procedure, monitor student health status and respond to acute health conditions. An emergency action plan is required and school staff have been trained to provide emergency care as an immediate response while more advanced medical support is obtained.</i></p> <p><i>The student cannot perform the required routine health care procedures independently. Procedures typically required include clean intermittent catheterisation, suctioning of fluids, tracheotomy care and monitoring of respiration. Support is required during the school day at frequent intervals.</i></p>

PERSONAL CARE – Health Care Procedures continued

Level

3

For the student to participate in the school setting it is essential that:

- ◆ intensive support is provided for chronic and unstable health conditions, where the condition may cause the student's medical status to alter very rapidly, necessitating the administration of prescribed medication and emergency care, eg seizure management for intractable epilepsy, respiratory failure, tracheotomy blockage, severe unstable diabetes
- ◆ assistance is constantly available to provide frequent routine and emergency care procedures to address life threatening conditions
- ◆ there is cohesive and coordinated delivery of health care in both home, school and community environments which has been planned with extensive input of medical professionals
- ◆ a detailed health and emergency care plan is in place.

TYPICAL STUDENTS

The student has one or more chronic health conditions that require routine and emergency care. It is likely that there is a long history of specialist medical support. The student will often be described as 'medically fragile', requiring close supervision and monitoring of health status. The student's health status may alter very rapidly creating a life-threatening situation.

The health and emergency care plan will include both detailed steps for routine performance of health care procedures and specific emergency care procedures to be followed by trained school staff, including the process for obtaining advanced medical support.

The student may require the emergency administration of prescribed medication as part of the emergency care provided by school staff.

Intensive support and monitoring is required for the majority of every day, in addition to other school based strategies.

Circle the number of the level which best describes the student or disregard if not applicable

Level

1	<p>For the student to function successfully in learning activities and social interactions it is essential that:</p> <ul style="list-style-type: none"> ◆ a physical management routine is in place to enable safe and independent movement between classrooms and around the school ◆ a specific program is provided to develop independence in movement around the school, for example, orientation programs ◆ strategies are implemented to support the development of independence in the use of specialised equipment, for example, electric wheel chair, walking frame. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student will probably be unsteady when walking some distance without support. A walking frame may be used in the playground but probably not in the classroom.</i></p> <p><i>The occupational therapist or physiotherapist has provided advice on 'best practice' strategies for use at school and has helped with the development of a program which will lead to the student being more independent by the end of the year. Some equipment to facilitate independent positioning may also be used in the classroom.</i></p> <p><i>In other cases a student who has a vision impairment and is new to the school may require support for an orientation/mobility program until they are confident in moving around the school.</i></p> <p><i>Modifications have been made to provide railings, ramps, or to highlight hazards, for example, edges of stairs, where required within the school.</i></p>
2	<p>For the student to function successfully in learning activities and social interactions it is essential that:</p> <ul style="list-style-type: none"> ◆ support is provided for the use of specialised or adaptive equipment or movement at critical times throughout the day, for example, use of a stair climbing device when changing classes, individual supervision when moving between class and playground ◆ strategies are developed to enable partial participation in routine transfers between pieces of specialised or adaptive equipment, for example, wheel chair to seating. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>Supervision and assistance are required for movement between different classrooms and between buildings and the playground several times during the day. The student may be having training in the use of a wheelchair, lift or a stair climbing device.</i></p> <p><i>During particular lessons the student may need full or partial assistance to transfer from a wheelchair to classroom seating. This may involve training to increase the student's involvement and independence. The student may use modified furniture and specialised equipment to assist with mobility and positioning when accessing learning activities.</i></p> <p><i>Some support to ensure appropriate positioning throughout the day may be required.</i></p>

MOVEMENT – Mobility and Positioning continued

Level

3

For the student to function successfully in learning activities and social interactions it is essential that:

- ◆ extensive assistance is available for mobility and postural support to enable interaction in the school setting
- ◆ regular monitoring of customised seating systems and frequent support for positioning changes occurs throughout the day, for example, wheel chair to standing frame.

TYPICAL STUDENTS

The student has very high support needs in this area with very limited independent or controlled movement. Full assistance is required for the student to be transferred between pieces of equipment, for example, from a wheelchair to a standing frame.

Training has been provided in the use of correct movement and positioning procedures to avoid injuries to the staff and the student. Equipment such as a hoist may be required for transferring the student from one piece of seating equipment to another.

Students at this level require long term, intensive and specialised support.

Circle the number of the level which best describes the student or disregard if not applicable

Level

1	<p>For the student to participate in learning activities it is essential that:</p> <ul style="list-style-type: none"> ◆ advice from a therapist is provided on the modifications and strategies required to promote participation in tasks requiring manipulative skills ◆ a specific program is in place to develop adaptive skills and the use of technology or specialised techniques, for example, modified keyboard and typing program ◆ some teaching and learning activities are modified to enable participation in physical components of activities requiring hand-motor function. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student has great difficulty in undertaking tasks in their educational program involving hand movement or control, such as handwriting, cutting and practical activities. The student writes extremely slowly and writing may be illegible.</i></p> <p><i>A program has been developed by an occupational therapist to assist in developing hand-motor skills, for example, the student may have difficulty with many activities in PE and an occupational therapist will have provided strategies to develop hand-motor coordination, for example, catching a ball.</i></p> <p><i>In the classroom, the student may require assistive equipment to hold a pen. The student may also use a text entry device to allow participation in class activities.</i></p>
2	<p>For the student to participate in learning activities it is essential that:</p> <ul style="list-style-type: none"> ◆ ongoing assistance is provided in the use of adaptive equipment to support participation in essential learning activities ◆ ongoing support is provided for the use of assistive technology such as switches, modified key boards and touch screens ◆ support is in place to ensure a degree of participation can occur in essential daily routines and learning activities which are dependent on manipulative skills. <p style="text-align: center;"><u>TYPICAL STUDENTS</u></p> <p><i>The student has extremely restricted hand movement or control which greatly restricts participation in almost all learning activities throughout the day. The student needs support in the use of switches, modified keyboard or touch screens to assist with curriculum access.</i></p> <p><i>Very close supervision and assistance is required for the student to participate in all aspects of school activities. The student also requires assistance at particular times in the day to use the equipment needed to participate in a particular lesson.</i></p> <p><i>Needs in this area impact heavily on independent functioning across a range of focus areas.</i></p>

APPLICATION FORMS

FOR STUDENTS REQUIRING NEW APPLICATIONS

A: Student Summary Sheet

B: Student Information Sheet

C: School Summary Sheet

STUDENT SUMMARY SHEET

APPLICATION FOR CALENDAR YEAR 20__

Region _____	School _____	Code _____
Student Surname _____	Given Name _____	Circle: Male/Female
Grade _____	Date of Birth _____	Counselling File Number _____

FOCUS AREA	LEVEL <small>Add number only</small>	N/A <small>Tick</small>
KEY LEARNING AREAS		
Curriculum		
COMMUNICATION		
Receptive Language		
Expressive Language		
PARTICIPATION		
Social Competence		
Safety		
PERSONAL CARE		
Hygiene		
Eating and Dietary		
Health Care Procedures		
MOVEMENT		
Mobility and Positioning		
Hand Motor Skills		

ENDORSEMENTS

This application is the outcome of an educational appraisal by the learning support team, including the student's parents or carers. I certify that the information presented is an accurate representation of the student's learning support needs in each of the areas indicated, and that these needs are unable to be met through school or regional resources. I understand that this document may be used as part of an educational review.

Signature of Principal _____ **Date** _____

I am in agreement with the above educational appraisal of my child's needs. I have been informed about the funding process and the review and appeal mechanisms.

Signature of parent/carers _____ **Date** _____

STUDENT INFORMATION SHEET**All information needs to be completed****NAME OF STUDENT** _____ **SCHOOL** _____

1. School population _____STLD Allocation _____ESL Allocation_____

2. Identify levels of additional support currently provided on behalf of this student.

- ◆ Itinerant support teacher (hearing) _____hrs per week
- ◆ Itinerant support teacher (vision) _____hrs per week
- ◆ Out of Home Care _____hrs per week
- ◆ Support teacher (Learning Assistance) _____hrs per week
- ◆ Regional Learning Assistance Support Team _____hrs per week
- ◆ Type and level of support from itinerant support teacher (integration):

- ◆ Type and level of support from behaviour personnel /resources:

3. Outline the student’s anticipated attendance pattern and provide details of any other school or DET service that the student will access

4. Specify any mobility equipment, specialised technology or augmentative communication device normally used by the student at school (for example, type of wheelchair, Intellikeys, FM system)

5. Learning Support Team comment (for example, previous interventions, use of funds)

Signed _____ **Position** _____ **Date** _____

A Checklist for School's Learning Support Team

The learning support team should ensure that:

- The full range of resources available within the school has been accessed

- There are no further adjustments that the school can reasonably make in the organisation of lessons or staff; or in the teaching or support provided to this student, or support to teachers

- The input of parents or carers, and health professionals has been sought where relevant, and their recommendations have been implemented wherever possible

- All appropriate regional specialist support and funding sources have been accessed

- The interventions tried to date have been given reasonable time and opportunity to effect change

- The participation of this student will be significantly limited without further support

- It is agreed that teacher or aide time is the most appropriate way to address the identified need

- Strategies to address profiled need are reflected in the school's learning support plan for the student.