

# Funding Support

## Students with Disabilities in Regular Classes



### Support Document

Principals and School Executive  
The School Learning Support Team  
Senior School Assistants

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## 1.0 USE OF FUNDS

Funding Support for students with disabilities in regular classes is a targeted disability program. Funding provided is supplementary to existing school and regional resources. The support is to assist the school in maximising the participation of students with disabilities in regular classes across the full range of programs offered by their schools.

Principals have responsibility for determining the most appropriate ways of using the total annual funding allocated to the school to meet the identified needs of the targeted students. As the allocations for individual students are indicative only, there is some flexibility in the way schools can use funds to support students with additional teacher and teachers aide (special) time.

A school's learning support team supports classroom teachers in curriculum planning. The team has a collaborative role in the decision making process around the specific educational support needs or adjustments required for students with disabilities. To this end, there is flexibility available to determine the most appropriate mix between teacher and teachers aide (special) time.

Approved uses include:

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

Funding can only be used to provide additional staffing support. The funding is not allocated for administrative purposes, to purchase resources or technology, to make properties modifications, to provide therapy or clinical support.

## **2.0 MANAGEMENT OF FUNDS**

### **2.1 Notification of Funding and Record Keeping**

- Formal advice of the school's funding allocation is sent to the school during December and January.
- This advice needs to be retained for reference throughout the year.
- A copy should be placed on the Student Counselling File of each funded student, along with the original application and any supporting documentation.
- Schools need to keep a record of the funding allocated and committed for each student.

### **2.2 Payment to Schools**

- Funds are allocated as a tied grant and can only be used for staffing purposes.
- The allocation covers the full school year.
- Payments will be made at the commencement of each semester, or as a direct deposit if approval of the grant occurs outside this timeframe.
- The CEPS code 005 needs to be used when submitting a casual employee form for either a teacher or teachers aide (special).

### **2.3 Monitoring of Expenditure**

Schools need to manage and monitor the resources to support the student from within the allocated funding.

In exceptional circumstances, the school's learning support team may agree to provide assistance at a more intensive level earlier in the year and reduce support as a student gains skills and independence.

Whilst this option exists, schools need to be cautious about the amount of funds committed in this way as:

- the expected improvement may not occur, leaving the school at risk of not being able to provide essential support later in the year, or
- the student may change schools, thus requiring a transfer of funds to the new school in proportion with the original grant.

For information about the transfer or return of funds, please refer to section *2.4 Transfer or Return of Funds*.

It is an audit requirement that uncommitted funds of more than \$100 remaining from this program be returned to Disability Programs at state office at the end of the school year. They cannot be held over or used for other purposes.

During Week 6, Term 2 the disability programs consultant will contact each school to confirm current students and those students who have left. This will ensure that the Semester 2 payment to the school is correct.

## 2.4 Transfer or Return of Funds

### Procedures for Transfer of Funds

Unused funds are required to be transferred in all cases where a student who has been allocated a grant moves to a regular class in another school.

A cheque should be drawn and made payable to the student's new school. The cheque, together with the *7.1 Transfer of Funds Form* and the student's transfer papers should be sent to the principal of the student's new school.

A photocopy of both the form and cheque needs to be forwarded to:

Senior Education Officer, Inclusion  
Disability Programs Directorate  
Level 11, 1 Oxford Street  
DARLINGHURST NSW 2010

### Procedures for Return of Funds

Unused funds are required to be returned to state office in all cases where a student who has been allocated a grant, enrolls in a support class or a special school or leaves the government school system.

In the case of extended student absences, it is more appropriate for the return of funds to be calculated at the end of the school year or semester.

A cheque should be drawn and made payable to the 'Department of Education and Training'. The cheque, together with the *7.2 Return of Funds Form* should be sent to:

Senior Education Officer, Inclusion  
Disability Programs Directorate  
Level 11, 1 Oxford Street  
DARLINGHURST NSW 2010

### Calculation of Funds to be Transferred or Returned

Generally speaking, the total grant to the school is to be divided notionally into four 'term' allocations. Funds to be returned or transferred should be calculated in the following way:

When a student leaves or transfers during semester 1 and prior to the receipt of the semester 2 payment, only the remainder of the half year equivalent funding is transferred or returned.

When a student leaves at the end of a term, a corresponding proportion of the original funding is required to be transferred or returned (i.e. if there is one full term left in the semester, one quarter of the annual grant needs to be transferred or returned).

In addition, when a student leaves during a term, an allocation, in proportion to the remaining time in that term, is required to be transferred or returned.

### **3.0 EMPLOYMENT OF TEACHERS**

#### **3.1 Employment of Temporary and Casual Teachers**

The needs of students with disabilities enrolled in regular classes are best supported when teachers understand each student's specific educational needs and how to provide for these within the regular classroom. Teachers' knowledge, understanding and skills in working with students can be enhanced through professional support sustained at the local level.

A coordinated approach to the delivery of support for students with disabilities enrolled in regular classes will assist the school to build its capacity to provide for the needs of students in regular classes.

Funds may be used to employ a teacher to co-ordinate support to students with disabilities enrolled in regular classes. They may also be used to provide professional development and support to teachers to assist them in meeting the individual needs of these students in their classes.

Professional development and support for teachers may include:

- collaborative planning and programming
- networking within and across regions
- team teaching
- arranging visits to other classrooms
- liaising with other professionals
  - itinerant support teachers- integration, hearing and vision
  - support teachers learning assistance
  - substitute care personnel
  - early school support program personnel
  - regional learning support team personnel
- networking
  - developing school clusters to network to share teaching strategies, resources and expertise
- mentoring
  - providing opportunities for exemplary teachers to give professional support to their peers
  - providing time for teachers to utilise an expert to plan collaboratively and provide 'in class' support
  - releasing teachers to work directly with an expert to implement a program of support, practise a strategy or develop a specific skill
  - co-ordinating visits to other schools to observe exemplary practice and learn more about strategies for school based support.

The employment of casual or temporary teachers needs to be in keeping with *Guidelines for Principals for the Implementation of the Working with Children Check and Completion of Prohibited Employment Declarations* (NSW Department of Education and Training, issued January 2003).

Leave and employment conditions for all school teachers are contained in the [\*Crown Employees \(Teachers in Schools and TAFE and Related Employees\) Salaries and Conditions Award\*](#) and the *Department of School Education Teachers Handbook (1992)* which is available on the Department's intranet at:

[http://detwww.det.nsw.edu.au/directorates/personnel/teachers\\_handbook/handbooktoc.htm](http://detwww.det.nsw.edu.au/directorates/personnel/teachers_handbook/handbooktoc.htm)

**Temporary school teachers** are those who are employed in one engagement full time for four weeks or more or in one engagement for one to four days per week for two terms or more. Temporary teachers employed under this program should be provided with a Temporary Teachers Engagement Notice and placed on the Permanent Employees Payroll System (PEPS).

Conditions of employment, including guidelines on the engagement of temporary teachers is available on the Department's intranet at:

<http://detwww.det.nsw.edu.au/directorates/personnel/tteach/welcome.htm>

**Casual school teachers** employed under this program should be placed on the Casual Employee Payroll System (CEPS) and the CEPS code 005 should be used.

Conditions of employment, including rates of pay for casual school teachers is available on the Department's intranet at:

<http://detwww.det.nsw.edu.au/directorates/personnel/casteach/welcome.htm>

Queries on rates of pay and conditions of employment for temporary and casual school teachers should be directed to Payroll Services on telephone 131 074 or facsimile (02) 9831 6755 (metro schools) or 131 083 (non metro schools).

### 3.2 Teachers Rates of Pay (as at March 2004)

| <b>CASUAL TEACHERS</b> | <b>AVERAGE DAILY RATE</b> |
|------------------------|---------------------------|
| Primary teacher        | \$247.91                  |
| Secondary teacher      | \$251.76                  |

Actual rates of pay for casual teachers are available on the Department's intranet at:

<http://detwww.det.nsw.edu.au/directorates/personnel/casteach/wagerate/payrates.htm>

Temporary school teachers are generally entitled to pro rata salary and conditions of permanent teachers.

## **4.0 EMPLOYMENT OF TEACHERS AIDES (SPECIAL)**

### **4.1 Employment of Temporary Teachers Aides (Special)**

The employment of temporary teachers aides (special) needs to be in keeping with *Guidelines for Principals for the Implementation of the Working with Children Check and Completion of Prohibited Employment Declarations* (NSW Department of Education and Training, issued January 2003).

Temporary teachers aides (special) expected to work for more than one term under this program may be placed on the supply payroll as long term temporary staff. This is highly recommended as when a temporary teachers aide (special) is appointed to the supply payroll, the school is charged the lower long term temporary hourly rate and loadings are paid from a separate departmental source and not from within the school's advised allocation.

Appointment of long term temporary teachers aides (special) to the supply payroll should be in accordance with the Memorandum to Principals *Procedures for the Appointment of Non Teaching Staff to the Supply (Automatic) Payroll For 2004 (memo number DN/03/00550)*, issued in December 2003.

When a temporary teachers aide (special) is not paid from the supply payroll, the school is charged at the short-term temporary hourly rate which is higher due to the loadings that are in-built. As a result, schools will have less funding available for direct student support. The difference in these rates is outlined below. Recreation leave entitlements of long term temporary teachers aide (special) who are paid from the supply payroll will be paid during January.

The CEPS code 005 needs to be used when submitting a casual employee form.

Based on an examination of school routines and student support patterns, any temporary teachers aide (special) should not be engaged for periods of less than two hours, but wherever possible should be provided with three continuous hours.

Starting and finishing times of all temporary teachers aides (special) are determined by the principal in agreement with the staff member or members to suit the needs of the school. Normal hours of work shall be structured to avoid broken periods of duty i.e. there shall be no split shifts.

## 4.2 Temporary Teachers Aide (Special) Rates of Pay (as at July 2003)

Note: These rates do not include additional individual allowances, for example the health care procedures allowance, which an aide may be entitled to (refer 4.3).

| <b>TEMPORARY<br/>TEACHERS AIDE<br/>(SPECIAL)</b> | <b>LONG TERM<br/>Rate per hour</b> | <b>SHORT TERM<br/>Rate per hour</b> |
|--------------------------------------------------|------------------------------------|-------------------------------------|
| Adult 1 <sup>st</sup> Year                       | \$ 18.17                           | \$ 19.74                            |
| Adult 2 <sup>nd</sup> Year                       | \$ 18.47                           | \$ 20.08                            |
| Adult 3 <sup>rd</sup> Year                       | \$ 19.76                           | \$ 21.49                            |
| Adult 4 <sup>th</sup> Year                       | \$ 21.06                           | \$ 22.90                            |

At this stage no information is available on future pay increases for teachers aides (special). Principals should ensure that the possibility of increases during the 2004 school year is acknowledged in the planning process.

Rates of pay for temporary teachers aides (special) is available on the Department's intranet at:

<http://detwww.det.nsw.edu.au/directorates/personnel/sass/wagerate/tempsass.htm>

Queries on rates of pay and conditions of employment for temporary teachers aides (special) should be directed to Payroll Services on telephone 131 074 or facsimile (02) 9831 6755 (metro schools) or 131 083 (non metro schools).

### 4.3 Leave and employment conditions for temporary teachers aides (special)

Leave and employment conditions for temporary teachers aides (special) are contained in the [Crown Employees \(School Administrative and Support Staff\) Award](#) and the *Handbook for Non Teaching Staff in Schools* which is available on the Department's intranet site at:

[http://detwww.det.nsw.edu.au/directorates/personnel/nonteachstaffschools\\_handbook/handbook\\_toc.htm](http://detwww.det.nsw.edu.au/directorates/personnel/nonteachstaffschools_handbook/handbook_toc.htm)

Long term temporary teachers aides (special) are paid an unloaded rate and are entitled to pro rata leave conditions.

All temporary teachers aides (special) are eligible for payment of allowances such as the administration of prescribed medications allowance and the health care procedures allowance. Current allowance forms are available for download at:

<http://detwww.det.nsw.edu.au/directorates/personnel/sass/forms/forms.htm>

Teachers aides (special) who work four hours or more per day shall be entitled to an unpaid meal break of not less than 30 minutes each day. Aides who work more than two hours from the commencement of the school day shall be entitled to a paid morning tea break of 10 minutes each day. To meet the needs of the school, the principal may vary the time at which the morning tea break is taken and may stagger lunch breaks.

Temporary teachers aides (special) whose regular work day falls on a public holiday in a school term are entitled to payment for that day and should not be required to transfer duty to another day.

Principals should ensure that long term temporary teachers aides (special) are allocated an appropriate workstation and storage for personal items.

#### **4.4 Student Absences**

The duties assigned to teachers aides (special) may vary if the student is absent.

Where a student's absence is expected to be short term (for example less than one week), the teachers aide (special) should be engaged in activities related to the program of the student. This may involve the production of teaching resources, preparation of materials for future lessons or related duties as specified by the teacher or principal. If the teachers aide (special) is employed to support other students in the school, it would be appropriate for the aide to work with those students.

Where a student is expected to be absent for more than one week, the teachers aide (special) employment may be suspended for the period of that student's absence. If the teachers aide (special) is also employed to support other students the hours of employment will need to be varied. Appropriate notice must be given prior to an aide's employment being suspended or varied. Issues regarding the student's return, including consideration of an increase in hours, should also be canvassed with the aide.

The Industrial Awards and Conditions Unit in the Industrial Relations Directorate may be contacted on (02) 9561 8054 in relation to this matter and for advice regarding long term student absences.

Prior to the engagement of staff, principals should ensure that applicants understand the nature of the employment, including contingencies for non attendance of students.

#### **4.5 Working with Teachers Aides (Special)**

Teachers aides (special) assist all school personnel to implement quality learning outcomes for students with disabilities in regular classes. Most teachers aides (special) in regular schools work a set number of hours per day, or on selected days during the week. It is important to ensure that teachers aides (special) are seen as valued members of the school team and have access to all the information they require to effectively perform their role.

It is recommended that a teaching member of staff be formally delegated as a contact and support person for the teachers aide/s (special).

A brief orientation session should be held soon after the start of the school year, or at the commencement of employment in the case of new personnel. This will provide an opportunity for the teachers aides (special) to:

- be welcomed and included as part of the school community
- gain a clear understanding of school and Departmental policy
- understand the goals and priorities of the school and how it operates
- meet teaching and administrative support staff
- discuss their role within the school and individual classes
- be advised of their employment conditions and avenues for further advice.

## **4.6 Orientation Program for Teachers Aides (Special)**

Under the direction of the principal, teachers aides (special) should have an understanding of the following:

### **About The Role**

- the employment conditions under which they are being engaged
- the anticipated period of employment during the school year
- an overview of the role and specific information about their duties
- school or Departmental policies which impact on the role
- the lines of supervision and where to go for help or advice
- appropriate interaction with staff, other professionals and parents/carers

### **About the School**

- an introduction to the principal
- information on other key people and their role
- a tour of the school or provision of an annotated map
- the function of relevant teams within the school
- organisational structures and channels of communication
- school calendars, weekly events, timetables and routines
- emergency procedures

### **About the Students**

- school policies and procedures e.g. uniform code, behaviour management
- health care issues relating to students with whom they will work
- necessary information on students and their programs
- learning goals and mechanisms for reviewing progress

## About the System

- *Crown Employees (School, Administrative and Support Staff) Award*, as revised 25 July 2000.

The Award is available on the Department's intranet site at:

<http://detwww.det.nsw.edu.au/directorates/personnel/sass/award/welcome.htm>

- *Handbook for Non Teaching Staff in Schools*. A handbook for all non teaching staff is available in schools giving details of conditions of employment. Future chapters will include leave, rates of pay, staff welfare.

The handbook is available on the Department's intranet site at:

[http://detwww.det.nsw.edu.au/directorates/personnel/nonteachstaffschools\\_handbook/handbook\\_toc.htm](http://detwww.det.nsw.edu.au/directorates/personnel/nonteachstaffschools_handbook/handbook_toc.htm)

- *Special Education Handbook for Schools*. The handbook contains information about enrolment procedures, special education services, facilities and transport provisions.
- Useful Contact Numbers

|                               |           |             |
|-------------------------------|-----------|-------------|
| Administrative Staff Services | Bathurst  | ph: 13 2528 |
| Casual Salaries               | Blacktown | ph: 13 1074 |
| School Staffing Unit          | Blacktown | ph: 13 1075 |

## **Occupational Health and Safety**

The *Occupational Health and Safety Regulation 2001* aims to support the Occupational Health and Safety Act 2000 in achieving reductions in the incidence of workplace injuries and disease. *The Regulation* adopts a performance-based approach to occupational health and safety whilst maintaining prescribed controls in highly hazardous areas.

Every staff member in a school has a responsibility to take reasonable care, report any potential hazards in relation to occupational health and safety and cooperate with supervisors in ensuring a safe and healthy work environment. Safe practices relating to the role generally should be addressed at this time, as well as specific information concerning their work with individual students.

The Department's OH&S policy is available on the Department's intranet site at:

<http://detwww.det.nsw.edu.au/directorates/personnel/ohseaps/ohspolicy.doc>

## **Workers Compensation**

The *Workers Compensation Act 1998* and associated legislation applies to work related injuries and illness. Teachers aides (special) need to be informed of the availability of workers compensation if they:

- are injured at work or travelling to or from work
- have contracted an infectious disease while at work
- are injured outside school hours while on duty
- have an injury/illness which is aggravated by conditions at work

## **Code of Conduct**

All school staff must be made aware of the content of the *Revised Code of Conduct, August 1997*. This document outlines the personal and professional behaviour that is expected of all staff in DET schools in performing their duties.

## **Child Protection**

All staff members of the NSW Department of Education and Training have a duty of care to students in the system and must be trained in procedures for protecting children and young people. Of particular importance is the need for all teachers aides (special) to be trained in relevant child protection procedures and be made aware of the contents and implications of the following documents in addressing their responsibilities:

- *Child Protection: Protecting and Supporting Children and Young People: Revised Procedures 2000 (00/496 s.385)*
- *Child Protection: Procedures to be Followed in Response to Allegations of Improper Conduct of a Sexual Nature by a Staff Member Against a Student, 1997 NSW Department of School Education*

## **Disability Awareness**

*The Disability Policy Framework* is part of the NSW Government's commitment to social justice. The main focus for schools involves issues of physical access, attitudes and communication which ensures that all students, including those with disabilities are provided with quality educational programs, and are able to participate in a meaningful way in their school program. Teachers aides (special) should be included in disability awareness training. Relevant material available in schools and districts includes the *Learning Together* package, and the *Everyone Counts, Everyone Belongs* package.

## **Confidentiality**

One of the most important aspects of ethical practice involves the appropriate handling and disclosure of confidential information about students, families or school personnel.

During the normal course of their daily activities, teachers aides (special) may be privy to personal information about a student's history, level of current functioning or family circumstances, or school-related issues. This information may come from verbal or written sources. In a school setting, confidentiality means:

- respecting the privacy rights of students, teachers, other staff and families
- seeking approval prior to reading, writing, discussing or distributing information
- ensuring that approved verbal or written reports contain only essential details
- using appropriate communication channels within the school
- raising concerns first with the class teacher or designated supervisor and maintaining a professional relationship with students, parents and carers.

All reports and communications provided by teachers aides (special) should be accurate, factual and non-emotive and without personal comments or value judgements. Any information written by a teachers aide (special) for distribution to other agencies or to parents, needs the prior approval of the principal.

## **The Nature of the Role in Regular Classes**

A teachers aide (special) always works under the supervision and direction of a teacher. Teachers aides (special) may be asked to provide support in a variety of ways, including general classroom assistance, small group instruction or individual assistance. The most effective use of teachers aide (special) support will depend on the needs of all students in the class, the goals outlined in the student's learning support plan, the nature of the activity being undertaken and the professional judgement of the teacher. Teachers aides (special) need to have an understanding of the routines and rules that will operate within each class.

Support provided by teachers aides (special) should aim to develop maximum student participation and independence. Parents or carers have chosen regular class enrolment with this expectation. Significant periods of withdrawal from class activities or extended 1:1 instruction need to be avoided to ensure that the student does not become unnecessarily dependent on the support of a teachers aide (special).

#### 4.7 Teachers Aide (Special) Statement of Duty

Under the supervision and direction of a teacher, a teachers aide (special), in respect of students enrolled in special schools and regular classes, is responsible to the principal or the supervisor for:

- providing assistance in school routines
- classroom activities and
- the care and management of students with disabilities and behaviour disorders.

A teachers aide (special) is required to assist teachers in school and community settings in:

- the implementation of individual education programs and individual transition programs
- providing opportunities for students to develop personal, social, independent living and pre-vocational skills
- toileting and personal care needs of students at all age and dependency levels, to include washing, bathing, showering and changing
- washing of soiled items of clothing and nappies and in the disposal of used sanitary items
- direct food preparation and assisting students with eating and drinking
- the implementation of travel training programs
- the supervision of students on excursion, work experience and travel training programs.
- supervision of students with severe and/or multiple, physical and/or intellectual disabilities which can involve:
  - frequent physical lifting, also involving changing students from one piece of equipment to another;
  - therapy or nursing type duties (which include duties carried out under the guidance of professional staff);
  - administering medication, keeping medication registrar ;
  - minor maintenance of physical and or electronic equipment used by students;

- organising the regular servicing of physical and or electronic equipment used by students;
- serving as part of a transdisciplinary (educational/therapy) team in the development and implementation of individual educational programs;
- communicating with students using an augmentative communication system most appropriate to the needs of students;
- taking performance data during the implementation of individual educational programs.

### **Administration**

- operating audio-visual aids, computers and other teaching equipment
- recording school broadcasts and telecasts and maintaining a catalogue of records, cassettes, video-tapes and other audio-visual software
- duplicating stencils and photocopying
- issuing learning materials from resource rooms
- arranging furniture within classrooms where required
- managing lost property and clothing pools
- performing minor clerical duties
- caring for sick students and, when in receipt of a first aid allowance, administering minor first aid.

### **Other Duties**

- undertaking other related duties as determined by the principal or the supervising teacher.

## 5.0 ADDRESSING STUDENT NEEDS

### 5.1 Package of Support

The appraisal process, organised by the school's learning support team and involving the parents or carers and where appropriate the student, is a comprehensive analysis of a student's educational support needs. Information gathered during the appraisal process assists in the development of planning to support a student's learning.

When planning to support a student's educational needs, the learning support team will need to consider the most appropriate 'package of support' or educational adjustments for each student. This package will be developed from within available school, regional and state resources.

This 'package of support' may include:

- teaching and learning strategies / programming
- related training and development activities
- access to school resources, such as LAP, Aboriginal programs, Priority Schools Funding program
- targeted funding, such as HSC VET Disability Support, Link Support
- school area resources including support teachers such as the itinerant support teacher (integration)
- teacher and teachers aide (special) time
- technology adaptations and equipment
- modifications to facilities
- state resources such as the *Access and Participation team*.

The student's support planning should document the range of adjustments required and provided to the educational setting.

Please note that both the funding profile and the student's support planning are important records for educational and financial accountability purposes.

## 5.2 Reappraisal of Student Progress and Educational Support Needs

Reappraisal refers to the process of measuring the effectiveness of an educational program and the 'package of support' provided to the student. Reappraisal may need to be undertaken on a regular basis throughout the year.

In most cases formal reappraisal will only be required at key transition points during a student's schooling. These transition points include:

- entering Kindergarten
- moving from Year 6 to Year 7
- transferring from another system
- when/if a significant change in student needs occurs.

The meeting should involve the student's parents or carers and provide an opportunity to examine a range of important issues. The Special Education Handbook for Schools contains information about the review/reappraisal process. The outcome of the formal reappraisal should be recorded. Form 7.3 represents a sample form that can be used for recording the outcomes of the reappraisal.

Where there are concerns about the student's educational support needs or progress towards goals and intended learning outcomes, the school's learning support team may need to convene a reappraisal meeting. This may occur when:

- the student has a deteriorating health condition requiring additional support in focus areas, such as hygiene, health care procedures, mobility and positioning and/or safety
- changed circumstances require a review of the package of support
- the current profile does not reflect the student's educational support needs.

The learning support team may need to consider:

- the goals and intended learning outcomes in the learning support plan
- the levels and types of adjustments provided through the student's support package including the use and extent of support provided through Funding Support
- the profile of the student's educational support needs.

### 5.3 School Request for a Review of Funding

In exceptional circumstances, the outcome of a reappraisal meeting may be a request for a review of funding. Requests for a review of funding should be made to the disability programs consultant.

The learning support team will need to clearly demonstrate that the total level of funding allocated to the school under this program as well those from school, regional and state resources is not sufficient to allow the student to participate in the educational program.

The following steps outline the procedures to be followed when requesting a review of funding:

- The learning support team conducts a reappraisal and completes the *Request For A Review Of Funding Form 7.4*.
- The principal submits this form to the disability programs consultant
- The disability programs consultant contacts the principal to discuss the application and may make arrangements to visit the school when there is a need to clarify or further explore the issues raised by the learning support team
- When it can be demonstrated that the current profile is not an accurate representation of the student's educational support needs, the disability programs consultant (or his/her nominee) and the learning support team complete a new *Student Summary Sheet (Funding Support Form A)*
- The school area learning support committee makes a recommendation to state office and attaches the *Request For A Review Of Funding Form 8.1* and, if applicable, the amended student profile.

## 5.4 Parent or Carer Appeal

A right of appeal is available to parents or carers if:

- they are not satisfied with the outcome of a review of funding and have additional information that they feel should be considered, or
- they believe there has been an incorrect interpretation or use of these procedures, or
- it is the majority view of the school's learning support team that a request for a review of funding is not warranted.

Appeals must be in writing and state the grounds on which the appeal is being made. A *Parent or Carer Appeal Form 7.5* has been provided for this purpose.

Appeals are lodged with the Director, Student Welfare, GPO Box 33, Sydney NSW 2001. The Director will determine the appeal by:

- considering all relevant material and making further inquiries if necessary
- making a determination, in most instances, within 28 days of lodgement
- advising parties of the decision in writing
- determining what further action, if any, will be taken.

## 6.0 APPLICATIONS AFTER THE CLOSING DATE

The *Funding Support Program* is managed on an annual basis.

Generally, new applications for *Funding Support* during the course of the year will only be considered on behalf of students who are:

- new to the Department's system or exiting a support class or special school,
  
- Or
  
- currently unfunded and who have significant needs, due to deterioration in their medical condition or educational progress which require additional support to meet essential needs.

The students must:

- meet Departmental disability criteria, and
  
- have essential educational support needs that are directly related to their disability and that cannot be met from within the full range of resources available from the school and region.

Please refer to the *Funding Support* guidelines for full information about eligibility and the application process. This information can be found at: <http://detwww.det.nsw.edu.au/media/downloads/intranet/fundsup2.pdf>

## **7.0 FORMS**

**A STUDENT SUMMARY SHEET**

**B STUDENT INFORMATION SHEET**

**C SCHOOL SUMMARY SHEET**

**7.1 TRANSFER OF FUNDS FORM**

**7.2 RETURN OF FUNDS FORM**

**7.3 REAPPRAISAL & REVIEW FORM**

**7.4 SCHOOL REQUEST FOR A REVIEW OF FUNDING FORM**

**7.5 APPEAL BY PARENT OR CARER FORM**



**STUDENT INFORMATION SHEET**

All information needs to be completed

NAME OF STUDENT \_\_\_\_\_ SCHOOL \_\_\_\_\_

1. School population \_\_\_\_\_ STLA Allocation \_\_\_\_\_ ESL Allocation \_\_\_\_\_

2. 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
- ◆ Substitute care \_\_\_\_\_ hrs per week
- ◆ Support teacher (learning assistance) \_\_\_\_\_ hrs per week
- ◆ Learning Assistance Team (regional/SEA) \_\_\_\_\_ 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 Departmental 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 \_\_\_\_\_



NSW DEPARTMENT OF EDUCATION AND TRAINING

**7.1 TRANSFER OF FUNDS FORM**

**FUNDING SUPPORT – STUDENTS WITH DISABILITIES IN REGULAR CLASSES**

*This form is to be completed when a student transfers to a regular class in another Departmental school.*

Region: \_\_\_\_\_

School Education Area: \_\_\_\_\_

Current school: \_\_\_\_\_ Code: \_\_\_\_\_

Student's name \_\_\_\_\_

|                             |                |                                |
|-----------------------------|----------------|--------------------------------|
|                             | <i>Surname</i> | <i>Given Name</i>              |
| Student Counselling File No | _____          | Date student left school _____ |

New school: \_\_\_\_\_ Code: \_\_\_\_\_

Total Funding Allocation for this school year \$ \_\_\_\_\_  
(or \$ \_\_\_\_\_ per semester)

Amount being transferred \$ \_\_\_\_\_

(NOTE: School payments are paid in two instalments at the beginning of term 1 and 3)

Principal \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

1. Forward this form, a cheque (made payable to the new school) for the unused funds and the student's transfers papers to the principal of the new school.
2. Send a copy of this form, together with a copy of the cheque to:  
Senior Education Officer, Inclusion  
Disability Programs  
Level 11, 1 Oxford St  
DARLINGHURST NSW 2010

NSW DEPARTMENT OF EDUCATION AND TRAINING

**7.2 RETURN OF FUNDS FORM**

**FUNDING SUPPORT – STUDENTS WITH DISABILITIES IN REGULAR CLASSES**

*This form is to be completed when a student enrolls in a support class or special school (SSP) or leaves the government school system.*

Region: \_\_\_\_\_

School Education Area: \_\_\_\_\_

Current school: \_\_\_\_\_ Code: \_\_\_\_\_

Student's name \_\_\_\_\_

|                             |                |                                |
|-----------------------------|----------------|--------------------------------|
|                             | <i>Surname</i> | <i>Given Name</i>              |
| Student Counselling File No | _____          | Date student left school _____ |

New school: \_\_\_\_\_ Code: \_\_\_\_\_

Total Funding Allocation for this school year \$ \_\_\_\_\_  
(or \$ \_\_\_\_\_ per semester)

Amount being returned \$ \_\_\_\_\_

(NOTE: School payments are paid in two instalments at the beginning of term 1 and 3)

Principal \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

- Details (please tick)
- The student left the school for employment.
  - The student enrolled in a support class/SSP.
  - The student enrolled in a non-government school.
  - Other \_\_\_\_\_

**Forward this form and a cheque made payable to the Department of Education and Training to:  
Senior Education Officer, Inclusion  
Disability Programs  
Level 11, 1 Oxford St DARLINGHURST NSW 2010**

**NSW DEPARTMENT OF EDUCATION AND TRAINING**

**7.3 REAPPRAISAL AND REVIEW FORM YEAR \_\_\_\_\_**

**STUDENT:** \_\_\_\_\_ **SCHOOL:** \_\_\_\_\_

|                                                             |                                         |
|-------------------------------------------------------------|-----------------------------------------|
| Date of birth: _____                                        | Year/Grade/Class: _____                 |
| Parent / carer: _____                                       | Student counselling number: _____       |
| Special School _____                                        | Support Class _____ Regular Class _____ |
| Services being accessed: _____ ISTH _____ ISTV Other: _____ |                                         |

|                                                                  |                           |
|------------------------------------------------------------------|---------------------------|
| <b>A LEARNING SUPPORT TEAM MEETING</b> was held on: _____ (date) |                           |
| Participants: _____                                              | Other participants: _____ |
| _____ Principal                                                  | _____                     |
| _____ Parent                                                     | _____                     |
| _____ Class teacher                                              | _____                     |
| _____ Student                                                    | _____                     |
| _____ DPC                                                        | _____                     |
| _____ School Counsellor                                          | _____                     |

|                                                                  |                       |
|------------------------------------------------------------------|-----------------------|
| <b>SPECIAL TRANSPORT SERVICE REVIEW</b>                          |                       |
| Currently approved for special transport services                | YES / NO (circle one) |
| <i>If yes</i> 1. Do all eligibility criteria continue to be met? | YES / NO              |
| 2. Is the student undertaking a travel program?                  | YES / NO              |

|                                           |                   |
|-------------------------------------------|-------------------|
| <b>DISABILITY CONFIRMATION IS CURRENT</b> | YES / NO          |
| <b>ATTENDANCE</b> _____ days / week       | _____ hours / day |
| <b>HEALTH CARE PLAN</b> requires updating | YES / NO          |
| Comment: _____                            |                   |

|                             |                                                                                                     |          |
|-----------------------------|-----------------------------------------------------------------------------------------------------|----------|
| <b>TRANSITION PLAN</b>      | Are there any plans for this student to move to a different school/setting in the next three years? | YES / NO |
| Detail plans to date: _____ |                                                                                                     |          |

|                                                        |                                                |          |
|--------------------------------------------------------|------------------------------------------------|----------|
| <b>PROERTIES ISSUES</b>                                | Are there any future properties access issues? | YES / NO |
| 1. What modifications / facilities are required? _____ |                                                |          |

|                                                            |                            |
|------------------------------------------------------------|----------------------------|
| Current school: YES / NO                                   | If NO, which school? _____ |
| Date required: _____                                       |                            |
| 2. If YES, have the necessary applications been forwarded? | YES / NO                   |

|                                                   |                                                                      |          |
|---------------------------------------------------|----------------------------------------------------------------------|----------|
| <b>TECHNOLOGY OR SPECIALISED EQUIPMENT ISSUES</b> | Are there any recommendations for future technology/equipment needs? | YES / NO |
| Details: _____                                    |                                                                      |          |

|                                                         |          |
|---------------------------------------------------------|----------|
| If YES, have the necessary applications been forwarded? | YES / NO |
|---------------------------------------------------------|----------|

|                  |                  |             |
|------------------|------------------|-------------|
| <b>Principal</b> | <b>Signature</b> | <b>Date</b> |
|------------------|------------------|-------------|

**RECORD OF MEETING YEAR: \_\_\_\_\_**

**STUDENT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_**

Summary of progress towards previously agreed goals and learning outcomes

The current placement continues to be appropriate YES / NO  
If NO which settings are to be investigated?

| <b>Agreed Actions</b> | <b>Responsibility</b> | <b>Completion Date</b> |
|-----------------------|-----------------------|------------------------|
|                       |                       |                        |

I support the actions recommended at the meeting:

**Parent / Carer Signature Date**

**Principal Signature Date**

## FAX MESSAGE

**FUNDING SUPPORT – STUDENTS WITH DISABILITIES IN  
REGULAR CLASSES  
7.4 SCHOOL REQUEST FOR A REVIEW OF FUNDING  
FORM**

TO: **DISABILITY PROGRAMS** SCHOOL EDUCATION  
**CONSULTANT** AREA: \_\_\_\_\_

FROM: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

STUDENT: \_\_\_\_\_ GRADE: \_\_\_\_\_

1. Describe the package of support being provided from within school and regional programs and resources, including current *Funding Support*?

2. Detail the student's educational support needs that are not able to be met from the package of support.  
Focus Areas:

### ENDORSEMENT

This request is the outcome of an educational reappraisal by the school's learning support team. I certify that the needs of the student are unable to be met from within the current allocation and school and regional resources.

**Principal**

**Signature**

**Date**

**This request for a review of funding will be considered by the regional committee. It will be forwarded to the state committee that makes a determination.**

NSW DEPARTMENT OF EDUCATION AND TRAINING

7.5 APPEAL BY PARENT OR CARER FORM

**FUNDING SUPPORT – STUDENTS WITH DISABILITIES IN REGULAR CLASSES**

*(Not for use by School Personnel)*

|                                     |              |
|-------------------------------------|--------------|
| Student's Name: _____               |              |
| Surname                             | Given Name   |
| School: _____                       | Grade: _____ |
| Name of Person Making Appeal: _____ |              |
| Address: _____                      |              |
| Post Code: _____                    |              |
| Phone No: H _____                   | W _____      |
| M _____                             | Other _____  |
| Relationship to Student: _____      |              |

**REASONS FOR APPEAL:**

It is important that all matters, which you wish considered in the appeal, are mentioned. You may attach supporting documents to this form.

Signature of Person Making Appeal: \_\_\_\_\_

Date: \_\_\_\_\_

*Please return this form together with any attached information to the Director Student Welfare Directorate, NSW Department of Education and Training, GPO Box 33, SYDNEY NSW 2001*