

## Questions about the IESP Model

### VERIFICATION

- How is non-site verification addressed? – Signs at home that indicate struggles at school
- Is there an opportunity for future inclusion of literacy?
- What is the timeline for assessments?

### APPLICATION

- How often will panels meet yearly to approve funding?
- Who is on the panel? Are parents and disability experts involved on the panel?
- Who needs to apply online and how often?
- How do we find out the outcome of the application and category assigned?

### REVIEW

- Is there an appeal process if your funding amount gets knocked back
- How often will the funding level be reviewed?
- What about learners who regress?
- What will the frequency of the reviews for the support for the child be? i.e. minimum meetings per year / term?
- Can parents influence the number of reviews? I am concerned that we might have less than 2 NEP meetings per year. The school / panel might see 1 meeting as sufficient, but parents disagree – what's the process?
- How often will reviews take place for level of support, both new and existing?
- What happens next year?

### FUNDING

- Funding not being rolled over from previous years, how will this work?
- Will there be project funding to change the environment to fit the child's needs rather than the child trying to cope in different situations? How will this be funded to ensure consistency?
- If category 1-9 funding has already occurred, how did this occur?
- What hours are allocated for categories 1-9?
- Is there more money if more kids are involved?
- Disability Access Provisions (DAP) – do they stay the same?
- Clarity around what the IESP is responsible for, and what it isn't
- Is there more money? i.e. is this the NDIS all over again?
- What current level is the equivalent 1-9 category?
- What funding amount does each category attract?
- How will the model / funding / supports be measured?

### ADJUSTMENTS

- Is a physical site review for sensory issues going to be conducted in consultation / input from parents?
- Does the curriculum still come first in terms of what the teacher has to provide for a child? NEP meeting targets based on all curriculum areas for children with severe delays needs to change and for teachers to know they can move away from this (if needed)
- Will the adjustments for the child be determined in partnership with the parents?
- Are there any changes to the NEP process to support this change – specifically more parent involvement, advocacy and transparency
- Will children's needs be filled in on the 'Matrix'?

## **SCHOOLS**

- Kindy / Preschool needs to be on the ball with diagnosing disability before the child reaches school
- How does it interface with Special Classes and Schools and how smooth is the transition across both approaches if they are separated?
- How does this translate into Special School Setting?
- Will children in Special Options have the same model and will the transition from R-2 to 3-6 be seamless? Or random placements?
- What is the transparency for staff and parents?
- Can the information be fast tracked to the school?
- How soon will teachers be informed about changes so they can get on board and be proactive?
- Will the Department for Education have systemic support to cope for these changes / influx?
- How are schools accountable for the use of funds?
- How will there be consistency of the application of the model?
- What is the plan for target additional support to build the capacity of sites?
- How will the capacity of the front line staff be supported?
- Recruitment of staff – their attitudes and beliefs of SWD and inclusion should be considered.

## **PARENT INVOLVEMENT**

- If a teacher doesn't see the need (for a student to require support), what avenues do the parents have to advocate for change?
- What transparency will parents be able to see?
- How can you (IESP Team) present this information to parents? (Reinforce it is a new funding model that doesn't relate to a disability, but relates to the actions the teachers will take to help the child have equity of access to learning experiences – I found that very useful from the presentation)
- Parents need visibility and accountability for expenditure in evidence based practices
- Can all the information be made available on the internet (and in schools for those who cannot access the internet), for everyone to see, in an easy to read document to promote transparency and accountability?
- What are the grievance procedures?
- Parents need more information and education that is easy to understand and how to access the system