

1. *How to enforce that funding that the school receives is spent on your child. That you do not have to use your funding from NDIA to achieve better outcomes for your child*

Some participants in the NDIS may be attending school and require additional support as a result of their disability.

Supports funded by the NDIS

The Scheme will fund supports that enable participants to attend school education, where these supports are required by the participant to engage in a range of community activities.

This includes:

- assistance with self-care care at school related to the participant's disability such as assistance with eating or mobility;
- specialist transport required because of the student's disability
- equipment that is transportable such as a wheelchair, personal communication device or a hearing aid
- specialised or intensive support to transition between schools, or from school to post-school options.

Supports funded by the education system

The education system has responsibility for assisting students with their educational attainment, including through teaching and educational resources.

This includes:

- employing teachers, learning assistants, facilitating access to educational resources
- learning-specific aids and equipment such as computers and text books
- making reasonable adjustments to the school curriculum to enable access by students with disability
- reasonable adjustments to school buildings, such as installing ramps, and fixed or non-transportable equipment such as hoists
- transporting students for school activities such as excursions
- day-to-day supervision of students while undertaking school activities including addressing behavioural issues while participating in school

Individuals and families sometimes also have a role in funding education-related supports, such as purchasing school uniforms, paying school fees and excursion fees. The Scheme will not cover these costs.

Assistance with self-care in school

The cost of assistance with self-care in school for NDIS participants will be included as part of a participant's package. Usually this will be paid to the student's school to provide assistance with self-care.

The NDIA is working with education systems to sort out the arrangements for how assistance with self-care in school will be purchased. This includes how the funding will work where assistance with self-care at school (funded by the Scheme) is delivered by the same person that assists a student with their learning (funded by the school).

Initially, schools will continue to provide assistance with self-care to participants. The NDIA will work with the participant and the school to determine the level of assistance with self-care needed and how this can best be delivered.

Transport to and from school

Getting to and from school is the responsibility of families and the education system. For some participants, their disability means that they cannot be transported to school by family or friends or travel independently on public or school transport.

For these participants, the NDIS may fund the cost of travelling to and from school.

In many jurisdictions, the education system currently manages a specialist school transport system for students with disability. The NDIA will draw on the existing transport schemes which remain in place. This is currently the case in DECD.

The NDIA will work closely with participants and education systems to identify options for participants who are not able to access existing transport schemes.

15. How support hours are calculated – child has physical disability requiring supervision in yard and toileting, ASD, severe speech delay, poor fine motor – cannot write

DECD Preschools and schools are responsible for meeting the learning needs of children and young people and in doing so are required to:

- Identify a student's progress and achievements;
- Identify a student's functional needs in relation to accessing the curriculum;
- Develop and implement a personalised plan Negotiated Education Plan (NEP) or One Plan (OP) that takes into account the required curriculum accommodations and reasonable adjustments that can be provided within existing resources, considering health and safety issues to enable students with disability to access programs on the same basis as non-disabled students;
- Seek the views and preferences of the student and parents/carers and involve them in planning; and

- Seek to act on advice from appropriate DECD support services staff, multi-disciplinary specialists and/or other agency staff involved.

Purpose of the personalised plan

The purpose of the personalised plan is to support access, participation and achievement in the mandated curriculum for students with disabilities. The plan is structured, available in electronic format, which helps teachers, parents/carers and students as well as other identified support services personnel, to jointly develop appropriate program plans and SMARTAR goals based on the Early Years Framework (preschool) or the Australian Curriculum (school), taking into consideration the needs and reasonable adjustments required by the child or young person. The plan is part of preschool/school reporting and recording and should be regularly reviewed as part of this process (minimum of twice per year).

The referral to DECD Support Services process

For some students with disability, learning difficulty or vulnerability, schools require additional support to provide the programs and curriculum adjustments necessary to achieve the student's negotiated education outcomes. Preschool director/principals are required to use their established pre-referral processes or student review teams to consider a child or student's educational needs before deciding on a referral to support services.

Disability Support Program Eligibility

Where there is concern about a student's learning, the student is assessed by a DECD Psychologist or Speech Pathologist to determine eligibility for the Disability Support Program (see Attachment 8 – DSP Eligibility Criteria). Following this assessment, the site together with the parent/carer, relevant DECD support services staff and other student support team personnel (i.e. allied health professionals, private providers involved in the child's case), develop a personalised plan based on the student's functional needs. For students who are verified with a disability, a level support is also allocated.

Depending on the level of adjustments that a student requires to access and participate in their curriculum on the same basis as their peers, schools may also apply through relevant Education Office and State Panel processes, for additional resourcing to 'top up' their level of support or school based, existing resourcing. For example, regional Education Offices have responsibility for allocation of Disability Supplementary Funding (for children/students verified with a disability, or for children/students who have a temporary disability (i.e. broken leg, short term invasive health care need, etc) and Behaviour Supplementary Funding (for unverified students with challenging behaviours). Alternatively schools can apply for Resource Allocation and Adjustment Panel (RAAP)-Disabilities funding (for students verified with a disability) or RAAP Behaviour Management funding (for non-verified students) or Challenging Behaviour (CB) funding (for students verified with a disability) through centrally coordinated state panels.

All funding that is provided to a site for a student with a disability, behaviour or learning difficulty is managed locally by the preschool director/principal (i.e. principal and preschool director). Funding

from either Education Offices or State Office is provided through the school's Resource Entitlement Statement (RES). It is the responsibility of preschool director/principals to ensure that all funding provided (i.e. level of support, RAAP, DSF, Learning Difficulties, CB) is used to implement reasonable adjustments for the individual student(s) concerned. Funding being provided to individual students should be recorded in the student's personalised plan. At present DECD support services staff work with sites to ensure that funding allocated is being used appropriately and that outcomes achieved as a result of the additional resourcing are recorded via the NEP/One Plan. However, as Education Directors are the line managers of preschool director/principals, they have overall responsibility for ensuring that this occurs.