



Literacy, Numeracy and Special Learning Needs (LNSLN) Program

Guidelines for Applicants - 2012

***South
Australian
Independent
Schools
Targeted
Programs
Authority
Inc***

Special Education Capital Grants

Further information from:

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1. OBJECTIVE

The objective of funding under the LNSLN Special Education Capital Grant initiative is to assist schools in the provision of capital facilities that are **essential** for equipment and building modifications designed to improve access to the curriculum for students with disabilities.

2. DEFINITIONS

For the purposes of this capital grant application, a child/student with disabilities means:

- (a) a student who is attending a non-Government school or centre and who has been assessed by a person with relevant qualifications as having intellectual, sensory, physical, social and 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 in which the school or centre is located, or a child with severe disabilities;
- (b) a child who has not reached school age and whose impairments as defined above would, if the child had reached school age, satisfy the criteria for enrolment in Government special education services or programs provided by the Government of a State, or a child with severe disabilities.

A child or student whose only disability falls within the category of specific learning difficulties or for whom remedial education or remedial support is the appropriate action does not fall within this definition. Verification of the student's eligibility may be sought. (Commonwealth Administrative Guidelines, 2009-2012)

3. APPLICATIONS WILL BE PRIORITISED

Only those items of equipment or building modifications essential for student/s with disabilities to access the curriculum will be eligible for funding in 2012.

Grants are allocated on a submission basis and are prioritised according to the following criteria:

- Eligibility of students according to Commonwealth disability criteria.
- Relative need for physical access, taking into account OHS&W and duty of care issues.
- The educational needs of the students with disabilities and access to the curriculum.
- Recommendations from professional or supporting agency.
- The status of the student's enrolment: priority is given to new enrolments or students in transition from kindergarten to primary school and primary to secondary school.
- Priority is given to students with severe disabilities, particularly essential modifications such as toilets, ramps, change tables.

4. FUNDING

Projects valued up to \$5,000

The SA Independent Schools Targeted Programs Authority Inc (Special Education Working Group) will award grants of up to 100% of the total project cost for successful projects. Schools will not be required to demonstrate a financial need for the grant.

Projects valued at over \$5,000

In special circumstances, a small number of applications per year over \$5,000 may be considered by the Special Education Working Group, particularly when the student has severe physical disabilities and significant access issues.

5. PRINCIPLES OF FUNDING

- (a) Schools are responsible for the insurance, maintenance and repairs of the equipment whilst it remains in the school.
- (b) Schools are asked to make parents aware that they need to cover such equipment under their own insurance policies if the equipment is to be taken home. The equipment purchased with the grant will usually remain with the school as property. However, Business Managers and Bursars are encouraged to record the acquisition of the equipment in a manner that allows for the possibility that the equipment is either disposed of [see (c) below] or that it remains in the school.
- (c) In the event that the eligible student leaves the school, one of the following may occur:
 - The equipment goes with the student to another Independent school.
 - The equipment may remain with the school to be allocated to another eligible student with a disability in consultation with the Special Learning Needs Coordinator at AISSA.
 - If the equipment is specific to a certain disability (for example, change table, closed circuit TV) and therefore cannot be used in the school, the equipment may be reallocated to a student with a similar disability in another Independent school in consultation with the Special Learning Needs Adviser at AISSA.

6. TECHNOLOGICAL EQUIPMENT

- Grants for laptop computers will be capped at \$750.00 per computer for students with severe disabilities or students with fine motor disabilities who are Novita clients.
- Funds for essential software – eg, the BoardMaker or Word Prediction Program – will only be provided to students with severe disabilities.
- Requests for software for students with moderate disabilities may only be considered if there are adequate funds.
- Interactive whiteboards will not be funded.
- Grants for FM systems are only considered for students with a severe hearing impairment, cochlear implant or moderate hearing impairment with significant language difficulties. **Grants are limited to \$2000.**
- Other technology eg: iPods and iPads will be considered on an individual basis.

7. ALLOCATION OF FUNDS

After the Special Education Working Group has made a decision on the recommendations, each successful applicant will receive a letter offering a grant and stating the conditions attached to the offer.

It is expected that there will be a large demand for available funds and therefore not all applications may be successful.

The awarding of a grant does not imply any commitment to fund subsequent stages of multi-stage projects.

8. THE APPLICATION

Details of the information that must be provided with each application are set out in the Application Form.

Please ensure that separate application forms, Parts B and C, are provided for each student for whom a grant is sought. (Photocopy the original forms, Parts B and C, if more than one student is involved.)

***NOTE:** All projects must be coordinated through the Special Education Advisers and be supported by a documented recommendation from a professional or agency involved in the education of the student/s.*