

Program for Students with Disabilities Guidelines

2009

Available at www.sofweb.vic.edu.au/wellbeing/disabi/index.htm



Department of Education and
Early Childhood Development

Privacy Notice

The Department of Education and Early Childhood Development is committed to protecting your privacy along with the confidentiality and security of personal information you have provided. We are committed to complying with the Information Privacy Act 2000, the Health Records Act 2001 and other relevant Acts.

Why do we ask you to provide personal information?

We collect personal information when your school applies for additional resources to support a child.

This information is collected to enable the Department to:

- provide you with detailed and balanced information on all available educational options
- help determine the specific educational needs of your child
- determine the level of additional resources to be provided to the school after eligibility has been established.

Disclosure of information

The information you provide is used exclusively to assess the educational resourcing and services your child may require. It is not disclosed to anyone else without your written consent. However, there are some occasions when we are required by law to disclose information we hold about your child. In most circumstances we will usually let you know if we are required to do this.

Security and retention of information

All information about your child that you provide is kept secure and treated as confidential. We respect your right to privacy and will only release information about your child with your written consent.

All Department of Education and Early Childhood Development staff handling such information are required by law to respect your privacy.

The Department will not use irrelevant or out of date documents as this may confuse and delay the decision making process. Any information provided that is not required will be destroyed.

Accessing information

A copy of all documentation is held at your child's school. This can be made available to you on request. If the school cannot assist you for whatever reason, please contact the Disability Coordinator at your Regional Office.

www.education.vic.gov.au/about/structure/regions.htm

When requested information is not provided

If you choose to not tell us something that we need to assess the resources your child requires, we may be unable to provide your child with the resources you seek. Please, only send in copies of relevant information.

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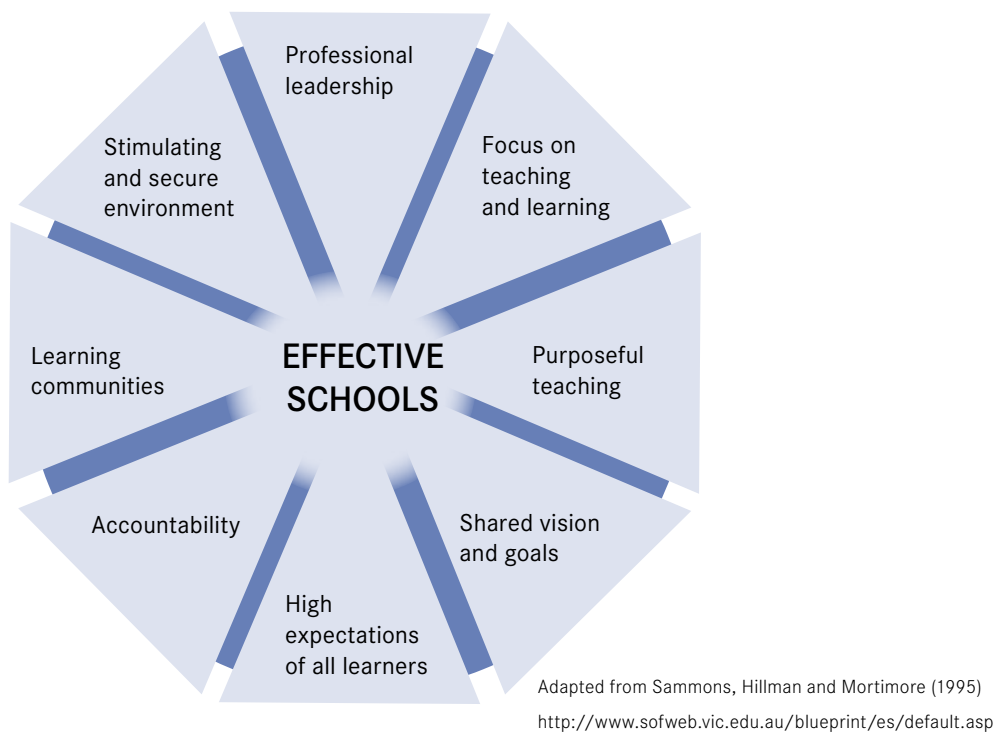
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Introduction

The Department of Education and Early Childhood Development is committed to improving the learning outcomes of all students, by acknowledging their diverse needs and catering for different learning styles. A key element of this commitment is an emphasis on improving the learning outcomes for students with disabilities and additional learning needs, including strategies that ensure inclusive practices are in place in schools.

The Effective Schools Model provides the framework for creating and sustaining effective schools. Effective schools recognise and respond to diverse student needs, expect that every student has the ability to learn, and endeavour to ensure that every learner is successful.

With over 538,000 students in nearly 1600 government schools, the diversity of the student population is recognised and celebrated. The Department is committed to delivering an inclusive education system that ensures all students have access to a quality education to meet their diverse needs.



Two vital components of this commitment are the following programs: the **Program for Students with Disabilities** and the **Language Support Program**. Both provide a range of supports and initiatives to assist government school students with additional learning needs, including those students with disabilities.

Your expectations

Parent/guardian/carer(s), teachers and school leaders can expect the Department to provide clear and concise materials to support the application process, respond in a timely fashion to all enquiries, and meet the deadlines that are detailed in this handbook. The Department is committed to protecting your privacy and handling your information confidentially and securely.

Our shared commitment

Parent/guardian/carer(s), teachers and school leaders work together to support all students to achieve their potential, and focus on the teaching-learning relationship to meet the individual needs of all students. Through the Program for Students with Disabilities and the Language Support Program, students' educational needs are closely monitored and reviewed, and meaningful goals are set and met. Teachers and school leaders are required to comply with the Disability Standards for Education 2005, which clarify the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (see *Circular 424/2005*).

This handbook provides school leaders, teachers and parent/guardian/carer(s) with:

- information on how to make an application (including online registration and required documentation)
- essential timelines for the application process
- links to support materials and templates
- key contact numbers and websites.

Victoria has developed a strong reputation for recognising and responding to the diverse needs of students, including those with disabilities and additional learning needs. By focusing on the teaching-learning relationship, strengthening our system to encompass all students, and recognising that their learning needs are not the same, we can further enrich the delivery of education to every student in every school.



Ian Claridge

General Manager

Student Wellbeing and Support Division

Section
ESSENTIAL INFORMATION

1

1

Program for Students with Disabilities

1.1 What is the Program for Students with Disabilities?

The Department of Education and Early Childhood Development provides a range of resources to schools to enable the delivery of a high quality program for all students, including students who are having difficulty learning. These resources may be provided in the Student Resource Package, through student support services including psychologists, social workers, youth workers, speech pathologists, visiting teachers and curriculum consultants, or through specific early identification and intervention programs.

The Program for Students with Disabilities 2009 is an additional program for a defined student population with moderate to severe disabilities. The Program for Students with Disabilities supports the education of students with disabilities in Victorian government schools by providing schools with additional resources. Resources are provided to schools to assist in the education of students with disabilities, not to individual students.

1.2 Who is eligible for the Program?

Victorian government school students with a disability and additional learning needs are eligible for the Program for Students with Disabilities, provided they meet the eligibility criteria for one of seven categories. Eligibility criteria are based on guidelines set by the internationally recognised World Health Organisation and are designed to identify that group of students with moderate to severe disabilities. The criteria are outlined on pages 32 to 36 of this handbook.

1.3 What are the categories?

The categories within the Program for Students with Disabilities are:

PHYSICAL DISABILITY

VISUAL IMPAIRMENT

SEVERE BEHAVIOUR DISORDER

HEARING IMPAIRMENT

INTELLECTUAL DISABILITY

AUTISM SPECTRUM DISORDER

SEVERE LANGUAGE DISORDER WITH CRITICAL
EDUCATIONAL NEEDS

1.4 Students 18 years or older in the Program for Students with Disabilities

Principals are required to notify the Department of Education and Early Childhood Development, in writing, of any students in the Program who are 18 years or older on 1 January 2009 and wish to complete an approved VCE/VCAL/VET or equivalent accredited course in 2009. Principals should indicate the details of the course the student will be completing to ensure the continuation of Program funding. (See www.sofweb.vic.edu.au/wellbeing/disabil/psdhandbook.htm)

This information must be forwarded to the [Resources Coordination Group, Student Wellbeing Branch](#) prior to 28 February 2009.

1.5 What are the different types of applications?

There are three types of applications within the Program for Students with Disabilities:

1. **New Applications**
2. **Year 6-7 Reviews**
3. **Reappraisals**

New applications are for students who are not currently in the Program for Students with Disabilities.

For students who are already in the Program for Students with Disabilities, the two types of applications that can be submitted are Year 6-7 Reviews and Reappraisals.

1.6 New Applications

New applications can be submitted for students who are not currently in receipt of support from the Program for Students with Disabilities.

Only one application per student, per year will be considered for entry into the Program for Students with Disabilities.

Support for students with a serious condition which has the potential to rapidly deteriorate

On rare occasions, students may have a serious medical condition that results in a rapid deterioration of physical condition that is life threatening.

Principals and support staff should take particular care to identify students in these situations and immediately notify their Regional Director, through the Regional Student Wellbeing Manager, of the situation. Contacting the Regional Director (see pg 31) will result in an immediate investigation and the provision of appropriate support.

The Principal and the Department of Education and Early Childhood Development will assume responsibility for the delivery of appropriate support at school to relieve the parent/guardian/carer(s) of any procedural concerns during this time as well as provide counselling and other support for the parent/guardian/carer(s) as required.

Eligible students with a disability who have left the Victorian government school system for a period greater than four school terms (12 months) will need to submit a new application.

Applications for students already in the Program for Students with Disabilities

1.7 Year 6–7 Review – Mandatory

The Program for Students with Disabilities has been structured to review the educational progress of students with disabilities and the appropriateness of the allocation made to schools. It has been determined that a critical review point, in terms of establishing educational need for support through the Program for Students with Disabilities, is Year 6 or the equivalent in specialist schools.

Year 6–7 Reviews must be submitted for:

- all students undertaking transition from Year 6 to Year 7 attending mainstream schools
- students enrolled in specialist schools whose date of birth falls between 1 May 1996 and 30 April 1997.

Year 6–7 Reviews are mandatory and must be submitted online. Funding cannot be included in the 2009 Student Resource Package if the review has not been undertaken.

Where a Year 6–7 Review has been undertaken and the Student Support Group considers that the student **no longer meets the eligibility criteria** for the Program for Students with Disabilities, the Year 6–7 Review application **must still be submitted** following the processes outlined in [Section 3 \(page 14\)](#).

Current Year 6 students, or the equivalent in specialist schools, who are in receipt of level 5 or level 6 support are exempt from the Year 6 – 7 Review process. Where the Student Support Group believes that the educational need of the student has changed, a reappraisal application may be submitted.

1.8 Reappraisal

Where it is believed that an adjustment to the level of support provided for a student is needed for a student currently in the Program for Students with Disabilities, a Reappraisal can be submitted. The Reappraisal will establish if additional resources are required to ensure effective support for the student. In order to submit a reappraisal, the Principal must reconvene the Student Support Group to complete a new Educational Needs Questionnaire (see [page 14](#)). The level of resources that the school receives to support a student in the Program for Students with Disabilities will be adjusted in line with the new Educational Needs Questionnaire.

Only one Reappraisal per student per 12 month period will be considered.

1.9 Change of Category

Students who are eligible for support under the Program for Students with Disabilities under more than one category may require a change of disability category to meet eligibility for attendance at a specialist school or facility. In these cases, the regional disabilities coordinator should be contacted.

Section
TIMELINES

2



Timelines for the Program for Students with Disabilities 2009

2.1 Annual Round

The Annual Round opens on **5 May 2008 and closes on 18 July 2008**. New Applications for students currently enrolled in Victorian government schools must be submitted during the Annual Round. For these applications, **no application or part of an application will be accepted after 18 July 2008**.

2.2 Post-Annual Round applications

Applications received **after** 18 July 2008 will only be accepted for:

- students transferring from other school systems, including interstate and overseas (applications for this group of students will be accepted prior to enrolment and up to one term from their enrolment date)
- preps enrolling for 2009
- students with a seriously deteriorating medical condition or
- students with a seriously deteriorating behavioural condition or where a student's behaviour poses a significant safety risk to him or herself or others in the school, and there is evidence of substantial regional and other intervention.

When Post-Annual Round consideration is requested, the application should be completed according to the usual process on pages 14-22 of this handbook, with a covering letter from the school principal detailing the reasons for the request for Post-Annual Round consideration.

2.3 New Applications

The table below outlines the timeline for submitting a new application.

	Submit during Annual Round (5/5/2008 – 18/7/2008)	Submit post-Annual Round (21/7/2008 – 27/2/2009)	Funded in 2008 or 2009 (if eligible)
(a) New students to Victorian government schools (i.e. Preps beginning in 2009 & transfers from other systems not previously receiving individual funding)	✓	✓	2009
(b) Students currently enrolled in Victorian government schools	✓	✗	2009
(c) Students transferring from other school systems with evidence of individual funding prior to transfer	Submit within one term of enrollment		2008 or 2009
(d) Students with a seriously deteriorating medical or behavioural condition	Submit at any time		2008 or 2009

Applications for students transferring from other school systems who were not being provided with individual support, as in (a) above, will only be considered for funding in 2009.

Applications for students transferring from other school systems, including interstate and overseas, from a setting that provided individual support for the student's additional learning needs immediately prior to transfer, as in (c) above, will be considered for funding from their first full term of attendance. Evidence of support from the previous system must be attached to the application. Applications must be submitted within one term of enrolment

2.4 Year 6–7 Reviews

The table below outlines the timeline for submitting a Year 6–7 Review

	Submit any time	Submit during Annual Round (5/5/2008 – 18/7/2008)	Submit post-Annual Round (after 18/7/2008)	Funded in 2008 or 2009 (If successful)
Year 6–7 Review	✗	✓	✗	2009

2.5 Reappraisals

The table below outlines the timeline for submitting a reappraisal.

	Submit any time	Submit during Annual Round (5/5/2008 – 18/7/2008)	Submit post-Annual Round (21/7/2008 – 27/2/2009)	Funded in 2008 or 2009 (If successful)
Reappraisal	✓			2008 or 2009

Only one Reappraisal per student per 12 month period will be considered.

Section
MAKING AN APPLICATION

3



3

Making an Application

Summary of the Program for Students with Disabilities Application Process							
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Student enrolls Printed information about school program and PSD provided to parents	Student Support Group (SSG) established Existing documentation examined	Further assessment occurs if necessary (Lewis and Lewis undertakes eligibility assessment for ID and SLD categories)	SSG meets to check eligibility criteria SSG completes Educational Needs Questionnaire (ENQ) Documentation supporting eligibility and ENQ indicators collated	Application submitted online and in hard copy	Resources Coordination Group ensures eligibility criteria met Level of funding determined School receives notification	SSG meets to make recommendations to the principal on the resources required to implement the educational plan for student Funding begins at start of new school year	Student Review occurs at Year 6-7 transition

3.1 Student Support Groups

The Student Support Group is central to making an application under the Program for Students with Disabilities. A Student Support Group is a cooperative partnership between the parent/guardian/carer(s), school representatives and professionals to ensure coordinated support for the student’s educational needs. This is achieved through the development of specific educational goals and a tailored educational program.

A Student Support Group is mandatory for students in the Program for Students with Disabilities, and strongly encouraged for any student with additional needs.

Information about Student Support Groups is available at www.sofweb.vic.edu.au/wellbeing/disabil/psdhandbook.htm

3.2 Outsourced Assessment

The Department of Education and Early Childhood Development provides an outsourced assessment service for applications on behalf of students in the categories of Intellectual Disability and Severe Language Disorder with Critical Educational Needs.

Assessments of students under these two categories must be completed through this service.

Details of the process for the integrated outsourced assessment service can be found at www.sofweb.vic.edu.au/wellbeing/disabil

Responsibility for submitting the online and hard copy application, including supporting the Educational Needs Questionnaire indicators, remains with the school. Schools are advised to refer to this service well before application closing dates to ensure that adequate time is allowed for assessment and reporting, the Student Support Group meeting and submission of online and hard copy applications.

Information about how to refer a student for assessment can be obtained from the service providers. For contact details please see [page 31](#).

3.3 Evidence

An Application for the Program for Students with Disabilities must contain current evidence, such as reports and other documents, that addresses the eligibility criteria. A range of documentation may already be held by the parent/guardian/carer(s), for example, information associated with an early intervention program. It is expected that additional formal assessments will only be required in situations where no current and appropriate assessment reports are available.

Schools are reminded to follow Department of Education and Early Childhood Development Privacy Guidelines (<http://www.education.vic.gov.au/about/deptpolicies/informationprivacy.htm>) when collecting information about individual students.

In most cases, assessment reports should be not more than two years old, and should be signed and dated. Documentation should be student specific and should not include information regarding other students. Suspension notices, school records of misdemeanours, other incident reports including police/court orders, photographs, audio/video tapes, work samples or comprehensive student-subject reports should not be submitted as evidence of disability. See page 19 for a checklist of supporting documentation required for each category.

New Applications

Once the parent/guardian/carer(s) and Principal have gathered documentation containing evidence of the student's disability, a decision must be made as to whether it meets the criteria for at least one of the categories of the Program for Students with Disabilities.

Where an application is made outside of the annual round on behalf of a student with a seriously deteriorating medical condition, the covering letter accompanying the application should indicate the urgent nature of the support required, and appropriate evidence should be included which outlines the student's condition.

When applications are made on the basis of significantly deteriorating behavioural conditions, such that the student's behaviour poses a significant safety risk to him or herself or others in the school, **evidence is required to demonstrate that substantial regional and other interventions have been fully utilised**. It is expected that these interventions would include targeted ongoing support from regional student support services and Student Wellbeing Managers, together with involvement from outside agencies where possible.

Year 6-7 Reviews

The documentation submitted as part of a Year 6-7 Review should demonstrate whether the student continues to meet the eligibility criteria and the student's level of educational need as demonstrated by a current Educational Needs Questionnaire. The level of funding provided to a school for the support of a student with a disability is based on the supported Educational Needs Questionnaire indicators submitted by the school. Therefore, if the student continues to meet the eligibility criteria, the level of funding provided to support the student will be adjusted according to the new Educational Needs Questionnaire indicators.

Year 6-7 Review – Documentation Requirements

Category	Documentation Required
Intellectual Disability	<ul style="list-style-type: none"> • Current assessment report not more than 2 years old
Physical Disability	<ul style="list-style-type: none"> • Current assessment report not more than 2 years old
Hearing Impaired	<ul style="list-style-type: none"> • Current audiogram with accompanying statement (summary of results) not more than 2 years old
Visual Impairment	<ul style="list-style-type: none"> • Current ophthalmologist report with accompanying statement (summary of results) not more than two years old
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Statement of clinical opinion from a psychologist and speech pathologist (confirmation of diagnosis) • Statement from school principal regarding student progress
Severe Behaviour Disorder	<ul style="list-style-type: none"> • Statement of clinical opinion from psychologist (confirmation of diagnosis) • Statement from school principal regarding student progress • Student Management Plan
Severe Language Disorder with Critical Educational Needs	<ul style="list-style-type: none"> • Current speech pathology assessment report not more than 1 year old • Current cognitive assessment report not more than 2 years old • Current audiogram with accompanying statement (summary of results) not more than 2 years old

Where a student, upon review, is considered by the Student Support Group to **no longer meet the criteria** for eligibility for the program, a Student Support Group meeting should be held to identify the student's educational needs and plan the support that will be required for the student's transition into secondary school.

Regardless of whether the Student Support Group considers the student to meet the eligibility criteria for the Program for Students with Disabilities, a Year 6–7 Review should be submitted. This will ensure that appropriate information is available to the Resources Coordination Group, should the student require additional assistance in the future.

During the Year 6–7 Review process, the secondary school in which the student anticipates enrolling should be invited to attend the Year 6–7 Review Student Support Group meeting.

Reappraisals

The Reappraisal must provide evidence, such as reports from relevant professionals, to support the indicators of the new Educational Needs Questionnaire. The agreed indicators must be transferred to the Application Summary Form. An updated Student Education Program Summary Statement indicating how the additional resources would be used to support the student should be attached to the Application Summary Form.

Students with multiple disabilities are considered to be eligible if evidence is provided that meets the eligibility criteria for at least one of the categories in the Program for Students with Disabilities.

When parent/guardian/carer(s) and the Principal examine the information collected, it will be clear in a number of cases that eligibility cannot be established for the Program for Students with Disabilities. In these cases the Principal is required to make arrangements to provide an appropriate educational program from within the available resources provided to the school. Continuing with an application that clearly does not meet any of the criteria will be unsuccessful, and raise unnecessary concerns and expectations.

If documentation meets the eligibility criteria as outlined on [pages 32-36](#), the Principal will arrange for an [Application Student Support Group meeting](#) to be convened.

3.4 Application Student Support Group Meeting

The members of the Application Student Support Group are to be:

- the Principal (or nominee)
- the parent/guardian/carer(s) and the parent/guardian/carer(s)' advocate (if requested by the parent/guardian/carer(s))
- the student (where appropriate) and
- a Department of Education and Early Childhood Development nominee.

Consultants may be invited to assist the group's decision making and their understanding of the student's educational needs.

The Application Student Support Group should:

1. Carefully examine the evidence and determine whether an application under one of the seven categories of the Program for Students with Disabilities would be supported.
2. Complete the [Educational Needs Questionnaire](#) by agreeing on a descriptor that best matches the student's current level of educational need, and place the number of the descriptor in the box. The key indicators of educational need are designed to be completed based on observable characteristics of the student. Ensure that the agreed numbers are supported by appropriate documentary evidence.
3. Transfer the agreed Educational Needs Questionnaire numbers to the Application Summary Form. Only one number should be placed in each box.
4. Complete the [Student's Education Program Summary Statement - Goals and Strategies](#).
5. Ensure all required documentation is attached and that the application has been signed by all the relevant members of the Application Student Support Group.

The Principal should ensure that all steps have been completed and a copy of the Application Summary Form, all documentation and the Educational Needs Questionnaire is kept for school records.

Department of Education and Early Childhood Development Nominee

Department of Education and Early Childhood Development Nominees are senior staff members (Principals, Assistant Principals, Leading Teachers or SSSOs), approved by the Region, who have received training regarding the requirements of the Program for Students with Disabilities. The role of the Department of Education nominee is to support the Principal and the Student Support Group by acting as an impartial 'critical friend', during the completion of the Application, and to ensure that Student Support Group is convened according to Department of Education guidelines. The Department of Education and Early Childhood Development Nominee assists in the application process by ensuring that the application contains all the requisite supporting information.

The Department of Education Nominee will check that:

- each section of the application is complete and attached;
- the application contains all the necessary evidence to demonstrate each of the relevant eligibility criteria and Educational Needs Questionnaire sections (as per the Documentation Checklist on page 19); and
- all attached reports are current, dated and signed

before signing the Application Summary Form.

Contact details of Department of Education nominees are available from Regional Offices (see [page 31](#)).

3.5 Online Application Process – Program for Students with Disabilities Management System (PSDMS)

All applications for the Program for Students with Disabilities must be submitted online through the [Program for Students with Disabilities Management System \(PSDMS\)](#).

Both the online and hard copy applications must be completed and received by the Resources Coordination Group by the closing date. Schools are advised to allow sufficient time for such factors as online processes and postage. Hard copies of applications that have not been submitted online will be returned to the school.

There are four steps to submitting applications online:

1. Upload the student information from CASES21 to PSDMS (if a student has been uploaded previously, this step is not required)

This step will take 3 working days - it can be completed at any time before the application is submitted.

It is advisable to complete this step as soon as possible.

2. Logon to PSDMS and search for students for whom you wish to create an application. Start the application process
3. Enter all the required information, including Educational Needs Questionnaire indicators and Goals and Strategies, and submit the application
4. Print the Application Summary Form, and attach to the signed Application Summary Form and other supporting documentation (see documentation checklist on pages 19-20).

Quick reference guides that provide useful step-by-step instructions for schools are available at the following link: www.sofweb.vic.edu.au/wellbeing/disabil/psdmsinfo.htm

3.6 Submitting the Documentation

Once the application has been registered online, forward the signed Application Summary Form, a hard copy of the Application Summary Form from PSDMS with the Student Education Program Summary Statement (Goals and Strategies) and supporting documentation to:

**Resources Coordination Group
Student Wellbeing Branch
Department of Education and Early Childhood Development
GPO Box 4367, Melbourne Vic 3001**

Do not bind, pin or glue applications together – this will interfere with the efficient processing of them – one staple is sufficient. Faxed or hand-delivered applications cannot be accepted.

It is essential that all necessary documentation is included with the Application. The following checklist sets out the required documentation for each category:

Physical Disability

- A signed copy of the Application Summary Form
- A printed copy of the completed online Application Summary Form from PSDMS
- A Student Education Program Summary Statement (Goals and Strategies)
- A covering letter
- A report from a medical/paediatric specialist
- A current (not more than 2 years old), signed report from a paramedical professional
- Evidence to support agreed Educational Needs Questionnaire levels

Visual Impairment

- A signed copy of the Application Summary Form
- A printed copy of the completed online Application Summary Form from PSDMS
- A Student Education Program Summary Statement (Goals and Strategies)
- A covering letter
- A current (not more than 2 years old), signed report from an ophthalmologist/Educational Vision Assessment Clinic
- Evidence to support agreed Educational Needs Questionnaire levels

Severe Behaviour Disorder

- A signed copy of the Application Summary Form
- A printed copy of the completed online Application Summary Form from PSDMS
- A Student Education Program Summary Statement (Goals and Strategies)
- A covering letter
- A current signed report from a psychologist containing:
 - A cognitive assessment
 - A Child Behaviour Checklist (CBCL)
 - A statement regarding withdrawal
 - A statement regarding Autism Spectrum Disorder
- A current signed report from a speech pathologist containing:
 - A language assessment
- Evidence of the need for ongoing treatment
- Evidence of a history of severe behaviour
- A statement regarding Hearing
- A statement regarding Vision
- A statement regarding Physical Disability
- A Student Management Plan
- Evidence to support agreed Educational Needs Questionnaire levels

Hearing Impairment

- A signed copy of the Application Summary Form
- A printed copy of the completed online Application Summary Form from PSDMS
- A Student Education Program Summary Statement (Goals and Strategies)
- A covering letter
- A current (not more than 2 years old), signed report from an audiologist
- A current (not more than 2 years old), signed audiogram
- Evidence to support agreed Educational Needs Questionnaire levels

Intellectual Disability

- A signed copy of the Application Summary Form
- A printed copy of the completed online Application Summary Form from PSDMS
- A Student Education Program Summary Statement (Goals and Strategies)
- A covering letter
- A current (not more than 2 years old), signed report from a psychologist containing:
 - A cognitive assessment
 - A Vineland Adaptive Behaviour Scale
- Evidence of a history of ongoing difficulties
- Evidence to support agreed Educational Needs Questionnaire levels

Autism Spectrum Disorder

- A signed copy of the Application Summary Form
- A printed copy of the completed online Application Summary Form from PSDMS
- A Student Education Program Summary Statement (Goals and Strategies)
- A covering letter
- A current signed report from a psychologist containing:
 - A cognitive assessment
 - A Vineland Adaptive Behaviour Scale
- A current signed report from a speech pathologist containing:
 - A language assessment
- A signed report from a multidisciplinary team consisting of:
 - a psychologist
 - a paediatrician/psychiatrist
 - a speech pathologist
 - A Childhood Autism Rating (CARS) score
- A statement regarding social/emotional and cultural factors
- A statement regarding hearing
- Evidence of a history of ongoing difficulties
- Evidence to support agreed Educational Needs Questionnaire levels

Severe Language Disorder with Critical Educational Needs

- A signed copy of the Application Summary Form
- A printed copy of the completed online Application Summary Form from PSDMS
- A Student Education Program Summary Statement (Goals and Strategies)
- A covering letter
- A current (not more than 1 year old), signed report from a speech pathologist containing:
 - Two language assessments
- A current signed report from a psychologist containing:
 - A cognitive assessment (not more than 2 years old)
- A statement regarding social/emotional and cultural factors
- A statement regarding hearing
- Evidence of a history of ongoing difficulties
- Evidence to support agreed Educational Needs Questionnaire levels

Only applications that are complete, signed and have been registered online will be considered.

Once applications have been submitted, no further documentation will be accepted unless specifically requested by the Resources Coordination Group. If the Student Support Group receives documentation relevant to the application after it has been submitted, schools are advised to contact their regional coordinator for advice.

3.7 Application Checklist for Principals

Student's Name: _____

- 1 Discuss issues with parent/guardian/carer(s)
 - Investigate the student's additional needs
 - Examine any existing documentation
 - Discuss programs provided by the school
 - Provide parent/guardian/carer(s) with an explanation of the Program for Students with Disabilities
 - Provide printed information to parent/guardian/carer(s)

- 2 Establish a [Student Support Group](#)
 - Further investigate the student's needs and existing documentation in the educational context
 - Arrange for additional documentation to be gathered (if necessary) in accordance with the respective assessment guidelines and for the development of the student education program.

Where it is considered possible that an application may be submitted under the categories of **Intellectual Disability** or **Severe Language Disorder with Critical Educational Need**, the assessment should be referred to the appropriate outsourced service provider (see [page 31](#)).

- 3 Convene an [Application Student Support Group meeting](#)
 - Before the Student Support Group Meeting, print required documents – e.g. Application Summary Form, copies of Educational Needs Questionnaire indicators, Student Education Program Summary Statement proforma
 - During the Application Student Support Group Meeting, carefully examine the evidence of disability and determine whether the evidence would support an application under one of the categories for inclusion in the program (see [page 32-36](#))
 - If the evidence supports the eligibility criteria proceed with the application
 - If the evidence does not support the eligibility criteria discuss the program requirements and support that the school will arrange for the student
 - Complete the [Application Summary Form](#)
 - Complete the Student Education Program Summary Statement - (Goals and Strategies) ([page 48](#) or at www.sofweb.vic.edu.au/wellbeing/disabil/index.htm)
 - Ensure that the application is signed by the Principal, parent/guardian/carer(s) and Department of Education and Early Childhood Development nominee

- 4 Register the [application online](#) according to the instructions on [page 18](#)
- 5 Attach the evidence to establish eligibility and support the agreed Educational Needs Questionnaire levels to the completed Application Summary Form
- 6 Forward all parts of the complete application (see [page 19](#)) to:

**Resources Coordination Group
Student Wellbeing Branch
Department of Education and Early Childhood Development
GPO Box 4367
Melbourne 3001**

DO NOT SUBMIT INCOMPLETE OR UNSIGNED DOCUMENTATION

The Principal should ensure that all steps have been completed and that a copy of the documentation and Educational Needs Questionnaire is kept for school records.

Section
AFTER THE APPLICATION
IS SUBMITTED

4

4

4

AFTER THE APPLICATION IS SUBMITTED

4.1 What happens after the application is submitted?

The Resources Coordination Group, comprising regional representatives and consulting professionals, will:

- check that all relevant documentation has been provided;
- request additional information from the Student Support Group if necessary;
- ensure that the Educational Needs Questionnaire indicators reflect the information in the documentation provided;
- check the Student Education Program Summary Statement (Goals and Strategies); and
- determine if the application meets the eligibility criteria for additional resources via the Program for Students with Disabilities.

4.2 Notification of outcome of the application

Principals are required to check the Program for Students with Disabilities Management System (PSDMS) for outcomes of applications. Outcomes of finalised applications submitted for the 2009 Annual Round will be posted on PSDMS before the start of term 4 2008 to coincide with the school's 2009 Indicative Student Resource Package. It is the Principal's responsibility to notify the parent/guardian/carer(s) of the outcome of the application, eligibility, and level of support allocated to the school. The Principal will reconvene the Student Support Group regardless of the outcome of the application.

Where a decision has been made to allocate additional resourcing to a school, resourcing is provided via the Student Resource Package.

For an ineligible outcome where the Student Support Group believes there were process deficiencies in the consideration of an application, an appeal can be submitted (see [page 27](#)).

4.3 Resources provided to the school

Allocations will be part of the Student Resource Package of the school/s that the student attends. Where agreement has been reached that a student will attend two schools, the allocation will be provided on a pro-rata basis. If a student transfers to another Victorian government regular or specialist school during the year, the allocation will transfer on a pro-rata (each term) basis to the new school.

Principals should refer to the disability section in the *Guide to the Student Resource Package* for further details concerning resources. The Student Support Group will have a key role in advising the Principal on the educational program for the student and the nature of the additional resources required to support the Program. When making recommendations to the Principal about the additional resources to support a student on the Program for Students with Disabilities, the Student Support Group should consider how the resources could best be used to:

- work towards the long-term goals of the student;
- build the capacity of the school and teaching staff to provide support for students with additional learning needs; and
- increase the student's ability to independently access learning.

It is important that the Student Support Group consider specific, targeted strategies that will have lasting and long term benefit for the student, as well as building the capacity of the school to provide an effective, inclusive curriculum for students with additional learning needs. Resources from the Program for Students with Disabilities can be used in a number of ways to support students, including:

- specialist staff (e.g. Special Needs Coordinator, occupational therapists, speech pathologists);
- teacher professional development;
- specialist equipment/materials; and
- school support officers (SSOs).

For further information, refer to the [Student Support Group Guidelines](#).

Where a school is allocated resources to support more than one student, the Principal may choose to liaise with members of the Student Support Groups to discuss and evaluate any common requirements, for example, the funding of therapy services or integration teacher positions.

4.4 On receipt of notification from the Department of Education and Early Childhood Development that the student is eligible, the Principal is to:

- inform the parent/guardian/carer(s) of the outcome and set the date for a Student Support Group meeting
- convene the Student Support Group, and set and prioritise educational goals.

4.5 On receipt of notification from the Department of Education and Early Childhood Development that the student is not eligible, the Principal is to:

- inform the parent/guardian/carer(s) of the outcome assuring them that the needs of their child can be met by the school
- set a date for a Student Support Group meeting
- convene the Student Support Group, discuss the support needs of the student, and set and prioritise educational goals
- contact the Regional Disabilities Coordinator for feedback as to why the application did not meet the criteria for eligibility.

4.6 Disability Standards

Under section 32 of the *Disability Discrimination Act 1992*, education providers must comply with the *Disability Standards for Education*. To comply, an education provider must make 'reasonable adjustments' to accommodate a student with a disability.

An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

The Disability Standards for Education 2005 set benchmarks for education and training providers with which all Victorian government schools must comply.

These benchmarks include the right to comparable access, services and facilities, and the right to participate in education and training unimpeded by discrimination, including on the basis of stereotyped beliefs about the abilities and choices of students with disabilities.

The Standards cover:

- enrolment
- participation
- curriculum development
- student support services
- the elimination of harassment and victimisation.

Effective schools have high expectations for all learners, and recognise that all students have the potential to learn. To maximise opportunities for students with disabilities and additional learning needs to succeed, policy and practice should reflect:

- collaboration between teachers and students, parent/guardian/carer(s), education and health professionals to develop criteria for agreed understandings and responses to a student's behaviours, needs, communication skills, learning styles and preferences
- curriculum-based individual education plans developed by a student's support group that set out the student's short-term and long-term learning goals
- teaching and learning strategies that are adapted according to a student's background, experiences, individual personality and individual goals
- opportunities for the student to develop knowledge, skills and behaviours in a range of domains and contexts
- opportunities for all students to participate in classroom activities with other students.

Further information about the Standards is available at http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm

4.7 Appeal Process

An appeal process exists for any application deemed **ineligible**. After following the process in 4.5 the Principal may wish to lodge an appeal with the Department on behalf of the Student Support Group. To pursue this option, the Principal **must be able to substantiate their concern by providing additional clinical or professional evidence that was not included in the original application or outline the grounds upon which they believe there were process deficiencies**.

The Appeal should contain a covering letter from the school principal, as well as supporting clinical or professional evidence. The covering letter should clearly state that it is an Appeal, and outline the reasons for the appeal. No Application Summary Form or online application is required.

An appeal must be lodged within **15 school days** of receipt of the outcome of the application.

Only one appeal can be submitted per application.

An appeal can only be submitted for an application that has been deemed **ineligible**. For information about whether it would be appropriate to request an adjustment to the **level of resources** allocated to the student, see the section on **reappraisals** (see [page 16](#)).

Appeals are to be submitted to:

**Assistant General Manager
Student Wellbeing Branch
Department of Education and Early Childhood Development
GPO Box 4367
Melbourne VIC 3001**

The Assistant General Manager will coordinate a panel to assess all appeals. The outcome of this assessment will be communicated to the Principal as soon as possible.

Section
FURTHER INFORMATION

5



5

Further Information

5.1 Websites

Program for Students with Disabilities

www.sofweb.vic.edu.au/wellbeing/disabil/index.htm

Interpreting and translating

www.education.vic.gov.au/management/schooloperations/interpret/default.htm

Curriculum Planning Guidelines website (Students with a Disability or Additional Learning Need)

www.sofweb.vic.edu.au/blueprint/fs1/guidelines/phase1/PSG/disability.asp

Futures for Young Adults

www.dhs.vic.gov.au/disability/supports_for_people/being_part_of_my_community/futures_for_young_adults/futures-for-young-adults---post-school-pathways-for-students-with-a-disability-2008

Including students with disabilities: A curriculum toolkit for schools and teachers

www.sofweb.vic.edu.au/wellbeing/disabil/curriculum.htm

5.2 Organisations providing support

Autism Victoria

(03) 9885 0533

www.autismvictoria.org.au

Association for Children with a Disability
(or for rural callers)

(03) 9818 2000
1800 654 013

www.acd.org.au

ADEC (Action on Disability within Ethnic Communities) Inc. (03) 9480 1666

www.adec.org.au

Blind Citizens Australia
(or for country callers)

(03) 9372 6400
1800 033 660

www.bca.org.au

TTY: 03 9376 9275

Muscular Dystrophy Association Inc.
(or for country callers)

(03) 9320 9555
1800 656 632

www.mda.org.au

Parents of Hearing Impaired Children Victorian Federation (03) 9772 1260

Spina Bifida Foundation

(03) 9663 0075

www.sbfv.org.au

STAR Victoria Inc. Acting for those with
Intellectual Disability and Families

(03) 9650 2730

Tourettes Syndrome Association of Victoria

(03) 9845 2700

Victorian Council of School Organisations

(03) 9429 5900

www.viccco.org.au

Parents Victoria
(or for country callers)

(03) 9380 2158
1800 032 023

www.parentsvictoria.asn.au

5.3 Department of Education and Early Childhood Development Contacts

Regional Offices

Barwon South Western Region	(03) 5225 1000 or www.bsw.vic.edu.au
Grampians Region	(03) 5337 8444 or www.grampians.vic.edu.au
Eastern Metropolitan Region	(03) 8561 2700 or www.emr.vic.edu.au
Gippsland Region	(03) 5127 0400 or www.gippsland.vic.edu.au
Hume Region	(03) 5761 2100 or www.hume.vic.edu.au
Loddon Mallee Region	(03) 5440 3111 or www.lcmdoe.vic.edu.au
Northern Metropolitan Region	(03) 9488 9488 or www.nmr.vic.edu.au
Southern Metropolitan Region	(03) 9794 3555 or www.smr.vic.edu.au
Western Metropolitan Region	(03) 9291 6500 or www.wmr.vic.edu.au

Central Office

Student Wellbeing Branch
33 St Andrews Place
East Melbourne 3002
Telephone: (03) 9637 2032
Email: disability.services@edumail.vic.gov.au

5.4 Outsourced Assessment Provider

Lewis & Lewis
PO Box 476
Brunswick 3056
Telephone: (03) 9380 5742
Fax: (03) 9380 6883
Email: lewis@mira.net
www.lewisandlewis.com.au

Appendix A

PROGRAM FOR STUDENTS WITH DISABILITIES CATEGORIES and SUPPORTING EVIDENCE

Physical disability

CRITERIA	EVIDENCE
<p>A A significant physical disability; AND/OR</p> <p>B A significant health impairment; AND</p> <p>C Requires regular paramedical support.</p> <p><i>Note: Schools can refer students with a mild physical disability or health impairment for support by a visiting teacher.</i></p> <p><i>Note: It is recommended that a medical management plan be developed for any student with a health impairment.</i></p>	<p>A statement detailing the disability or health impairment from a paediatrician; AND</p> <p>A statement detailing paramedical service requirements from a registered physiotherapist or occupational therapist.</p> <p><i>Note: Written agreement for a formal assessment or statement must be provided by the student's parent/guardian/carer(s).</i></p>

Visual impairment

CRITERIA	EVIDENCE
<p>A Visual acuity less than 6/60 with corrected vision; OR</p> <p>B That visual fields are reduced to a measured arc of less than 10 degrees.</p> <p><i>Note: Partially sighted students may obtain support from visiting teachers and/or the Statewide Vision Resource Centre.</i></p> <p>Eligibility for these services is:</p> <ul style="list-style-type: none"> • visual acuity less than 6/18 with corrected vision <p>OR</p> <ul style="list-style-type: none"> • visual fields reduced to a measured arc of less than 20 degrees. 	<p>Assessment/report from the Educational Vision Assessment Clinic; OR</p> <p>Assessment/report from the student's ophthalmologist.</p> <p>OBTAINABLE FROM: Educational Vision Assessment Clinic PO Box 201 Nunawading Vic 3131 Telephone (03) 9841 0807</p>

Hearing impairment

CRITERIA	EVIDENCE
<p>A A bilateral sensori-neural hearing loss that is moderate/severe/profound and where the student requires intervention or assistance to communicate.</p> <p><i>Note: Schools can refer students with a mild bilateral hearing loss for support by a visiting teacher.</i></p>	<p>An audiogram with a written statement is required from a qualified audiologist.</p> <p><i>Note: Professionals are requested to refer to the Department of Education and Early Childhood Development guidelines for assessment of hearing impairment, available from Regional Disabilities Coordinators.</i></p>

Severe behaviour disorder

CRITERIA	EVIDENCE
<p>A Student displays disturbed behaviour to a point where special support in a withdrawal group or special class/unit is required;</p> <p>AND</p> <p>B Student displays behaviour so deviant and with such frequency and severity that they require regular psychological or psychiatric treatment;</p> <p>AND</p> <p>C The severe behaviour cannot be accounted for by: Intellectual Disability, Sensory (vision, hearing), Physical and/or Health issues, Autism Spectrum Disorder or Severe Language Disorder;</p> <p>AND</p> <p>D A history and evidence of an ongoing problem with an expectation of continuation during the school years.</p>	<p>Evidence is required for each of the criteria. Evidence provided should be coordinated by a Department of Education and Early Childhood Development nominated psychologist.</p> <p>Note: Professionals are requested to refer to the Department of Education and Early Childhood Development guidelines for assessment of severe behaviour disorder, available from Regional Disabilities Coordinator.</p> <p><i>Note: Written agreement for a formal assessment or statement(s) must be provided by the student's parent/guardian/carer(s).</i></p> <p>OBTAINABLE FROM: Department of Education and Early Childhood Development Student Support Services, parent/guardian/carer(s) held information and/or Regional Child and Adolescent Mental Health Services.</p>

5

Intellectual disability

CRITERIA	EVIDENCE
<p>A Sub-average general intellectual functioning which is demonstrated by a full-scale score of two standard deviations or more below the mean score on a standardised individual test of general intelligence;</p> <p>AND</p> <p>B Significant deficits in adaptive behaviour established by a composite score of two standard deviations or more below the mean on an approved standardised test of adaptive behaviour;</p> <p>AND</p> <p>C A history and evidence of an ongoing problem with an expectation of continuation during the school years.</p>	<ul style="list-style-type: none"> • The primary disability is intellectual, e.g. mild intellectual disability, a written report by a registered psychologist is required • In the case where a student has severe/profound disabilities including intellectual disability, the student may not need a formal psychological assessment but a statement from a paediatrician, or a registered psychologist is required. <p><i>Note: Professionals are requested to refer to the Department of Education and Early Childhood Development guidelines for assessment of intellectual disability, available from Regional Disabilities Coordinator.</i></p> <p><i>Note: Written agreement for a formal assessment or statement must be provided by the student's parent/guardian/carer(s).</i></p> <p>OBTAINABLE FROM: Parent/guardian/carer(s) held information or the outsourced assessment service provided by the Department of Education and Early Childhood Development. Information regarding referrals for assessment can be obtained from the service providers. For contact details see page 31.</p>

Autism spectrum disorder

CRITERIA	EVIDENCE
<p>A Significant deficits in adaptive behaviour established by a composite score of two standard deviations or more below the mean on an approved standardised test of adaptive behaviours;</p> <p>AND</p> <p>B A score of two or more standard deviations below the mean for the student's age in expressive and receptive language skills;</p> <p>AND</p> <p>C The severity of the language disorder cannot be accounted for by hearing impairment, social emotional factors, general intellectual disability or cultural factors;</p> <p>AND</p> <p>D A score above the cut-off for diagnosis of autistic features on an approved standardised test (CARS) for the presence of autistic features in current behaviour;</p> <p>OR</p> <p>E Moderate and severe abnormalities in items 1, 3, 5 and 6 on an approved standardised test (CARS) for the presence of autistic features in current behaviour;</p> <p>AND</p> <p>F A history and evidence of an ongoing problem with the expectation of continuation during the school years.</p>	<ul style="list-style-type: none"> Evidence provided by a multidisciplinary team of professionals with experience and knowledge in the assessment of autism spectrum disorders The multidisciplinary team should include a psychologist, speech pathologist and a child psychiatrist or paediatrician. <p><i>Note: There are a limited number of students with significant deficits in pragmatic skills who do not meet the eligibility criteria for support in this or any other category. Specialised teams are requested to refer to the Department of Education and Early Childhood Development guidelines for assessment of autism spectrum disorder, available from Regional Disabilities Coordinator.</i></p> <p>OBTAINABLE FROM: Parent/guardian/carer held information or specialised teams, e.g. Alfred CAMHS, Royal Children's Hospital, MHSKY, AustinCAMS, Southern CAMS, Eastern Health CAMS and regional CAMHS teams. CAMHS contact details are available on www.health.vic.gov.au/mentalhealth/services</p>

5

Severe Language Disorder with Critical Educational Needs

CRITERIA	EVIDENCE
<p>A A score of three or more standard deviations below the mean for the student's age in expressive and/or receptive language skills on TWO of the recommended tests; AND</p> <p>B The severity of the disorder cannot be accounted for by hearing impairment, social emotional factors, low intellectual functioning or cultural factors; AND</p> <p>C A history and evidence of an on-going problem with the expectation of continuation during school years; AND</p> <p>D A non-verbal score not lower than one standard deviation below the mean on one comprehensive intellectual test, with a statistically significant ($p < 0.05$) difference between verbal (VIQ/VCI) and non verbal (PIQ/PRI) functioning (VIQ/VCI < PIQ/PRI); AND</p> <p>E Demonstrated critical educational needs equating to Program for Students with Disabilities funding levels three and above as determined by the validated results of the Educational Needs Questionnaire.</p>	<p>The assessment must be carried out by a speech pathologist and evidence of severe language disorder with critical educational needs must be detailed to meet the relevant criteria.</p> <p>Evidence must be provided which excludes the factors outlined in Criterion B.</p> <p><i>Note: Professionals are requested to refer to the Department of Education and Early Childhood Development guidelines for assessment of Severe Language Disorder with Critical Educational Need, available from Regional Disabilities Coordinator.</i></p> <p><i>Note: Students with Childhood Apraxia of Speech may be eligible for support under this category. Professionals are requested to refer to the Department of Education and Early Childhood Development guidelines for assessment of Severe Language Disorder with Critical Educational Needs, available from Regional Disabilities Coordinator.</i></p> <p><i>Note: Written agreement for a formal assessment or statement must be provided by the student's parent/guardian/carer(s).</i></p> <p>OBTAINABLE FROM: Parent/guardian/carer(s) held information (including reports from early intervention programs, hospital paediatric services, speech pathologists, audiologists, registered psychologists) or the outsourced assessment service provided by the Department of Education and Early Childhood Development. Information regarding referrals for assessment can be obtained from the service providers. For contact details see page 31.</p>

Appendix B

EDUCATIONAL NEEDS QUESTIONNAIRE

The level of additional resources is informed by the Educational Needs Questionnaire. The key indicators within this questionnaire include observable abilities/competencies of the student. The application must provide evidence, such as reports from relevant professionals, to support the scoring of the Educational Needs Questionnaire. This questionnaire is a tool to establish the level of resources that will be provided to the school once it has been established that the student is eligible for the Program for Students with Disabilities 2009. The numbers chosen must be transferred to the [Application Summary Form](#).

A copy of the full Educational Needs Questionnaire should not be included in the application.

Mobility

- 01 – No impairment
- 02 – Walks short distances independently
- 03 – Walks aided (walker, crutches, assistance of a person etc.)
- 04 – Propels own wheelchair, bears weight for transfers
- 05 – Propels own wheelchair, total assistance with transfers
- 06 – Uses electric wheelchair
- 07 – Unable to propel wheelchair
- 08 – Not mobile due to overriding medical conditions

EXAMPLES

- 02 The student has an ongoing impairment, e.g. shortness of breath, weakness in one or more limbs that requires modification of the educational program for students of the same age.
- 03 The student walks but requires the use of a mechanical device such as a walking frame or crutches, or may require assistance from a person from time to time to steady the student.
- 04 The student is reasonably independent with the use of a wheelchair (electric or manual) and does not require assistance to move from a wheelchair to other chairs, toilet, car etc.
- 05 The student is reasonably independent with the use of a wheelchair (electric or manual) but has a lack of upper body strength to manage transfers to and from a wheelchair, e.g. a chair or car. The assistance of other persons is required.
- 06 The student is able to operate an electric wheelchair (with hand control or other specialised adaptation) and is able to negotiate most of the school environment. The student will require assistance with transfers to and from the wheelchair.
- 07 The student can sit but has no physical capacity to operate a wheelchair and needs full assistance to move around the school, and requires assistance in transfers to and from the wheelchair.
- 08 The student has limited voluntary movement and has major difficulty in sitting upright.
The student is totally dependent on other persons and may require to be in a flat position for the majority of the school day.

Fine motor skills

- 01 - No impairment
- 02 - Impairment present, minimal effect on movement
- 03 - Impairment present, requires occasional assistance
- 04 - Impairment present, requires frequent assistance/adaptations
- 05 - Impairment present, requires constant assistance/adaptations
- 06 - Overriding medical condition, participation limited

Fine motor skills: The ability of the student to undertake a range of age-appropriate tabletop activities necessary to access the curriculum.

EXAMPLES

- 02 The student can manage regular classroom activities. Writing may be clumsy but can be read.
- 03 The student is clumsy with small objects and may require simple modifications such as a standard pencil grip or a larger pencil.
- 04 Adaptations designed by teachers to assist fine motor skills are required on a frequent basis.
- 05 Specialised equipment is required for the student's physical impairment, e.g. modified wrist-guards or head-pointer or the use of point boards, concept keyboards etc.
- 06 The student is unable to move any part of the body without the full assistance of another person.

Receptive communication



- 01 - Comprehends conversational speech
- 02 - Comprehension delayed, understands simple instructions
- 03 - Comprehends phrases with gestural cues/modelling prompts
- 04 - Limited comprehension, one to two words
- 05 - Comprehends signs/ gestures/ modelling prompts
- 06 - Does not comprehend verbal, visual or gestural communication

Receptive communication: The ability to understand a message or instruction.

EXAMPLES

- 02 The student can understand simple instructions such as 'go to the computer' or 'stand up' but has difficulty with instructions that require two or more actions.
- 03 The student can understand simple phrases that are accompanied with gestures, e.g. the teacher points the student in the direction of the office where the student needs to collect books.
- 04 The student can only understand simple instructions such as 'stand' and 'sit' but does not understand simple phrases – even with gestures.
- 05 The student understands signs or gestures such as 'stop' or 'come' but does not have any understanding of any verbal communication.
- 06 The student has no understanding of simple one-word commands using either voice, visual or gestural cues.

Expressive communication



- 01 - Age appropriate
- 02 - Speech is intelligible to familiar listeners
- 03 - Speech is intelligible but not presented in an ordered manner
- 04 - Speech is unintelligible even to familiar listeners
- 05 - Combines signs and gestures to communicate
- 06 - Uses augmentative communication aid or alternative communication system
- 07 - Has no expressive communication

Expressive communication: The ability of the student to communicate with others.

EXAMPLES

- 02 The student's speech can be understood by familiar listeners in the school setting, e.g. close friends or teachers.
- 03 The student has no articulation difficulties, but speech is not presented in an ordered manner, e.g. 'Drink want I.'
- 04 Neither the teacher nor the student's friends can understand what the student is attempting to verbalise. The student communicates by pointing or indicating in some other manner their wants and needs. This indicator includes students who are electively mute.
- 05 To express needs, the student combines informal gestures and signs. The student has a more developed system of indicating needs than a simple point, and has not been taught or not learnt a communication system.
- 06 Effective communication is possible only through an augmentative communication aid such as an electronic communicator (small computer) or a sign board, e.g. Compic signs, or through an alternative communication system (such as sign language or a simpler system such as Makaton). While verbal attempts may be used in conjunction with an aid or alternative system, there is no meaningful verbal communication.
- 07 The student is totally dependent on other people to anticipate their needs. The student is unable to express any needs with either verbal or non-verbal means.

Challenging (excess) behaviour



- 01 – No overt challenging (excess) behaviour
- 02 – Shows depression/emotional outbursts beyond regular classroom control
- 03 – Extreme withdrawal, unpredictable, moody, aggressive or persistent habit disorders (such as self-reinforcing cycles of behaviour)
- 04 – Unable to function in almost all areas, needs supervision to prevent injury to self or others

FREQUENCY

- 01 – Not appropriate
- 02 – Occasional (e.g. six to twelve times a year)
- 03 – Episodic outbreaks of excess behaviour
- 04 – Frequent (e.g. five to six times a week)
- 05 – Constant (e.g. two to ten times a day)

Challenging (excess) behaviour: Behaviour that is manifestly beyond the expectations of students of a similar age and major and constant violations of age-appropriate social behaviour that are more than ordinary childish mischief or rebelliousness.

EXAMPLES

- 02 The student's behaviour is either very quiet and withdrawn or the student has emotional outbursts that are difficult to manage. The behaviours are accompanied by periods of reasonable and acceptable social interaction.
- 03 The student's behaviour is extreme. The extreme withdrawn, unpredictable, moody, aggressive or persistent habit disorders may be a habit – such as screaming, biting or hitting – or be repetitive, such as finger-flicking, constant rocking or self-mutilation. The student is able to be part of activities with constant reminders and structured program intervention.
- 04 The student is unable to function in almost all school activities without constant supervision to prevent injury to self or others. The student requires an individually tailored fully supported program at all times.

The FREQUENCY element is designed to provide some understanding of the number of occasions that the challenging (excess) behaviour is observed.

EXAMPLES

Student A: Is hitting-out at other students. It appears that there are weeks when nothing is observed but then for a short period of six or seven days the hitting-out behaviour is constant. This student should be scored as 02 in challenging (excess) behaviour and 03 in frequency.

Student B: Is extremely withdrawn, does not interact with people, has a fixed stare and tends to hit own head when distressed (happens daily). Will attempt simple tasks when explained but concentration drifts. The student should be scored as 03 in challenging (excess) behaviour and 04 in frequency.

Safety



- 01 - Is capable of operating safely in most school environments
- 02 - Requires supervision in certain activities
- 03 - Requires constant supervision in a range of activities
- 04 - Is not able to operate safely in school environments without intensive supervision

Safety: The ability of the student to be maintained in the immediate school environment (classroom, playground) with similar levels of supervision provided to the peer group.

EXAMPLES

- 02 The student requires supervision beyond that required for age-appropriate students at certain times of the day either in the classroom or in the playground. An example is the need for supervision in woodwork classes to guard against the student being injured. At other times of the day, in general classrooms and in the playground, the student is able to operate with normal supervision provision.
- 03 The student requires supervision and physical assistance to assure personal safety in both classroom and playground activities. In a small number of activities the student is able to operate with normal supervision provision.
- 04 The student cannot operate in the classroom and the playground unless constant supervision is provided.

Hearing

- 01 - No impairment
- 02 - Copes reasonably well with little difficulty hearing conversational speech
- 03 - Difficulty hearing conversational speech, particularly with background noise
- 04 - Aware of environmental sounds and some elements of speech only
- 05 - No useful hearing

Hearing: The ability of the student to hear the teacher's spoken instructions within the school with whatever corrective or assisting device provided. Impairment is defined as a bilateral sensori-neural hearing loss that is moderate/severe/profound. These indicators are designed for students with a diagnosed permanent hearing impairment rather than for students with a temporary ear infection.

EXAMPLES

- 02 With whatever corrective or assisted device is provided, the student may have trouble hearing faint or distant speech but copes reasonably well with conversational speech (may need instructions repeated to ensure complete understanding).
- 03 With whatever corrective or assisted device is provided, the student has difficulty in hearing conversational speech, particularly with background noise.
- 04 With whatever corrective or assisted device is provided, the student is able to identify louder environmental sounds, but will be unable to hear conversational speech well enough to understand.
- 05 With whatever corrective or assisted device is provided, the student cannot follow teacher instructions and is almost entirely dependent on visual clues for information about what is happening.

Vision



- 01 - No impairment, including vision corrected to normal with glasses or contact lenses
- 02 - Difficulty with print, graphics or small objects OR at level of objects in environment
- 03 - Difficulty with print, graphics or small objects AND at level of objects in environment
- 04 - Uses tactile, auditory and/or voice-synthesised modes for access to, and production of, written work

Vision: The ability of the student to visually access curriculum provision within the school with whatever corrective or assisting device is provided.

EXAMPLES

- 02 With the use of either spectacles or contact lenses the student has difficulty with print, graphics or small objects OR at the level of objects in the environment, e.g. difficulty with large print OR difficulty negotiating tables/chairs in the classroom.
- 03 With the use of spectacles or contact lenses the student has difficulty with print, graphics or small objects AND at the level of objects in the environment, e.g. difficulty with large print AND difficulty negotiating tables/chairs in the classroom.
- 04 The student is unable to access any learning activities through visual means. The student is dependent on alternative means to access and produce written work.

Self-care (toileting, eating, dressing)

- 01 – Independent
- 02 – Minimal supervision (formal program not needed)
- 03 – Instruction required with expected outcome of increased independence
- 04 – Assistance required for portions of an activity
- 05 – Full assistance required throughout all activities

Self-care: The ability of the student to look after his/her personal needs within reasonable age-related expectations.

EXAMPLES

- 02 Minimal supervision. The student may occasionally need to be reminded to complete an activity such as going to the toilet or tying shoelaces. No need for any formal program.
- 03 The student requires an instruction to complete an activity most of the time. However, there are indications that given time and training the student will be able to complete activities independently.
- 04 The student requires assistance for portions of an activity but is able to complete the task, e.g. can complete putting on a T-shirt after it is placed over the head, can wash own hands after the tap is turned on.
- 05 The student is unable to dress, feed and toilet themselves without the full assistance of another person.

Medical

- 01 - No specialised medical needs at school
- 02 - Requires on-call medical attention for an infrequent but predictable medical condition at school, e.g. severe seizure that requires medical intervention
- 03 - Needs specialised or frequent support for ongoing medical procedures at school, e.g. catheterisation, daily injections, respirators
- 04 - Requires full-time medical attention throughout every school day

Medical: The requirement for support for highly-specialised medical procedures that need to be undertaken during school hours.

EXAMPLES

- 02 Requires on-call medical attention for an infrequent but predictable medical condition during school hours, e.g. the student regularly has epileptic seizures at school that are managed within the school but may infrequently (twice a year) require an ambulance or local doctor to be called.
- 03 Needs specialised or frequent support for ongoing medical procedures during school hours, e.g. daily medical procedures that require specialised training such as catheterisation (at school), daily injections that the student cannot self-administer (at school), or access and use of a full respirator (not an inhaler).
- 04 The student requires full-time medical attention throughout the school day. This indicator is for students attending school whose medical condition requires constant monitoring by a designated person during the school day, e.g. a student on life-support equipment.

Cognitive skills



- 01 – Able to access education programs provided within the year level
- 02 – Impairment, requires occasional assistance in skill acquisition
- 03 – Impairment, requires frequent assistance/adaptations in skill acquisition
- 04 – Impairment, requires substantial assistance/adaptations in skill acquisition

Cognitive skills: The ability to acquire knowledge. Knowledge includes perception, intuition and reasoning.

EXAMPLES

- 02 Occasional modifications to the curriculum could involve the student learning the same mathematics skills as all other students but the student needs a longer time to master the skills.
- 03 Frequent modifications to the curriculum could involve the teacher having to break down the skill to be taught into small achievable skills.
- 04 Substantial modifications to the curriculum could involve the teacher having to address the student's individual needs and prioritise the important skills to be taught within the curriculum.

Transfer the number for each indicator to the Application Summary Form – Education Needs Questionnaire and enter the numbers online in PSDMS – Do not attach the full Questionnaire to the Application.

Appendix C

STUDENT EDUCATION PROGRAM SUMMARY STATEMENT

Provide a summary of the key educational goals of the student's knowledge, skills and behaviours that the Application Student Support Group (for New Applications) considers to be realistic and high priority for the student to acquire or maintain over the next year, and indicate how the additional resources from the Program for Students with Disabilities would be used to support the student's learning.

For more information on the Student Support Group process, see www.sofweb.vic.edu.au/wellbeing/disabil/psdhandbook.htm.

A **current** Student Education Program Summary Statement must be attached to the hard copy of the Application Summary Form for every Application submitted, and entered online in PSDMS

PSD 2009 GOALS AND STRATEGIES

Student Education Program Summary Statement

GOALS	STRATEGIES
1	
2	
3	
4	
5	
6	



Department of Education and
Early Childhood Development