

Office of Non-Government Schools and Services
Ministerial Advisory Committee: Students with Disabilities

Equipment

for Children and Students
with Disability

February 2014

REPORT 2

Equipment for children and students with disability

A report of the
Ministerial Advisory Committee:
Students with Disabilities
Office of Non-Government Schools and Services
South Australia
February 2014

This report is available on the Ministerial Advisory Committee: Students with Disabilities website at www.macswd.sa.gov.au

Foreword

The Minister for Education and Child Development asked the Ministerial Advisory Committee: Students with Disabilities (MAC: SWD) to continue its investigation into equipment provision in care and education settings in 2013, in response to recommendations in an earlier report titled *Equipment for Children and Students with a Disability*, which was published in 2012.

The equipment project was overseen by a project group with representatives from childcare, the three education sectors (Government, Catholic and Independent) and other organisations involved in the provision of equipment for personal and community use.

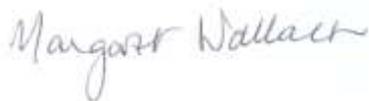
The project findings indicated that there have been significant improvements in the processes for providing equipment for children in child care, preschools and schools across the three education sectors.

A brochure on equipment provision in care and education settings has been produced as part of the project for use by families in discussion with staff from care and education settings.

A preliminary investigation was undertaken into functional access for children and students with disability using care and education services at new and renovated building sites. This part of the project will be further investigated by MAC: SWD in 2014.

I would like to thank all those who contributed to this work including the project group, staff who work in the delivery of equipment services and the MAC: SWD secretariat.

I commend this report to the Minister for her information.



Margaret Wallace

Chairperson

Ministerial Advisory Committee: Students with Disabilities

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Executive Summary

This report summarises the findings of an investigation undertaken by the Ministerial Advisory Committee: Students with Disabilities (MAC: SWD) in 2013 regarding equipment provision processes and services for children and students with disability in care and education settings. The project was undertaken with the approval of the Minister for Education and Child Development in response to recommendations outlined in an earlier report titled, *Equipment for Children and Students with a Disability*, which was published in 2012.

The 2013 project brief included the following objectives—that:

- (1) *a brochure containing a 'flow chart' to describe equipment provision processes be produced as a resource for families and care and education professionals. This would be similar to the Transition Guidelines brochure produced by the MAC: SWD in 2009. It will be printed in hard copy format for physical distribution and available in electronic format on the Web*
- (2) *a strategic plan be formalised across the South Australian care and education sectors to align services and equipment processes. This will likely require adjustments to current guidelines and practices to maximise the use of available equipment for children and students with disability across the State*
- (3) *the Child Health Education Service (chess) integrates equipment requirements into the planning documents used by the care and education services for children and students with disability.*

A project group was formed to oversee the 2013 project with representatives from childcare, the three education sectors (Government, Catholic and Independent) and other organisations involved in the provision of equipment for personal and community use. The project group identified an additional fourth topic that was investigated as part of the project, prompted by the policy of special schools being relocated and integrated with mainstream school sites. They were concerned with the issue of functional access for children and students with disability using care and education services at new building sites or where there had been renovations to existing buildings.

Information was collected from a broad range of sources to inform the project's findings. This included consultation with professionals working in the disability field and with staff and parents/caregivers from a range of schools across the three education sectors (see Appendices for details of consultations). It also included a review of equipment loan data, relevant legislation on building developments and health and education planning documentation, which has been developed by the Department for Education and Child Development (DECD) for the *chess* alliance.

Objective 1) The development of a brochure

The impetus to develop an equipment brochure came from anecdotal reports that some families do not understand the processes for acquiring equipment for their children with disability when they access care, preschool or school. In response to this need, a brochure on equipment provision for children and students with disability in child care, preschool and school was developed by MAC: SWD. The brochure was designed to be used by families in consultation with child care, preschool and school staff across the sectors. The brochure

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describes step by step the process of how equipment is obtained for children's use. It has been written in plain language and includes key contact details, as well as tips on transitioning from one setting to another.

The brochure was submitted for extensive consultation to project group members and other professionals working in the disability field before finalisation. Parents, school and child care staff across the sectors also had opportunity to review the brochure and provide feedback. The brochure was presented to the Minister for approval in a separate briefing, with details of print volume and distribution to be discussed with sector representatives. As described in the project brief, the intention was to provide the brochure in an electronic format on the MAC: SWD website, as well as distributing a hard copy version to care, education and other service providers for families and staff to use.

Objective 2) A formalised strategic plan

Further inquiry into equipment processes across the three education sectors found that the objective of developing a strategic plan to streamline equipment processes was unnecessary. When project group meetings were held, inefficiencies were identified through discussions prompting liaison between the sector representatives. This provided the catalyst to improve processes without the need to formalise a plan. However, it should be noted that equipment provisions will need further discussion and review by sector representatives in light of the launch of the National Disability Insurance Scheme (NDIS) and changes to Commonwealth funding for schools. The non-government sector has, up until now, provided capital grant funding for equipment. This may no longer be available in the future under a new schools funding model.

Analysis indicated the perception that there was unnecessary replication of equipment at sites where preschools, schools and Out of School Hours Care facilities are co-located was unfounded. Data about equipment located at school and care sites showed that replication was minimal and where equipment was replicated, this was necessary because the equipment was non-portable.

Project group members had received additional information that some children with disability experienced lengthy waiting periods for their equipment needs. This was also found to have been resolved. The Department for Communities and Social Inclusion (DCSI) had addressed the issue through an increase in funding for the 2010/2011 financial year, which allowed Novita Children's Services (the administrator of the Equipment Scheme for Children with Disabilities under 18 years of age at the time) to clear the waiting lists and service new requests in a timely manner. Any current service delays to meet equipment requests were due to unusually high demands temporarily resulting in shortages in the number of allied health staff available to prescribe equipment. Importantly, sector representatives no longer reported wait times as a problem.

Inclusive Directions is the equipment provider for children in child care settings. The DECD Special Education Resource Unit (SERU) is the equipment provider for DECD schools only. For non-government schools, Catholic Education South Australia (CESA) has a limited supply of equipment and Association of Independent Schools of South Australia (AISSA) does not store equipment but has supported schools to acquire the equipment they need for their students. Arrangements for equipment provision vary from school to school and across sectors. Sector representatives have identified the potential for a single equipment pool for loaning and

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storing equipment through SERU and will be discussing this idea further in 2014 along with the impact of the launch of the NDIS and changes to Commonwealth funding for schools. The project also found that some equipment is hired from a private provider by the sectors thereby alleviating the need for storage.

Objective 3) chess documents

With regard to the recommendation that child and student health and education plans include information on equipment needs, relevant documentation was sourced from the *chess* website and reviewed. DECD has the responsibility for developing and maintaining guidelines and care plans for use across the three education sectors, as a member of the *chess* alliance. Consultations with the DECD Manager for Change and Development and Policy Advisors of the Office for Children and Young People highlighted that equipment provision could be more explicitly profiled in these documents. DECD is considering this suggestion in the context of impending changes to the *chess* alliance and new documents for recording children and students' additional support requirements to access care and education services (e.g. the DECD *One Child One Plan* initiative).

Objective 4) Building design, inclusion and access

Finally, the project group also discussed the policy of special schools being relocated and integrated with mainstream settings, in relation to building design, inclusion and access to services. A series of site visits and open ended interviews with staff were undertaken. Relevant legislation on building developments was also reviewed e.g. Disability Discrimination Act 1992, Premises Standards 2010, Building Code of Australia (BCA) 2011 and the Australian Standard: AS1428, and the Institute of Access Training Australia (IATA) was consulted. IATA is the only registered training organisation in Australia that offers a nationally recognised access qualification.

It was found that there are gaps between the legislation and how this translates into practice for children with disability using care and education services. In particular, the Premises Standards (2010) and the BCA refer to building structures, not fixtures and fittings within buildings. Also, the information gathered via site visits and interviews indicated that the knowledge gained from recent experiences in the development of new or renovated care and education buildings in South Australia could be better coordinated, documented and shared. The use of a 'critical friend' with practical experience in functional access for children and students with disability was suggested as an important resource to provide advice when planning and designing new or renovated care and education facilities. It was recommended by IATA that it is imperative for a qualified and accredited access consultant to be involved in all renovations and new building projects for schools and care facilities.

The Minister provided approval for MAC:SWD to continue working on this aspect of the Equipment Project in 2014. There is a timely opportunity to collect and record information gained from the current and recent experiences of people involved in building or renovating care and education facilities, in relation to their functional use by children and students with disability across the three education sectors. A review of the Premises Standards (2010) will be conducted by the Australian Government in 2015. Information collected by MAC: SWD from a South Australian perspective may be useful to inform this review and highlight broader issues of access for children and students with disability in care and education settings across Australia.

1 Introduction

In December 2010 the Minister for Education and Child Development asked the MAC: SWD to investigate equipment provisions for care and education settings. The findings of this investigation were outlined in the report *Equipment for Children and Students with a Disability* and presented to the Minister in November 2012. The report identified a number of issues and provided recommendations for further investigation and action in 2013. The issues were:

- the process for acquiring equipment to support access and participation in care and education settings was unclear for families
- children faced lengthy waiting times to acquire equipment, during which time their needs may have changed
- the process for transferring equipment during times of transition e.g. from child care to education services and to home, could be more efficient
- the possibility of unnecessary replication of equipment in childcare/Out of Hours Care and schools that are co-located due to policy restrictions
- the processes used for equipment provision by the three schooling sectors could be better aligned to improve efficiency
- that planning documents used by childcare services and schools should incorporate the equipment requirements of children and students.

These issues were noted by the Minister for Education and Child Development and three specific areas of further development were approved for the project work of MAC: SWD in 2013. These were—that:

- (1) A brochure containing a 'flow chart' to describe equipment provision processes be produced as a resource for families and care and education professionals. This would be similar to the Transition Guidelines brochure produced by the MAC: SWD in 2009. It will be printed in hard copy format for physical distribution and available in electronic format on the Web.*
- (2) A strategic plan be formalised across the South Australian care and education sectors to align services and equipment processes. This will likely require adjustments to current guidelines and practices to maximise the use of available equipment for children and students with disability across the state.*
- (3) The Child Health Education Service (chess) integrates equipment requirements into the planning documents used by the care and education services for children and students with disability.*

A project group with representatives from childcare, the three education sectors (Government, Catholic and Independent) and organisations that provide equipment to children for their personal care, home and community needs was established to oversee this project in 2013. (See Appendix 1 for a list of project group members.)

During discussions, the project group identified one further issue, prompted by the policy of special schools being relocated and integrated with mainstream school sites. They were concerned with the issue of functional access for children and students with disability using care and education services at new building sites or where there had been renovations to existing buildings. This issue was also investigated by MAC: SWD as part of this Equipment Project.

2 Methods of Inquiry

The methods of data collection used for this project have included:

- consultation with members of the Equipment project group on all areas of the project
- consultation on the content and layout of the *Equipment Provisions for Children and Students with Disabilities* brochure with school staff, parents/caregivers, and professionals working in the disability field (see Appendix 2 for details on brochure consultation¹)
- analysis of equipment loan data from SERU and Inclusive Directions
- open-ended interviews with staff on school site visits (see Appendix 3 for list of schools, personnel and dates visited)
- review of relevant legislation on building development (i.e. Disability Discrimination Act [1992], Premises Standards [2010], BCA[2011], the Australian Standard: AS1428)
- review of the content of planning documentation located on the *chess* website and consultation with staff from DECD who manage this information (see Appendix 4 for list of personnel consulted).

3 Project Outcomes

3.1 *Brochure on Equipment Provision for Children and Students with Disability*

Sector representatives reported anecdotally that some families do not understand the processes for acquiring equipment for their children with disability when they access care, preschool or school. In response to this need, the Minister approved the Committee's development of a brochure that describes the processes involved in obtaining equipment for children and students with disability in childcare, preschool and school settings. The brochure has been designed for use by families in consultation with childcare, preschool and school staff. The following considerations were given in the development of this brochure:

- the use of accessible language for families
- the inclusion of a step by step process of how equipment is acquired
- the inclusion of contact details for all key agencies involved in the process
- tips on transition from care to preschool and to school
- the suitability of the resource for use across the three schooling sectors.

Several drafts were developed in consultation with key stakeholders including parents/caregivers, school staff from the three education sectors and professionals working in the field. Consultation with parents was facilitated confidentially by the sector representatives.

The feedback during this process indicated that the brochure met all of its intended objectives. One parent commented:

From my perspective, the brochure appears forthright, positive, respectful and informative.

¹ Names of school/care staff and parents consulted have not been provided for reasons of confidentiality.

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The penultimate version of the brochure has been presented to the Minister in a separate briefing for her consideration and approval, with details of print volume and distribution. As described in the project brief, the intention is to provide the brochure in electronic format on the MAC: SWD website (www.macswd.sa.gov.au), as well as distributing a hard copy version.

3.2 Development of Strategic Plan across Sectors for Equipment Provision

In 2012 it had been reported anecdotally that:

- the policies of the Commonwealth Government Inclusion and Professional Support Program's equipment program for childcare services (managed by Inclusive Directions) and the State Government DECD's equipment program for preschools and schools (managed by SERU) may have resulted in unnecessary duplication of equipment at childcare, preschool and school services, particularly at integrated settings
- lengthy waiting periods for equipment provision was an issue, possibly caused by shortages of therapists/allied health staff for prescribing equipment
- storage of equipment was an issue due to the limited space and large size of some pieces (e.g. hydraulic change tables)
- transitions from childcare to preschool and school were inefficient in terms of equipment supply.

It became apparent over the course of this project that equipment provision processes had evolved and were more efficient than had been reported previously. Where inefficiencies were identified, this created the impetus for liaison between personnel of the education sectors, childcare and supporting organisations to align their processes and improve services. Therefore, investigations conducted in 2013 found that the need to develop a strategic plan for equipment provision across the education sectors to align services and equipment processes was not required.

However, equipment provision processes will require review due to the launch of the NDIS, from 2013 to 2016, and in the context of Commonwealth government reforms to school funding. Equipment provision has been deemed in scope for the NDIS and the National Disability Insurance Agency (NDIA) *Support Clusters Definitions and Pricing for South Australia* document includes a price list to help estimate the cost of individualised equipment provisions². The effect of changes to equipment provision for individuals (through the NDIS) on care and education equipment supply is not clear. SERU reports that the launch of the NDIS has created some confusion, and that there is a need for clarification from the NDIA about what is actually in scope. Development of shared understandings about the nature of equipment provision across agencies that are currently providing equipment will be required.

In addition to the NDIS changes, systemic changes to funding for schools (i.e. the Better Schools plan) is also likely to affect equipment provision, particularly in the non-government sector where, up until now, capital grant funding has been available to fund equipment for non-government schools. It is currently unclear if and how funding for equipment at schools will be provided beyond 2014. Capital grants to non-government schools for equipment may no longer be available through AISSA or CESA. The details are not yet fully known but will continue to be discussed in 2014.

² Note: this document may be updated as the launch of the NDIS progresses.

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Replication of equipment provision

There was a perception amongst project group members that there may be unnecessary replication of equipment in education sites where schools and preschools and/or childcare or Out of School Hours centres are co-located. The possibility of replication was due to equipment being supplied by both State and Commonwealth funded services each with strict criteria for allocation. However, an analysis of the location of equipment at school and care sites,³ showed that there was minimal replication and it was consistently reported that that which does occur is of necessity due to the equipment being non-portable and heavy, making transfer unfeasible.

Equipment storage and lending arrangements

Equipment required for children in childcare and Out of Hours Care settings is provided by Inclusive Directions. Some equipment is hired by Inclusive Directions through a third party, which alleviates storage and maintenance difficulties.

For schools, equipment pools are held by the DECD's SERU. CESA and AISSA do not have a pool of equipment and maintenance of equipment is the responsibility of the individual school that receives the equipment.

Currently SERU loans equipment to DECD preschools and schools, and storage space is limited for the equipment that is not in use. The Catholic sector has a capital grants program to purchase or hire equipment for children in Catholic schools. For the Independent sector, arrangements vary from school to school and up to now, capital grant funding for equipment has been available via application to AISSA.⁴ Neither CESA or AISSA have an adequate storage facility for equipment that is not in use.

Sector representatives from the project group have identified the potential benefits of using a model that incorporates a single equipment pool for loaning and storing items through SERU. This system could also relieve storage issues.

Prescription of equipment and waiting periods for supply

It had been reported anecdotally that some children faced lengthy waiting periods for equipment and that in some cases their needs had changed during this waiting period. In 2012 MAC: SWD reported to the Minister that the DCSI had supplied an increase in funding for the 2010/11 financial year to alleviate waiting times (refer to the *Equipment for Children and Students with a Disability* report). This extra funding allowed the administrator of the equipment scheme, Novita Children's Services, to clear the waiting lists and service new requests in a timely manner. Importantly, sector representatives no longer report wait times as a problem.

One of the main steps in the process of equipment supply is the prescription of equipment by an allied health professional e.g. physiotherapist, occupational therapist. These professionals are responsible for:

³ Data was available through AISSA, Catholic Education, the Special Education Resource Unit and Inclusive Directions.

⁴ In 2014 capital grant funding that provides for equipment provision in CESA and AISSA schools will be replaced by a new model for schools funding.

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- assessing the child/student's need
- making recommendations to the family and school/care staff
- prescribing the equipment
- overseeing the use of the equipment, including training of staff
- reviewing the provision and use of equipment periodically.

Allied health professionals prescribe equipment that is required for children and students to access the curriculum at their care or education setting. Sector representatives have commented that any current delays in equipment supply are usually due to high demand for equipment, resulting in temporary shortages in the number of allied health professionals available to prescribe equipment. In this context, some concern has been expressed about the future availability of therapists to prescribe equipment due to increasing demand for their services as a result of the NDIS. However, significant issues regarding access to therapists for prescription of equipment had not yet been reported.

3.3 Child Health and Education Support Services (*chess*)

The *chess* is a cross sector alliance that coordinates common reporting, services and plans for children and students to support their health, learning and well-being. This service is an example of positive collaboration between the three education sectors and the health sector. DECD has the responsibility for the development and management of the DECD guidelines and care plans that are used across the education sectors and are available at the *chess* website. This project found that the *chess* alliance has not met since April 2011. Currently, there are discussions regarding the ongoing need for the alliance and whether the term *chess* should continue to be used.

In 2012 the *Equipment for Children and Students with a Disability report* recommended that *chess* integrate equipment requirements into the planning documents used by the care and education services for children and students with disability. MAC: SWD reviewed the *Health support planning in education and children's services* document and the *Health Support Plan* form that are accessible on the *chess* website, and met with DECD to suggest how equipment could be more explicitly profiled.

3.4 Building Access

During the project's inquiry, a new issue emerged that had not been identified in the 2012 *Equipment for Children and Students with a Disability report*. The project group were concerned about the impact of special schools being relocated and integrated with mainstream settings, in relation to building design, inclusion and access to services. Questions were raised over how equipment needs are incorporated into new building plans and examples were sited where provisions were reportedly not as functional as they should be e.g. ramps with too steep gradient for wheelchair use.

A series of site visits and open ended interviews with staff involved in the new schools were undertaken and relevant legislation concerning building developments was also reviewed e.g. Disability Discrimination Act 1992, Premises Standards 2010, BCA 2011 and the Australian Standard: AS1428. These legislation and standards are in place to ensure the provision of equitable and dignified access for children and students with disability to school and care settings. However, the degree to which it translates into practice for children with a broad

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range of disabilities varies from site to site. The findings of the MAC: SWD project suggest there is a gap between the guidelines and practices of the building industry and alignment with the Disability Discrimination Act (DDA) 1992.

The IATA is the only registered training organisation in Australia that offers a nationally recognised access qualification. IATA also produces booklets on how to provide better access to specific settings such as childcare centres, preschools and schools. Their training includes access awareness, design guidance and access auditing. Their literature highlights potential gaps between legislation and how this translates into practice. It is not mandatory for architects, building certifiers or building surveyors to complete IATA's training.

The BCA is a set of technical guidelines that must be consistently followed for the design and construction of buildings in Australia. It is produced by the Australian Building Codes Board on behalf of the Australian Government and state and territory governments. In 2011 the BCA was updated along with the introduction of *the Premises Standards* 2010. These are legislated minimum access requirements for new and upgraded buildings.

Guidelines produced by the Australian Human Rights Commission, 2011, state that the *Premises Standards* has two purposes:

1. To provide for equitable and dignified access to new buildings and those areas of existing buildings that undergo renovations or upgrade that requires a building approval,
2. To provide greater certainty to those involved in the design, construction, certification and management of buildings in relation to the level of access required in the buildings covered by the Premises Standards.' (IATA 2012, page 5)

The *BCA* 2011 and *Premises standards* 2010 aim to improve access to the building structures. However, the fixtures and fittings within the buildings are not referenced in either of these documents. To access guidelines on fixtures and fittings, it is necessary to look at another separate Australian Standard: AS1428.2, which is not a mandated Standard, but a reference document only. This Standard is more than 20 years old and is not referenced in current access legislation relating to access to buildings. Part 1 and Part 4 of *the Premises Standards* reference the AS1428.1 only, which includes the dimensional standards of a limited type of fixtures and fittings such as door handles, toilets and lifts, but fixtures such as drinking fountains, seating and counters are not referenced in the AS1428.1 nor in the *BCA* (despite their inclusion in the broader definition of building development in the *DDA*).

IATA produces a booklet entitled *How to Provide Better Access to Education Services* which states that 'the scope of premises under the *DDA* extends much further than that of the *Premises Standards* or the *BCA* and therefore not all elements and components within all buildings and premises are covered by the Premises Standards'. (IATA 2012, page 5)

Although the *BCA* and *Premises Standards* require compliance with a variety of access provisions, in practice, the degree to which buildings cater for the access and participation needs of children and students with disability can be dependent on the personnel who are involved in the planning of building designs and their understanding and experience in working with people with disability. An additional barrier to the successful outcomes of building or renovating a school or care facility is that some schools have a broad cohort of students with

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varying needs that may be contradictory. Anecdotal evidence supports the claim that the level of involvement in the building design process of educators who care for children and students with disabilities can impact on the practical accessibility of buildings.

During school site visits conducted as part of this project in 2013, it was discovered that the level of equitable and dignified access to schools was influenced by the following factors:

- whether schools were co-located with mainstream schools
- whether schools were purpose-built to accommodate children with varying additional needs
- whether personnel with knowledge and experience in access and participation of students with disability were involved in the building process.
- the tension between providing safe and secure premises for some students and providing an environment where students can maximise their independence.

It was recommended by school staff on these site visits that a 'critical friend' with practical experience in disability, care and access issues be involved in planning new building developments or renovating existing buildings. It was also recommended that the intelligence gained from recent experiences of building new schools and renovating existing buildings for children and students with disability should be gathered, coordinated, recorded and shared. It was recommended by the Director of IATA that a qualified and Accredited Access Consultant be involved in any building design, development or building upgrade to ensure compliance with at least minimum legislation as well as to provide advice regarding access supports or initiatives to support individual users. This could relate to the building design including fixtures, fittings, adaptive technologies, and communication systems. Furthermore they cautioned that a 'critical friend' who may not have a nationally recognised access qualification may provide inaccurate advice that does not comply with the minimum legislation.

In addition, a review of the Premises Standards 2010 will be conducted by the Australian Government in 2015. At this stage it is unknown who will be involved in this process and how it will be conducted, but there may be scope for further investigation into the broader issue of access for children and students with disability in care and education settings.

References

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Institute of Access Training Australia (2012c) *Understanding access obligations for developers and certifiers*. Institute of Access Training Australia: Melbourne

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National Disability Insurance Scheme (2013), *Support Clusters Definitions and Pricing for South Australia*. Retrieved 9 September 2013 from <http://www.disabilitycareaustralia.gov.au/document/295>

Appendix 1 Project Group Membership 2013

Chairperson

Margaret Wallace Ministerial Advisory Committee Students with Disabilities
Chairperson

Members

Gabby Aschberger Association of Independent Schools of SA
Special Education Advisor

Stephanie Grant Catholic Education SA
Senior Education Advisor – Special Education

Zarinah Jaafar Child and Youth Services: Disability Services
Team Manager

Jan Kenney Department of Education and Child Development
Manager Special Education Resource Unit

Linda Turpin Inclusive Directions
Acting Chief Executive Officer

Ministerial Advisory Committee: Students with Disabilities

Jo Shearer Executive Officer

Miriam Parsons Project Officer

Kerry Pienaar Project Officer

Appendix 2 Brochure Consultation

Professionals working in the field of Equipment Provision for Children with Disability

Date	Organisation	Name of participant/respondent	Professional role
21 August 2013	AISSA	Gabby Aschberger	Special Education Coordinator
26 August 2013	DECD Special Education Resource Unit	Jan Kenney	Manager
29 August 2013	CESA	Stephanie Grant	Special Education Advisor
24 September 2013	Department Communities and Social Inclusion	Matthew Massy-Westropp	General Manager Domiciliary Equipment Service
14 October 2013	National Disability Insurance Agency	Lea Spaven	Senior Local Area Coordinator
5 February 2014	DECD Special Education	Julie Aschberger Lise Moody	Director of Special Education Manager Policy and Reform

Parents/Caregivers & school staff consulted

Schooling Sector	Number of Parents	Number of site staff	Total sector responses
AISSA (2 schools)	3	5	8
CESA (2 schools)	6	2	8
DECD (2 schools)	1	3	4
Total	10	10	20

Names of school/care staff and parents consulted have not been provided to ensure confidentiality.

Appendix 3 Site visits and interviews re: building design and functional access

DATE	ORGANISATION	PARTICIPANTS
6 September 2013	Roma Mitchell Secondary College	Andrew Gilsenan-Reed, Head of Special Education campus
16 September 2013	William Light School	Michelle Pope, Principal Dio Kalaritis, Special Education
19 September 2013	Adelaide West Special Education Centre	Sylvia Flato, Principal Leeanne Shane, School Services Officer
13 November 2013	Institute of Access Training Australia (telephone interview)	Joe Manton, Director
20 November 2013	Errington Special Education Centre	Jen Mathwin-Raymond, Principal

Appendix 4 Consultations re: *chess* documents

DATE	ORGANISATION	PARTICIPANTS	PROFESSIONAL ROLE
8 April 2013	DECD	Heather Ashmeade	Policy Advisor Well Being: Physical Health, <i>chess</i> , Student, Aboriginal & Family Services, Office for Children and Young People.
11 November 2013	DECD	Graham Brown Donna Shillingford	Manager Change and Development, Child and Student Well Being and Policy Policy Advisor Interagency Child Protection, Student Aboriginal and Family Services, Office for Children and Young People
20 November 2013	DECD	Heather Ashmeade	Policy Advisor Well Being: Physical Health, <i>chess</i> , Student, Aboriginal & Family Services, Office for Children and Young People.
25 November 2013	DECD	Donna Shillingford	Policy Advisor Interagency Child Protection, Student Aboriginal and Family Services, Office for Children and Young People