School Services

School services and programs are available for students with disability and special needs. This document has information that you might find useful. The South Australian Government website also has links to a variety of information related to children with disability and special needs that may be useful for you: [http://sa.gov.au/subject/Community+support/Disability](http://sa.gov.au/subject/Community+support/Disability).

The Department for Communities and Social Inclusion also has advice regarding services at mysupportadvisor, [http://www.mysupportadvisor.sa.gov.au/](http://www.mysupportadvisor.sa.gov.au/)

### 1. ENROLMENT FOR STUDENTS WITH DISABILITY

Educational policy is guided by the Commonwealth *Disability Discrimination Act*, 1992 (DDA) and supplementary *Disability Standards for Education*, 2005 (which were reviewed in 2011). These state the rights of children and students with disability to enrol, participate and have opportunities and choice to access education services on the same basis as students without disability. Included in the Standards are students’ rights to:

- access courses and programs; use services and facilities; and have reasonable adjustments to participate in education and training
- participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding
- access student support services provided by education providers
- access specialised services needed to participate in the educational activities for which they are enrolled.

Enrolment procedures for children with disability entering school vary across the three education sectors (State, Catholic and Independent). External specialist services may assist by providing information during the enrolment process and attendance at school. Several agencies (e.g. Autism SA, Down Syndrome SA, Disability Services in the Department for Communities and Social Inclusion (DCSI) and Novita Children’s Services) can provide information relevant to curriculum and support needs in educational settings.

Some students enrol at a school without prior preschool attendance, transfer from a different education sector or arrive from interstate. For funding purposes, principals need to inform disability support service personnel within their education sector of the new enrolment of a student with disability or special needs.

**Department for Education and Child Development (DECD)**

The DECD *Students with Disabilities Policy Statement*:

- acknowledges that the neighbourhood school is the first point of contact for the initial enrolment of all students
- affirms commitment to provide, through special classes/units/schools, special support options at the neighbourhood school and a range of resources and services, which acknowledge the diversity of students with disabilities.

(2006, p2)
The vast majority of students with disability in South Australia are enrolled in mainstream\(^1\) schools and can be accommodated with additional support. A family seeking a special class, unit or school placement for their child must first contact their local school. The principal will explain how the placement process is managed. In consultation with the family, a DECD Psychologist may recommend that a student attend either a special class, unit or school. Placement will depend on eligibility of the student, availability of places, regional panel processes and decisions, and family acceptance of a special educational setting for their child.

Students entering school from preschool will have a transition plan in place. Managing the preschool to school transition is the shared responsibility of the preschool director and the school principal, and is supported by family involvement. Relevant Regional Support Services staff may also be involved. For information on transitions for children with disability or special needs, in their early years, see the Ministerial Advisory Committee: Students with Disabilities Transition Guidelines at: www.macswd.sa.gov.au/files/links/Transition_Guidelines_for.pdf.

DECD principals may request Regional Support Services involvement for students with disability enrolled at their school through the Regional Support Services, using the Support Services Referral Form (SSRF02):

- Psychologists – Educational Services
- Speech Pathologists
- Disability Coordinators (K–12)
- Interagency Behavior Support Coordinators
- Hearing Services Coordinators
- Social Workers
- Student Attendance Counsellors.

Further information is available from the DECD Special Education Team (telephone 08 8226 1769, email decd.specialeducation@sa.gov.au).

Catholic Education SA (CESA)

Principals of Catholic schools who are enrolling a student with disability or special needs are guided by the Enrolment and Support Process (2011). This information advises that a student’s application is subject to the usual school enrolment criteria regardless of disability.

As part of the enrolment process for all students, a family makes personal enquiries at the school of their choice. This may include an initial meeting with the school principal where the family may seek information about the school. The family will be provided with an enrolment application. Once an application has been made, the Principal will invite the family to an interview. At this meeting, the principal will discuss with the family the enrolment, will clarify the criteria for school enrolment and explain that acceptance on a waiting list does not guarantee acceptance of enrolment. During the interview, the principal will ask the family to provide information regarding their child. This is the same process for any enrolment.

Where a family indicates on the enrolment application or in the interview that their child has a disability or special needs, the principal will ask the family to provide information regarding the student’s special needs, as well as past and present agency support. The family will also be

\(^1\) In this resource, the terms ‘mainstream school’ and ‘neighbourhood school’ refer to the student’s local school.
asked to give written permission for the release of relevant documentation from treating professionals.

The Principal may:

- request involvement from the relevant Special Education Consultant
- begin to collect information to determine the adjustments and resources needed (in conjunction with the Special Education Consultant).

The Principal will:

- keep the family informed throughout the process.

As part of the enrolment support process, the Special Education Consultant may gather information from other professionals involved with the student. Based on all available information regarding the adjustments and resource needs of the student, a summary is forwarded to the school. The Special Education Consultant and school principal will discuss the adjustments required and, where appropriate, the allocation of extra resources to meet the student’s needs.

The principal confirms the enrolment with the family. It is the responsibility of the principal to inform the family regarding the curriculum, adjustments and resources that will be put in place at the school.

Further information is available from the CESA Special Education Team (telephone 8301 6600).

### Independent Schools of SA

The Association of Independent Schools of South Australia (AISSA) guidelines, *Students with Disabilities: Enrolment Guidelines for Independent Schools* (2005), assists schools to meet their obligations in this area. In addition, the Special Education Team, based at the AISSA office, is available to support schools when enrolling students with disability.

The guidelines advise schools to use the following four stages in the enrolment of students with disability:

1. Follow the normal school enrolment procedure (i.e. prospectus, application form and interview) to determine whether the student meets the school’s standard enrolment criteria.
2. Collect information about the student’s educational needs, if the family has indicated that the prospective student has a disability or other learning difficulty.
3. Negotiate with the family regarding the curriculum the school can offer the student.
4. The principal should confirm the student’s enrolment status with the family.

On confirmation of an enrolment, schools are advised that the following should occur:

- a letter describing the student’s curriculum is sent to the family
- a Student Support Plan documenting the student’s educational program is completed
- the student’s progress is reviewed at regular intervals
- a transition program is organised, if necessary

(For information on transitions for children with disability or special needs, in their early years, see the Ministerial Advisory Committee: Students with Disabilities)
Facts for Families

- Enrolment processes are different across State, Catholic and Independent schools.
- Approach the school of your choice to find out more.
- Give the principal as much information about your child as possible.
- It is usual for students to visit their new school before starting so that they can familiarise themselves with the new environment.
- If your child has attended a preschool, the preschool staff will usually want to pass on as much information about your child to the new school as possible, with your consent.

2. CURRICULUM PLANNING

Education sectors have curriculum planning processes to plan appropriate educational programs for students. Specific methods are used to document the key services/agencies, provisions and negotiated agreements related to a student's participation at school. DECD have a Negotiated Education Plan (NEP). In Catholic schools, Individual Education Plans (IEP) are developed for students with disability, and Independent schools use Student Support Plans (SSP).

The purpose of the documentation is to support access, participation and achievement in the curriculum for students with disabilities. The parent/caregiver, support services/agencies and the school work together to develop appropriate curriculum based on the Australian Curriculum document and learner profile, information from recent reports and assessments. Documentation and planning is important for recording specific learning goals that respond to the individual learning needs of the student and can be reviewed on a regular basis.

As an example, the following process is suggested:

- Meetings are held to formulate and review negotiated education programs on an annual basis, at points of transition, and when critical issues arise. The process of negotiating and reviewing a student’s educational program can be complex. More than one meeting may be necessary to resolve some issues.

- At all formal meetings, principals or their delegates have the responsibility to provide clear information about the process to all participants. This may include an explanation of each participant’s role and a written agenda provided prior to the meeting. Alternatively, an agenda can be negotiated at the beginning of a meeting.
As part of the process, a family has the right to be accompanied by a support person, to be provided with any relevant background information prior to meetings, and to have time to consider complex or difficult decisions.

Generally, meetings to discuss the student's curriculum and support needs include the family, support personnel from external specialist agencies and relevant staff from the school and education sector.

The range of participants is best decided in consultation with families. However, it may be inappropriate to have large numbers at meetings. For some professionals, attendance is not always necessary and information may be provided through written reports.

Participants may include:
- parents, legal guardians or primary carers
- support person for the family
- student (where appropriate)
- teacher
- special education support teachers or teaching assistants
- special educators/consultants/advisers or disability coordinators
- relevant therapists or medical practitioners
- sector support staff (e.g. psychologists and visiting teachers)
- relevant representatives from external specialist agencies (e.g. Access Assistant Program, Autism SA, Cora Barclay Centre, Disability Services from the Department for Communities and Social Inclusion, Down Syndrome SA, Novita Children’s Services, and CanDo4Kids).

As an outcome of the curriculum planning process, facility adjustments may be made to the school environment, the curriculum may be adapted and additional resources, including extra classroom support staff, may be provided.

Apart from formal meetings to discuss the student's curriculum and support needs, the school may hold meetings on a more regular basis to determine and review plans for the student's learning and health support.

**Department for Education and Child Development (DECD)**

The purpose of the Negotiated Education Plan (NEP) is to support access, participation and achievement in the curriculum for students with disabilities. The parent/caregiver, appropriate support services and the school work together to develop appropriate curriculum through the NEP process.


**Catholic Education SA (CESA)**

CESA’s curriculum planning document for students with disability, known as the Individual Education Plan (IEP), is a working document for the use of families, teachers, principals and special education consultants within the Catholic sector. It is a record of key decisions and plans regarding:
- curriculum, including accommodations and reasonable adjustments
- health care needs
The IEP will follow a student from reception to year 12. Students with disability may be provided with a range of adjustments to support their access to the curriculum and environment, as documented in the IEP. School principals develop the IEP in conjunction with families, Special Education Consultants and classroom teachers.

Catholic schools receive Australian and State government resourcing for students with the following disabilities:

- intellectual disability
- Autism Spectrum Disorders
- visual impairment
- hearing impairment
- physical disability
- language and/or speech disorder
- severe multiple disability
- social emotional disability.


Independent Schools of SA

To determine whether an Independent school has the educational resources to meet the needs of a student with disability, it is important that specific and detailed information is acquired. Independent schools are advised to undertake a cooperative procedure with families to collect this information. As part of the process, advice and expertise from external agencies and professionals may be sought to ensure a comprehensive examination of the student's needs.

Schools are advised to record information in the Student Support Plan (SSP) about the following aspects:

- physical access
- personal care
- health issues
- communication issues
- specific teaching strategies
- curriculum issues.

Further information is available from the CESA Special Education Team (telephone 8301 6600).
Facts for Families

- Families have the right to be involved in the planning of their children's learning.
- You will be invited to meetings to discuss your child's learning needs.
- You will have the opportunity to talk about your child’s areas of interest, strengths and needs.
- Bring as much information as possible to these meetings; for example, reports from speech pathologists or doctors.
- The needs of your child will be recorded in a plan.

3. PHYSICAL ALTERATIONS AND SPECIALISED EQUIPMENT

When enrolling a student with disability, principals may need to consider a risk assessment of their site to determine any required modifications (e.g. ramps for wheelchair access, handrails, removal of obstructions and acoustic modifications.

Where significant alterations to the site are required, a capital grant application through relevant education sector personnel may be appropriate. As part of the enrolment procedure, families are consulted about their child’s specific needs. Additional advice concerning facility adjustments can be sought from relevant agencies and sector disability and/or facilities staff. Community health therapy staff and private practitioners may also provide useful information.

In addition, students with disability may require additional equipment in order to access the curriculum. They will usually have the necessary personal equipment (e.g. wheelchairs, frames and hearing aids) but may not have appropriate adaptive and assistive technology.
(e.g. augmentative communication devices, customised computers, appropriate software and Braille technology).

Obtaining necessary equipment for a student’s educational program may become part of the enrolment and support responsibilities of the principal. Assistance can be sought from relevant specialist disability agencies and, for DECD schools, from the Special Education Resource Unit (SERU).

**Department for Education and Child Development (DECD)**

DECD school sites are subject to Departmental and local council regulations for all site alterations. Disability Coordinators must be consulted before lodging an application for a modification. The process for disability access requests can be viewed under Assets Services on the DECD website at [www.decd.sa.gov.au/assetservices/](http://www.decd.sa.gov.au/assetservices/).

**Catholic Education SA (CESA)**

Catholic Schools, in consultation with Special Education Consultants, may apply for a capital grant for physical modifications to the school site and/or essential equipment. Grants between $1,000 and $10,000 are available annually on application.

These grants assist schools in the provision of items of equipment and modifications that are essential for a student to access the curriculum and school environment. All applications must be accompanied by supporting documentation from a professional or agency involved in the education of the student.

Further information is available from the CESA Special Education Team (telephone 8301 6600).

**Independent Schools of SA**

Independent school principals can apply for capital grants of up to $5,000 per annum. These funds are allocated as a budget priority through the Australian Government’s Literacy, Numeracy and Special Learning Needs Programme administered by AISSA.

Grants are available for students with disability who require support to access the school site or the curriculum. Grants are allocated on a submission basis for building modifications and equipment integral to improved access for students with disability. Submissions are prioritised according to the following criteria:

- student eligibility for Australian Government disability funding
- relative need for physical access, taking into account occupational health, safety and welfare as well as duty of care issues
- specific educational needs
- recommendations from professionals and non-government organisations
- the status of the student’s enrolment—priority is given to new enrolments or students in transition from preschool to primary school and from primary to secondary school.

Inquiries should be directed to the Special Learning Needs Coordinator at the AISSA office (telephone 8179 1400).
Facts for Families

- Inform the principal if your child has a physical disability.
- Some changes might need to be made to the school environment.
- If your child needs specialised equipment, inform the principal so that equipment can be supplied.

4. TRANSPORT ASSISTANCE

Department for Education and Child Development (DECD)

DECD may provide transport assistance for eligible students attending special educational settings (i.e. special schools, units and classes). Transport is provided to and from the nearest specialist facility in accordance with the Administrative Instructions and Guidelines (1999, section 124.7).

Approvals for transport assistance are the responsibility of the Manager of the Special Education Resource Unit (SERU). Transport assistance can be in the form of a car allowance to families or provisions for a taxi service, Access cab, specialist bus or Public Passenger Transport Allowance.

To request transport assistance, families are required to complete the ED039A form (Application for Transport Assistance—Students with Disabilities) and return it to the principal to endorse and forward to the Manager of SERU. Where necessary, a copy of the student’s Health Care Plan(s) relevant to their transport needs must be included. A minimum of ten working days should be allowed for processing.

Additional information regarding the approval process for transport assistance is available at: http://web.seru.sa.edu.au/pdfs/DECS08%20Trans%20Parents+carers%20.pdf or by contacting the Manager of SERU (telephone 8235 2871).

Catholic Education SA and Independent Schools of SA

In Catholic and Independent schools, the responsibility for transport rests with the family. The three non-government special schools (St Patrick’s, St Ann’s and Suneden) provide a bus service along specified routes. For information about Catholic special schools, contact the Special Education Team (telephone 8301 6600). For information about Independent special schools, contact the Special Learning Needs Coordinator at the AISSA office (telephone 8179 1400).

Facts for Families

- In the State system, if your child attends a special educational setting such as a special class, instead of your local school, you are eligible to apply for transport assistance.
- The principal will give you a form to complete who then forwards the form to be processed.
- In the Catholic and Independent sectors, the responsibility for transport rests with the family.
5. HEALTH SUPPORT

At the initial meeting with a family, prior to acceptance of enrolment, principals are advised to ask whether a student has any emergency or routine health and personal care needs, for example:

- predictable emergency care associated with anaphylaxis (severe, life threatening allergic reactions), seizure management or diabetes
- routine supervision for health care safety, such as supervision of medication or supervision related to mental health issues
- personal care, including continence care, mealtime assistance, transfers and positioning, and use of health related equipment.

If individual health support is required, the family is asked to provide written information from the treating professional. This is called a Health Care Plan. It should be authorised by the student's treating health professional and signed and released to the school by the parent, carer or legal guardian.

Information about medical conditions (e.g. asthma, epilepsy or incontinence) and medication plans must be provided by a doctor or, in some cases, a clinical nurse consultant working at the direction of a doctor. A therapist (e.g. physiotherapist or speech pathologist) will usually document information about therapeutic care such as physical transfers, positioning and mealtime assistance.

Schools use the Health Care Plan as the basis for developing their worksite Health Support Plan. The Health Support Plan details duties to be undertaken by staff in response to the recommendations of the Health Care Plan. It specifies recommended emergency and routine health and personal care support for a student.

In cases where families ask schools to access information from medical practitioners on their behalf, it is recommended principals ensure an appropriate Release of Information form has been signed. Families should be aware that the staff are communicating with the health professional and what information the school is sharing and/or seeking.

School staff members do not undertake invasive health care procedures. If a student requires complex or invasive health care support, the principal should initiate a referral to the Access Assistant Program. Referrals are made through education sector disability support staff.

DECD schools use the *Health Support Planning in Education and Children’s Services (2006)* for information and guidance on roles and responsibilities, along with resources and Health Care Plan templates for a wide range of conditions. Catholic and Independent schools are advised to use these documents also. Supportive information about all aspects of health care is available on the DECD website at [www.decd.sa.gov.au/speced2/pages/health/chessPathways/](http://www.decd.sa.gov.au/speced2/pages/health/chessPathways/).

School principals have the responsibility to negotiate if and how health support will be provided and to document this agreement. They must obtain a care plan, through the family, from a medical professional. The principal and the family will then negotiate health support through available services.

Health Support Plans should be monitored and reviewed annually or when an updated care plan is requested or received.
Department for Education and Child Development (DECD)

If necessary, DECD principals should contact DECD Regional Disability Coordinators for assistance in completing Health Support Plans.

Additional information is available from the DECD Policy Advisor Wellbeing: Physical Health (telephone 8226 0974).

Catholic Education SA (CESA)

Within the Catholic sector, the Health Support Plan is developed in consultation with the family, relevant health care professionals and Special Education Consultants, and forms part of the Individual Education Plan.

Further information is available from the CESA Special Education Team (telephone 8301 6600).

Independent Schools of SA

For the Independent sector, special education advisers and other personnel located at the Association of Independent Schools of South Australia (AISSA) office are available to assist schools with health queries in relation to enrolled students. Schools are also advised to use the advice on the DECD chess (Child Health and Education Support Services) website for all health related issues. Further information visit the website at www.chess.sa.edu.au/

Inquiries should be directed to the Special Learning Needs Coordinator at the AISSA office (telephone 8179 1400).

Other Agencies

For a list of other agencies, external to education sector support, please refer to the companion document Services and Agencies (2013) on the MAC: SWD website (http://www.macswwd.sa.gov.au/files/links/Services_and_Agencies_2013.pdf) for an outline of services provided and contact details.
**Facts for Families**

- Inform the principal if your child has any health care needs (for example asthma, epilepsy, diabetes).
- Tell the principal if your child needs help with toileting or eating.
- Your child's treating health professional will need to provide information about your child’s care needs to the school through you. A range of condition specific health care plans are available.
- A site Health Support Plan for your child may be developed with you detailing information such as emergency responses, staff training, care strategies and roles and responsibilities.

### 6. EDUCATION SECTOR BASED SERVICES

The availability of education sector based services varies across the State. The range available may include health related services, disability related services, and behaviour support. Written referral to any sector based service requires signed consent from families. Eligibility criteria apply to many specialist services and there may be waiting periods.

For a list of organisations external to the three education sectors, please refer to the companion document *Services and Agencies (2013)* for an outline of service provision and contact details.

- Adelaide West Special Education Centre
- Adelaide West Special Education Centre Link Programs
- Adelaide West Special Education Centre Statewide Outreach Service
- Autism Intervention Program
- Communication Support Service
- Conductive Education
- Kilparrin Teaching and Assessment School and Services
- Regional Support Services
- South Australian School for Vision Impaired (SASVI)
- The South Australian School for Vision Impaired Statewide Support Service
- The Swimming and Aquatics Unit
- Statewide Transition Centres

**Department for Education and Child Development (DECD)**


**Adelaide West Special Education Centre**

Adelaide West Special Education Centre is a Reception to Year 12 specialist public school for students with physical and associated disabilities. The school opened in 2011 and is an internationally accredited Mobility Opportunities Via Education (MOVE) site. This program has successfully supported students to improve their physical abilities. The school specialises in students with complex communication needs and utilises mainstream technology (e.g. ipads) to support communication and learning.
Adelaide West Special Education Centre Link Programs

Link Programs are collaborative partnerships between Adelaide West Special Education Centre and their host schools. The programs aim to support students with a physical disability or a physical degenerative disorder, to access, participate and engage in their host school's curriculum.

Link Programs currently operate at Mitcham Primary School, Roma Mitchell Secondary College and Unley High School. Link Programs provide an environment where students have access to a quality inclusive education that builds positive attitudes towards lifelong learning and nurtures independence, self-esteem, respect, friendship and success. Students within the Link Programs are integrated into mainstream classes with varying levels of support from staff.

For further information go to www.adwest.sa.edu.au/website%20back%20up%209.4.2013/link.htm.

Adelaide West Special Education Centre Statewide Outreach Service

The Statewide Outreach Service provides advice and support to schools across the State with regard to curriculum modification, disability awareness sessions, the MOVE program, and technology to support the needs of students with disabilities.

For further information visit www.adwest.sa.edu.au or telephone 8248 9100.

Autism Intervention Program

The Autism Intervention Program is a short term placement (up to one year) for children and young people who have been diagnosed with Autism or Asperger disorder and have verbal and non-verbal cognitive abilities within the average range or above.

The program provides an intensive and individualised program that focuses on key areas of challenge for children and young people living with Autism or Asperger disorder including the development of:

- Communication skills and understanding instructions.
- Social skills (and the maintenance of friendships and understanding other’s non-verbal communications).
- Management of restricted patterns of behaviour, including repetitive behaviours.

For further information contact the DECD Program Leader, Autism (telephone 8226 9930).

Communication Support Service

The Communication Support Service provides support to students with severe speech and/or language difficulties. Referral to the service is made by DECD Speech Pathologists or Psychologists. Project Officers work with educators to develop and implement intervention strategies to enable eligible children and students to participate and achieve in learning programs. Transition Support is provided to students exiting speech and language classes to ensure a successful return to a mainstream classroom. The service also provides professional support to teachers in speech and language classes.

The Communication Support Service also facilitates highly practical professional development to support the work of educators, student support officers (SSO) and families. Consultancy support and professional support to educators is negotiated according to need.

Contact the Manager, Special Education Resource Unit (telephone 8235 2871) for information about the referral process and eligibility for the program.
Conductive Education

Conductive Education is a specialised educational approach for children and students with severe disability. It is a holistic approach based on active learning without using specialised physiotherapy equipment. The aim is for each child to maximise their independence in daily activities. Activities are delivered through the curriculum in collaboration with classroom teachers and parents/caregivers.

Conductive Education programs are currently delivered in the Disability Unit at Kidman Park Primary School and the Disability Unit at Findon High School. Early Intervention programs for children 6 months to 5 years are delivered at Kidman Park Primary School. A Mobility Program for primary school aged students from schools across metropolitan Adelaide is also delivered at Kidman Park Primary School. Students can enrol one day per week at Kidman Park Primary School to access this program.

Contact the Manager Special Education Resource Unit (telephone: 8235 2871) for information about the referral process and eligibility for the program.

Kilparrin Teaching and Assessment School and Services

Kilparrin Teaching and Assessment School provides an educational service for children and students with sensory impairment (vision and/or hearing) and additional disabilities. For children of school age, access to services is by referral to the principal of Kilparrin through the Negotiated Education Planning (NEP) process. Referrals for children under five years of age are accepted from families with supporting evidence from medical and disability related agencies. For further information, contact the principal (telephone 8277 5999) or visit the website at www.kilparrin.sa.edu.au

Regional Support Services

Regional Support Services are multidisciplinary teams consisting of Disability Coordinators, Psychologists, Speech Pathologists, Hearing Services Coordinators, Interagency Behaviour Support Coordinators, Aboriginal Inclusion Officers, Social Workers and Student Attendance Counsellors.

Schools can refer students to Regional Support Services staff for assessment, consultancy and advice on a range of areas including disability, learning, communication, mental health, social and emotional issues, behaviour, attendance and schooling placement. Written referral to these support services requires signed informed consent from families. Regional Support Services staff also provide training and development school staff.

Office locations for DECD Regional Support Services can be found at www.decd.sa.gov.au/docs/documents/1/SitesServRegionalOffices.pdf

South Australian School for Vision Impaired (SASVI)

SASVI enrolls children and students with vision impairments. The special school is based at Park Holme, with linked inclusion programs based at Seaview High School and Charles Campbell College. For further information, contact the principal (telephone 8277 5255) or visit the website at www.sasvi.sa.edu.au.
The South Australian School for Vision Impaired Statewide Support Service

The SASVI Statewide Support Service provides information, assessment, advice and support related to vision impairment within preschools and schools across the state. Services are available across all three education sectors for children and students with vision impairment. Support is provided to families and preschool and school staff. For further information contact the Coordinator SASVISS (telephone 8277 5255) or email info@sasvi.sa.edu.au.

The Swimming and Aquatics Unit

The Swimming and Aquatics Unit will provide funding for students with disability to access an additional swimming program where their NEP identifies swimming as a priority within the health and physical education area of learning. Eligible students are those unable to achieve identified health and physical education goals through the general physical education program. For further information, contact the DECD Manager, Peter Roberts (telephone 8226 2403).

Statewide Transition Centres

Transition Centres provide senior secondary students with disabilities and learning difficulties with a range of opportunities to develop their vocational, social, academic and recreational skills in a supportive environment by:

- working within the SACE framework
- focusing on employability skills
- promoting independence, individual responsibility and self-management
- accessing VET units and training packages
- promoting positive relationships and effective conflict resolution
- promoting self-esteem and the recognition of individual worth and skills
- interacting with the community including employers, support services and significant individuals
- promoting sound work attitudes, behaviours and practices
- helping students to recognise and respond to standards of behaviour in the wider community
- undertaking work experience to support transition into employment

For further information contact the principal of Daws Road Centre (telephone: 8277 6504) or Prospect Centre (telephone: 8344 6508).

Catholic Education SA (CESA)

Catholic schools are able to access the following support services from CESA.

- A team of Special Education Consultants support schools to case manage children and students with disability. These consultants:
  - support families and schools during the enrolment process
  - support principals, school staff and families to explore issues relating to a range of student needs including curriculum access, capital equipment, health and personal care
  - assist with the development of a student’s Individual Education Plan, which documents the adjustments made to enable access and participation
  - provide schools with information regarding services and professional development opportunities
  - broker services for students with disability from external professionals and agencies
work collaboratively with other consultants in the Learning and Student Wellbeing Team within CESA to provide a comprehensive service to students with disability.

- The Behaviour Education Team provides staff development, school resources and support with planning and student review.

- Resourcing for students with disability is provided and reviewed on an annual basis. This is coordinated via the Special Education Consultant in consultation with the principal and moderation committee and is based on the educational and access needs of the student.

- The Special Education Program provides some speech pathology and psychology assessments. Families should discuss their concerns with the class teacher and school principal.

- The Indigenous Education Team provides assistance with planning and implementing strategies to improve educational outcomes for Indigenous students.

For further information regarding services available to Catholic schools contact the CESA Special Education Team (telephone 8301 6600).

**Independent Schools of SA**

For disability related support, individual schools within the Independent sector may seek advice and funding assistance from the Special Education Advisers based at the Association of Independent Schools of South Australia (AISSA) office. When a student with a disability or special learning need is involved, the Special Education Advisers are the first point of contact.

**Special Education Advisers**

- Special Education Advisers support schools to:
- enrol and include students with disability in primary and secondary schools
- write inclusive enrolment policies
- prepare and use Student Support Plans for students with disability
- complete the Commonwealth Census and State Needs Survey by advising on verification of student eligibility and maintaining a database of all students with disability in the Independent sector
- understand relevant equal opportunity and disability discrimination legislation through running seminars and workshops, responding to individual school inquiries and providing a resource package for schools outlining obligations under the Commonwealth Disability Discrimination Act (1992). This package is currently being updated to include information about the Disability Standards for Education (2005)
- access professional development for teachers and principals in disability awareness and curriculum development.

Special Education Advisers can also:

- liaise between schools, families and relevant specialist services at the request of the school
- advise on access to and participation in specific Australian Government initiatives by students with disability.
Grants

Direct grants through the Australian Government’s Literacy, Numeracy and Special Learning Needs Programme, administered by AISSA, are available to Independent schools for the following:

- professional learning programs for teachers that lead to improved educational outcomes for students with disability
- school based projects
- workplace learning programs
- psychological assessments where an undiagnosed intellectual disability and/or language disorder may exist; the student has a disability and clarification of intellectual status is required
- speech and language assessments where a psychological assessment indicates that there is a possible language disorder
- in-school specialist support program.

In-School Specialist Support

In 2010 AISSA initiated an In-School Specialist Support Program. This program aimed to provide a range of specialist support services particularly to schools in country and low socio-economic areas where access to these specialist services is minimal.

Schools identified as being eligible for the program will be able to apply to AISSA to access a range of specialist services, specifically speech pathology, psychology and occupational therapy. This is in addition to the Special Learning Needs programs already provided by AISSA i.e. Special Education Advisers, Advisers of Health and Personal Development. Schools can apply for a range of support services that best suit their needs. This may include:

- in class support for teachers of students with special needs and learning difficulties
- professional learning opportunities for staff to increase their understanding of the issues relating to student learning
- advice on the implementation of specialist report recommendations within the school setting
- advice on planning, implementing and evaluating appropriate programs to support student learning and well-being on either an individual, group or whole school basis.

The focus of the In-School Specialist Program is primarily to support eligible schools to build the capacity of school staff to cater for the wide range of needs of their students, particularly those who have been identified as ‘at risk’ in developing their educational potential. This program will provide appropriate expert advice to school principals and services (which may include assessment and observation of students) and professional learning for teachers and school staff to improve the learning outcomes of those students.

Psychological and Speech Pathology assessments

Where schools wish to apply for psychological and/or speech pathology assessments, the following process occurs:

- school based assessments and observations indicate the need for further investigation and clarification of student difficulties in relation to curriculum access
- a Special Education Adviser assesses the situation and supports a recommendation for an assessment as appropriate
- a Special Education Adviser, together with the principal, completes a referral form. Permission from a parent, carer or legal guardian is required when requesting an assessment
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Ministerial Advisory Committee: Students with Disabilities
www.macswd.sa.gov.au

- the Special Education Team at the AISSA office approves funding for assessment. (Applications are prioritised. All applicants will not necessarily receive funding)
- in conjunction with the principal, the Special Education Adviser facilitates the required service.

ℹ️ Inquiries should be directed to the Special Learning Needs Coordinator at the AISSA office (telephone 8179 1400).

Facts for Families

- With your consent, the principal can ask for advice and support for your child from disability support staff
- Specialist support agencies staff, such as those from Down Syndrome Society, Novita Children’s Services, CanDo4kids or Cora Barclay can visit schools to provide advice.

7. BEHAVIOUR RELATED SERVICES

Behaviour difficulties may be related to a student’s specific disability. With family approval, schools can access behaviour support through the education sectors and from external services. Families and principals may wish to refer to specialist disability support agencies for advice regarding behavioural issues. General advice on behaviour is available from staff of the Children, Youth and Women’s Health Service, their website, community health centres and through family doctors.

Department for Education and Child Development (DECD)

Schools can refer students to DECD Regional Support Services staff for assessment, consultancy and advice for a range of areas including mental health, social and emotional issues, behaviour and attendance.

ℹ️ Office locations for DECD Regional Support Services can be found at www.decd.sa.gov.au/docs/documents/1/SitesServRegionalOffices.pdf

Catholic Education SA (CESA)

The Catholic Behaviour Education Team works closely with the Special Education Team and other members of the Learning and Student Wellbeing Team within CESA.
Within the context of the South Australian Commission for Catholic Schools (SACCS) Policy for the Development of Personal Responsibility (2011), and Policy for the Care, Wellbeing & Protection of Children and Young People (2011) the team provides support to school leaders and staff to assist students to develop to their full potential.

The Behaviour Education Team provides leadership and support to address issues of mental health and wellbeing and to minimise extreme behaviour in schools. Professional learning aimed at creating safe schools is also available through the training of the Child Protection Curriculum via the Behaviour Education Consultants.

For more information contact the CESA Senior Education Adviser (telephone 8301 6626).

Independent Schools of SA

Within the Independent sector, behavioural issues in relation to students with disability are initially managed by the school and, if requested, the Adviser, Health and Personal Development, the Special Education Advisers and other staff at the Association of Independent Schools of South Australia (AISSA) office.

Where necessary, referrals are made to various external agencies, such as Child and Adolescent Mental Health Service (CAMHS), or to private psychologists and psychiatrists.

Inquiries should be directed to the Special Learning Needs Coordinator at the AISSA office (telephone 8179 1400).

Facts for Families

- In the first instance, school communities will address any child’s behaviour difficulties in line with their own behaviour policy.
- With your consent, principals can ask for additional advice and support to address your child’s behaviour difficulties.
- Behaviour specialists from the three education sectors and from external agencies are able to provide this support.