

Standard operating guideline

Actioning a request for Itinerant Support – Hearing and Vision

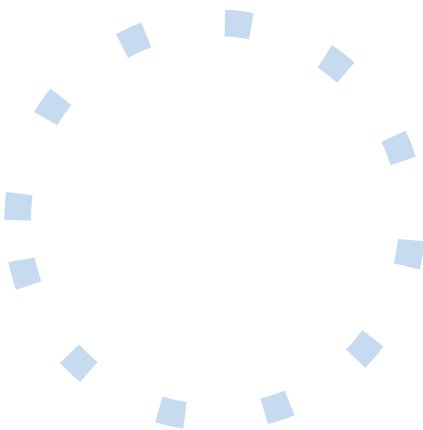
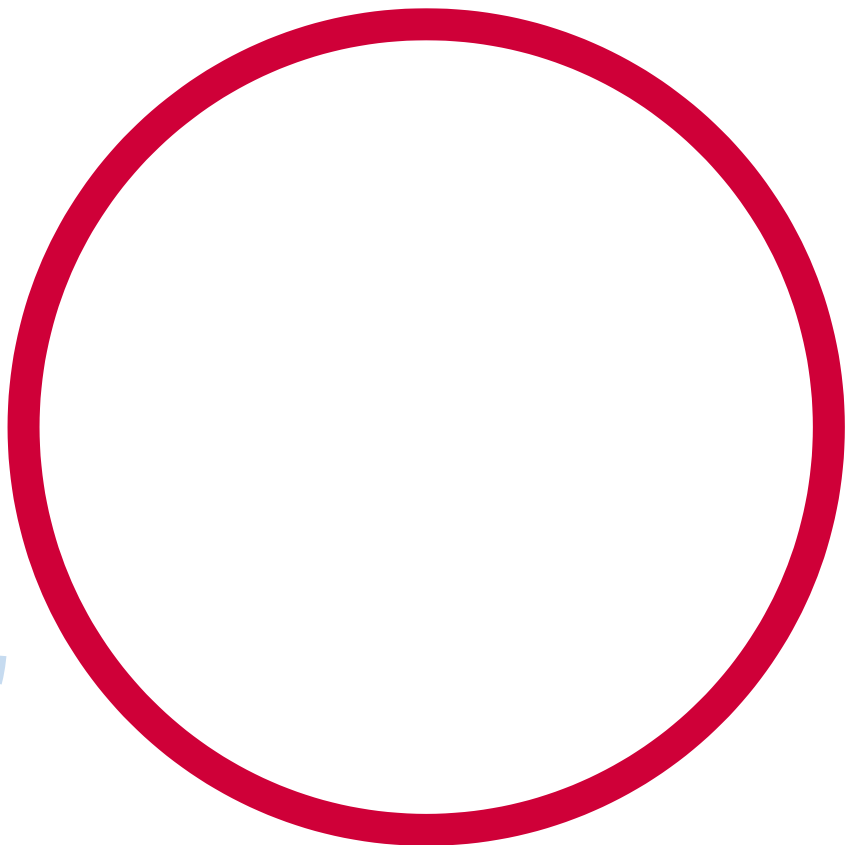
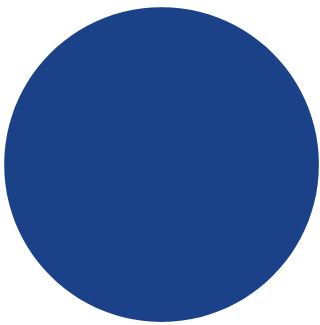


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Table 1 - Version history

Version	Approved by	Revision date	Description of change	Author
0.0.1			Draft	Nesh Kandic
0.0.2	Louise Farrell	April 2024	Updated information and update to title	Malissa King

Process and SOG Owner:

Inclusive Education - Support and Development Team, Inclusion and Wellbeing

Document review cycle:

Annually

Document review partnerships:

Disability Support Advisor – Sensory, Inclusion and Wellbeing

Disability and Inclusion Coordinator – Delivery Support

Disability and Inclusion Advisor – Delivery Support

Purpose of the Document

The Standard Operating Guideline provides:

- guidance to Assistant Principals Hearing and Vision on actioning a request for itinerant support for hearing or vision support; and
- clarity in the procedures related to allocation of itinerant sensory caseload support for base school principals, Student Wellbeing Support staff and Education Support staff.

The document outlines the Sensory Appraisal and Peer Review process for sensory only (Hearing and Vision) applications, where the support requested is:

- up to 8 hours for Hearing; and
- up to 12 hours for Vision

Sensory Appraisal Process Requirements

The following are required for effective implementation of the process:

- Relevant Itinerant Support assessment criteria
- Relevant supporting documentation from parents/carers, schools and external supports
- A current Disability Confirmation Sheet (DCS)
- A valid Student Reference Number (SRN) for students. A Quick Registration Guide (QRG) for student enrolment can be found [here](#)
- Sensory database access
- Decision provided to students and families within 28 days.

When is an Access Request required?

For requests that fall outside of the Sensory Appraisal guidelines an Access Request will be completed through the current Access Request process. This includes:

- students requiring support through a Support Class (SC) and itinerant support,
- students requiring support through Integration Funding Support (IFS) and itinerant support; and
- applications for support hours greater than 8 hours for hearing and 12 hours for vision.

In the following circumstances, the sensory appraisal will be required to be attached to the Access Request:

- Access Request is for Integration Funding Support (IFS) and sensory support, under 8 hours/week hearing and under 12 hours/week vision.
- Access Request is for a support class placement (other than Hearing Support or Deaf/Blind Support class placement) and sensory support, under 8 hours/week hearing and under 12 hours/week vision.

Note: A student requesting placement in a Hearing Support Class may also access vision support.

The supported appraisal can be attached to the Access Request before the priority is completed by the Learning and Wellbeing team.

Applications outside of standard guidelines will be considered on a case-by-case basis, managed by DeliverySupportSensory@det.nsw.edu.au.

Sensory Appraisal and Peer Review Process: Summary

The Sensory Appraisal and Peer Review process allows Assistant Principals Hearing and Vision (AP H&V) to manage the application and approval process for Itinerant Support - Hearing and Vision.

A student's support needs should be determined in consultation with students, families, school staff, Student Wellbeing Services and any other relevant stakeholders as part of the collaborative planning process.

The table below provide an outline of the Sensory Appraisal and Peer Review Process. It includes the roles and responsibilities for each step of the process and supporting documents.

Table 2 – Sensory Appraisal Application Process Summary

Step	Role	Description	Supporting documents	Tools required
1	School AP H&V	Student is identified for sensory support only and requested by parents/carers. AP H&V confirms student meets criteria for itinerant support. If the student requires further support via a Support Class or Integration Funding Support (IFS) then the Access Request process is to be followed.	<ul style="list-style-type: none"> - Support for students who are Deaf or hard of hearing - Support for students who are blind or have low vision - Student Enrolment Policy (Registered Interest Application) 	<ul style="list-style-type: none"> - Hearing & Vision AP Contact List - Enrolment Form (if required) - Disability Criteria
2	AP H&V	Assessment of student needs	<ul style="list-style-type: none"> - Functional Hearing/Vision Assessment 	<ul style="list-style-type: none"> - Vision appraisal form - Hearing appraisal form - Disability Confirmation Sheet
2.1	AP H&V	Recommendations in relation to itinerant support are made and discussed with school staff. This may be immediate or monitor.	<ul style="list-style-type: none"> - Hearing and Vision Allocation of Hours Document (Appendix B & C) 	<ul style="list-style-type: none"> - Vision appraisal form - Hearing appraisal form - Disability Confirmation Sheet
2.2	Principal or AP H&V	Discuss the support options with parent/carer and student, where appropriate.	<ul style="list-style-type: none"> - Hearing and Vision Allocation of Hours Document 	<ul style="list-style-type: none"> - Vision appraisal form - Hearing appraisal form - Disability Confirmation Sheet

Step	Role	Description	Supporting documents	Tools required
3	AP H&V	Complete Sensory Appraisal document and progress through Peer Review Process	<ul style="list-style-type: none"> - Sensory Database user guide - Hearing and Vision Allocation of Hours Document - H&V Peer Review Guide 	<ul style="list-style-type: none"> - Sensory Database - Vision appraisal form - Hearing appraisal form - H&V Peer Review Portal
4	AP H&V	Provide decision on outcome to student / parent/carer	<ul style="list-style-type: none"> - Hearing and Vision Allocation of Hours Document - Post panel process 	<ul style="list-style-type: none"> - Sensory Support letter to family
4.1	AP H&V	Recording Sensory Appraisal and Peer Review Process outcome	<ul style="list-style-type: none"> - Accepted letter of offer 	<ul style="list-style-type: none"> - Sensory Database
4.2	AP H&V	Letter of Offer to family and student on support outcome and commencement plan	<ul style="list-style-type: none"> - Hearing and Vision Allocation of Hours Document - Post panel process 	<ul style="list-style-type: none"> - Sensory Support letter to family
4.3	All	Panel decision has been formally appealed by principal and/or parent/carer.	<ul style="list-style-type: none"> - Review of Panel Decision 	<ul style="list-style-type: none"> - Complaints Handling Toolkit
5	Learning and Wellbeing Admin Officers	TRIM the response forms and letter of offer	<ul style="list-style-type: none"> - Post panel process 	
6	Student Wellbeing Services	Contact school principal and AP H&V regarding access to funding for specialised equipment and technology and application processes.	<ul style="list-style-type: none"> - Post panel process 	

Note: Schools should complete a yearly review of support for students receiving itinerant support as a part of the collaborative curriculum planning process.

Sensory Appraisal and Peer Review Process

The Sensory Appraisal Peer Review Process is outlined below.

1 Student identified and confirm student meets criteria

When a student is identified for potential caseload allocation the relevant AP H & V is responsible for undertaking the following tasks.

- Confirm school aged students are currently enrolled in NSW public school or
- Confirm children who are under school-age are enrolled in an early childhood setting or able to attend sessions within their local school
- Confirm the child/student meets the current Disability [Criteria](#) for itinerant support
- Confirm the child/student has a Student Record Number (SRN). This is required for a child/student to be added to the Sensory Database, which records caseload allocation for the sensory team.

Appendix A provides details on enrolment resources for children who are not school-aged.

2 Assess student need

Assistant Principals Hearing and Vision are responsible for working in collaboration with students, their parents/carers, school or prior to school setting, and any relevant stakeholders to identify the student's need for vision and/or hearing support and the completion of functional assessments to inform the completion of the sensory appraisal application. This is completed in accordance with the Allocation of itinerant support teacher hearing caseload hours guidelines (see Appendix B) or Allocation of itinerant support teacher vision caseload hours guidelines (see Appendix C)

2.1 Make recommendations for itinerant support and discuss with school

The relevant AP discusses support recommendations with school principal to ensure decisions are made collaboratively and base school principals are aware of the information that will be presented to the parents.

2.2 Discuss support options with parent/carer and student, where appropriate

The school Principal and relevant AP H&V should discuss the support options offered by the school and through sensory support with the student and their parent/carer. As part of this conversation, they should confirm that the family is requesting itinerant sensory support and/or school-based supports and outline the application processes to the family.

3 Complete sensory appraisal document and progress through the peer review process

Applications for hearing and vision only itinerant support are assessed through the peer review process lead by AP H&V.

Once completed the submitting AP H or V uploads the Sensory Appraisal application and supporting documentation to the [Hearing and Vision Peer Review Portal](#) and informs the Peer Review Team members the appraisal is awaiting review, this occurs via email.

Peer review team members should assess the application on a case-by-case basis in relation to:

- Alignment with Allocation of Itinerant Support Teacher Hearing for students on caseload (Appendix B) and Allocation of Itinerant Support Teacher Vision Hours for students on caseload (Appendix C).
- Additional considerations for supplementary support through allocation of additional hours of itinerant support. This includes, but is not limited to, language delay, primary communication mode etc. or short-term supplementary hours to support transition, as detailed in Appendices B and C.
- Any additional supporting documentation

Individual members of peer review teams can review and provide a recommended outcome decision independently of other members. There are no set times for panel meetings. The Sensory Appraisal is considered approved when two separate members from the assigned Peer Review team support the same application outcome.

Support for the application outcome is evidenced when two individual peer review members who assessed the application sign the Sensory Appraisal application and saves the supported application alongside the original. Peer review team members can raise questions and access responses within the SharePoint platform, this ensures a transparent process for all members.

Please note - Allocations **above 8 hours per week Hearing and 12 hours per week Vision** are regarded as exceptional and must be assessed through the Access Request process.

For students in support class settings, other than Hearing Support or Deaf/Blind Support Class settings, and students prior to school age, **hours of support are capped at 2 hours**, see Appendices B & C for details.

Sensory teams across the state have been assigned a peer review team (Tables 12 & 13) team which is responsible for undertaking the peer review process. Each team includes between four and eight AP H&V peers. The AP H&V in each peer review team are responsible for reviewing and assessing applications only in their individual specialty. The list of teams available in the [H&V Peer Review Process](#). (See Table 11, Appendix E)

The Hearing and Vision Peer Review Portal contains a record of completed applications for sensory support. Assistant Principals Hearing and Vision are responsible for regularly accessing the Hearing and Vision SharePoint and reviewing sensory appraisals for their

allocated Peer Review Team, within five business days of upload.

4 Provide decision on outcome to schools and families

The submitting Assistant Principal Hearing and Vision will discuss the outcome of the Peer Review process with families and the local school.

This conversation will be supported by a Letter of Offer, which will be provided to the family via their preferred method. This may include email, hard copy via school or via post and will also be provided to the students' local school, to be added to their records.

The parent decision to accept or decline the offer of support can be obtained by the Assistant Principal or school via signed copy of the letter of offer, through a phone call, email or SMS from the parent to the Assistant Principal clearly stating their decision. This is then recorded on the letter of offer, dated and signed (by AP if decision via SMS or phone call).

Learning and Wellbeing administration officers are responsible for filing the Letter of Offer and Response Form in HPE Manager (Trim) upon receipt from the Assistant Principal Hearing or Vision.

4.1 Record Sensory Appraisal and Peer Review Process outcome

Peer reviewed applications with a supported outcome are recorded in the Sensory Database by the relevant Assistant Principal Hearing or Vision. Instructions for the addition of students to the Sensory Database can be accessed through the Sensory Database User Guide located on the Sensory Database homepage.

4.2 Letter of Offer to family

A letter of offer for sensory support is provided to families, APs H&V record the acceptance of support.

4.3 Panel decision has been formally appealed by principal and/or parent/carers

If principals wish to discuss an outcome they should, in the first instance, contact the relevant Assistant Principal Hearing and Vision.

If parents/carers wish to discuss the outcome of the Sensory Appraisal Peer Review team, they can contact their child's school Principal and/or the Assistant Principal Hearing and Vision to discuss the outcome.

Request an appeal of outcome

Principals and/or parents/carers wishing to formally appeal the decision of the Peer Review team should do so in writing to the Director, Delivery Support.

Refer to [Complaints Handling Toolkit](#). Any requests for review or appeal of decisions should be recorded in Student Support CSAW.

Parents and carers may need access interpreter services and are also welcome to bring along a support person to any meeting.

5 TRIM the response forms and letter of offer

The relevant AP H/V provides the school, for student records, and local Student wellbeing Services staff with a copy of the accepted letter of offer for itinerant support for saving in TRIM.

6 Local Student Wellbeing Services staff to contact school to discuss equipment and technology application process, where relevant

Where relevant, local Student Wellbeing Services staff may contact schools to discuss equipment and technology application processes and provide support where needed.

Review of Itinerant Support

Schools should complete a review of student support at least once per year. Reviews consider all aspects of a student's personalised learning and support, including whether the current support provisions are best meeting student needs.

The annual review should include a meeting with parent/carers and student (where appropriate) to discuss:

- the student's progress in reaching their goals.
- educational supports that they currently receive.
- ongoing suitability of all support provisions.
- adjustments and updates required student's personalised education plans.
- Students receiving special consideration itinerant hearing or vision support who require an extension of support allocation, a new Special Consideration Appraisal application will need to be completed.

Special Consideration Process

Table 3 – Itinerant special consideration process

Step	Role	Description	Supporting documents	Tools required
1	School	Student is identified by the Learning and Support Team or AP, for potential Special Consideration Sensory Support and request is supported by parents and carers.	<ul style="list-style-type: none"> - Support for students who are Deaf or hard of hearing - Support for students who are blind or have low vision - Student Enrolment Policy (Registered Interest Application) 	<ul style="list-style-type: none"> - Hearing & Vision AP Contact List - Enrolment Form (if required) - Disability Criteria
2	AP H&V	Assessment of student needs * For special consideration support an audiometry assessment is acceptable in place of full audiology report	<ul style="list-style-type: none"> - Functional Hearing/ Vision Assessment 	<ul style="list-style-type: none"> - Special Consideration (Spec con) Vision Support Form - Special Consideration (Spec con) Hearing Support Form
2.1	AP H&V	Make recommendations for support, confirm caseload availability.	<ul style="list-style-type: none"> - Hearing and Vision Allocation of Hours Document 	<ul style="list-style-type: none"> - Spec Con Vision Support Form - Spec Con Hearing Support Form
3	AP H&V	Complete Special Consideration Sensory Appraisal document and progress through Peer Review Process	<ul style="list-style-type: none"> - Sensory Database user guide - Hearing and Vision Allocation of Hours Document - H&V Peer Review Guide 	<ul style="list-style-type: none"> - Sensory Database - Spec Con Vision Support Form - Spec Con Hearing Support Form - H&V Peer Review Portal
4	H&V Peer Review	Two peers from relevant Peer Review Group assess the application and provide an outcome.	<ul style="list-style-type: none"> - Sensory Database user guide 	<ul style="list-style-type: none"> - Spec Con Vision Support Form - Spec Con Hearing Support Form - H&V Peer Review Portal

Step	Role	Description	Supporting documents	Tools required
5	AP H&V	Provide link to supported Special Consideration Sensory Appraisal document, on SharePoint, to local Learning and Wellbeing Coordinator for final approval to generate Disability Confirmation Sheet (DCS)	<ul style="list-style-type: none"> - Supported Spec Con Vision Support Form - Supported Spec Con Hearing Support Form 	<ul style="list-style-type: none"> - Learning and Wellbeing Coordinator contact sheet
5.1	AP H&V	AP H&V to generate Disability Confirmation Sheet (for sensory only DCS) and provide a copy to the local school counselling service.	<ul style="list-style-type: none"> - Disability Confirmation Sheet 	<ul style="list-style-type: none"> - Disability Confirmation Sheet
6	AP H&V	Provide decision on outcome to student / families	<ul style="list-style-type: none"> - Hearing and Vision Allocation of Hours Document - Post panel process 	<ul style="list-style-type: none"> - Sensory Support letter to family
6.1	All	Panel decision has been formally appealed by principal and/or parent/carer.	<ul style="list-style-type: none"> - Review of Panel Decision 	<ul style="list-style-type: none"> - Complaints Handling Toolkit
6.3	AP H&V	Letter of Offer to family and student on special consideration outcome and commencement plan	<ul style="list-style-type: none"> - Hearing and Vision Allocation of Hours Document - Post panel process 	<ul style="list-style-type: none"> - Sensory Support letter to family
7	Learning and Wellbeing Admin Officers	TRIM the response forms and letter of offer	<ul style="list-style-type: none"> - Post panel process 	
8	AP H&V	AP determines a repeat Special Consideration is required, a whole new application should be completed with updated information and clearly stating the need for a repeat provision.	<ul style="list-style-type: none"> - Return to step 1 	Return to step 1 and repeat process

Note- Special Consideration support should be allocated within current establishment. Where this is not possible, Learning and Wellbeing teams should facilitate discussions with neighbouring teams about caseload availability before considering temporary staffing establishment. Thorough review of implications of Special Consideration caseload should occur when making permanent staffing establishment decisions, on temporary caseload need.

Appendix A – Links to Documents and Tools

School enrolment resources -

[Enrolment Form for Registered Interest Application](#)

[Registered Interest Application procedure](#)

Peer review tools -

[Peer Review Portal](#)

[Letter of Offer](#)

Appendix B – Allocation of Itinerant Support Teacher Hearing caseload hours guidelines

Table 4 - Version history

Version	Approved by	Revision date	Description of change	Author
0.0.1		August 2020	Updated information	Michele Cutrupi
0.0.2		Jan 2024	Updated information	Malissa King

Hours of Itinerant Support Teacher Hearing per week

The following tables should be used to determine allocation of Itinerant Support Teacher Hearing hours per week. The examples of evidence provided in the tables are only a guide and not an exhaustive list. An allocation **above 8 hours per week** is regarded as exceptional and must be assessed through the Access Request process.

Hours of support for students in support class settings, other than Hearing Support or Deaf/Blind Support Class settings, and students prior to school age support hours should be capped at up to 2 hours per week.

If a student in a support class setting, other than Hearing Support or Deaf/Blind Support Class settings, and or a child prior to school age requires support above 2 hours per week the Delivery Support - Disability and Inclusion Coordinator and Disability and Inclusion Advisor, DeliverySupportSensory@det.nsw.edu.au, should be contacted.

Diagnosed hearing loss

The allocation of hours within each classification of hearing loss is dependent on the student's diagnosed hearing loss and individual needs. **Students must have a current audiogram and report which indicates a bilateral, sensorineural or permanent conductive hearing loss of greater than 30dB in the better ear across a three-frequency average (500, 1000 and 2000Hz).**

Evidence required:

- Complete Audiology report (including Audiogram and Audiologist report)
- Speech and language assessment
- Standardised test results identifying age/stage equivalence.

Table 5 – Itinerant hearing caseload allocation guidelines

Degree of hearing loss	Reading	Hours of support by ISTH per week
Mild – Moderate	30-45dB	Up to 2 hours support
Moderate	46-60dB	Up to 3 hours support
Moderate – Severe	61-75dB	Up to 4 hours support
Severe	76-90dB	Up to 5 hours support
Profound	91dB +	Up to 6 hours support

Supplementary Support - Areas of consideration for additional hours.

The allocation of additional hours of supplementary support is dependent on evidence. For all applications for supplementary support hours, detailed evidence outlining student need and how the Itinerant Support Teacher Hearing support will be used to respond to the student's needs. These supplementary hours are available for caseload students who do not have capped support hours.

Table 6 - Areas of Consideration

Areas of Consideration	Evidence	Hours of support by ISTH per week
Newly arrived in Australia whose home language is not English / EALD/Refugee student	School-based information	Up to 2 hours support
Late Diagnosis	Audiology report	1-hour support
Late amplification	Audiology report	1-hour support
Level of language delay / disorder (Standardised Assessment 1-2 year delay)	Speech and language assessment	Up to 2 hours support
Auditory Neuropathy Spectrum Disorder	Audiology report	1-hour support
Additional disabilities including Mental Health	Specialist medical practitioner reports	1-hour support
Transition points	Transition plan	1-hour support
Mode of communication (Sign / Augmentative)	Personalised Learning and Support Plan	Up to 6 hours support
Mixed hearing loss / Fluctuating	Audiology report	1-hour support
Lack of early intervention	Personalised Learning and Support Plan	1-hour support
Curriculum Access (Stage Appropriate)	Personalised Learning and Support Plan	1-hour support

Prior to school age children who are Deaf or Hard of hearing

Early Intervention

Evidence required:

- Audiology report
- SWISH results
- Paediatrician report
- Specialist medical practitioner report

Hours of support by ISTH per week:

Up to 2 hours support

Students enrolled in support classes in a mainstream setting or School for Specific Purposes

Evidence required:

- Audiology report
- SWISH results
- Paediatrician report
- Specialist medical practitioner report

Hours of support by ISTH per week:

Up to 2 hours support

Itinerant hearing support is provided in support class settings other than Hearing or Deaf/Blind Support Class settings

Appendix C – Allocation of Itinerant Support Teacher Vision caseload hours guidelines

Table 7 – Itinerant Vision caseload hours guidelines

Version	Approved by	Revision date	Description of change	Author
0.0.1		August 2020	Updated information	Michele Cutrupi
0.0.2		August 2023	Updated information	Malissa King

Hours of Itinerant Support Teacher Vision per week

Diagnosed vision loss

The following information should be used to determine allocation of Itinerant Support Teacher Vision hours per week. The examples of evidence provided below are only a guide and not an exhaustive list. An allocation **above 12 hours per week** is regarded as exceptional and must be assessed by the State Ongoing Vision Panel through the Access Request process.

In making this appraisal, the Assistant Principal Vision will consider the student's functional use of vision and identified visual support needs, before completing the Sensory Appraisal process or Access Request.

For Levels 1 to 4, students must have a current diagnosed vision loss, which details a vision loss that is 6/24 or less in the better eye corrected, or less than 20 degrees field of vision.

The following informs the allocation of Itinerant Support Teacher Vision hours per week.

All Functional Level assessments require the following evidence:

- Orthoptic report
- Ophthalmologist report

Table 8 - Version history

Functional level	Evidence	Hours of support by ISTV per week
Functional level 0 Binocular vision less than 6/24	The student may have difficulty with: <ul style="list-style-type: none"> • Able to access all stage outcomes without support • Social Competence level which will enable student to interact effectively • Able to physically access all areas of the school 	Monitor termly
Functional level 1 Binocular vision 6/24 – 6/36 or fields of 20 degrees or less	The student may have difficulty with: <ul style="list-style-type: none"> • accessing regular print • accessing Information in the classroom • non-verbal communication • confidently moving around unfamiliar environments 	Up to 2 hours ISTV support per week

<p>Functional level 2 Binocular vision 6/36 - 6/60 or fields of 20 degrees or less</p>	<p>The student may have difficulty with:</p> <ul style="list-style-type: none"> • accessing regular print • accessing information in the classroom • accessing the computer • using regular equipment • specific concepts e.g. mapping in Geography • non-verbal communication • confidently moving in unfamiliar environments 	<p>Up to 5 hours ISTV support per week</p>
<p>Functional level 3 Binocular vision 6/60 – 6/120 or 3/60, or fields of 20 degrees or less</p>	<p>The student may have difficulty with:</p> <ul style="list-style-type: none"> • accessing regular print • accessing information in the classroom • accessing the computer • accessing using regular equipment • accessing with specific concepts e.g. in Geography mapping • accessing large Print • interpreting non-verbal communication • social skills • moving independently around the school site • accessing sport 	<p>Up to 8 hours ISTV support per week</p>
<p>Functional level 4 Light, form or no light perception</p>	<p>The student will have difficulty with:</p> <ul style="list-style-type: none"> • accessing the curriculum using print • interpreting non-verbal communication • interacting with significant others • both social and purposeful interactions • moving independently around school site 	<p>Up to 10 hours ISTV support per week. Plus up to 2 hours orientation and mobility support.</p>

Hours of Itinerant Support Teacher Vision (ISTV) per week: Schools for Specific Purposes (SSP)

Dependent on identified student need and a Functional Vision Assessment, students in SSPs are supported generally through a Consultancy Model or under special circumstances by a Standard Caseload allocation. The consultancy model is used where the ISTV will provide practical support to SSP staff to meet the students need. If a student is enrolled in an SSP but requires Braille support the AP Vision can sign off on students accessing a caseload amount, in consideration of the guidelines.

A Consultancy Model involves capacity building of classroom teachers and SLSOs, to embed vision specific strategies and adjustments to ensure best classroom practice and student access to the curriculum and daily learning activities.

Table 9 – Itinerant vision SSP caseload allocation guidelines

Students in SSPs	Hours of Support
Consultancy Model	30 minutes fortnightly minimum
Number of Students	Hours per week in school
1	Up to 1 hpw
2-4	Up to 2 hpw
4-10	Up to 4 hpw
More than 10	6 hpw maximum
Standard Caseload	Up to 2 hours per week

Students enrolled in support classes in a mainstream setting or prior to school setting

Students in a Support Class or prior to school setting will be supported on a case-by-case basis, dependent on the Vision Report and a Functional Vision Assessment.

Table 10 – Itinerant vision support class caseload allocation guidelines

Students in SCs or EI setting	Hours of Support
Students using Large Print	Up to 2 hours per week
Students using braille	On a needs basis

Note: Assistant Principals Vision seeking additional hours for students, above the recommended guidelines, please contact the Delivery Support - Disability and Inclusion Coordinator and/or Disability and Inclusion Advisor,
DeliverySupportSensory@det.nsw.edu.au

Appendix D – Appraisal Forms

Itinerant Hearing Support Appraisal Form

Itinerant Vision Support Appraisal Form

DO NOT USE THIS COPY – REFERENCE ONLY

Itinerant Hearing Support

Name:				Date of Appraisal	
Date of Birth:		SRN:		DCS Expiry:	
Special Consideration:	No	Non-DoE support accessed:			
Current setting:				Year:	KG

Hearing loss

Nature of student's hearing loss? Deteriorating mixed Date of Diagnosis:

Comments:

Degree of hearing loss (unaided)

Add audiogram / attachment

Level	500Hz	1,000Hz	2,000Hz	Average hearing loss	Assessed by
Left ear				0.0	Position
Right ear				0.0	Date
Threshold at 4,000Hz	Left			Right	
Comments: <input type="text"/>					

Assistive listening technology

☐ Cochlear implant
 ☐ WCD
 ☐ Hearing aids
 ☐ Sound field
 ☐ Bone Conduction
 ☐ None

Primary mode of communication

☐ Oral / Aural
 ☐ Auslan
 ☐ Signed English
 ☐ Total
 ☐ Key word sign (Makaton)
 ☐ Augmentative

Level of NCCD adjustments

☐ WQDT
 ☐ Supplementary
 ☐ Substantial
 ☐ Extensive

Screenshot 1. Page 1 of 2 – Itinerant Hearing Support Appraisal Form

**Functional assessment conducted by Assistant Principal Hearing:
Language, speech and listening skills**

Assessment Type	Comment on current assessment and result
Receptive Language (oral/signing)	
Expressive Language (oral/signing & written)	
Speech skills	
Auditory Discrimination/Auditory Processing Skills	
Other	

Current level of ISTH support

Current hours per week Monitor

Assistant Principal Hearing

Relevant history and functional statement

Sample only - not for use

Requested hours per week (refer to current allocation tool)

Resource allocation (hrs) Supplementary (hrs) Reason

AP Hearing name Signature Date

Approver(s) to complete below

#1 Name Position Signature Date

#2 Name Position Signature Date

Screenshot 2. Page 2 of 2 – Itinerant Hearing Support Appraisal Form

Itinerant Vision Support Appraisal Form

DO NOT USE THIS COPY – REFERENCE ONLY

| NSW Department of Education

Itinerant Vision Support

Name: Date of Birth: SRN:

DCS Expiry: Special Consideration:

Year: 12 Non-DoE support accessed:

Vision loss

Assessed by: Position: Date:

Diagnosis and nature of the student's vision loss?

Diagnosed level of vision impairment Attach file here

Visual acuity	Right eye	Left eye	Both eyes open	Central	Peripheral	Other
Uncorrected						
Corrected (glasses)						
Visual field						
Colour blindness (problem colours)						

Vision aids and technology

Vision Aids/Technology	Current	Required	Nil	Vision Aids/Technology	Current	Required	Nil
Closed Circuit TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Text to Speech Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low Technology Magnification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Screen Reading Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enlarging Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	O&M Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laptop/Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Raised Sloping Desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Heavy Lined Books/Pads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refreshable Braille Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Glasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other			

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Screenshot 2. Page 1 of 3 – Itinerant Vision Support Appraisal Form

Curriculum access

Functional vision assessment conducted by Assistant Principal Vision?

Date:

Notes on functional vision:

Print size:

Medium used to access print:

☐

Audio

☐

Large Print

☐

E-Text

☐

Braille

☐

Dual medium

☐

Augmentative

☐

Other e.g. Raised Pictures

Classroom considerations

Orientation and mobility

Focus area

☐

School Awareness

☐

Use of Residual Vision

☐

Guided Travel

☐

Orientation Skills

☐

Gross Motor Skills

☐

Environmental Awareness

☐

Tactile Mapping

☐

Long Cane

☐

Not Applicable

Support details

Comment on how the ISTV support will be utilised to achieve the identified learning outcomes:

Current level of ISTV support

Current hours per week		Monitor	
------------------------	--	---------	--

Assistant Principal Vision

Relevant history and functional statement			
Requested hours per week (link to current allocation tool)			
Resource allocation (hrs)		Supplementary (hrs)	Reason

AP Vision name

Signature

Date

Approver(s) to complete below

#1 Name

Position

Signature

Date

#2 Name

Position

Signature

Date

Screenshot 5. Page 3 of 3 – Itinerant Vision Support Appraisal Form

Special Consideration Itinerant Hearing Support Form

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NSW Department of Education

Special Consideration Itinerant Hearing Support

Name: Date of Appraisal:

Date of Birth: SRN: Current DCS if applicable:

Special Consideration: ☐ Yes ☐ No Non-DoE support accessed:

Current setting: Year:

Hearing loss

Nature of student's hearing loss? Date of Diagnosis:

Comments:

Degree of hearing loss (unaided)

Add audiogram / attachment

Level	500Hz	1,000Hz	2,000Hz	Average hearing loss	Assessed by
Left ear	<input type="text"/>	<input type="text"/>	<input type="text"/>	0.0	<input type="text"/>
Right ear	<input type="text"/>	<input type="text"/>	<input type="text"/>	0.0	<input type="text"/>
Threshold at 4,000Hz	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments:

Assistive listening technology

☐ Cochlear implant ☐ WCD ☐ Hearing aids ☐ Sound field
☐ Bone Conductor ☐ None

Primary mode of communication (select one mode only)

☐ Oral / Aural ☐ Auslan ☐ Signed English ☐ Total
☐ Key word sign (Makaton) ☐ Augmentative

Level of NCCD adjustments

☐ QOTP ☐ Supplementary ☐ Substantial ☐ Extensive

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NSW GOVERNMENT

Screenshot 6. Page 1 of 2 – Special Consideration Itinerant Hearing Support Appraisal Form

NSW Department of Education

Functional assessment conducted by Assistant Principal Hearing:
Language, speech and listening skills

Assessment Type	Comment on current assessment and result
Receptive Language (oral/signing)	
Expressive Language (oral/signing & written)	
Speech skills	
Auditory Discrimination/Auditory Processing Skills	
Other	

Current level of ISTH support

Current hours per week Months Yes

Assistant Principal Hearing

Relevant history and functional statement

Requested hours per week (refer to current allocation tool)

Resource allocation (hrs) Select

AP Hearing name Signature Date

Approver(s) to complete below

#1 Name	Position	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
#2 Name	Position	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Learning and Wellbeing Coordinator

#3 Name	Position	Signature	Date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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Screenshot 6. Page 2 of 2 – Special Consideration Itinerant Hearing Support Appraisal Form

Special Consideration Itinerant Vision Support Form

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| NSW Department of Education

Special Consideration Itinerant Vision Support

Name: Date of Birth: SRN:

Current DCS # applicable: Special Consideration: Yes

Year: Non-DoE support accessed:

Vision loss

Assessed by: Position: Date:

Diagnosis and nature of the student's vision loss?

Diagnosed level of vision impairment.

Visual acuity	Right eye	Left eye	Both eyes	Central	Peripheral	Other
Uncorrected	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Corrected (glasses)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Visual field	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Colour blindness (problem colours)	<input type="text"/>					

Vision aids and technology

Vision Aids/Technology	Current	Required	Nil	Vision Aids/Technology	Current	Required	Nil
Closed Circuit TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Text to Speech Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low Technology Magnification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Screen Reading Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enlarging Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	O&M Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laptop/Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Raised Sloping Desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Heavy Lined Books/Pads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refreshable Braille Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Glasses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other	<input type="text"/>		

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Screenshot 7. Page 1 of 3 – Special Consideration Itinerant Vision Support Appraisal

Curriculum access

Functional vision assessment conducted by Assistant Principal Vision?

Date:

Notes on functional vision:

Large empty box for notes on functional vision.

Print size:

Horizontal bar for print size.

Medium used to access print:

- | | | |
|---|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Audio | <input type="checkbox"/> Large Print | <input type="checkbox"/> E-Text |
| <input type="checkbox"/> Braille | <input type="checkbox"/> Dual medium | <input type="checkbox"/> Augmentative |
| <input type="checkbox"/> Other e.g. Raised Pictures | | |

Classroom considerations

Large empty box for classroom considerations.

Orientation and mobility

Focus area

- | | | |
|---|---|--|
| <input type="checkbox"/> Sensory Awareness | <input type="checkbox"/> Use of Residual Vision | <input type="checkbox"/> Guided Travel |
| <input type="checkbox"/> Orientation Skills | <input type="checkbox"/> Gross Motor Skills | <input type="checkbox"/> Environmental Awareness |
| <input type="checkbox"/> Tactile Mapping | <input type="checkbox"/> Long Cane | <input type="checkbox"/> Not Applicable |

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Screenshot 8. Page 2 of 3 – Special Consideration Itinerant Vision Support Appraisal

Support details

Comment on how the ISTV support will be utilised to achieve the identified learning outcomes:

Current level of ISTV support

Current hours per week		Monitor	
------------------------	--	---------	--

Assistant Principal Vision

Relevant history and functional statement

Resource allocation (hrs)

AP Vision name	Signature	Date

Approver(s) to complete below

#1 Name	Position	Signature	Date
#2 Name	Position	Signature	Date

Learning and Wellbeing Coordinator

#3 Name	Signature	Date

Screenshot 9. Page 3 of 3 – Special Consideration Itinerant Vision Support Appraisal

Appendix E – Peer Review Process

Purpose

The peer review process for Sensory Support Hearing and Vision has been established to ensure that the allocation of resources for students eligible for sensory support is equitable and assessed according to the information that is provided.

Procedure

Table 11 - Peer Review Process

Step	Role	Description	Tools required
1	APHV	Complete the applicable Appraisal Form	Appraisal Form
2	APHV	Save completed Appraisal Form into H&V Peer Review by creating a “New” item	H&V Peer Review
4	APHV Partner	Click on the new File generated in the H&V Peer Review under the applicable Team name	H&V Peer Review
5	APHV Partner	Search for Appraisal using the school name in the H&V Peer Review	H&V Peer Review
6	APHV Partner	Assess the Appraisal according to Resource Allocation matrix	H&V Peer Review
7	APHV Partner	Write notes and provide decision in the H&V Peer Review Form	H&V Peer Review
8	APHV Partner	Save the Form and close the review	H&V Peer Review

Peer Review Teams for Vision Support

Table 12 - Peer Review Teams for Vision

Team	School in team	Team	School in team
1	Newbridge Heights PS Kingswood South PS Windale PS Tempe PS Newcastle Junior School	2	Warwick Farm PS Tarrawanna PS Crawford PS Earlwood PS Dubbo College Senior Campus
3	Inverell HS Bonnyrigg PS Ruse PS Denistone East PS Macksville PS	4	Gerringong PS Ermington West PS Gymea Bay PS Valley View PS Willmot PS
5	Goonellabah PS Koorringal PS Beverley Hills North PS Orange PS Cessnock West PS		

Peer Review Partners for Hearing Support

Table 13 - Peer Review Teams for Hearing

Team	School in team	Team	School in team
1	Illawarra Sports HS Telarah PS Padstow Park PS Lalor Park PS Seaham PS	2	Tarrawanna PS Kingswood South PS Bathurst PS Cowra PS Rydalmere PS
3	Gerringong PS Tamworth West PS Busby PS Charlestown PS Epping PS	4	Milton PS Orange PS Chatswood PS Toormina PS Daceyville PS
5	Waratah PS Campbelltown East PS Ourimbah PS Griffith PS Albury North PS	6	Dubbo Team 1 Willmot PS Cromer PS Bonnet Bay PS Heckenberg PS
7	Dubbo Team 2 Chester Hill North PS Burwood PS Moss Vale PS Gillwinga PS	8	Dubbo Team 3 Strathfield North PS Glendale East PS Lugarno PS La Perouse PS
9	Cundletown PS St Clair PS Wyong PS The Crescent School Port Macquarie PS	10	The Meadows PS Newling PS Tirriwirri School Casino PS Murwillumbah PS

Appendix F – Post Panel Process

Sensory Appraisal and Peer Review administrative process - supported

Table 14 - Post Panel Process

Step	Description	Supporting documents
1	Assistant Principal completes Appraisal and makes recommendation for support	Refer to the Standard Operating Guideline Actioning a request for Sensory Support - Hearing and Vision for further details
2	Peer review process is completed	Refer to the Standard Operating Guidelines Actioning a request for Sensory Support - Hearing and Vision for further details
3	Assistant Principal Hearing/ Vision manually prepares the Letter of Offer	Sensory Support Letter of Offer
4	Assistant Principal Hearing/ Vision emails Letter of Offer and Response Form to parent/carer (cc's Student Wellbeing Support Services Learning and Wellbeing Officer and local school Principal)	Sensory Support Letter of Offer
5	Assistant Principal Hearing/Vision contact the family to discuss offer and emails Response Form to the Student Support Services Learning and Wellbeing Officer (cc Local Principal)	Assistant Principal Hearing/Vision: Checklist for Sensory Support
6	Administration Officer uploads emails to DOC NO in HP CONTENT MANAGER (TRIM) Administration Officer uploads Parent Response Form to Student TRIM file	Refer to TRIM training

Appendix G – Letter of Offer and Response Form

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Education

Name of parent / carer

SRN:

Address

Address

Address

Dear Salutation and name

I am pleased to advise that child name has been allocated ? hour/? hours per week of Itinerant Support Teacher Hearing/Vision.

Your child's support hours will be reviewed once a year with your Assistant Principal Hearing/Vision, school Principal and/or school representative. I encourage you to participate in this process as it is important for the personalised learning and support planning for child name.

If you would like to accept this offer of Itinerant Support Teacher for child name please complete and return the attached offer within seven days.

For further information regarding this offer of support or the nature of the program, please contact name of APHV on/via contact details.

Yours sincerely,

name of APHV
Assistant Principal
Hearing/Vision



Education

OFFER OF ITINERANT SUPPORT TEACHER HEARING/VISION YEAR

Please complete and return this response form to name of APHV, Assistant Principal Hearing/Vision at location within seven (7) days from receipt of this letter. If you are unable to sign and return the response form for any reason please talk to your Assistant Principal Hearing/Vision for other ways to accept or decline this offer.

Return to: name of APHV - email address@det.nsw.edu.au

The offer of Itinerant Teacher Support has been explained to me.

Please tick:

☐ I wish to accept the offer of support for child name.

I am aware that my child's progress and Itinerant Teacher Support will be reviewed at least once during the year and that it is important that I participate in this process.

☐ I do not wish to accept this offer of Itinerant Teacher Support.

.....
Name of parent/carer

.....
Signature

.....
Date

AP HEARING AND VISION USE ONLY:

- ☐ Access to Facilities required
☐ Access to Specialised Equipment and Technology

SCHOOL USE ONLY:

- ☐ Verbal
☐ Email
☐ Text Message

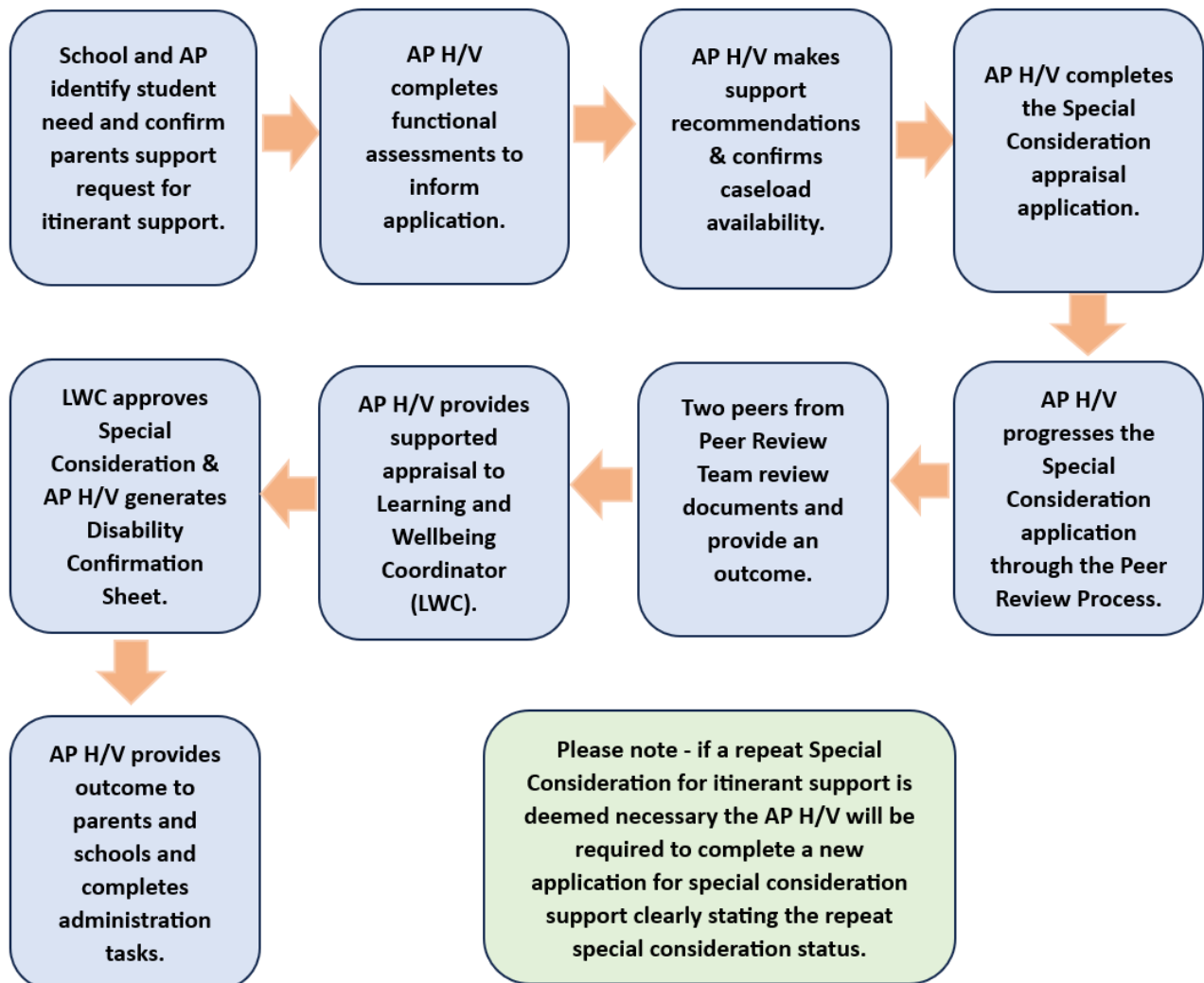
.....
Name

.....
Role

.....
Signature

.....
Date

Appendix H – Special Consideration Process Flow Chart



Appendix I – Assistant Principal Hearing/Vision: Checklist for Sensory Support

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Assistant Principal Hearing/ Vision: Checklist for Sensory Support

- ☐ The parent/carer has received a copy of the offer letter and parent response form from the local school, or via their preferred communication method.
- ☐ The offer of support has been explained to the parent/carer by the Assistant Principal Hearing/ Vision, if required.
- ☐ A response has been received from the parent/carer by one of the methods below:
 - ☐ Signature - parent/carer signs and dates the response form. The completed form is emailed to the Learning and Wellbeing Officer by the Assistant Principal Hearing/ Vision.
 - ☐ Verbal - a notation is made by the Assistant Principal Hearing/Vision on the Parent response form and the time and date is recorded. The completed form is emailed to the Learning and Wellbeing Administration Officer.
 - ☐ Email - a notation is made by the Assistant Principal Hearing/Vision on the response form and the date is recorded. The email is forwarded to the Learning and Wellbeing Administration Officer together with the response form.
 - ☐ Text Message - a notation is made by Assistant Principal Hearing/Vision on the response form and the time and date is recorded. A screenshot of the message and the response form are attached and emailed to the Learning and Wellbeing Administration Officer.
- ☐ The parent/carer response has been forwarded to the Learning and Wellbeing Administration Office.

