Students with Disabilities

ENROLMENT GUIDELINES FOR INDEPENDENT SCHOOLS
Published in 2006 by
South Australian Independent Schools
Targeted Programs Authority Inc.
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The information in this folder is provided for the sole use of all Independent schools in South Australia. It has been prepared for Principals and senior staff of these schools. If you have any queries in relation to this information, please contact the Targeted Programs Special Learning Needs Coordinator.

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Foreword

The Federal Parliament passed the Disability Discrimination Act (DDA) in 1992. The DDA makes discrimination, both directly and indirectly, on the basis of disability unlawful in a number of areas, including education. The DDA is designed to ensure that a person with a disability is not deprived of access to education (as well as other areas) by stereotypes, misconceptions or unnecessary restrictions. Complaints relating to discrimination can be referred to the Human Rights and Equal Opportunity Commission (HREOC).

The Disability Standards for Education 2005 (the Standards) were formulated under the DDA. They were developed to explain, and make more specific, the obligations of education providers and the rights of people with disabilities in relation to education. It is in the interest of educational institutions to ensure that they are aware of, and comply with, their obligations under the Act and the Standards.

Students with Disabilities: Enrolment Guidelines for Independent Schools is a resource folder initially published in 2002 and revised in 2006. It was developed to inform and guide schools in meeting their legal obligations and responsibilities when enrolling and educating students with disabilities. It is designed to support the inclusive ethos of Independent schools as they seek to improve the educational outcomes of all students, including those with disabilities.

The resource folder provides practical information to guide schools as they consider the various aspects of enrolment and the development of educational programs for students with disabilities. The Flow Chart for Enrolment outlines processes for enrolment and is provided in the front of the folder for easy reference, as well as in the text.

The Student Support Plan can be used for each student with a disability to ensure that appropriate information has been collected and reasonable adjustments, as explained in the Standards, are made. The plan can be photocopied or accessed electronically from the AISSA website: www.ais.sa.edu.au

I encourage school Principals and staff to use this excellent resource folder to assist them in meeting the needs of students with disabilities in their schools.

Garry Le Duff
Executive Officer
SA Independent Schools Targeted Programs Authority
What is the Disability Discrimination Act 1992?

The objectives of the Disability Discrimination Act (DDA) are:

- to eliminate, as far as possible, discrimination against people on the basis of disability
- to ensure that people who have disabilities have the same rights under the law as those in the community who do not have disabilities
- to promote the principle that people with disabilities have the same rights as others in the community.

The DDA and Education

Schools have an obligation to ensure that:

- students with disabilities can participate in education and training without discrimination
- students with disabilities have opportunities to access the school curriculum and achieve educational outcomes in the same manner as students without disabilities
- decisions are made on the basis of the prospective student’s ability to meet the essential requirements of the educational program and avoid assumptions about what the student may or may not be able to achieve because of a disability. These decisions should be made upon the basis of full consultation with all interested parties and experts in the area of the particular disability.

Who Does the DDA Protect?

- The DDA definition of disability is broader than that used in State and Commonwealth definitions of funding for education. It includes a wide range of impairments, both existing and implied, as well as possible future disabilities that are categorised as physical, intellectual, psychiatric, sensory, neurological, learning disabilities or other disabilities.

- The Act covers discrimination against a person because of a physical disfigurement or a disease-causing organism, such as HIV virus. It also covers carers and associates of people with disabilities who may experience some kind of discrimination as a result of their support role to a person with a disability, or who may have a disability themselves.

Areas of Discrimination

In the school context, the DDA provides protection against discrimination in education in the following areas:

- Admission – refusal to accept an enrolment for a student with a disability, or accepting a student on less favourable terms or conditions than students without disabilities.

- Access to benefits – denying or limiting access to opportunities because of disability, e.g. to certain parts of the curriculum; expelling a student on the grounds of disability; or subjecting a student with a disability to any other detriment.

- Harassment and victimisation – humiliating comments or actions about a student’s disability, and comments and actions that create a hostile
environment for a student with a disability and bullying because a complaint is made by a student with a disability.

**Types of Discrimination**

Discrimination in these areas may be either direct or indirect, and may be considered unlawful, whether intended or not.

- **Direct discrimination** occurs when a person with a disability (or his/her carer) is treated less favourably than a person without a disability in the same or similar circumstances. Refusing to consider or process an enrolment application from a student with a disability to attend a school because of that disability is an example of direct discrimination.

- **Indirect discrimination** may occur where the application of a general condition or requirement for a wide group may unreasonably disadvantage or exclude a person with a disability. For example, expelling a student with an intellectual disability who has behavioural difficulties by applying the school's behavioural management policy in a rigid and inflexible way is a form of indirect discrimination.

**Reasonable Adjustment**

If a prospective student with a disability meets the standard entry requirements of the school, the school is required to make reasonable adjustments in order to allow the student to undertake the educational program, unless it imposes unjustifiable hardship.

Adjustments may include administrative, resource and facilities or procedural modifications, depending on the needs of the student. It is important that each student's needs be assessed independently in determining whether or not to accept an application for enrolment, including obtaining the advice of experts in the field of the particular disability and negotiations with the student's parents/guardians.

**Unjustifiable Hardship**

While the DDA requires a school to consider all requests to meet a prospective student's needs, it does not require schools to accommodate a prospective student where to do so would require more than reasonable adjustment and cause unjustifiable hardship to the school.

In 2005, with the introduction of the Disability Standards, the Act was amended to expand the scope of the unjustifiable hardship defence from being available, not only at the point of enrolment but also in relation to all aspects of a student's education throughout the student's enrolment at the school.

Unjustifiable hardship must be determined by an individual assessment of the circumstances relating to a student's situation. There are no precise rules regarding what constitutes ‘unjustifiable hardship’ but such issues as the nature of the benefit or detriment likely to be suffered by the persons concerned as well as financial, health and safety issues are all relevant considerations. If the school seeks to rely on the ‘unjustifiable hardship’ defence, it has the responsibility of demonstrating that the defence is appropriate. Any claim of ‘unjustifiable hardship’ must take into account the objects of the Act and the Standards, particularly the object of removing discrimination and the rights and interests of all parties involved.
**What are the Disability Standards for Education 2005?**

The purpose of the Disability Standards for Education 2005 (the Standards) is to clarify, and make more explicit, the obligations of schools under the DDA and the rights of students with disabilities to realise their individual potential ‘on the same basis’ as students without disabilities. A school must comply with the Standards. The Standards impose a positive obligation on schools to make ‘reasonable adjustments’ where necessary to accommodate students with disabilities.

**The Standards and Education**

The Standards address five aspects of education:

- enrolment
- participation
- curriculum development, accreditation and delivery
- student support services
- programs to prevent harassment and victimisation.

For each of the above aspects, the Standards include a statement of the rights, or entitlements, of students with disabilities in relation to education and training, consistent with the rights of the rest of the community. The Standards then, for each of the five aspects, describe the legal obligations, or responsibilities, of educational authorities, institutions and other education providers. These are the standards with which education providers must comply. The Standards then, for each of the five aspects, describe measures that, if implemented, will be evidence of compliance with the legal obligation. The measures are examples of compliant actions and are performance based. However, the measures may not cover the needs of all students with disabilities, or all educational levels and contexts, and full compliance with the Standards may require additional or alternative actions.

**Meaning of ‘on the same basis’**

A school treats a student with a disability ‘on the same basis’ as a student without a disability if the student has opportunities and choices which are comparable with those offered to students without disabilities in relation to:

- admission or enrolment at a school
- participation in courses or programs and use of facilities and services
- where the school makes decisions about admission or enrolment on the basis that reasonable adjustments will be provided.

**Meaning of ‘reasonable adjustments’**

An adjustment is a measure or action taken to assist a student with a disability to participate in education on the same basis as other students. An adjustment is reasonable if it achieves this purpose while taking into account the student’s learning needs and balancing the interests of the student, the school, the staff and other students.

**The Standards and Unjustifiable Hardship**

The school does not have to comply with a requirement of the Standards where this would cause ‘unjustifiable hardship’. In determining whether a requirement would cause ‘unjustifiable hardship’, a school is advised, as part of its assessment, to:

- consult with the student, the student’s carer and, where necessary, other relevant experts about the nature of the student’s disability and any preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments
- ensure that timely information is available to the student or the student’s carer about the processes.
for determining whether the proposed adjustment would cause unjustifiable hardship to the school ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the student’s carer, consistent with the rights of the rest of the community.


Disability Action Plan

A Disability Action Plan:

- is one proactive approach to complying with the DDA
- enables a school to progressively implement changes, improvements and modifications to its environment or procedures over time in order to eliminate or remove discriminatory practices and conditions
- outlines a school’s commitment to meeting its obligations and responsibilities under the DDA by identifying practices or conditions which might result in discrimination against persons with disabilities.

Further information about Disability Action Plans is available in Appendix 1

Disability Complaints Process


- Formal complaints of discrimination based on disability can be made in writing to HREOC and/or to the EOC.

- Complaints made to HREOC will be investigated by the Disability Discrimination Commissioner. This investigation may lead to settlement including by conciliation or termination of the complaint. Failure to conciliate may result in the complaint being withdrawn, or the complainant may make an application to the Federal Court within 28 days to have the matter heard and receive a legal determination and an enforceable order.

- Complaints made to the EOC will be investigated by the Commissioner for Equal Opportunity. The investigation may lead to settlement of the complaint, including by conciliation. The Commissioner has the right to decline the complaint where it lacks substance. Where a complaint cannot be settled, it may progress to the Equal Opportunity Tribunal. The Tribunal is part of the District Court of South Australia’s Administrative and Disciplinary Division.

More detailed information about Disability Action Plans is available in Appendix 1

Further information about HREOC and the EOC and lodging a complaint is available from www.hreoc.gov.au and www.eoc.sa.gov.au
CASE STUDY

Finney Case – Direct Discrimination

In May 2000, Justice Tamberlin of the Federal Court of Australia dismissed an appeal from The Hills Grammar School and found in favour of Scarlett Finney. He found that unlawful discrimination had occurred and that the school had breached the Disability Discrimination Act by refusing the enrolment of Scarlett Finney, who was born with Spina bifida. The Hills Grammar School was ordered to pay $42,628 compensation to Mr and Mrs Finney, as trustees for Scarlett, which included $5,000 for general damages (hurt and humiliation) and $37,628 for loss of educational opportunity. The School would also have incurred very significant legal costs.

In March 1997, Mr and Mrs Finney sent a completed application for enrolment form and a covering letter describing the nature of Scarlett’s disability to the school. The application for enrolment was refused and the school wrote to Mr and Mrs Finney stating that ‘following a thorough examination of Scarlett’s special needs and the school’s ability to meet them, we do not believe that we have adequate resources to look after her …’

Throughout the hearing the majority of evidence concerned whether the provision of services or facilities required by Scarlett to attend the school would impose ‘unjustifiable hardship’ on the school, as they claimed in their defence.

In an earlier ruling, Commissioner Innes had found that:

- adequate assessment was not carried out by the school.
- the school needed to consult more directly with Scarlett’s parents and the school’s approach was based on assumptions which were either false or very general.
- most of the changes to the school to improve accessibility for Scarlett were not major changes.
- evidence provided by the school regarding costs of modifications to make the school wheelchair accessible were not services or facilities required by Scarlett.
- various enquiries made by the school to ascertain Scarlett’s needs and the nature of Spina bifida in general were not appropriate.

Gathering information about the needs of a student with disabilities seeking enrolment is a combined effort between the parents and the school. Interchange of views must occur and often an expert independent assessment is beneficial.

Adapted with permission from HREOC, 1999 Finney vs The Hills Grammar School.

Additional information about this case can be found on HREOC’s website: www.hreoc.gov.au
In November 2003 the High Court of Australia found that the NSW Education Department had not unlawfully discriminated against a Year 7 student, Daniel Hoggen, when he was suspended and then excluded from the local High School. However, the case provides very significant guidance for schools in relation to the treatment and management of students with severe behavioural disabilities.

Daniel had an intellectual disability which manifested itself in violent behaviours. The school had developed an individual behaviour management policy for Daniel, but, after striking other students and teachers, he was suspended and then expelled under the school’s discipline policy as it applied to all students.

The school argued that its discipline policy had been applied equally to all students and that Daniel should not be treated differently despite his special educational needs.

At first instance, Commissioner Innes found that once a student with a disability is enrolled a school must make a ‘reasonably proportionate response’ to the student’s disability by considering the following matters:

- a thorough investigation by experts in the area of the particular disability
- the education and training of teachers involved
- a documented and comprehensive individualised management plan
- the involvement of the parents in the process
- the financial ramifications for the school in relation to the budgetary processes
- suspensions and exclusions are to be considered as a last resort.

The High Court did not disagree with this aspect of Commissioner Innes’ judgement, but nevertheless confirmed both the Federal Court and Full Federal Court decisions (which had found in favour of the NSW Education Department) stating that the Department had not discriminated against Daniel. The High Court stated that being treated less favourably than other students because of disruptive behaviour is not direct discrimination if other students who behaved in the same way would have been treated similarly. In addition the High Court stated that schools cannot be expected to tolerate violent behaviour which is potentially criminal and which puts at real risk the safety of others.

Adapted with permission from HREOC, 2000 Purvis vs State of NSW.
Additional information about this case can be found on HREOC’s website: www.hreoc.gov.au
In July 2006, the full Federal Court found, on appeal, that Education Queensland had breached the Disability Discrimination Act by indirectly discriminating against a student, Tiahna Hurst, by imposing a requirement that she be taught in English (including signed English), rather than in Auslan, which is her primary language.

Tiahna Hurst is an 8-year-old child who is severely to profoundly deaf. She is fluent and highly competent in Auslan, which is a sign language without any oral or written component. Auslan has a different linguistic structure from English, both in terms of syntax and construction. It is different from signed English, which is an attempt to reproduce the English language by signs rather than words and which relies on a combination of lip reading and signing.

In the first Court case before a single judge of the Federal Court, Justice Lander found that the requirement that Tiahna be taught in English, including signed English, had been imposed on her and that it was not reasonable. However, he held that Tiahna had not been discriminated against because she was able to ‘cope’ with her school work without Auslan. Consequently, the judge found that Tiahna could not demonstrate that she was ‘unable to comply’ with the requirement that she be taught in English as the legislation required.

The Full Court disagreed stating that:

- the evidence as a whole ‘strongly suggested that Tiahna had suffered (and would be likely to continue to suffer) serious disadvantage as a consequence of being taught in English, without the benefit of supplementary instruction in Auslan’
- while Tiahna may have been able to keep up with her class, or ‘cope’ without Auslan, her capacity to reach her full potential educationally was seriously compromised.

This case strongly followed the judgement in *Catholic Education Office v Clarke*, another decision of the Full Federal Court in 2004. This case involved a Year 7 student, Jacob Clarke, who also was indirectly discriminated against by his school because he was denied Auslan assistance.

In this case, the Full Court found that the unlawful act on the part of the school was ‘the offer of a place subject to a term or condition that Jacob participate in and receive classroom instruction without an interpreter’.

The Full Court also strongly stated that characterising the school’s efforts to provide other types of assistance as ‘preferential treatment’ and thereby denying discrimination was a flawed argument. The correct approach was to examine the impact on Jacob, not the impact on non-deaf students. If it was a condition of admission that Auslan assistance would not be provided, then non-deaf students could receive a full education whereas Jacob, due to his disability, could not.

The Full Court found that:

- Jacob could not meaningfully participate in classroom instruction without Auslan interpreting support
- he would have faced serious disadvantages that his hearing peers would not face
- it is essential, in considering whether Jacob was discriminated against, to consider whether he could receive a ‘full education’ and the ‘full benefit’ of this education.
Enrolment Policy
The following advice is provided as a guide for schools that wish to develop an enrolment policy.
A school’s enrolment policy is inclusive of all students and outlines the process for enrolling students with disabilities.

Philosophy
Briefly outline the statement and philosophy of the school, which may include the following:

- vision or mission
- statement of aims
- curriculum – environment and practice
- values and beliefs
- statement of inclusive practice

Criteria
Applications for enrolment can be prioritised according to certain criteria, which may include the following:

- religious affiliation
- children of old scholars
- siblings of currently enrolled students
- date order of receiving the application for enrolment.

Process
The parent/guardian applies for enrolment and completes the Application for Enrolment form which contains questions about the student’s educational needs.

The school’s enrolment criteria is applied.

The Principal or delegate interviews all applicants for enrolment.

If special educational needs are identified, then the process of gathering and analysing information is undertaken.

Following the collection of this information about the student, the school discusses the program of support and reasonable adjustments that can be offered with the parents/guardians. If the enrolment is to proceed, the support offered by the school is outlined in the letter of offer and may include the following details:

- school assistant support
- teacher support
- agency support
- therapeutic support
- equipment and modifications
- the Student Support Plan as a framework to review the enrolment
- behaviour management plan.

It is recommended that the letter outline that the support arrangements be reviewed on a regular basis.

Parents/guardians sign the letter accepting the school’s offer.
Stage 1
Enrolment Application

Initial parent/guardian enquiry (Send application for enrolment form)

Interview parent and student, according to the school’s enrolment policy criteria

Does the student have a disability?

Stage 2
Information About Student’s Educational Needs

Written permission from parents to the school to investigate the student’s educational needs

Parents and school collect information to determine the student’s educational needs regarding:
- physical access, equipment, building modifications
- health issues
- personal care needs
- communication needs
- curriculum access
- specialist agencies
- emergency procedures

Summary of information by school personnel. Consideration of how the school can meet the student’s needs

Principal meets with parents and other relevant/appropriate professionals to discuss the educational program the school can offer

Stage 3
Negotiating the Student’s Curriculum

ENROLMENT PROCEEDS

• Parent letter stating what the school can offer and accepting the enrolment; signed by parents.
  • Complete Student Support Plan.
  • Transition orientation program proceeds if required, and as outlined in the Student Support Plan.
  • Enrolment reviewed regularly to ensure school continues to make reasonable adjustments to meet the student’s needs.

ENROLMENT DOES NOT PROCEED

• This may occur because:
  • Parents choose not to continue with the enrolment if they believe the school is unable to adequately meet their son’s/daughter’s needs
  • The school can demonstrate that the enrolment will cause unjustifiable hardship in relation to the student and the circumstances of the school.

Stage 4
Action Following Enrolment Decision

Parents and school collect information to determine the student’s educational needs regarding:
- interview parent and student, according to the school’s enrolment policy criteria
- physical access, equipment, building modifications
- health issues
- personal care needs
- communication needs
- curriculum access
- specialist agencies
- emergency procedures
STAGE 1: Enrolment Application

Criteria and Policy

- Schools are advised to consider all applications for enrolment using the school’s documented enrolment criteria.
- A school’s enrolment policy applies to all students.
- The school’s enrolment criteria and policy underpin the enrolment process. Under the Standards, schools are obliged to develop a policy that is inclusive of all students.
- Criteria can be established which give priority in the enrolment process to certain groups, e.g. religious and/or philosophical affiliation, siblings and old scholars. If these are not relevant, an alternative means of processing applications – e.g. date of receipt of application – should be considered.

Application Process

To ensure compliance with the Standards, schools are advised to:

- Provide each prospective applicant with an application for enrolment form following an expression of interest.
- Ensure that the application form contains questions about the student’s learning needs and provides enough space for detailed answers. Parents/guardians should be prepared to meet requests for information about the nature or existence of the student’s disabilities, and be expected to take the initiative in providing this information and evidence to the school.
- Conduct an initial interview with the parents/guardians and the prospective student at an early stage to determine whether the applicant meets the standard enrolment criteria.

- Explain the next stage of the enrolment process if the parents/guardians have indicated that the student has special educational needs. It is important that all the needs of the student and the potential implications of the student’s enrolment are discussed fully and as much information as possible obtained from the parents/guardians.

POINTS TO REMEMBER

The Disability Standards for Education 2005 state that schools must take reasonable steps to ensure that the prospective student is able to apply for enrolment on the same basis as a prospective student without a disability, and without experiencing discrimination.

In some instances, students may be on a waiting list from an early age. Schools need to ensure that parents/guardians are aware that inclusion on a waiting list or an application for admission may not guarantee enrolment.

It is important that all staff involved in the processing of applications for enrolment receive appropriate information and training in relation to the legislation (including their obligations under the DDA and the Standards), and the school’s enrolment procedures and policies.

A positive and constructive attitude to the enrolment procedure should be emphasised, as well as a collaborative approach with parents/guardians, to determine if the student has special educational needs. Parents/guardians should be involved in the process of determining the outcome of the application for enrolment and should be fully informed throughout the process.

Schools are advised to document each step of the enrolment process.

The Targeted Programs Special Education Team at 301-303 Unley Road Malvern, South Australia can assist schools with the enrolment of students with disabilities.
STAGE 2: Information about the Student’s Educational Needs

Schools are advised to determine the resources or the reasonable adjustments required to meet the needs of the student. Specific information should be obtained about the student’s history, including details such as medical and personal care, and previous academic experiences.

Parent Permission

- It is essential that written permission is obtained from parents to access information from appropriate sources about the student. A parent/guardian permission form authorising access to information about the student is available in this document (refer to Chapter 3).

- Schools are advised to be aware of the privacy legislation which came into effect on 21 December 2001. Information about this can be located at www.privacy.gov.au

Information Gathering

- Information about the student’s needs and advice from independent specialists can be obtained from appropriate agencies, previous schools and medical and allied health professionals.

- The collation of this information will help ascertain the student’s need for any reasonable adjustments such as:
  - physical access – equipment, building modifications
  - personal care
  - health care management – medication, emergency procedures
  - communication
  - specific teaching strategies.

- A list of issues or questions for consideration is provided at the end of this chapter to guide schools as they establish a clear picture of the student’s needs and resources available.

- Visit the student’s current educational setting – e.g. child care centre, kindergarten or school – to collect information and reports on the student’s learning situation and to determine the extent of support provided by other agencies. Advice in areas of disability and adjustments can be sought from independent specialists and agencies such as Novita Children’s Services.

- Document all meetings, investigations and conversations at all stages of the enrolment process.

- The school may choose to collate this information on the pro formas contained within the Student Support Plan (provided in Chapter 3).

POINTS TO REMEMBER

Schools are required to comply with the Disability Standards for enrolment, and the measures include the steps of consultation and evaluation about whether an adjustment is necessary to ensure that the prospective student is able to apply for enrolment in the school on the same basis as a prospective student without a disability.

The process of collecting information about a student’s learning needs and developing a Student Support Plan may take considerable time (occasionally up to 18 months). The time taken depends on the extent of the prospective student’s disabilities and the entry point to the school.

During the collection phase, the school should keep the place open until a decision is made.

It is recommended that the parents/guardians and the school work collaboratively to collect data to determine the student’s educational needs. It is important to involve parents/guardians as fully as possible in the data collection process to ensure a thorough, comprehensive, and well-documented assessment of the student’s needs.
STAGE 3: Negotiating the Student’s Curriculum

Preliminary Assessment

Based on the information gathered, the Principal or delegated staff member is advised to make a preliminary assessment of the student’s curriculum support needs, and the school’s ability to make reasonable adjustments to meet those needs.

The Principal is advised to consider the educational needs of the student and the program that can be offered based on consideration of:

- the curriculum
- the nature of the student’s disability and any personal care needs
- advice from professionals and agencies supporting the student as to how the disability affects the student
- information provided by, or on behalf of, the student and any preferred adjustments
- available Australian Government and State Government funding sources, such as capital grants for equipment and building modifications, and support from agencies such as the Access Assistant Program
- a detailed assessment of the costs and benefits and the school’s ability to make the adjustments without unjustifiable hardship.

Meeting

Parents/guardians should be fully informed of the proposed outcome of the information collection process.

The Principal or delegated staff member and special education teachers are advised to meet with parents/guardians to discuss the proposed outcomes of the process and to present the proposed educational program the school can offer. This discussion could involve any of the following:

- student, if appropriate
- agency representatives (e.g. Autism SA)
- advocate
- interpreter.

POINTS TO REMEMBER

The school must comply with the Disability Standards to enable the student to enrol on the same basis as a prospective student without a disability. A measure of compliance is to ensure that information about entry requirements, the choice of, and progression through, the programs and the educational settings for those programs is accessible, and allows the student and parents/guardians to make informed choices.

The Principal has the key responsibility in deciding whether an application will become a confirmed enrolment.

The information collected and presented to parents provides the basis for the development of a comprehensive Student Support Plan for a confirmed student enrolment.

Parents/guardians should be involved in the process of determining the outcome of the application for enrolment, and fully informed of all decisions and outcomes at each stage of the enrolment process.

Schools are advised to document each step in the enrolment process.

The Targeted Programs Special Education Team is available to assist schools with the enrolment process.
STAGE 4: Action Following Enrolment Decision

On confirmation of enrolment, schools are advised to:

- confirm in writing to parents what adjustments the school can offer the student in order to embrace the opportunities and choices that are comparable with those available to a student without a disability. A signed agreement with parents/guardians should be made regarding the educational program the school will offer the student
- record details of the student's educational needs, issues, adjustments and curriculum plan in the comprehensive Student Support Plan
- inform staff about the student's needs, details of their disability/behaviour/learning outcomes, proposed adjustments, and inservice/training needs to be organised. This information may be provided by the school-based special education teacher and other agencies and professionals involved with the student
- make contact with relevant agencies to confirm their involvement. Agency agreements can be used to document details of this support
- develop a transition or orientation program if required as part of the Student Support Plan
- review the enrolment regularly with involvement from the parents/guardians and other experts to ensure that the school continues to meet the student's educational needs. In cases where a student has significant support needs, it is advisable to review the comprehensive Student Support Plan at least on an annual basis.

The enrolment may not proceed if:

- parents choose not to continue with the enrolment if they believe the school is unable to adequately meet their son's/daughter’s educational needs and individual requirements
- the school can demonstrate that the required adjustment for a student will cause unjustifiable hardship for the school.

Schools are advised to inform the parents/guardians as to whether the proposed adjustment would cause unjustifiable hardship to the school as soon as possible.

POINTS TO REMEMBER

Schools must comply with the Disability Standards and although schools are required only to make reasonable adjustments they are exempt from making adjustments that would impose unjustifiable hardship on them, and therefore can decline an enrolment.

Declined enrolments on the basis of demonstrated unjustifiable hardship need to be considered extremely carefully and from the perspective of all parties.

It is important to remember that full-time attendance at school between the ages of 6 and 16 years is compulsory. Any variations on the basis of a student’s disability should be negotiated with the full participation of the parents and experts and agreed to in the comprehensive Student Support Plan.

The Targeted Programs Special Education Advisers can support schools with the development of the Student Support Plan and to access additional funds - e.g. Access Assistant Program and Capital Grants.

Some students may require an individualised behaviour management plan which should be incorporated into the Student Support Plan.
Changes in the Student's Needs and/or Circumstances

A student's needs and/or circumstances may change or become apparent after enrolment. There are several ways in which this could occur – for instance:

- a reassessment of the student’s learning difficulties and behaviours may lead to a new diagnosis of the student’s disability
- the student’s condition may deteriorate
- the student may have been enrolled without a disability but displays inappropriate behaviour due to a learning difficulty
- the student may acquire a disability, e.g. acquired brain injury resulting in different educational needs.

In each of these cases, the schools are advised to make a ‘reasonably proportionate response’ to the circumstances which may include:

- full consultation with parents/guardians and experts to develop strategies, identify and make reasonable adjustments
- involvement of special education experts
- training of teachers and teacher assistants who are involved with the student
- assessment of additional costs for extra support/alternative adjustments
- assessment of the effect upon other students and/or teachers
- implementation of the school’s behaviour management plan.

POINTS TO REMEMBER

In order for the school to comply with the Disability Standards it must assess whether a particular reasonable adjustment may need to be changed over the period of a student’s education. The school must take reasonable steps to ensure that any adjustment required is made within a reasonable time.

All strategies and actions should be documented. It is recommended that the parents/guardians, school and experts work collaboratively to address the student’s needs.

If the parent/guardian fails to disclose accurate information about the student’s disability, the school may need to seek further advice and support from the Targeted Programs Special Education Advisers.
QUESTIONS FOR THE ENROLMENT PROCESS
Including the Application for Enrolment Form

EDUCATIONAL NEEDS
Does your child have a known disability e.g. intellectual, physical, health, hearing, vision or emotional? __________
____________________________________________________________________________________________________
Name of disability _____________________________________________________________________________________
Diagnosed by _________________________________________________________________________________________
Date of diagnosis __________________________________________________ Report for the school Yes / No

HEARING AND VISION
Have your child’s EYES been tested? ________________________________________________________________
By whom? __________________________________________________________________________________ Date __________
Is there written information available to assist the school? __________________________________________________________________________________________
Any past history of sight problems? ________________________________________________________________________________________________________________
Does your child need to wear glasses, have vision aids, scribes, tutors, etc? _________________________________
Has your child had a HEARING test? ________________________________________________________________________________________________________________
By whom? __________________________________________________________________________________ Date __________
Is there written information available to assist the school? __________________________________________________________________________________________
Is there a history of hearing or ear problems? ______________________________________________________________________________________________________
Does your child need aids, acoustic considerations in the classroom? _______________________________________

SUPPORT
Does your child receive support from others, e.g. tutoring, psychologist, physiotherapist, occupational therapist, speech pathologist, access assistants? ______________________________________________________________________________________
Which services are involved – e.g. Novita Children’s Services, South Australian School for Vision Impaired (SASVI), Down Syndrome Society of SA, Autism SA, Cora Barclay, hospital-based child development units, community health services, private practitioners, Options Coordination ____________________________________________________________
What is the type and amount of support? _______________________________________________________________________________________________________
Will this support continue in this school? _______________________________________________________________________________________________________
Will these agencies provide financial or consultancy support in school? ___________________________________________________________________________
Are the reports from these agencies available to the school? ______________________________________________
**CURRICULUM ISSUES**

What support did your child receive in his/her previous setting? _____________________________________________
____________________________________________________________________________________________________
What support did your child receive for behaviour, learning or emotional issues? _____________________________
____________________________________________________________________________________________________
Does your child require particular supervision or management:
- to and from school? _______________________________________________________________________________
- in the classroom? _________________________________________________________________________________
- moving between classrooms? _______________________________________________________________________
- in the yard? _______________________________________________________________________________________
- for participation in sport? ___________________________________________________________________________
Will your child require particular arrangements to participate in sports, games, camps and excursions? ______
____________________________________________________________________________________________________
What are your child’s patterns of school attendance? ______________________________________________________
____________________________________________________________________________________________________

**MEDICAL / HEALTH ISSUES**

Is your child entitled to receive a Carer’s Allowance? ______________________________________________________
Has your child had a recent visit to the doctor? ___________________________________________________________
Name of the Doctor? ___________________________________________________________________________________
Are there any health issues? _________________________________________________________________________
Does your child require a Health Care Plan and/or Emergency Action Plan? _________________________________
Is your child on any regular prescribed medication e.g. epilepsy, ADD, asthma, allergies? _____________________
____________________________________________________________________________________________________
Name of medication ___________________________________________________________________________________

**MOBILITY**

Who will transport your child to school? _________________________________________________________________
Are there any issues that need to be addressed by the school?
- Access to the classrooms e.g. ramps __________________________________________________________________
- Access to the playground _____________________________________________________________________________
- Access to toilet facilities _____________________________________________________________________________
- Access to general school facilities e.g. library __________________________________________________________________
COMMUNICATION

Is your child Indigenous or Torres Strait Islander? _________________________________________________________
Does your child come from a non-English speaking background? __________________________________________
How does your child communicate? ___________________________________________________________________
How does your child communicate basic desires, e.g. toilet, drink? _______________________________________
Does your child need any assistance to enhance communication? _________________________________________
  • Sign language ____________________________________________________________________________________
  • Makaton _________________________________________________________________________________________
  • Message boards _________________________________________________________________________________

Does your child require devices for effective communication, e.g. hearing aids, acoustic considerations, glasses, vision aids, scribes, tutors? ______________________________________________________________

INDEPENDENCE

Can your child manage personal care needs independently (toilet, dressing, eating)? _________________________
____________________________________________________________________________________________________
Are there any particular requirements?____________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
____________________________________________________________________________________________________
The Disability Standards for Education 2005 state the imperative for a school to take reasonable steps to make it possible for a student with a disability to participate in education on the same basis as a student without a disability. The essential starting point for the school is to consult with the student and the parents/guardians in order to draw up a comprehensive Student Support Plan. It is necessary to obtain advice and expertise from external agencies and service providers. The student may also be involved in the process of collecting information that assists in making the decision about whether an adjustment is necessary.

Schools are advised to gather information in order to determine the student’s support needs with respect to the following areas:

- physical access
- personal care
- health and safety issues
- individual emergency needs
- communication issues
- curriculum needs and specific teaching strategies
- training and support of teachers/support staff.

The Student Support Plan is divided into three parts – Parts A, B and C:

Part A provides a basis for the comprehensive collection of information about the needs of a student with disabilities. The collection and documentation of this information is crucial to the school’s decision on whether or not to accept the student’s application for enrolment on the basis of reasonable adjustment to the school’s resources and facilities.

Part B is designed to document curriculum modifications and issues such as behaviour management and liaison with other agencies and review meetings once the student is enrolled in the school.

Part C refers to the development of Health Support Plans for students with health support needs in conjunction with Student Support Plans. A general Health Support Plan pro forma is provided.

The following plan may be modified to suit individual school requirements. It can be downloaded from the AISSA website:

www.ais.sa.edu.au
Part A – Student information

SCHOOL INFORMATION

School ________________________________ Contact Person ___________________________

STUDENT INFORMATION

Student Name ___________________________ Telephones (Home) ____________________________
(Business) ____________________________
(Mobile) ____________________________

Name/s of Parents/Guardian _____________________________________________________________

Address _________________________________________________ Home Postcode ______

Email address: ___________________________________

Gender – Female/Male Date of Birth ... / ... / ... Year Level __________________________

ATSI____________________________NESB/ESL ____________________________Language at Home ______

Carer Allowance _________________Disability Support Pension _________________School Card ___________

Enrolled for _______ days Shared Enrolment _______ Shared School _______________________

Foster Care ______

OTHER INFORMATION

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

DISABILITY DETAILS

Commonwealth Disability Category ____________ Disability Level ____________________________

Disability Description
____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
**PERSONAL CARE ASSISTANCE**

<table>
<thead>
<tr>
<th></th>
<th>Mealtime management</th>
<th>Dressing</th>
<th>Toilet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positioning</td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**HEALTH MANAGEMENT** (detailed information is provided in the Resource section)

<table>
<thead>
<tr>
<th>Required</th>
<th>Obtained</th>
<th>Located</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Support Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular medication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Action Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMUNICATION**

- Alternative communication – e.g. Makaton signing, symbol systems
- Devices – e.g. hearing aids, glasses, vision aids, acoustic considerations
- Limited use of verbal communication
- ESL / Indigenous background
- Speech pathology assistance
- Other
BEHAVIOUR / SUPERVISION

- Transition supervision
- School attendance patterns
- Emotional issues
- Behaviour Management Plan
- Safety issues
- Psychologist/Psychiatrist input
- Other
# Physical Support information

## RESOURCE REQUIREMENTS

### Building Modifications

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes</th>
<th>No</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taps</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Rails</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Doors</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Equipment

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Yes</th>
<th>No</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair lift</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communic’n devices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slope desk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FM Unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hoists</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet aids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change tables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking frame</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheelchair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing frame</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Capital Grant

- Yes/No
- Other information

### Specialist Programs

- Mobility
- Orientation
- Communication
- Behaviour
- Other

---

**Student Support Plan**

---
### Specialist Agencies (tick, plus hours of support)

<table>
<thead>
<tr>
<th>Agency</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAMHS</td>
<td></td>
</tr>
<tr>
<td>Novita Children’s Services</td>
<td></td>
</tr>
<tr>
<td>Access Assistant Program</td>
<td></td>
</tr>
<tr>
<td>Cora Barclay</td>
<td></td>
</tr>
<tr>
<td>Autism SA</td>
<td></td>
</tr>
<tr>
<td>Down Syndrome Society</td>
<td></td>
</tr>
<tr>
<td>Townsend House</td>
<td></td>
</tr>
<tr>
<td>Disability Services SA</td>
<td></td>
</tr>
<tr>
<td>RDNS</td>
<td></td>
</tr>
<tr>
<td>Families SA</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### Curriculum Modification (tick, plus hours of support)

<table>
<thead>
<tr>
<th>Modification</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education</td>
<td></td>
</tr>
<tr>
<td>School assistants</td>
<td></td>
</tr>
<tr>
<td>Camp/ excursion support</td>
<td></td>
</tr>
<tr>
<td>Tutor - home</td>
<td></td>
</tr>
<tr>
<td>Tutor - school</td>
<td></td>
</tr>
<tr>
<td>Cross-age/ peer tutoring</td>
<td></td>
</tr>
<tr>
<td>Volunteer support</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Specific teaching strategies:

- Specific strategies for teaching
- Specific strategies for learning
- Specific strategies for assessment

---
# Agency information

**STUDENT NAME:**

**Recent assessments (medical, psychological, speech, etc)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Conducted by</th>
<th>Type</th>
<th>Copy of Report available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Yes/No</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**History of student's previous support**

<table>
<thead>
<tr>
<th>Year/Date</th>
<th>Year/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency/School</td>
<td>Agency/School</td>
</tr>
<tr>
<td>Contact Name/Telephone</td>
<td>Contact Name/Telephone</td>
</tr>
<tr>
<td>Support offered</td>
<td>Support offered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year/Date</th>
<th>Year/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency/School</td>
<td>Agency/School</td>
</tr>
<tr>
<td>Contact Name/Telephone</td>
<td>Contact Name/Telephone</td>
</tr>
<tr>
<td>Support offered</td>
<td>Support offered</td>
</tr>
</tbody>
</table>

As the parent/guardian of _________________________ (student's name), I authorise _________________________ (name of Principal/Principal's delegate) to access information that may be of benefit to the education of my child from the relevant persons/organisations.

In granting this authority, I understand that it will remain current for the period of consideration of my child's application for enrolment and for such period as, and if, my child is enrolled at this school.

*Failure to accurately complete all sections of the Application (forms) may result in the school's inability to accommodate your child’s individual needs and may affect your child’s continued enrolment.*

Signed: __________________________ Date: __________________________
Parent/Guardian information

STUDENT NAME: ____________________________________________________________

Information from parents/guardians

Page for recording parental expectations for their child’s academic, social, spiritual and vocational goals including hopes and dreams, strengths and weaknesses:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student statement

The student may also be encouraged to write about his/her hopes and dreams:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Part B – Curriculum information

**STUDENT NAME:** ____________________________________________

**Learning areas**
This section highlights goals and strategies specific to this student in each of the eight key learning areas. These strategies and goals include modifications to programs, assessment and issues such as personal safety. It may not be necessary to address all areas.

<table>
<thead>
<tr>
<th>Curriculum / Learning Areas</th>
<th>Staff Person Responsible</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages other than English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies of Society and Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Curriculum information

STUDENT NAME: ________________________________________________

Literacy and Numeracy

It is the responsibility of all teachers to support the development of literacy and numeracy. This section states goals and useful strategies for all curriculum areas. It need not include program details.

Goals:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Goals:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The following are examples of the curriculum accommodations required by students, particularly those in the secondary school. A sheet like this can be photocopied and placed in the student's diary so that all subject teachers are aware of the accommodations needed.

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal clarifications</td>
<td>Provide hints and clues to facilitate response</td>
</tr>
<tr>
<td>Photocopy notes</td>
<td>Reduce the amount of material - paraphrase</td>
</tr>
<tr>
<td>Use scribe</td>
<td>Reduce extraneous details and simplify the layout</td>
</tr>
<tr>
<td>Position near teacher and away from distractions</td>
<td>Simplify the language, e.g. use shorter sentences and simpler vocabulary</td>
</tr>
<tr>
<td>Ensure task is understood</td>
<td>Use alternative materials, e.g. do not rely solely on printed material</td>
</tr>
<tr>
<td>Highlight key points</td>
<td>Use of calculator</td>
</tr>
<tr>
<td>Provide visual cues (pictures, diagrams, mind maps, etc)</td>
<td>Use word processor and spell check</td>
</tr>
<tr>
<td>Provide additional demonstrations, using a step-by-step approach</td>
<td>Modified test</td>
</tr>
<tr>
<td>Provide vocabulary sheet for assignments</td>
<td>Open book during test</td>
</tr>
<tr>
<td>Frequently provide positive feedback</td>
<td>Read tests to student</td>
</tr>
<tr>
<td>Use frequent and more specific praise</td>
<td>Extra time during test</td>
</tr>
<tr>
<td>Use partnered and cooperative learning strategies</td>
<td></td>
</tr>
</tbody>
</table>
Other information

**STUDENT NAME:**

This section includes issues within the school, not directly related to the academic curriculum, which affect the student in the school setting – e.g. social skills, yard safety/supervision, behaviour management programs.

<table>
<thead>
<tr>
<th>Area for action and staff responsible</th>
<th>Plans / Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
## Review meetings

**STUDENT NAME:**

Date: 

Participants: 

Next review meeting: 

<table>
<thead>
<tr>
<th>Issues</th>
<th>Action and by whom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Planning post-school options

Schools are advised to begin planning for the transition to work, study or other post-school options for students with disabilities as early as possible. A personal portfolio containing details of student interests, work experience observations and work skill assessments could be used to compile useful information. The following people could be involved in this process:

- Student
- Parents/guardians
- Special Education teacher
- VET co-ordinator
- Disability and employment agencies – e.g. Options Co-ordination, Career Systems, HETA.
- Vocational Educational Adviser, AISSA and Special Education Adviser, Targeted Programs Special Education Team.

The following issues may need to be considered:

- Student strengths and abilities
- Student interests and hobbies
- Student and parent/guardian goals for adult life
- SACE and VET in schools options
- Social skills
- Transport
- Support requirements
- Work observation
- Work experience
- Structured workplace learning
- Supported work options
- Disability and employment agency advice and support
- Leisure and recreation
- Respite
Health Care Plan

At the time of enrolment, the school is advised to ask parents/guardians if the student has any known or routine health support need. If there is an additional need, the school is advised to:

- request a Health Care Plan to be completed by the student’s doctor or health professional
- use the Health Care Plan to develop a school Health Support Plan for the student.

A Health Support Plan is a document that the school develops to assist, in partnership with parents/guardians and health professionals, in planning appropriate health support for a student who requires routine health support.

It is advisable for the school to review the Health Support Plan at least annually, or earlier, if there is any change in the student’s health needs.

Pro formas for the Health Care Plan and Health Support Plan, as below, can be downloaded from the Chess website at:

http://www.chess.sa.gov.au

Other useful resources include:


To be completed by the PRINCIPAL, DIRECTOR or HOME-BASED CARE PROVIDER, with the FAMILY and OTHERS as indicated below, for a child/student who requires individual health and personal care support in school, preschool or childcare. This plan should be based on written health care advice from a health professional. It will involve risk assessment for staff in planning for the child or student.

Child/student name __________________________________________ Date of birth ___________________

Family name (please print) First name (please print)

Medic Alert number (if relevant) __________________________ Review date ___________________

First aid

Is there any individual first aid requirement, other than a basic first aid response?  □ Yes  □ No

If so, consider and attach as relevant:

□ instructions from the child’s /student’s doctor
□ training of willing and available personnel (including back-up)
□ emergency action plan, including excursions/camps
□ ambulance access
□ issues for other students (e.g. education sessions; supervision during an emergency)

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

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Routine supervision for health-related safety

Does this child/student need additional supervision for health-related safety? □ Yes □ No

If so, consider and attach as relevant:

☐ instructions from the child/student’s doctor

☐ medication plan
  - Identify responsibilities for:
    - delivery, storage, supervision, record keeping
    - off-site activities
    - reminding, if necessary.

☐ health service provider details
  - If a care/health worker is involved, write down:
    - who this is, the contact staff member and
    - how, when and where they will provide support.

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**Personal care**

Is there a predictable need for additional support with daily living tasks?  
☐ Yes  ☐ No

☐ Personal hygiene  
☐ Continence care (catheter and stoma care should be undertaken by a careworker, therapist or nurse)  
☐ Oral eating and drinking (tube feeding should be undertaken by a careworker, therapist or nurse)  
☐ Transfers and positioning

*If so, consider and attach as relevant:*

☐ Health care plan, written by the treating health professional (e.g. doctor, therapist, nurse)  
☐ Duty statement for any worker employed specifically for these duties  
☐ Training arrangements for workers  
☐ Health service provider details

*If a care/health worker is involved write down and attach as relevant:*

☐ Service provider details, and their contact information  
☐ How, when and where this support will occur  
☐ Any staff involvement (e.g. assistance with two-person lifts).

*In detailing below the support staff members will provide, consider:*

☐ Hygiene (e.g. well placed soap dispenser; mirror; disposal systems; change facility, cleaning arrangements)  
☐ Storage (e.g. of daily and spare aids)  
☐ Equipment (e.g. shelf, cupboard, change table, hoist)  
☐ Facilities (e.g. two-way locking on doors).

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Other considerations

Are there any related plans and provisions for this child/student?  [ ] Yes  [ ] No

☐ Curriculum  
(e.g. negotiated curriculum plan; part-time/short term distance education; flexible assessment to accommodate interrupted attendance; planning for physical activity, camps, excursions, laboratory work)

☐ Behaviour  
(e.g. behaviour plan; special permission to leave group activities as needed; planned, supportive peer environment)

☐ Environment  
(e.g. minimizing risk such as allergens, or other risk factors; special provisions for emergency evacuation of the worksite)

☐ Communication  
(e.g. communication book within the worksite or between home and workers)

☐ Siblings/peers  
(e.g. any planned support for siblings/peers)

☐ Other  
(please specify)

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When will this child/student commence attending school/preschool or childcare?
If not immediately, detail actions and timelines to enable attendance, and any interim provisions.

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Who, apart from those listed below, will have a copy of this plan?

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Principal/director/care provider ___________________________________________________ Sign _______________________ Date ____________

Staff contact person (if relevant) _________________________________________________Sign _______________________ Date ____________

Health service provider (if providing services directly to the child while in education/care)

Name _______________________________________________________________________________________________________________________

Name of agency/address______________________________________________________________________________________________________

____________________________________________________________________________________________________________________________

Telephone _____________________________________________________________________ Date_________________________________________

Other ______________________________________________________________________

____________________________________________________________________________________________________________________________

I have read, understand and agree with this plan and any attachments indicated above.
I approve the release of this information to education/childcare staff and emergency medical personnel.

Parent/guardian or adult student ___________________________ Signature _______________ Date ________

Family name (please print) First name (please print)

Child/student ___________________________ Signature _______________Date ________

Family name (please print) First name (please print)
Overview

Risk management in a school setting extends to all aspects of the school’s operations, including:

- facilities
- procedures
- practices and policies
- staff and students.

It is concerned with eliminating or minimising and controlling all risks that arise in a school or on school-related events such as sporting activities, camps and excursions. A proactive risk management approach also includes a regular evaluation and review process.

Schools are advised to consider specific issues and requirements to ensure the health, safety and welfare of students with disabilities including, but not necessarily confined to:

- special requirements
- resources
- management of student behaviour
- manual handling
- infection control
- health management
- personal care needs
- facilities and equipment
- supervision issues
- evacuation/emergency procedures
- camps and excursions
- incident reports
- staff issues
- communication with parents.

Special Requirements

Prior to enrolling a student with a disability, the school should ensure that all staff and other persons who will work with the student have:

- identified and recorded the special requirements, needs, equipment, practices, facilities
- developed written safe work practices and procedures
- consulted with all interested parties throughout the process, including the student’s parents/guardians
- been provided with appropriate and effective training, information and instruction
- established systems and processes for the ongoing evaluation, monitoring and review of the effectiveness of established practice
- ensured that the practice and processes they have established include and maintain the student’s dignity and privacy.

Resources

Schools are advised to seek information about the individual needs of the student to accurately identify, assess and control risks. The parents/guardians of the student should be involved in all consultation and risk assessment. Any other specialists involved with the student’s care should also be consulted. Additional information can be obtained from relevant agencies and support personnel as well as from reference materials.

Advice may be sought from, and consultation should be held with, the school-based Occupational Health, Safety and Welfare (OHS&W) representative and/or Committee and staff who are to work directly with the student seeking enrolment. Advice can also be obtained from the Targeted Programs Special
Management of Student Behaviour
An individual Behaviour Management Plan should be prepared for all students who have behavioural difficulties that are a significant part of their disability. Schools are required to seek information about the individual behaviour of the student and should consult with the parents/guardians, special education experts and therapists in this regard.

Schools should monitor the success of the plan for each student and continue to consult with all parties if amendments to the plan are required. In implementing a Behaviour Management Plan, all staff and others working with the student need to identify any risks to their or others’ health, safety and welfare. Those risks must be assessed by the school and appropriate controls put in place following consultation with all concerned to eliminate or minimise the identified risks.

A case including direct discrimination and a student with behavioural difficulties is provided in Chapter 1.

Manual Handling
The student seeking enrolment may have a disability that requires regular lifting, repositioning and transferring. Safe work practices, following a risk assessment, will need to be developed, which will assist in the prevention of any manual handling incident or injury to either staff or student. Staff will require training by appropriately qualified professionals to meet OHS&W Regulations.

Infection Control
Policies, procedures and safe work practices for infection control may need to be developed and/or reviewed to ensure that they meet the needs of students with disabilities and the persons working with the student. Managing diseases and infection in the school comes under the school’s general duty of care to its employees, students and visitors to the school.

Health Management
The student seeking enrolment may require medication or medical treatment. Principals, in collaboration with the parents/guardians, medical specialists and any other relevant agencies, may need to develop individual Health Support Plans and Emergency Action Plans. A process is outlined in Chapter 3 of this document.

In summary, the duties of staff are to:

- help families understand health support planning procedures at the school
- facilitate individual health support plans and emergency plans
- report to parents and guardians any observations which could indicate health-related concerns
- follow instructions related to health and safety
- accept responsibility for safe working conditions within their control
- safeguard the privacy of health information, using privacy principles
- use equipment provided for health and safety purposes
- apply standard precautions against transmission of infections
- perform tasks in line with the training undertaken.
Personal Care Needs
If students require assistance with personal care needs, Principals, in collaboration with parents/guardians and in consultation with special education advisers and relevant medical advisers, should develop a written personal care plan.

Facilities and Equipment

Facilities
The student seeking enrolment may require modifications that enable him/her to access school facilities/amenities and to fully participate in curriculum activities. These modifications may include the provision of:

- non-slip surfaces
- appropriate toilets
- changing, showering and disposal facilities
- temporary ramps
- ramps and safety railings, surfaced and covered walkways, shelters
- appropriate storage facilities
- minor structural alterations, including widening doorways
- lifts.

Schools may need to pay particular attention to facilities such as gymnasiums, workshops and laboratories to ensure that students with disabilities can access these facilities safely.

Any building modification must comply with the Australian Building Code and associated Australian Standards and OHS&W Regulations to ensure a safe environment for all employees, students, contractors, visitors and members of the community. No building modification should occur without a full OHS&W assessment. Additional information in relation to building requirements can be sourced from the Australian Building Code, OHS&W Codes of Practice, Regulations and Australian Standards listed in the Resource Section.

Equipment
The access and participation of the student seeking enrolment may depend on the availability of specialised equipment. Therapists and other supporting agencies can advise Principals of the procedures for assessing the need for, and obtaining and maintaining, this equipment. Regular and ongoing scheduled safety maintenance checks by appropriately trained persons will be required on the equipment and site. These checks will need to be recorded.

Financial assistance for the provision of facilities and equipment may be available through the Targeted Programs Special Education Capital Grants for Students with Disabilities. Finance may also be available through other Capital Grant sources. Schools need to explore various options for funding and the Targeted Programs Special Education Advisers can assist in this process.

Supervision Issues
All staff and schools have a duty of care towards their students. Where a student has a disability, the standard of care required may be elevated because of the nature of the student’s disability. Each student must be assessed individually and measures implemented to eliminate or reduce the risks to the student’s health, safety and welfare. It is important to remember that health includes not only physical health and safety but also psychological and emotional health and safety.

Evacuation and Emergency Procedures
The specific needs of students with disabilities should be incorporated into the school's evacuation and
emergency management procedures. An emergency plan may need to be developed for individual students.

In addition to students with physical disabilities, particular consideration should also be given to the needs of students with vision and hearing impairments.

**Camps and Excursions**

Schools must consult with the student and parents/guardians of the student to ensure that the student is able to participate in camps and excursions on the same basis as a student without disabilities.

When planning excursions and camps, schools should ensure that the student’s need for personal care and assistance, such as lifting and handling, is covered by appropriately trained and/or credentialled adults. Training in all necessary areas must be regularly updated and reviewed as students’ needs change and develop.

Considerable forward planning is essential in this area to ensure that all of the necessary measures are in place to allow the student to participate fully in the camp or excursion.

**Incident Reports**

Schools are legally required to have policies and procedures in place to ensure that all injuries or incidents are reported. Following a report, an immediate investigation should occur involving consultation with all parties to ensure that the risk of further injury and/or incident is eliminated for all employees, students, contractors, visitors and members of the community.

**Staff Issues**

It is essential that staff are consulted in relation to the education of students with disabilities. Schools are required to provide a safe working environment at all times for all persons at the workplace. Schools are advised to ensure that staff are supported with the provision of training, where appropriate, adequate support mechanisms and regular review and consultation in relation to their role and duties.

**Communication with Parents**

The importance of regular consultation with the student’s parents/guardians is critically important. If the school can develop a positive relationship with the parent, this may significantly reduce the risk of conflict and grievances with the school. In addition, under the Disability Standards, schools are obliged to consult with students and their parents/guardians regarding any adjustments required.
The two Acts which relate to the enrolment and accommodation of students in schools with disabilities are:

1. The **Equal Opportunity Act 1984**, administered by the SA Equal Opportunity Commission, and
2. The **Disability Discrimination Act 1992** (DDA), a Federal Act making unlawful discrimination on the basis of disabilities.

1. South Australian Equal Opportunities Act 1991 (State Legislation)
   Section 74
   **Division IV – Discrimination in Education**

   ‘Discrimination by educational authorities.
   74. (1) It is unlawful for an educational authority to discriminate against a person on the ground of impairment –
   (a) by refusing or failing to accept an application for admission as a student
   or
   (b) in terms or conditions on which it offers to admit the person as a student.

   (2) It is unlawful for an educational authority to discriminate against a student on the ground of impairment –
   (a) in the terms or conditions on which it provides the student with education and training;
   (b) by denying or limiting access to any benefit provided by the authority;
   (c) by expelling the student;
   or
   (d) by subjecting the student to any other detriment.

   (3) This section does not apply to discrimination on the ground of impairment in respect of admission to a school, college or institution established wholly or mainly for students who have a particular impairment.’

2. The **Disability Discrimination Act 1992** (Commonwealth Legislation)

   The DDA seeks to eliminate discrimination against people with disabilities with respect to a range of public opportunities, including access to education services.

   The definition of disability as defined under the DDA is extremely broad:

   The **Commonwealth Disability Discrimination Act 1992**

   **Section 4 – Definition of ‘disability’**

   ‘disability’, in relation to a person, means:
   (a) total or partial loss of the person’s bodily or mental functions; or
   (b) total or partial loss of a part of the body; or
   (c) the presence in the body of organisms causing disease or illness; or
   (d) the presence in the body of organisms capable of causing disease or illness; or
   (e) the malfunction, malformation or disfigurement of a part of the person’s body; or
   (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
   (g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour;
and includes a disability that:
(h) presently exists; or
(i) previously existed but no longer exists; or
(j) may exist in the future; or
(k) is imputed to a person.

Section 5 – Definition of ‘disability discrimination’
5 (1) (Less favourable treatment) For the purposes of this Act, a person (‘discriminator’) discriminates against another person (‘aggrieved person’) on the ground of a disability of the aggrieved person if, because of the aggrieved person’s disability, the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person without the disability.

5 (2) (Where different accommodation is required) For the purposes of subsection (1), circumstances in which a person treats or would treat another person with a disability are not materially different because of the fact that different accommodation or services may be required by the person with a disability.

Section 6 – Definition of ‘indirect discrimination’

Section 22 Education

(1) It is unlawful for an educational authority to discriminate against a person on the ground of the person’s disability or a disability of any of the other person’s associates:
(a) by refusing or failing to accept the person’s application for admission as a student; or
(b) in the terms or conditions on which it is prepared to admit the person as a student.

(2) It is unlawful for an educational authority to discriminate against a student on the ground of the student’s disability or a disability of any of the student’s associates:
(a) by denying the student access, or limiting the student’s access, to any benefit provided by the educational authority; or
(b) by expelling the student; or
(c) by subjecting the student to any other detriment.

(2A) It is unlawful for an education provider to discriminate against a person on the ground of the person’s disability or a disability of any of the person’s associates:
(a) by developing curricula or training courses having a content that will either exclude the person from participation, or subject the person to any other detriment; or
(b) by accrediting curricula or training courses having such a content.

(3) This section does not render it unlawful to discriminate against a person on the ground of the person’s disability in respect of admission to an educational institution established wholly or primarily for students who have a particular disability where the person does not have that particular disability.

(4) This section does not make it unlawful for an education provider to discriminate against a person or student as described in subsection (1), (2) or (2A) on the ground of the disability of the person or student or a disability of any associate of the person or student if avoidance of that discrimination would impose an unjustifiable hardship on the education provider concerned.
Action Plans
Section 59 Interpretation

In this Part:
’service provider’ means a department, a department of a State, a public authority of the Commonwealth, an instrumentality of a State, an educational institution or a person who:
(a) provides goods or services; or
(b) makes facilities available; whether for payment or not.

Section 60 Action Plans
A service provider may prepare and implement an action plan.

Section 61 Provisions of Action Plans
The action plan of a service provider must include provisions relating to:
(a) the devising of policies and programs to achieve the objects of this Act; and
(b) the communication of these policies and programs to persons within the service provider; and
(c) the review of practices within the service provider with a view to the identification of any discriminatory practices; and
(d) the setting of goals and targets, where these may reasonably be determined against which the success of the plan in achieving the objects of the Act may be assessed; and
(e) the means, other than those referred to in paragraph (d), of evaluating the policies and programs referred to in paragraph (a); and
(f) the appointment of persons within the service provider to implement the provisions referred to in paragraphs (a) to (e) (inclusive).

Section 62 Action Plans may have other provisions
The action plan of a service provider may include provisions, other than those referred to in Section 61, that are not inconsistent with the objects of this Act.

Section 63 Amendment of Action Plans
A service provider may, at any time, amend its action plan.

Section 64 Copy of Action Plan may be given to Commission
A service provider may give:
(a) a copy of its action plan; or
(b) any amendments to the plan; to the Commission.
Commonwealth Government Definition

Students/children with disabilities means the following:

A student who is attending a Government or Non-Government school and who has been assessed by a person with relevant qualifications as having intellectual, sensory, physical, social/emotional or multiple impairments to a degree that satisfies the criteria for enrolment in Special Education services or programs provided by the Government of the State or Territory in which the school or centre is located.

A child whose impairments, as defined above, would in the future meet the criteria for enrolment in Government Special Education services or programs. Verification of a student’s or child’s eligibility may be sought.

A student or child whose only impairment is a specific learning difficulty, or for whom remedial education or remedial support is appropriate, is not eligible.

(Commonwealth Programs for Schools Quadrennial Administrative Guidelines 2005–2008)

For the Commonwealth Government Census, students with Autism Spectrum Disorder and Language Disorder are frequently described under the intellectual or physical disability categories.

State Needs Survey

The Targeted Programs Special Learning Needs Team also provides the Advisory Committee on Non-Government Schools with data for eligible students with disabilities in Independent schools for the State Needs Survey.

Eligibility Definitions for Government Funding

Autism Spectrum Disorder and Language Disorder are defined separately for the State Needs Survey.

For the purposes of this folder, a definition is given for the following disabilities:

1. Intellectual
2. Global development delay
3. Physical
4. Hearing
5. Vision
6. Speech and Language
7. Autism Spectrum Disorder
8. Social/Emotional

These definitions are currently in line with the State Education Department (DECS) definitions of disability, as required by the Commonwealth. Accordingly, these may be subject to change in the future.

Gathering evidence to address disability criteria

Verifying Students with Disabilities for Commonwealth and State funding requires evidence of both the impairment and the ways in which a student’s impairment does or will significantly impact on progress in the curriculum and the ability to participate in learning activities and the school community.

School staff may use a wide range of formal and informal assessments to ascertain and document the impact of a student’s impairment and the adjustments that are made.

Adjustments to assist a student with a disability to participate in education on the same basis as other students may include aids, facilities or services required by a student with a disability.
**Curriculum accommodations**

Curriculum accommodations are changes to pedagogical practices intended to support students’ participation and achievement in learning, so that they are able to complete tasks and demonstrate progress with greater ease and effectiveness than they would without the accommodations. These include:

- Changes to teaching content, materials and resources used
- Adjustments to presentation, instructional strategies and mode of delivery
- Adjustments to the environment, class setting and facilities
- Changes to time provided and processes used to complete activities or tasks
- Alternate assessment procedures to demonstrate knowledge, skills or competencies being assessed.

**Disability Definitions**

**Intellectual Disability**

**General Information**

Students with an intellectual disability display cognitive, learning and adaptive behavioural skills needed for everyday living significantly lower than their age peers. They require additional support and curriculum accommodations to meet their individual learning needs.

**Disability Criteria**

Intellectual disability is determined by an assessment, which includes:

- A full Scale IQ score of two or more standard deviations below the mean on a standardised individual test of intelligence, or other evidence of significantly delayed intellectual development should the student's disabilities prevent standardised assessment.

- A score of two or more standard deviations below the mean in at least two of the following areas on an approved standardised assessment of adaptive behaviours: communication skills, self-care, home living, social and/or interpersonal skills, use of community resources, self-direction, functional academic skills, work (if appropriate), leisure, health and safety.

In addition to the diagnostic assessment, there must be documented evidence of the ways in which the student's intellectual impairment does or will significantly impact on progress in the curriculum and the ability to participate in learning activities or other aspects of school life.

**Global Developmental Delay**

**General Information**

- This disability category applies only to students up to 7 years of age who it is expected will receive a diagnosis of an intellectual disability.

- Students with global developmental delay display cognitive skills and adaptive behaviour significantly behind those of their age peers. They require significant additional support and curriculum accommodations to meet their individual learning needs.

- Global developmental delay may arise from a number of different causes (such as prenatal and perinatal complications, chromosomal abnormalities, metabolic disorders and environmental factors) and may be associated with physical or sensory impairments or other developmental disorders.
Some students might not have a formal assessment at this stage but may be receiving services from agencies such as the Down Syndrome Society and Options Coordination, which would indicate an intellectual disability. Students may require a review of their needs to determine whether they are eligible for support under another category of disability.

Disability Criteria
Global developmental delay is demonstrated by assessment that shows the following results:

- General intellectual ability two or more standard deviations below the mean on a standardised individual test of intelligence, or other evidence of significantly delayed intellectual development should the student's disabilities prevent standardised assessment.
- A score of two or more standard deviations below the mean on a standardised assessment of adaptive behaviour for the composite score or in at least two of the following areas: communication, self-care, home living, social and/or interpersonal skills, use of community resources, self-direction, leisure, health and safety.
- Preschool/school observations and assessments of adaptive skills, attainment and developmental progress.
- Evidence may also be provided by other support services and agencies and may include, for example, paediatric or other specialist reports.

Physical Disability

General Information
Students with physical disabilities have significant difficulty accessing, participating and attaining in the curriculum because of medical, orthopaedic, neurological or other physical conditions and/or sustained illness (health issues). Students with severe physical disabilities are normally identified at the preschool stage. Exceptions to this include students experiencing severe trauma, perhaps as the result of an accident or serious illness or as the result of an emergent and/or degenerative medical condition.

Disability Criteria
A physical disability is a current diagnosed medical, orthopaedic, neurological or other physical condition, and/or sustained illness that has significant learning, access and/or care implications.

There must be documented evidence of the ways in which the student's physical condition does or will significantly impact on progress in the curriculum and the ability to access and participate in learning activities or other aspects of school life, including at least one of the following:

- Impaired ability to manoeuvre in the school environment (e.g. with a wheelchair, walker, braces or other orthopaedic devices)
- Need for assistance and/or training with daily living activities
- Impaired ability to take notes or do assignments that require movement, and to compensate adequately for the impairment/s
- Difficulty in communicating in school due to severe speech/motor problems
- Severe health problems that require frequent or continual monitoring and a health care plan, including personal care plans, through health support plans.
Sensory Disability (Hearing)

General Information
There are three major types of hearing loss: sensori-neural, conductive or mixed (conductive overlay of a sensori-neural loss):

- Sensori-neural loss is a permanent loss resulting from damage to the cochlea or auditory nerve. It varies from mild through moderate to severe or profound. Students with severe or profound sensori-neural loss can have serious or complex communication difficulties.

- Conductive hearing impairment is caused by blockage of the passage of sound through the outer or middle ear. Middle ear infusion (otitis media) is the most common cause of conductive hearing loss during childhood (0 to 10 years). The impact of a conductive hearing loss is more significant if the loss is chronic (long term), recurrent (occurs a number of times) or fluctuating (hearing levels go up and down).

- A hearing loss can be unilateral (affecting one ear) or bilateral (affecting both ears).

Disability Criteria
A hearing disability is a bilateral hearing loss of greater than 20dB in the better ear across a four frequency average (500, 1,000, 2,000, 4,000 hertz) or a unilateral loss of greater than 45dB across a four frequency average (500, 1,000, 2,000, 4,000 hertz). The loss may be conductive, sensori neural or mixed, or the learner has a cochlear implant.

There must be documented evidence of the ways in which the student’s hearing impairment does or will significantly impact on progress in the curriculum and the ability to participate in learning activities or other aspects of school life. For example, the student:

- has significant delay in language abilities
- needs the support of a signed communication method
- is eligible for services from the Cora Barclay Centre.

Sensory Disability (Vision)

General Information
Visual difficulties may range from a simple refractive problem that can be corrected with glasses to blindness.

Disability Criteria
A visual disability is visual acuity that is 6/18 or less in the better eye after correction and/or a visual field of 20 degrees or less.

There must be documented evidence of the ways in which the student's vision impairment does or will significantly impact on progress in the curriculum, mobility and the ability to participate in learning activities or other aspects of school life. Some of the curriculum implications may include difficulty with:

- Enlargement of print and other learning materials
- Orientation in the environment (school, community)
- Conceptual development
- Training in the use of technology and low vision aids
- Development of appropriate social behaviour
- Learning independent living skills.

Eligible for the services of SASVI (South Australian School for Vision Impaired).

Students with more severe visual disabilities may require intensive support to access, participate and succeed in all the required learning areas and
intensive instruction in ‘extended core curriculum’ (i.e., orientation and mobility, Braille, keyboard skills, adaptive technology, training in the use of residual vision, independent living skills and social skills).

Speech and Language Disabilities

General Information
Students with speech and language disabilities have significant difficulties accessing, participating and attaining in most areas of study. The difficulties experienced by the student impact on communication, social interactions and learning, and are not primarily the result of:

- Diverse cultural and linguistic backgrounds
- Behaviour/social difficulties
- Limited school attendance
- Sensory, physical or (for students aged 7 years or older) intellectual impairments.

Students with speech and language disabilities have at least one of the following:

- Significant difficulty understanding spoken language, resulting in the student frequently misunderstanding or not being able to follow information, requests, instructions and explanations that are easily understood by the majority of his/her age peers.
- Significant oral expression difficulties in the areas of vocabulary, grammar, language content and organisation preventing effective spoken communication.
- Severe speech/articulation difficulties which prevent effective communication with others
- Significant difficulty developing functional communication.

Disability Criteria
The diagnosis of a speech and language disability requires a speech and language assessment with the following:

- a score of two or more standard deviations below the mean in total or expressive or receptive language skills, e.g. CELF scores below 70.
- a diagnosis of severe speech difficulties by a Speech Pathologist.
- for children who are under 6 years and from a Speech and Language Unit, the student will be eligible for funding for the first year. During this year, a speech pathology assessment will be funded for clarification.

Autism Spectrum Disorder

General Information
‘Autism Spectrum Disorder’ is a term used to refer collectively to Autism and Asperger syndrome, referred to as Autistic disorder and Asperger disorder in the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revision (DSM IV-TR). Students with Autism and Asperger syndrome have many of the same underlying core deficits, but their presentation varies across a spectrum of cognitive and communicative abilities, and behavioural patterns.
**Disability Criteria**
A formal diagnosis confirming Autism or Asperger syndrome as defined by DSMIV in accordance with approved international guidelines. In South Australia, the diagnosis must be made by either:

- Autism SA, or
- Multidisciplinary teams of the Child Development Units at the Women's & Children's Hospital and the Lyell McEwen Hospital or the Child Assessment Team at Flinders Medical Centre, or
- Appropriately trained and experienced professionals accredited by Autism SA from at least two relevant disciplines – e.g. speech pathology, psychology, psychiatry or paediatrics.

**Social/Emotional Disability**

**General Information**
A student with a social/emotional disability exhibits symptoms of sufficient severity to cause significant issues for the individual and for others.

This impairment of psychosocial functioning may adversely affect school performance and behaviour, peer relationships, social and recreational activities and family relationships.

The symptoms are different from other students of the same age, cultural or ethnic norms and are exhibited in different settings including the school. They are more than temporary expected responses to stressful events – e.g. a student who has experienced death in the family would not be considered as having a disability until at least one year after the event. The student does not respond to direct intervention in educational settings.

**Disability Criteria**
To be eligible for funding as a student with a social/emotional disability, all of the following criteria must be met from either:

- Psychiatrist – A written diagnosis with recommendations for medication and/or ongoing counselling on a regular basis; or
- Psychologist – The assessment and written diagnosis must include:
  - a psychometric assessment – e.g. WISC, WPPSI
  - questionnaires/rating scales – e.g. Achenbach Child Behaviour Check List, Children's Depression Inventory
  - recommendations for ongoing counselling – e.g. from psychologists, psychiatrists, clinical nurses, accredited counsellors, social workers.

The school needs to provide a management plan and current documentation from the appropriate health professional.
Access Assistant Program (managed by Children’s Youth and Women’s Health Service)
82 Henley Beach Road
Mile End SA 5033
PO Box 2068, Hilton Plaza
Hilton SA 5033
Tel: (08) 8159 9400
Country Callers: 1300 766 664
Website: www.cyh.com

Adolescent Services
Enfield Campus
5 Watson Avenue
Enfield SA 5085
Tel: (08) 8269 3844

Association of Independent Schools of South Australia (AISSA)
301 Uley Road
Malvern SA 5061
Tel: (08) 8179 1400
Website: www.ais.sa.edu.au

Australian Hearing Services
77 Grenfell Street
Adelaide SA 5000
Tel: (08) 8227 1099

Australian Red Cross
207-217 Wakefield Street
Adelaide SA 5000
First Aid Training
Tel: (08) 8293 9200
Website: www.redcross.org.au

The Australasian Society of Clinical Immunology and Allergy (ASCIA)
PO Box 450
Balgowlah NSW 2093
Tel: 0425 216 402
Website: http://www.allergy.org.au/

Autism SA
3 Fisher Street
Myrtle Bank SA 5064
Tel: (08) 8379 6976
Website: http://www.autismsa.org.au

beyondblue - the National Depression Initiative
Information Line 1300 22 4636
Website: http://www.beyondblue.org.au

Brain Injury Network of South Australia (BINSa)
Torrens Building
220 Victoria Square
Adelaide SA 5000
Tel: (08) 8217 7600
Free call: 1300 733049
Website: http://www.binsa.org/

Centre for Health Promotion
8th Floor, Samuel Way Building
Women’s and Children’s Hospital
72 King William Road
North Adelaide SA 5006
Tel: (08) 8161 7777
Website: www.chdf.org.au

Child Adolescent Mental Health Services (CAMHS)
CAMHS Eastern Region – Paradise site
65 Darley Road
Paradise SA 5075
Tel: (08) 8207 8999

CAMHS Mental Health Counselling
Onkaparinga Team
118 Main South Road
Morphett Vale SA 5162
Tel: (08) 8326 1234

CAMHS Northern – Women’s and Children’s Hospital
Division of Mental Health
72 King William Road
North Adelaide SA 5006
Tel: (08) 8161 7198

CAMHS Southern – Flinders Medical Centre Child and Adolescent Mental Health Services
The Flats
Flinders Medical Centre
Bedford Park SA 5042
Tel: (08) 8204 5412
Child Development Unit
Women's and Children's Hospital
72 King William Road
North Adelaide  SA  5006
Tel:  (08) 8161 7287

Child Health and Education Support Services (chess)
Department of Education and Children's Services (DECS)
www.chess.sa.edu.au

Child Protection Services
Women's and Children's Hospital
72 King William Road
North Adelaide  SA  5006
Tel:  (08) 8161 7346

Child and Youth Health (CYH)
295 South Terrace
Adelaide  SA  5000
Tel:  (08) 8303 1500
Website: www.cyh.com

Children’s Assessment Team (CAT)
Room 4D116, Department of Paediatrics and Child Health
Flinders Medical Centre
Flinders Drive
Bedford Park  SA  5042
Tel:  (08) 8204 4433
Website: http://www.flinders.sa.gov.au/womenandchildren/pages/paeds/AAL_PDAz_A/

The Cora Barclay Centre (for deaf and hearing impaired)
6 Garnet Street
Gilberton  SA  5081
Tel:  (08) 8344 2924
Website: http://www.corabarclay.com.au/

Cystic Fibrosis South Australia
143 Sturt Street
Adelaide  SA  5000
Tel:  (08) 8212 5595
Free call (SA Only) 1800 BEAT CF (1800 23 28 23)
Website: http://www.cysticfibrosis.org.au/sa/

Deaf SA - Royal South Australia Deaf Society Inc
262 South Terrace
Adelaide  SA  5000
PO Box 7095, Hutt Street
Adelaide  SA  5000
Tel:  (08) 8223 3335
TTY:  (08) 8223 6530
Website: http://deafsa.org.au

Disability Information & Resource Centre Inc (DIRC)
196 Gilles Street
Adelaide  SA  5000
Tel:  (08) 8236 0555
TTY:  (08) 8223 7579
Free call: (SA only) 1300 305 558
Website: www.dircsa.org.au

Disability Services SA (formerly Intellectual Disability Services Council)
108 Kermode Street
North Adelaide  SA  5006
PO Box 758
North Adelaide  SA  5006
Tel:  (08) 8267 5966
Website: http://www.dfc.sa.gov.au/about/contact/

Down Syndrome Society of South Australia Inc
Hampstead Primary School (West Wing)
Greenacres  SA  5086
PO Box 436
Greenacres  SA  5086
Tel:  (08) 8369 1122
Website: http://www.downssa.asn.au/

Equal Opportunity Commission of South Australia
Level 2, 45 Pirie Street
Adelaide  SA  5000
GPO Box 464
Adelaide  SA  5001
Tel:  (08) 8207 1977
TTY – For the hearing impaired: (08) 8207 1911
Free call: 1800 188 163 – for callers outside the Adelaide metropolitan area
Website: http://www.eoc.sa.gov.au

HETA Inc
Provides professional employment – related to advice to people with a disability
Level 3, 47 Waymouth Street
Adelaide  SA  5000
Tel:  (08) 8212 7771
TTY  (08) 8212 7792
http://www.heta.com.au

Human Rights and Equal Opportunity Commission
Level 8, Piccadilly Tower
133 Castlereagh Street
Sydney  NSW  2000
GPO Box 5218
Sydney  NSW  2001
Tel:  (02) 9284 9600
Complaints Info line: 1300 656 419
Privacy Hotline: 1300 363 992

58 Students with Disabilities  Appendices
General enquiries and publications: 1300 369 711
TTY: 1800 820 241
Website: http://www.hreoc.gov.au/

Independent Living Centre and the Independent Living Equipment Program (ILEP)
11 Blacks Road
Gilles Plains  SA  5086
Tel:  (08) 8266 5260
Toll free for country callers: 1800 800 523 / 1300 885 886
Website: http://www.ilep.asn.au/

Kids Help Line:
Head Office
PO Box 2000
Milton  Qld  4064
Tel:  (07) 3369 1588
Counselling Line: 1800 55 1800

Ministerial Advisory Committee: Students with Disabilities (MAC: SWD)
4th Floor, Lifeplan Building
11 Gawler Place
Adelaide  SA  5000
Tel:  (08) 8226 3632
Website: http://www.macswd.sa.gov.au/pages/default/site/

National Council on Intellectual Disability: Disability Information & Communication Exchange
PO Box 771
Mawson  ACT  2607
Tel:  (02) 6296 4400
Website: www.dice.org.au/

Novita Children’s Services (formerly Crippled Children’s Association)
171 Days Road
Regency Park  SA  5942
PO Box 2438
Regency Park  SA  5942
Tel:  (08) 8243 8243
Website: www.novita.org.au/

Options Coordination
Website: http://www.apnoptions.org.au/
Management Office
103 Fisher Street
Fullarton  SA  5063
Tel:  (08) 8372 1479
Refer to website for Regional Offices

Royal Society for the Blind (RSB)
Knapman House, 230 Pirie Street
Adelaide  SA  5000
Tel: (08) 8232 4777 (Low Vision and Adaptive Technology Centres)
Tel: (08) 8232 2444 (Community Services)
Website: http://www.rsb.org.au/

SHINE SA
Professional Education and Resources Team
17 Phillips Street
Kensington  SA  5068
Tel:  (08) 8431 5177
Website: http://www.shinesa.org.au/

Siblings Australia Inc
Norwich Centre
Level 1, 77 King William Road
North Adelaide  SA  5006
Tel:  (08) 8161 6737
Website: http://www.siblingsaustralia.org.au

South Australian School for Vision Impaired (SASVI)
1B Duncan Avenue
Park Holme  SA  5043
Tel:  (08) 8277 5255
Website: http://www.sasvi.sa.edu.au/sservice.htm

SPELD (SA) Inc
Special Learning Difficulties Association
298 Portrush Road
Kensington  SA  5068
Tel:  (08) 8431 1655
Website: http://www.speld-sa.org.au/

Special Education Resource Unit (SERU)
72A Marlborough Street (entry via Northeay Avenue)
Henley Beach  SA  5021
Tel:  (08) 8235 2871
Website: http://web.seru.sa.edu.au/

St John Ambulance Aust SA Inc
85 Edmund Street
Unley  SA  5061
First Aid Training
Tel:  (08) 8306 6900
Website: www.stjohnsa.com.au

STTARS – Survivors of Torture and Trauma
12 Hawker Street
Bowden  SA  5007
Tel:  (08) 8346 5433
Targeted Programs Special Education Advisers
Association of Independent Schools of South Australia (AISSA)
301 Unley Road
Malvern SA 5061
Tel: (08) 8179 1400
Website: www.ais.sa.edu.au

CANDO4KIDS
Townsend House
28 King George Avenue
Hove SA 5048
Postal Address
PO Box 43, Brighton SA 5048
Tel: (08) 8298 0900
TTY – 8298 0960
Website: http://www.cando4kids.com.au

Women’s and Children’s Hospital
72 King William Road
North Adelaide SA 5006
Tel: (08) 8161 7000
Website: http://www.wch.sa.gov.au/