Program for Students with Disabilities – operational guidelines for schools Applications submitted in 2022

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1. Introduction

1.1 Education for all

The Department of Education and Training (the Department) is committed to inclusive education in all school environments for students with disability and additional needs. All Victorians, irrespective of the school they attend, where they live or their social or economic status, should have access to high quality education.

Under section 32 of the *Disability Discrimination Act* 1992, education providers must comply with *the Disability Standards for Education* 2005 (the Standards). The Standards set standards for education and training providers, including Victorian government schools. To comply with the Standards education providers must make ‘reasonable adjustments’ to accommodate a student with a disability.

Adjustments made by a school can involve:

* Planning (differentiation of the curriculum, implementation of evidence-based interventions and dedicated team planning).
* Teaching (pedagogical adjustments and educational interventions).
* Assessment and reporting (provision of alternative assessment practices and presentation options).
* Equipment / resources (use of specialised equipment and assistive technology or expertise to support access and inclusion).
* Environment (school wide policies, programs and buildings that enable access and inclusion).

Such adjustments may range from school wide (adjustments to the learning environment to support students across the whole school), to student specific (to address the specific needs of a student to access and participate in the school environment).

The Department provides a range of policies, programs and resources for schools to support the delivery of high-quality schooling for all students, including students with disability. These resources may be provided in the Student Resource Package, through student support services, a workforce including psychologists, social workers, youth workers, speech pathologists and visiting teachers or through specific early identification and intervention programs. The Program for Students with Disabilities is one such form of provision available to schools.

For information and resources on **Education for all**, the Department's vision for inclusive education, see: [Inclusive Education for Students with Disability](http://www.education.vic.gov.au/about/programs/Pages/Inclusive-education-for-students-with-disabilities.aspx).

1.2 DISABILITY INCLUSION

The [Victorian Government is investing nearly $1.6 billion in Disability Inclusion](https://www.education.vic.gov.au/about/educationstate/Pages/budget.aspx). Disability Inclusion will change the way students with disability are supported in Victorian government schools, to ensure every student at every ability can thrive at school and in life.

Disability Inclusion will introduce:

* a new school funding model for [students with disability](https://www2.education.vic.gov.au/pal/students-disability/policy), with 2 new funding allocations (Tier 2 school-level funding and Tier 3 student-level funding) to support inclusive practice in schools
* a new [Disability Inclusion Profile](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/policy) process to help schools and families identify the strengths, needs and educational adjustments schools can make to assist [students with disability](https://www2.education.vic.gov.au/pal/students-disability/policy) – this process will inform Tier 3 student-level funding allocations
* new initiatives to strengthen skills and knowledge in inclusive education across the school system
* additional regional disability support roles and dedicated implementation teams.

The new tiered funding model and Disability Inclusion Profile will be introduced through a [staged roll-out over the next five years](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/disability-inclusion.aspx#link13).

From Term 3 2021, all Victorian government schools and families have been able to access resources, support and guidance through Disability Inclusion. From Term 4, 2021 Disability Inclusion Profiles commenced, in line with the staged roll-out, which will change processes from Program for Students with Disabilities to Disability Inclusion.

Disability Inclusion Profile processes commenced in schools in the following areas **in Term 4, 2021**:

* Bayside Peninsula (South Eastern Victoria Region)
* Barwon (South Western Victoria Region)
* Loddon Campaspe (North Western Victoria Region)
* Five [supported inclusion schools](https://www.schoolbuildings.vic.gov.au/blog/Pages/Supported-Inclusion-Schools.aspx)

For schools in these areas, current processes under the [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx) **have ended and Disability Inclusion Profile processes are now in place.**

Further information on the new processes is available on the [Disability Inclusion Profile](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/policy) guidelines on the Policy and Advisory Library for schools. The Disability Inclusion Profile Guidelines provide detailed information to support preparation and planning for Disability Inclusion Profile meetings. They outline key steps for schools to undertake before, during and after Profile meetings.

Schools in the following Areas will participate in **Year 2** of the Disability Inclusion Implementation:

* Outer Eastern Melbourne (North Eastern Victoria Region)
* Central Highlands (South Western Victoria Region)
* Mallee (North West Western Victoria Region)

For schools in these areas, current processes under the [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx) **will end on 28 February 2022.** After this date, schools will need to use Disability Inclusion Profile processes.

Schools in the following Areas will participate in **Year 3** of the Disability Inclusion Implementation:

* Inner Gippsland (South East Victoria Region)
* Ovens Murray (North East Victoria Region)
* Western Melbourne (South West Victoria Region)

Further guidance will be provided to schools in Year 3 of the Disability Inclusion Implementation in **Term 2 2022** confirming exact timelines for the commencement of Disability Inclusion Profile processes in their schools.

For further advice about the implementation of Disability Inclusion see:

[Disability Inclusion: increased support for students with disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/disability-inclusion.aspx)

[Disability Inclusion Funding and Support Model](https://www2.education.vic.gov.au/pal/disability-inclusion-funding-support/policy)

[Disability Inclusion Profile](https://www2.education.vic.gov.au/pal/disability-inclusion-profile/policy) guidelines on the Policy and Advisory Library for schools

For schools in all other areas, current processes under the [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx) **will remain unchanged during 2022 and 2023.**

1.3 The Program for Students with Disabilities

The Program for Students with Disabilities is a targeted supplementary funding program for Victorian government schools. It provides resources directly to Victorian government schools to support the provision of school-based educational programs for a defined population of eligible students with disability, with high needs.

These guidelines provide schools with:

* information on how to make an application for the Program for Students with Disabilities, including online registration and required documentation (see [pages 11 to 18](#Making_an_application) for more information)
* essential timelines for the application process (see [pages 8 to 10](#Timelines) for more information)
* links to support materials and templates (see [Appendices](#Appendix_A) for more information)
* key contact numbers and websites (see [Appendix H](#Appendix_H) for more information).

The Program for Students with Disabilities provides targeted supplementary resources to assist schools to meet their obligations under the *Disability Discrimination Act* 1992. These resources do not define or limit the support provided by a school for a student with disability. Schools are required to consider all resources available to them when planning for all students in their care, including students with disability.

A school’s requirement to make ‘reasonable adjustments’ is not dependent or conditional on the availability of resources under the Program for Students with Disabilities.

More information on the *Disability Discrimination Act* 1992 and adjustments can be found at: [Students with Disability: Policy](https://www2.education.vic.gov.au/pal/students-disability/policy) and [Disability Discrimination Act 1992](https://www.legislation.gov.au/Details/C2018C00125)

Information about the *Disability Standards for Education* 2005 can be found at: [Disability Standards for Education 2005 (Australian Government)](http://www.education.gov.au/disability-standards-education).

1.4 Objectives of the Program for Students with Disabilities

The Program for Students with Disabilities supports schools to achieve three key broad objectives:

1. **Student learning - support and improve the learning of students.**

Key performance indicators include reporting through the Victorian Curriculum framework, NAPLAN and school-based assessment.

1. **Student engagement and wellbeing - support the access and participation of students in an inclusive schooling system.**

Key performance indicators include attendance, retention and student school satisfaction survey.

1. **Student pathways and transitions - support transitions for students, into, through and post school.**

Key performance indicators include attendance, retention and On Track data.

1.5 Working in cooperative partnership

Parent/carer(s) can expect that school leaders and teachers will comply with the *Disability Standards for Education* 2005 and that the educational needs, participation and achievement of all students with disability, including those supported by the Program for Students with Disabilities, will be monitored and reviewed by a Student Support Group.

For more information about Student Support Groups, see: [Student Support Groups: Policy](https://www2.education.vic.gov.au/pal/student-support-groups/policy).

1.6 COVID-19

On 16 March 2020, a state of emergency was declared in Victoria to combat the spread of coronavirus (COVID-19). COVID-19 has presented unprecedented challenges to schools and families in maintaining continuity of education and support for children and young people with disability. Program for Students with Disabilities application processes are continuing during 2022, and flexibility has been incorporated into the administration of the program, particularly in regard to application timelines, and meeting and assessment protocols.

For up-to-date information refer to the Department’s [Coronavirus (COVID-19) advice](https://www.education.vic.gov.au/about/department/Pages/coronavirus.aspx) website.

2 Essential information

2.1 ELIGIBILITY

The Program for Students with Disabilities provides supplementary resources to schools to support the education of students with disability with high needs. These students must meet the eligibility criteria for one of seven program categories. The eligibility criteria were developed from guidelines set by the World Health Organisation.

The *Disability Standards for Education* 2005 apply to all students with disability, regardless of eligibility under the Program for Students with Disabilities, and it is essential that effective educational planning and support be undertaken for every student with disability. See [5.5 Procedure for Principals following ineligible outcome](#Procedure_ineligible_outcome) and [Students with Disability: Policy](https://www2.education.vic.gov.au/pal/students-disability/policy) for further advice.

Professional learning about the *Disability Standards for Education* 2005 is available at: [Disability standards for education 2005 eLearning](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/dselearning.aspx) and is highly recommended for all education staff working with students with disability.

2.2 Program categories and criteria

See [Appendix A](#_Appendix_A_1) for supporting evidence requirements and further information.

| **Category** | **Criteria** |
| --- | --- |
| 1. Physical disability | 1. A significant physical disability;   **AND / OR**   1. A significant health impairment;   **AND**   1. Requires regular paramedical support. |
| 1. Visual impairment | 1. Visual acuity less than 6/60 with corrected vision;   **OR**   1. That visual fields are reduced to a measured arc of less than 10 degrees. |
| 1. Hearing impairment | 1. A bilateral sensori-neural hearing loss that is moderate/severe/profound;   **AND**   1. The student requires intervention or assistance to communicate. |
| 1. Severe behaviour disorder | 1. Student displays disturbed behaviour to a point where special support in a withdrawal group or special class/unit is required;   **AND**   1. Student displays behaviour so deviant and with such frequency and severity that they require regular psychological or psychiatric treatment;   **AND**   1. The severe behaviour cannot be accounted for by: Intellectual Disability, Sensory (vision, hearing), Physical and/or Health issues, Autism Spectrum Disorder or Severe Language Disorder;   **AND**   1. A history and evidence of an ongoing problem with an expectation of continuation during the school years. |
| 1. Intellectual disability | 1. Sub-average general intellectual functioning which is demonstrated by a full-scale score of two standard deviations or more below the mean score on a standardised individual test of general intelligence;   **AND**   1. Significant deficits in adaptive behaviour established by a composite score of two standard deviations or more below the mean on an approved standardised test of adaptive behaviour;   **AND**   1. A history and evidence of an ongoing problem with an expectation of continuation during the school years. |
| 1. Autism Spectrum   Disorder | 1. A diagnosis of Autism Spectrum Disorder;   **AND**   1. Significant deficits in adaptive behaviour established by a composite score of two standard deviations or more below the mean on an approved standardised test of adaptive behaviours;   **AND**   1. Significant deficits in language skills established by a comprehensive speech pathology assessment demonstrating language skills equivalent to a composite score of two standard deviations or more below the mean. |
| 1. Severe language disorder with critical educational needs \* | 1. A score of three or more standard deviations below the mean for the student’s age in expressive and/or receptive language skills on TWO of the recommended tests   **AND**   1. The severity of the disorder cannot be accounted for by hearing impairment, social emotional factors, low intellectual functioning or cultural factors;   **AND**   1. A history and evidence of an on-going problem with the expectation of continuation during school years;   **AND**   1. A non-verbal score not lower than one standard deviation below the mean on one comprehensive intellectual test, with a statistically significant (p‹0.05) difference between verbal (VCI) and non-verbal (VSI/FRI/PRI) functioning (VCI‹VSI/FRI/PRI);   **AND**   1. Demonstrated critical educational needs equating to Program for Students with Disabilities funding levels three and above as determined by the validated results of the Educational Needs Questionnaire. |

\* Students with a severe language disorder who are not eligible for support under the Program for Students with Disabilities should be supported under the school’s Language and Learning Disabilities Support Program.

2.3 Types of applications

There are three types of applications within the Program for Students with Disabilities:

* New applications
* Reviews (Year 6-7, Short Term)
* Reappraisals

New applications are for students who are not currently in the Program for Students with Disabilities.

For students who are already in the Program for Students with Disabilities, the two types of applications that can be submitted are **Reviews** (Year 6-7, Short Term) and **Reappraisals**.

2.3.1 New applications

New applications can be submitted for students who are not currently in receipt of support from the Program for Students with Disabilities.

Only one application per student per year will be considered for entry into the Program for Students with Disabilities.

A new application will be required for students who have returned to the Victorian government school system after a period of time and funding has ceased because a Review (Year 6-7 or a Short Term) has not occurred.

2.3.2 Reviews

Year 6-7 Reviews

The Program for Students with Disabilities has been structured to review the educational progress of students with disability and the appropriateness of the funding allocation made to schools. It has been determined that a critical review point, in terms of establishing educational needs for support through the Program for Students with Disabilities, is Year 6 or the equivalent in specialist schools.

**Year 6-7** **Reviews must be submitted for:**

* all students undertaking transition from Year 6 to Year 7 attending mainstream schools
* students enrolled in specialist schools whose date of birth falls between **1 May 2010** and **30 April 2011**.

Year 6-7 Reviews are mandatory for students in receipt of Level 1 to 4 Program for Students with Disabilities support. Funding cannot be included in the 2023 Student Resource Package if the review has not been undertaken.

A Year 6-7 Review is required regardless of whether an application was submitted in the previous school year. In the rare instances when students are planning to repeat Year 6, the Year 6-7 Review should be completed during the year the student first commenced Year 6.

Where an application is submitted during a student’s Year 5, the timing of the Year 6-7 Review will be considered during evaluation. The preference is for a Year 6-7 Review to occur in Year 6 (or age equivalent in specialist schools), however in some circumstances this may need to be delayed until Year 7 (or age equivalent in specialist schools), to ensure that new assessments can occur.

For information about the documentation required for a Year 6-7 Review application see: [section 4.4.2](#Reviews).

Where a Year 6-7 Review has been undertaken and the Student Support Group considers that the student no longer meets the eligibility criteria for the Program for Students with Disabilities, the Year 6-7 Review application must still be submitted following the processes outlined in [section 4](#Making_an_application)**.**

A Year 6-7 Review should also be submitted for a student not enrolling in a Victorian government school for Year 7.

Current Year 6 students, or the equivalent in specialist schools, who are in receipt of **Level 5 or Level 6** support are exempt from the Year 6-7 Review process. Year 6 students with a Short Term Review **date of 2023** or later are also exempt from the Year 6-7 Review process. Where the Student Support Group believes that the educational needs of the student have changed, a reappraisal application may be submitted.

For information about transition to secondary school see: [Transitioning to Secondary School – Students with Disability.](https://www2.education.vic.gov.au/pal/transition-year-6-7/guidance/transitioning-secondary-schools-students-disability)

Short Term Reviews

Where there is a reasonable expectation that the student’s support needs could change over a period of time or where a review of the student’s situation might further clarify the educational needs an end date may be assigned and an appropriate review date will be set during the evaluation process.

A Short Term Review requires an application that addresses the eligibility requirements for the relevant category. It is the Principal’s responsibility to inform parents of the time limited funding when the school receives an outcome notification for the application and to ensure that a review occurs at the appropriate time if the student continues to have high needs.

Where the timing of the Short Term Review is set for when the student is in Year 6 (or age equivalent in specialist schools), the Short Term Review takes precedence and an application that addresses all eligibility criteria will be required rather than a Year 6-7 Review.

2.3.3 Reappraisal

Where it is believed that an adjustment to the level of support provided is needed for a student currently receiving support through the Program for Students with Disabilities, a Reappraisal can be submitted. The Reappraisal will establish if additional resources are required to address the student’s educational needs.

In order to submit a Reappraisal, the Principal must reconvene the Student Support Group to complete a new Educational Needs Questionnaire (see [Appendix B](#Appendix_B)). The level of resources that the school receives to support a student on the Program for Students with Disabilities will be adjusted in line with the new Educational Needs Questionnaire and supporting documentation provided by the Student Support Group.

Consultation with the appropriate Regional Disability Coordinator is recommended when considering a Reappraisal. The Regional Disability Coordinator can advise on the documentation required to support the revised Educational Needs Questionnaire ratings.

Only one Reappraisal per student per calendar year will be considered.

2.4 Supplementary information

2.4.1 Preps beginning in 2023

In most instances, parent/carer(s) of children with disability entering Prep in 2023 will approach schools from mid-2022 seeking to commence an enrolment and application process.

With children entering Prep it is advisable to include preschool teacher/s, preschool field officers or early intervention worker/s in initial Application Student Support Group meetings and request their assistance in completing an Educational Needs Questionnaire.

To facilitate transition and early notification of outcomes, schools may submit applications from September 2022.

For information about transition into school see: [Transition to School.](http://www.education.vic.gov.au/childhood/parents/transition/Pages/transition.aspx)

2.4.2 Support for students with a serious medical condition that has the potential to rapidly deteriorate

On rare occasions, students may have a serious medical condition that results in a rapid deterioration of a physical condition that is life threatening.

Principals and support staff should take particular care to identify students in these situations and immediately notify their Regional Director of the situation. Contacting the Regional Director (See [Appendix H](#Appendix_H)) will result in an immediate investigation and the provision of appropriate support.

The Principal and the Department will assume responsibility for the delivery of appropriate support at school to relieve the parent/carer(s) of any procedural concerns during this time as well as provide counselling and other support for the parent/carer(s) as required.

Program for Students with Disabilities applications for these students should be submitted as soon as practicable and the Principal’s covering letter should outline the circumstances and detail of how the student is being supported (see [section 3](#Timelines) and [section 4.7](#Letter)). Applications for students with seriously deteriorating medical or behavioural conditions may be submitted at any time and will be considered for funding from the first full term following receipt of a complete application.

2.4.3 Enrolment in Specialist schools

In Victoria, there are government specialist schools that provide specialised education for eligible students with specific disabilities. Students must meet the enrolment criteria of the particular specialist school in order to enrol. In most instances, these criteria include eligibility for the Program for Students with Disabilities under the appropriate Program for Students with Disabilities category. In addition, regional approval is required for admission to a specialist school. For specific information, contact the relevant specialist school.

Where a change of Program for Students with Disabilities category is required for enrolment in a specialist school the Principal should contact the Regional Disability Coordinator (see [Appendix H](#Appendix_H) for contact details) to discuss the requirements for the change of category. The Student Support Group should meet to discuss the requirements of the change of category, including the need for any assessments that provide evidence to establish eligibility for the new category.

A request for a change of category should then be sent to the Resource Coordination group, including a **brief** principal’s cover letter stating that a change of category is requested and reports and documentation to establish eligibility under the requested category (see [section 2.2](#Program_categories_and_criteria) and [Appendix A](#Appendix_A)). A change of category does not need to be submitted online. An Educational Needs Questionnaire, and Goals and Strategies do not need to be provided.

A change of category may be requested as part of the Year 6-7 Review or a Reappraisal. In this case, the Year 6-7 Review or Reappraisal must be submitted online according to the usual processes. In addition, the eligibility requirements for the relevant category must be addressed.

Enrolment Verification process for specialist schools in Disability Inclusion areas

Specialist schools that have transitioned to the new Disability Inclusion funding and support model must submit an enrolment verification request to the Department’s Specialist School Enrolment Verification Service in the enrolment section of the Policy Advisory Library available at: [Enrolment: Enrolment in specialist schools](https://www2.education.vic.gov.au/pal/enrolment/guidance/enrolment-specialist-schools).

2.4.4 Students turning 19 or 20 in 2022 in the Program for Students with Disabilities

In considering enrolment arrangements for students who are turning 19 or 20 in 2022, schools should refer to the age eligibility and approval requirements for government schools in the Enrolment section of the Policy and Advisory Library, available at: [Policy and Advisory Library – Enrolment.](https://www2.education.vic.gov.au/pal/enrolment/policy)

For students who are turning 19 or 20 in 2022 and in the Program for Students with Disabilities, documentation is required to demonstrate that the enrolment complies with the Admission policy, to enable the continuation of existing funding arrangements.

Schools are referred to the guidelines, form and timelines for this group of students available at: [Students turning 19 or 20 and completing a senior secondary course in 2022.](https://psdms.eduweb.vic.gov.au/home/Home.aspx)

2.4.5 International students

Applications on behalf of international students can be made under the Program for Student with Disabilities on the same basis as for other Victorian government school students. The application is to be submitted by the school once the enrolment has commenced, and it is requested that the student’s international status be noted in the application’s covering letter. For information about international student enrolment processes see: [International Student Program.](https://www2.education.vic.gov.au/pal/international-student-program/policy)

3 Timelines

In recognition of the particular challenges related to **COVID-19**, flexibility continues to be applied to Program for Students with Disabilities timelines.

Supplementary Program for Students with Disabilities application dates have been established and schools are able to submit applications throughout the school year. Although this provides greater flexibility, schools are encouraged to submit applications as soon as possible, to allow earlier notification and opportunities for planning support for the student.

For many applications, funding will be available from the full term following receipt of a **complete** application. Please note that where an application is not complete and follow up or additional information is required, this will increase the application processing time and the outcome notification may be delayed.

3.1 When can a school expect funding to be provided?

**3.1.1** The following application types can be submitted **at any time** and funding will be considered from the **first full term following receipt of complete application**:

**New applications for existing students**, **including students with seriously deteriorating conditions who are not currently in receipt of support through the Program for Students with Disabilities.**

**Reappraisals for students currently supported through the Program for Students with Disabilities who have increased needs**. Adjustments to the level of resources in line with the new Educational Needs Questionnaire and supporting documentation will apply from the first full term following receipt of a complete Reappraisal.

**3.1.2** For the following application types, funding will be considered from the **first full term of school attendance:**

**New applications for preps and students transferring from other school systems (who were not being provided with individual support) beginning school in 2022** received by **6 May 2022** will be considered for funding from **the first full term of attendance.**

Applications received **after 6 May 2022** will be considered for funding the first full term following receipt of the complete application.

**New applications for students transferring from other school systems, with evidence of previous funding submitted within one term (10 school weeks) of the student commencing at the school.**

This includes interstate and overseas transfers from a setting that provided individual funding for the student’s additional learning needs immediately prior to transfer.

Applications received more than one term from school commencement will be considered for funding the first full term following receipt of the complete application.

**3.1.3** For the following application types, funding will be considered for **Term 1, 2023:**

**Year 6-7 and Short term review applications for students currently enrolled and supported by the Program for Students with Disabilities,** with funding end dates of **Term 4 2022** can be submitted **any time.**

Schools are encouraged to submit reviews as soon as possible. Applications received by **14 October 2022** will allow sufficient time for notification and opportunities for planning support for the student in **2023**.

**New applications** for **students commencing school in 2023 (i.e. future Preps beginning in 2023 and future transfers from other systems not previously funded**).

Schools are encouraged to submit applications from **September 2022 to** allow earlier notification and opportunities for planning support and school transition in **2023**.

For further information, please refer to the Timing of application submission and funding provision table below.

3.2 Timing of application submission and funding provision

| **Application type** | **Timing of Application** | **Funding to commence  (if eligible)** |
| --- | --- | --- |
| **New applications** for **existing students** currently enrolled and not supported by the PSD, including students with seriously deteriorating medical or behavioural conditions | Submit any time | First full term following receipt of complete application |
| **Reappraisals** for students with increased needs | Submit any time | First full term following receipt of complete application |
| **New applications for students commencing school in 2022** (new preps and transfers from other systems not previously funded) | Submit by 6 May 2022\* | First full term of attendance |
| **New applications** for students transferring from other school systems with evidence of individual funding prior to transfer | Submit within 10 school weeks of the student commencing\* | First full term of attendance |
| **Year 6-7 and Short Term Reviews** for students  currently enrolled and supported by the PSD with funding end dates of **Term 4 2022** | Submit any time during 2022 | Term 1, 2023 |
| **New applications** for **future** **students commencing school in 2023**  - Preps beginning in 2023  - transfers from other systems beginning in 2023 | Submit from September, 2022 | Term 1, 2023 |

**\*** Applications received after this date are considered for funding the first full term following receipt of the complete application.

3.3 Notification dates during 2022

There will be regular outcome notifications throughout 2022. Please refer to the table below for when notification can be expected following of receipt of a **complete** application. Incomplete applications that require follow up or additional information will lead to increased processing time and a delay in notification.

Please note that notification dates are based on current service capacity and may need to be adjusted as required.

|  | Complete application received by: | Application notified by: |
| --- | --- | --- |
| **Term 1** | 12 Jan 22 | 21 Jan 22 |
| 7 Feb 22 | 28 Feb 22 |
| 28 Feb 22 | 1 Apr 22 |
| **Term 2** | 8 April 22 | 6 May 22 |
| 6 May 22 | 17 June 22 |
| 27 May 22 | 24 Jun 22 |
| **Term 3** | 24 Jun 22 | 22 Jul 22 |
| 22 Jul 22 | 2 Sep 22 |
| 19 August 22 | 30 Sept 22 |
| **Term 4** | 16 Sept 22 | 14 Oct 22 |
| 14 Oct 22 | 11 Nov 22 |
| 11 Nov 22 | 9 Dec 22 |

**Funding allocation**

Following an outcome notification for an eligible application, schools will be able to identify the funding in the next Student Resource Package (SRP) update released to schools at the end of each term. This will include any funding for prior terms in line with the outcome notification.

4 Making an application

It is the responsibility of schools to prepare and submit applications for support of students through the Program for Students with Disabilities.

The Application checklist for Principals outlines the application process. Principals are advised to review this document before submitting an application and to plan for sufficient time to complete all necessary components of the application before application closing dates.

Applications that are received without the signature of a Department Nominee, Principal and parent/carer(s) may be deemed as incomplete and delay processing. Please refer to [section 4.2](#ApplicationSSG) for information about student support group meetings conducted through alternative arrangements.

Both the online and hard copy applications must be completed and received by the Resources Coordination Group by the closing date.

**Summary of the Program for Students with Disabilities application process**

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Student enrols** and printed information about school and the Program for Students with Disabilities is provided to parent/carer(s) | **SSG established** and existing documentation examined | **Further assessment occurs if necessary.** Assessments Australia undertakes eligibility assessment for ID and SLD categories | **SSG and DET nominee meet to check eligibility criteria and complete ENQ.** Documentation supporting eligibility and ENQ indicators collated | **Application submitted online and in hard copy** following completion of the Application checklist for Principals | **Resources Coordination Group ensures eligibility criteria met.** Level of funding determined School receives notification | **SSG meets** to make recommend-ations to the Principal regarding implementation of the educational plan for student. | **Student Review**  In Year 6, or age equivalent in specialist school  Short Term Review, at a designated time. |
| **Student Support Group (SSG) meets regularly to develop and oversee educational plan for student** | | | | | | | |

4.1 Student Support Groups

A Student Support Group is mandatory for students in the Program for Students with Disabilities.

The members of the Application Student Support Group are to be:

* the Principal (or nominee)
* the parent/carer(s) and their advocate, if requested by the parent/carer(s) and
* the student (where appropriate)

The Application Student Support Group which convenes to complete an application to the Program for Students with Disabilities will also include a Departmental nominee.

A Student Support Group is a cooperative partnership between the parent/carer(s), school representatives and professionals to ensure coordinated support for the student’s educational needs. It is the responsibility of the Student Support Group to:

* Identify the student’s learning and support needs
* gather and review information that may help to determine any adjustments to be made to the curriculum, as well as appropriate teaching and learning approaches
* provide advice and guidance on an appropriate educational program
* undertake personalised learning and support planning for the student
* discuss planning with teachers and provide support on the implementation of learning and support adjustments
* provide advice to the principal concerning the additional educational needs of the student and the types of resources that will meet these needs
* review and evaluate the student’s program once per term, and at other times if requested by any member of the group.

Information about Student Support Groups is available at: [Student Support Groups: Policy](https://www2.education.vic.gov.au/pal/student-support-groups/policy).

4.2 Application Student Support Group Meeting

The Student Support Group is central to making an application under the Program for Students with Disabilities. When the Student Support Group meets for the purpose of submitting an application for the Program for Students with Disabilities, the Student Support Group is joined by a Department of Education and Training (DET) nominee. During this meeting, the Student Support Group will complete the Educational Needs Questionnaire and the Student Learning and Support Statement (Goals and Strategies). Consultants and professionals with specific expertise may be invited to assist the group’s decision making and their understanding of the student’s educational needs.

Where the Application Student Support Group Meeting is held using alternative arrangements such as teleconferencing, the parent/carer(s) will not be physically present to sign the Student Support Group Declaration on the Application Summary Form ([Appendix D](#Appendix_D)).

In this situation, the Principal can email the completed Application Summary Form to the parent/carer(s) with the Privacy and Security Notice ([Appendix E](#Appendix_E)), requesting that the parent/carer(s) reply to the Principal’s email, confirming:

* their participation in the Application Student Support Group meeting
* the Application Summary Form accurately represents the circumstances of the student
* they have read and accepted the Privacy and Security Notice ([Appendix E](#Appendix_E)).

Where Application Support Group meetings are conducted using alternative arrangements, the DET Nominee may also not be physically present at the Application Support Group meeting. In this situation, the Principal can email the completed Application Summary Form to the DET Nominee, requesting that the Nominee reply to the Principal’s email, confirming:

* their participation in the Application Student Support Group meeting
* the Application Summary Form accurately represents the circumstances of the student
* that the Application Student Support Group meeting is convened according to Department guidelines.

The confirmation emails/s should then be attached to the Application Summary Form and submitted with the application. In circumstances where emailed confirmation is not possible it is recommended that the Principal contact the relevant Regional Disability Coordinator.

For further information about conducting SSGs using Video and Teleconferencing, see: [Student Support Group Meeting via video/teleconferencing.](https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx" \l "/app/content/2020/support_and_service_(schools)%252Fstudent_safety_and_support%252Fstudents_with_disabilities%252Fprogram_for_students_with_disabilities)

The Application Student Support Group should:

* 1. Carefully examine the documentation and determine whether an application under one of the seven categories of the Program for Students with Disabilities would be supported ([Appendix A](#Appendix_A)).
  2. Complete the Educational Needs Questionnaire ([Appendix B](#Appendix_B)) by agreeing on a descriptor that best matches the student’s current level of educational need, and place the number of the descriptor in the box. The key indicators of educational need are designed to be completed based on observable characteristics of the student. Ensure that the agreed numbers are supported by appropriate documentary evidence.
  3. Transfer the agreed Educational Needs Questionnaire numbers to the Application Summary Form ([Appendix D](#Appendix_D)). Only one number should be placed in each box.
  4. Complete the Student Learning and Support Statement – Goals and Strategies ([Appendix C](#Appendix_C)). (Abilities Based Learning and Education Support (ABLES) is a teaching and learning resource that can inform the Student Learning and Support Statement – Goals and Strategies).
  5. Ensure all required documentation is attached (see Documentation Checklist on [Appendix G](#Appendix_G)) and that the application has been signed by all the relevant members of the Application Student Support Group.
  6. Provide a copy of the Privacy and Security Notice, in writing, to the parent/carer(s) of students for which an application has been prepared. See [Appendix E](#Appendix_E)for a copy of the Privacy Statement which details how the application information is to be used, maintained and accessed, in line with Victorian privacy law.

The Principal should ensure that all steps have been completed and a copy of the Application Summary Form (see [Appendix D](#Appendix_D)), all documentation and the Educational Needs Questionnaire is kept for school records.

Department of Education and Training Nominee

Department of Education and Training Nominees are senior Department staff (Principals, Assistant Principals, Leading Teachers or Student Support Service staff), approved by the Region, who have received training regarding the requirements of the Program for Students with Disabilities. The Principal is required to ensure that a Department Nominee (who is not from the school submitting the application) is present at the Application Student Support Group meeting. The role of the Department Nominee is to support the Principal and the Application Student Support Group by acting as an impartial ‘critical friend’, during the completion of the Application, and to ensure that the Application Student Support Group meeting is convened according to Department guidelines[: Program for Students with Disabilities guidelines](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx).

The Department Nominee assists in the application process by ensuring that the application contains all the requisite supporting information.

Before signing the Application Summary Form, the Department Nominee will check that:

* each section of the application is complete and attached
* the application contains all the necessary evidence to demonstrate each of the relevant eligibility criteria and Educational Needs Questionnaire sections (as per the Documentation Checklist in [Appendix G](#Appendix_G))
* all attached reports are current, dated and signed.

Guidelines for Department Nominees are available from Regional Disability Coordinators.

Contact details of Department of Education and Training Nominees are available from the relevant Regional Disability Coordinator (see[Appendix H](#Appendix_H)).

4.3 Assessment service for students in the categories of intellectual disability and severe language disorder with critical educational needs

The Department provides an assessment service for schools applying to the Program for Students with Disabilities on behalf of students in the categories of intellectual disability and severe language disorder with critical educational needs. Assessments Australia manage and administer this assessment service on behalf of the Department.

**Assessment of students in the categories of intellectual disability and severe language disorder with critical educational needs must be completed through this service.**

Assessments Australia provide cognitive and language assessments to establish a student’s eligibility under the intellectual disability and severe language disorder with critical educational needs categories of the Program for Students with Disabilities. This includes new applications, Reviews (Year 6-7, Short Term) and changes of category into intellectual disability or severe language disorder with critical educational needs. Assessments Australia do not provide assessments for Reappraisals.

Schools that have transitioned to Disability Inclusion may continue to refer students to the assessment service in order to establish whether a student has an intellectual disability or severe language disorder with high functional needs. Whilst cognitive and language assessments will not be required to determine eligibility for a Disability Inclusion Profile, these assessments will continue to assist schools and families to better understand a student’s educational support needs, and may inform the Disability Inclusion Profile.

The assessment service also provides cognitive assessments to support the Department’s Specialist School Enrolment Verification process in specialist schools (intellectual disability) that have transitioned to Disability Inclusion.

4.3.1 Referrals

Assessments Australia accept referrals for students likely to be eligible under the categories of intellectual disability and severe language disorder with critical educational needs for the Program for Students with Disabilities. When making a referral, the school should use the current referral forms that are provided electronically in the Assessments Australia referral pack.

Schools are advised to contact Assessments Australia well before application closing dates to ensure that adequate time is allowed for appropriate assessment and reporting, the Student Support Group meeting and submission of online and hard copy applications.

If a referral does not contain sufficient evidence to indicate the likelihood of a student meeting the relevant eligibility criteria, then Assessments Australia will provide feedback to the school about the reasons the referral was not accepted and appropriate actions the school may take. This may include the establishment of a Student Support Group, advice regarding personalised learning and support planning, or referral to Student Support Service staff or further assessment and advice.

4.3.2 Students already assessed

For applications under the intellectual disability category, a full assessment includes a cognitive assessment, adaptive behaviour assessment (Vineland) and detailed case history. Referrals to Assessments Australia are not required for students already fully assessed by external professionals or Student Support Service staff.

The Resource Coordination Group will accept applications that include external assessment reports, provided that the assessments have been administered in accordance with the Program for Students with Disabilities professional guidelines, which are available from Regional Disability Coordinators, and all relevant eligibility criteria have been addressed. Where an external assessment report does not include a current assessment of adaptive behaviour, this can be provided by Assessments Australia, to support the PSD application process.

Schools should contact either their Regional Disability Coordinators or Assessments Australia for advice as required. See [Appendix H](#Appendix_H)for contact details.

4.3.3 Educational Needs Questionnaire

It is the responsibility of the school and Student Support Group to gather evidence to substantiate Educational Needs Questionnaire indicators ([Appendix B](#Appendix_B)). For applications on behalf of students in the categories of intellectual disability and severe language disorder with critical educational needs, Assessments Australia endeavour to present a complete profile of a student’s educational needs. However, for some students, additional supporting evidence will be required from local service providers, including relevant health or allied health professionals and Student Support Service staff to substantiate Questionnaire indicators.

Schools are also reminded that responsibility for submitting completed online and hard copy Program for Students with Disabilities applications remains with the school.

Information about the assessment service, including any changes in response to **COVID-19**, can be found at: [Assessment Service for the Program for Students with Disabilities.](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdassessment.aspx)

4.3.4 Assessments Australia contact details

Phone: (03) 9678 5100

Email: [PSD-AS@assessments.com.au](mailto:PSD-AS@assessments.com.au) Web: [Program for students with disabilities in Victoria | MAX Solutions.](https://www.maxsolutions.com.au/program-for-students-with-disability)

4.4 Evidence related to program eligibility

An application for the Program for Students with Disabilities must contain current evidence, such as reports and other documents that address the eligibility criteria ([Appendix A](#Appendix_A)) and Educational Needs Questionnaire ([Appendix B](#Appendix_B)). Evidence must be current at the time the application is received.

A range of documentation may already be held by the parent/carer(s), for example information associated with an early intervention program. It is expected that additional formal assessments will only be required in situations where no current and appropriate assessment reports are available.

Assessment reports should be current, signed and dated. Documentation should be student specific and should not include information regarding other students. Electronically approved signatures will only be accepted from medical specialists and organisations with publicly available protocols for electronically approved signatures, e.g. the Royal Children’s Hospital.

Students must meet the eligibility criteria for one of seven categories. In some Program for Students with Disabilities categories, eligibility guidelines require administration of standardised tests. These tests have been developed and standardised for face to face administration. Using standardised procedures in administration, observation, scoring and interpretation ensures the integrity of the test and test process and allows for a valid and meaningful assessment.

It is expected that assessments for the purpose of establishing eligibility for the Program for Students with Disabilities. will be conducted using standardised face to face administration. Where this is not possible, it may be necessary to delay these assessments. See: [Program for Students with Disabilities guidelines](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx).

**The following documents should not be submitted as evidence of disability:**

Information that identifies other students or their families, sensitive information about the child and family that is not relevant to the application, suspension notices, school records of misdemeanors, IRIS reports, other incident reports including police/court orders, photographs, audio/video tapes, work samples, comprehensive student-subject reports or Abilities Based Learning and Education Support (ABLES) assessment data.

**See** [Appendix G](#_Appendix_G_1) **for details and a checklist of supporting documentation required for each category.**

Schools are reminded to follow information and privacy requirements when collecting information about individual students, see: [Privacy and information sharing policy](https://www2.education.vic.gov.au/pal/privacy-information-sharing/policy).

4.4.1 New applications

Once the parent/carer(s) and Principal have gathered documentation containing evidence of the student’s disability and educational needs, a decision must be made as to whether it meets the criteria for at least one of the categories of the Program for Students with Disabilities.

Students with multiple disabilities are considered to be eligible if evidence is provided that meets the eligibility criteria for at least one of the categories in the Program for Students with Disabilities.

If documentation meets the eligibility criteria as outlined in [Appendix A](#Appendix_A), the Principal will arrange for a Student Support Group meeting to be convened.

When parent/carer(s) and the Principal examine the information collected, it will be clear in a number of cases that eligibility cannot be established for the Program for Students with Disabilities. In these cases, the Principal is required to make arrangements to provide an appropriate educational program from within the available resources provided to the school. Continuing an application that clearly does not meet any of the criteria will be unsuccessful and raise unnecessary concerns and expectations.

4.4.2 Reviews

Year 6-7 Reviews

The documentation submitted as part of a Year 6-7 Review should demonstrate whether the student continues to meet the eligibility criteria for one of the seven categories of the Program for Students with Disabilities and the student’s level of educational need as demonstrated by a current Educational Needs Questionnaire ([Appendix B](#Appendix_B)). Some documents/reports submitted as part of the original application may remain valid, and will not need to be re‑submitted for the Year 6-7 Review. See table (Year 6-7 Review documentation requirements)belowand the Documentation Checklist ([Appendix G)](#Appendix_G)for details.

The level of funding provided to a school for the support of a student with a disability is based on the supported Educational Needs Questionnaire indicators submitted by the school. Therefore, if the student continues to meet the eligibility criteria, the level of funding provided to support the student will be adjusted according to the new Educational Needs Questionnaire indicators.

Where a student, upon review, is considered by the Student Support Group to **no longer meet the criteria** for eligibility for the program, a Student Support Group meeting should be held to identify the student’s educational needs and plan the support that will be required for the student’s transition into secondary school.

Regardless of whether the Student Support Group considers the student to meet the eligibility criteria for the Program for Students with Disabilities, a Year 6-7 Review should be submitted. This will ensure that appropriate information is available to the Resources Coordination Group, should the student require additional assistance in the future.

During the Year 6-7 Review process, the secondary school in which the student anticipates enrolling should be invited to attend the Year 6-7 Review Student Support Group meeting.

**Year 6-7** **Review documentation requirements**

| Category | Documentation required |
| --- | --- |
| Physical disability | * A current report from a medical/paediatric specialist (not more than two years old) * A current signed report from a paramedical professional (not more than two years old) |
| Visual impairment | * A current signed report from an ophthalmologist/Educational Vision Assessment Clinic (not more than one year old) |
| Hearing impairment | * A current signed report from an audiologist (not more than one year old) * A current signed audiogram (not more than one year old) |
| Severe behaviour disorder | * A signed report from a psychologist containing a current Child Behaviour Checklist (CBCL) (not more than one year old) * Current evidence from a psychologist/psychiatrist of the need for ongoing psychological/psychiatric treatment (not more than two years old) * A current Student Management Plan (not more than one year old) |
| Intellectual disability | * A signed report from a psychologist containing a current cognitive assessment (not more than two years old) and a current Vineland Adaptive Behaviour Scale (not more than one year old) |
| Autism Spectrum Disorder | * A signed report from a psychologist, containing a current Vineland Adaptive Behaviour Scale (not more than one year old) * A signed report from a speech pathologist containing a current comprehensive speech pathology assessment (not more than one year old) |
| Severe language disorder with critical educational needs | * A current signed report from a speech pathologist containing two language assessments (not more than one year old) * A current signed report from a psychologist containing a cognitive assessment (not more than two years old) |
| All categories | * Current evidence/appropriate reports to support agreed Educational Needs Questionnaire levels |

Short Term Reviews

A Short Term Review requires an application that addresses the eligibility requirements for the relevant category. Please refer to the Documentation Checklist ([Appendix G)](#Appendix_G) for details.

The documentation submitted as part of a Short Term Review should demonstrate whether the student continues to meet the eligibility criteria for one of the seven categories of the Program for Students with Disabilities and the student’s level of educational need, as demonstrated by a current Educational Needs Questionnaire([Appendix B](#Appendix_B)).

For Short Term Reviews, in some instances, evidence submitted in the previous application may be accepted. For example, under the Severe Behaviour Disorder category this may include assessments addressing exclusions for intellectual disability and language disorder. Consultation with the relevant Regional Disability Coordinator is recommended regarding the evidence required when planning for a Short Term Review application.

4.4.3 Reappraisals

Where it is believed that an adjustment to the level of support provided is needed for a student currently receiving support through the Program for Students with Disabilities, a Reappraisal can be submitted. The Reappraisal will establish if additional resources are required to address the student’s educational needs.

The Reappraisal must provide additional current evidence, such as reports from relevant professionals, to support the new Educational Needs Questionnaire indicators ([Appendix B](#Appendix_B)). It is highly recommended that schools consult with the relevant Regional Disability Coordinator regarding the evidence required to support the Educational Needs Questionnaire indicators, when planning to submit a Reappraisal.

The agreed indicators must be transferred to the Application Summary Form. An updated Student Learning and Support Statement (Goals and Strategies) indicating how the additional resources would be used to support the student should be attached to the Application Summary Form. An online application must also be completed on the Program for Students with Disabilities Management System (PSDMS). Schools are advised to contact the relevant Regional Disability Coordinator who can advise on the documentation required to support the revised Educational Needs Questionnaire ratings.

Please note that Assessments Australia does not provide assessments for Reappraisals.

4.5 PSD Applications Helpline

The **PSD Applications Helpline** provides assistance and advice to schools about general matters relating to the Program for Students with Disabilities **application process**, such as:

* the Program for Students with Disabilities Guidelines
* the Program for Students with Disabilities application timelines and application process
* requirements for different types of applications
* relevant Department of Education and Training circulars

Schools can contact the **PSD Applications Helpline** on **1300 308 964.**

Schools can contact the PSD Applications Helpline for matters related **to processing and administration of the application process.**

Schools with queries related to individual students may contact their Regional Disability Coordinator (see [Appendix H](#Appendix_H)).

4.5.1 Other queries

**Parent/carer(s)** with questions about the **Program for Students with Disabilities**, or the progress of an application should direct their queries to **their child’s school**. Parents may also contact the relevant **Regional Disability Coordinator** in their region (see [Appendix H](#Appendix_H)).

**Schools** with queries about technical matters relating to the **Program for Students with Disabilities Management System (PSDMS)**, or individual student funding should direct these to the **PSDMS Service Desk**. Service requests can be logged via the:

[Services Portal - DET Portal (educationapps.vic.gov.au)](https://services.educationapps.vic.gov.au/dp) or phone: **1800 641 943**

**Schools** with queries about **their Student Resource Package** should direct these to the **SRP Helpdesk.** Service requests can be logged via the:

[Services Portal - DET Portal (educationapps.vic.gov.au)](https://services.educationapps.vic.gov.au/dp) or phone: **1800 641 943**

**Schools** with queries related to **individual students** may contact their **Regional Disability Coordinator** (see [Appendix H](#Appendix_H)).

4.6 Online application process – Program for Students with Disabilities Management System

All applications for the Program for Students with Disabilities must be submitted online through the Program for Students with Disabilities Management System (PSDMS), available at:

[Program for Students with Disabilities Management System (PSDMS)](http://www.eduweb.vic.gov.au/PSDMS/Home.aspx).

Both the online and hard copy applications must be completed and received by the Resources Coordination Group by the closing date. Schools are advised to allow sufficient time for such factors as online processes and mail delivery. Hard copies of applications that have not been submitted online may be deemed incomplete and delay processing.

Please ensure that the Educational Needs Questionnaire indicators are the same in both the online and hard copies of the application. A copy of all the information provided with an application must be kept by the school in a secure location.

Please note that requests for a change of category do not need to be submitted online.

There are three steps to submitting applications online:

* 1. Ensure student details are registered on PSDMS through CASES21. This step will take up to three working days – it can be completed at any time before the application is submitted. It is advisable to complete this step as soon as possible.
  2. Enter all the required information, including Educational Needs Questionnaire indicators and Student Learning and Support Statement (Goals and Strategies), and submit the application.
  3. Print the Application Summary Form, and attach to the signed Application Summary Form and other supporting documentation (See Documentation Checklist in [Appendix G](#Appendix_G)).

Quick reference guides providing step-by-step instructions for schools are available on the home page of PSDMS. See: [Program for Students with Disabilities Management System (PSDMS).](http://www.eduweb.vic.gov.au/PSDMS/Home.aspx)

4.6.1 Program for Students with Disabilities Management System (PSDMS) Support

The PSDMS Service Desk will provide support to schools with technical matters relating to PSDMS and individual student funding. Service requests can be logged via the: [Services Portal - DET Portal (educationapps.vic.gov.au)](https://services.educationapps.vic.gov.au/dp) or phone: **1800 641 943.**

Prior to logging a service request, it is recommended that schools refer to the related PSDMS Quick Reference Guides on the home page of PSDMS at: [Program for Students with Disabilities Management System (PSDMS).](http://www.eduweb.vic.gov.au/PSDMS/Home.aspx)

4.7 Covering letter

Principals are asked to include a brief **one-page** covering letter with the application. This letter should contain **only** the following key details to identify the type of application and student’s circumstances:

* student name (including previous name if applicable)
* Program for Students with Disabilities identification number
* type of application (e.g., Year 6-7 Review etc.)
* category under which the application is being submitted
* school name
* international student status, where relevant
* out-of-home care status, where relevant
* status of a student with a serious medical or behaviour condition that has potential to rapidly deteriorate, where relevant
* outline of the school, area and other resources that have been utilised to support the student, where relevant.
* reason for application outside the published timelines, where relevant.

There is no need to summarise the documentation in the application, as the information required to address eligibility criteria and to support the Educational Needs Questionnaire ratings will be provided in the reports and statements contained in the application.

4.8 Submitting the documentation and checklist

Once the application has been registered online, forward a hard copy of the signed Application Summary Form (see [Appendix D](#Appendix_D)) from the Program for Students with Disabilities Management System (PSDMS) with the Student Learning and Support Statement (Goals and Strategies) (see [Appendix C](#Appendix_C)) and supporting documentation to:

**Resources Coordination Group  
Program for Students with Disabilities  
Locked bag 32005  
Collins Street East, VIC 8003**

Schools are requested to fasten the completed application with one staple or clip only. Do not bind or place in a plastic pocket. Faxed, emailed, couriered or hand-delivered applications cannot be accepted.

Applications received without the signature of a Department Nominee, Principal and parent/carer(s) may be considered incomplete and delay processing.

It is essential that **all** necessary documentation is included with the application. The Document Checklist (see [Appendix G](#Appendix_G)) sets out the required documentation for each category.

5 After the application is submitted

5.1 What happens after the application is submitted?

The Department evaluates Program for Students with Disabilities applications in the light of documentation and responses to the Educational Needs Questionnaire provided by the school and parent/carer(s) during an Application Student Support Group meeting.

Program for Students with Disabilities eligibility is determined using evidence provided by the Student Support Group to address the relevant eligibility criteria.

Educational Needs Questionnaire numbers are nominated by the Student Support Group and documentation from relevant professionals is submitted with the application, to validate these numbers. Program for Students with Disabilities funding levels are generated from the validated indicators.

The Resources Coordination Group, comprising regional representatives and consulting professionals, will:

* check that all relevant documentation has been provided
* request additional information from the Student Support Group if necessary (via email to the school Edumail account)
* ensure that the Educational Needs Questionnaire indicators reflect the information in the documentation provided
* note the Student Learning and Support Statement (Goals and Strategies)
* determine if the application meets the eligibility criteria for the Program for Students with Disabilities.

Where an application is incomplete, it may be deemed ineligible or notification of outcome may be delayed. Principals and Department nominees should refer to the Documentation Checklist in [Appendix G.](#Appendix_G)

5.2 Notification of outcome of the application

Principals are required to check the Program for Students with Disabilities Management System (PSDMS) for outcomes of applications, see: [Program for Students with Disabilities Management System (PSDMS).](http://www.eduweb.vic.gov.au/PSDMS/Home.aspx)

It is the Principal’s responsibility to notify the parent/carer(s) of the outcome of the application. The Principal will reconvene the Student Support Group regardless of the outcome of the application to inform the group of the outcome and plan ongoing support for the student.

Principals should also take note of whether the notification letter includes an end date for the funding. It is the Principal’s responsibility to inform the parent/carer(s) of the time limited funding and to ensure that a Short Term Review occurs at the appropriate time, if the student continues to have high needs.

For an ineligible outcome where the Student Support Group believes there were process deficiencies in the consideration of an application, or where additional clinical or professional evidence is available that was not submitted in the original application, an appeal can be submitted (see [page 19](#Appeal_process)).

For key notification timelines, see [pages 8to10](#Timelines).

5.3 Resources provided to the school

If an application meets the eligibility criteria of the Program for Students with Disabilities, an allocation of additional funding will be provided as part of the Student Resource Package of the school/s that the student attends in accordance with enrolment details registered on Program for Students with Disabilities Management System (PSDMS).

Schools are required to consider all resources available to them when planning for all students within their care, including students with disability. Availability of supplementary resources through the Program for Students with Disabilities does not define or limit the support provided by a school for a student with disability.

Program for Students with Disabilities resources are allocated in line with the Student Resource Package guide. Schools can identify the funding allocation for an eligible student in the next Student Resources Package update that follows the receipt of an outcome notification for the student. Funding will begin from the allocated start date for the notified application.

The allocated start date will take into account the type of application and the date the complete application was received. Applications will usually be considered for funding from the first full term following receipt of a complete application. Program for Students with Disabilities supplementary resources are provided following the establishment of program eligibility.

For information about the timing of notification of application outcomes and provision of Program for Students with Disabilities resources see[section 3**.**](#Timelines)

For information on the Student Resource Package funding model see: [Student Resource Package.](https://www2.education.vic.gov.au/pal/student-resource-package/policy)

The Student Support Group will have a key role in advising the Principal on the educational program for the student and the nature of the additional resources required to support the program. When making recommendations to the Principal about the additional resources to support a student on the Program for Students with Disabilities, the Student Support Group should consider how the resources could best be used to:

* implement identified adjustments and strategies to meet the needs of the student
* build the capacity of the school and teaching staff to provide support for students with additional learning needs
* increase the student’s ability to independently access learning.

It is important that the Student Support Group consider specific, targeted evidence-based strategies that will have lasting and long-term benefit for the student, as well as building the capacity of the school to provide an effective, inclusive curriculum for students with additional learning needs. For example, evidence-based strategies such as conducting a functional behavior assessment and developing and implementing a behavior support plan will assist in supporting a student with behaviours of concern.

Resources from the Program for Students with Disabilities can be used in a number of ways to support students, including providing:

* evidence-based teaching strategies and programs e.g. direct instruction, response to intervention etc.
* teaching staff
* specialist staff (e.g. Special Needs Coordinator, occupational therapists, speech pathologists, board certified behaviour analysts)
* teacher professional development
* specialist equipment/materials, including assistive technology
* education support staff.

Where a school is allocated resources to support more than one student, the Principal may choose to liaise with members of the Student Support Groups to discuss and evaluate any common requirements, for example, the funding of therapy services or special needs teacher positions.

For information on the Student Resource Package funding model see: [Student Resource Package.](https://www2.education.vic.gov.au/pal/student-resource-package/policy)

5.3.1 Nationally Consistent Collection of Data on Students with a Disability (NCCD)

Schools are required to record the disability category and level if adjustment provided for all students with disability for the Nationally Consistent Collection of Data on Students with a Disability (NCCD), irrespective of whether the student meets the eligibility requirements of the Program for Students with Disabilities.

For further information see: [Nationally Consistent Collection of Data on School Students with Disability](https://www.education.vic.gov.au/school/teachers/classrooms/Pages/stories_NCCD-on-School-Students-with-Disability.aspx).

5.3.2 Attendance

In Victoria, schooling is compulsory for children and young people aged from 6 – 17 years unless an exemption has been granted, in accordance with the Education and Training Reform Act 2006. Students are expected to attend the school in which they are enrolled, during normal school hours every day of each term.

**Attending two schools**

Where agreement has been reached that a student is enrolled and attends two schools, the allocation will be provided on a pro-rata basis consistent with the enrolment details registered on Program for Students with Disabilities Management System.

**Transferring to another school**

If a student transfers to another Victorian government regular or specialist school during the year, the allocation will transfer on a pro-rata (each term) basis to the new school.

**Re-engagement programs**

In some situations, a school may receive Program for Students with Disabilities resources for a student who attends a regionally approved re-engagement program while remaining enrolled in their current school. Re-engagement programs operate outside school settings and provide a tailored and supportive learning environment for children and young people who are disengaged, or have been identified at risk of disengaging, from school.

Schools accessing a re-engagement program for an enrolled student pay a placement fee to the provider of the re-engagement program. In addition to Student Resource Package (SRP) funding, pro-rata transfer of Program for Students with Disabilities funding to the program provider should be negotiated between the enrolling school and program provider on a case-by-case basis, based on the duration and nature of the placement.

For information about re-engagement programs see: [Re-engagement Programs.](https://www2.education.vic.gov.au/pal/re-engagement-programs/policy)

5.3.3 Parent payment for additional support

Victorian legislation requires that instruction in the standard curriculum program must be provided free to students in Victorian government schools. Free instruction includes the provision of learning and teaching activities, instructional supports, materials and resources, and administration and facilities associated with the standard curriculum program. Schools have flexibility within their budget to provide reasonable and necessary adjustments for all students, including students with disability.

The costs associated with the administration and coordination of the standard curriculum program is considered to be part of free instruction and must not be passed onto parents.

The legislation provides that a parent of a student with a disability or impairment is not required to contribute to the cost of the provision of additional support for the education of that student. Further information about parent payments is available at: [Parent Payments.](https://www2.education.vic.gov.au/pal/parent-payment/policy)

5.4 Procedure for Principals following eligible outcome

On receipt of notification from the Department that the student is eligible, the Principal is to:

* Inform the parent/carer(s) of the outcome and set a date for a Student Support Group meeting
* Convene the Student Support Group meeting and set and prioritise goals.

Regional approval is required for specialist school enrolments (see [page 6](#Enrolment_in_specialist_school)). Principals are advised to contact their Regional Disability Coordinator (see [Appendix H](#Appendix_H)).

5.5 Procedure for Principals following ineligible outcome

On receipt of notification from the Department that the student is not eligible, the Principal is to:

* inform the parent/carer(s) of the outcome assuring them that the needs of their child will be met by the school
* set a date for a Student Support Group meeting
* convene the Student Support Group, discuss the support needs of the student, and set and prioritise educational goals
* contact the Regional Disability Coordinator for feedback as to why the application did not meet the criteria for eligibility and ensure the parent/carer(s) is informed
* consult the Regional Disability Coordinator regarding how the school will continue to support the student’s learning needs and participation.

The Program for Students with Disabilities is a targeted program which supports students with disability with high need by providing schools with supplementary resources.

The provision of reasonable adjustments is not reliant upon a student’s eligibility for Program for Students with Disabilities funding. In circumstances where a student is ineligible for support through the Program for Students with Disabilities, reasonable adjustments must be made by schools when required, to assist students with a disability to participate in their education. For this group of students, modifications to their learning program or access to intervention programs may be required.

The Disability Standards for Education 2005 apply to all students with disability, regardless of eligibility under the Program for Students with Disabilities, and it is essential that effective educational planning and support be undertaken for every student with disability.

For information about the Disability Standards for Education 2005 and reasonable adjustments see: [Making reasonable adjustments](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/reasonable-adjustments.aspx).

Schools are allocated resources through their Student Resource Package to facilitate the development and delivery of teaching and learning programs for all students. Each school is responsible for the effective use of resources for the students in its care and has flexibility to determine the most appropriate learning program for individual students, including the use of support staff, as appropriate, to achieve educational outcomes.

Government secondary schools can get Transition Support Funding to support students starting Year 7 who are no longer eligible for the [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx) (PSD) after their Year 6-7 Review. For information about Transition Support Funding see: [Transition support funding](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/transition-support-funding.aspx).

Victorian government schools also have access to a range of student support services, including psychologists, social workers, youth workers, speech pathologists, and visiting teachers, to help provide support for all students and particularly those with additional needs. Access to this service is not dependent on eligibility for the Program for Students with Disabilities. For information on Student Support Service staff see: [Student Support Services staff.](https://www2.education.vic.gov.au/pal/student-support-services/policy)

For information about support for students with additional learning needs see: [Students with Disability: Policy](https://www2.education.vic.gov.au/pal/students-disability/policy).

For information about organisations providing advice and support for students with additional needs see [Appendix H](#Appendix_H).

5.6 Appeal process

An appeal process exists for any application deemed **ineligible**.

After following the process in section [5.5](#Procedure_ineligible_outcome) the Principal may wish to lodge an appeal with the Inclusive Education Division on behalf of the Student Support Group. To pursue this option, the Principal must be able to substantiate his/her concern by providing additional clinical or professional evidence that was not included in the original application or outline the grounds upon which he/she believe there were process deficiencies.

Only one appeal can be submitted per application.

An appeal:

* can only be submitted for an application that has been deemed ineligible
* must be lodged within 15 school days of receipt of the outcome of the application

The appeal should contain a covering letter from the school Principal, as well as supporting clinical or professional evidence. The covering letter should clearly state that it is an appeal and outline the reasons for the appeal. No Application Summary Form or online application is required. Appeals are to be submitted to:

**Director, Inclusive Education Division**

**Locked bag 32005  
Collins Street East, VIC 8003**

The Director, Inclusive Education Branch, will coordinate a panel to assess all appeals. The outcome of this assessment will be communicated to the Principal as soon as possible.

The appeal process is only for concerns about eligibility. Where there is concern about the level of funding, schools are advised to contact the relevant Regional Disability Coordinator, to discuss the appropriateness of a Reappraisal.

Information about Reappraisals can be found on [page 5](#Reappraisal)**.**

For information about the timing of funding please see [section 3.](#Timelines)

Appendix A

Program for students with disabilities categories, criteria and supporting evidence

**Physical disability**

| CRITERIA | EVIDENCE |
| --- | --- |
| 1. A significant physical disability;   **AND/OR**   1. A significant health impairment;   **AND**   1. Requires regular paramedical support.   Note: Schools can refer students with a mild physical disability or health impairment for support by a visiting teacher.  Note: It is recommended that a student health support plan be developed for any student with a health impairment. | A statement detailing the disability or health impairment from a paediatrician or relevant medical specialist;  **AND**  A statement detailing paramedical service requirements from a registered physiotherapist or occupational therapist.  Note: Written agreement for a formal assessment or statement must be provided by the student’s parent/carer(s).  Professionals are requested to refer to the Department’s Program for Students with Disabilities Professional Guidelines for Physical Disability, available from Regional Disability Coordinators. |

**Visual impairment**

| CRITERIA | EVIDENCE |
| --- | --- |
| 1. Visual acuity less than 6/60 with corrected vision;   **OR**   1. That visual fields are reduced to a measured arc of less than 10 degrees.   Note: Partially sighted students may obtain support from visiting teachers and/ or the Statewide Vision Resource Centre.  Eligibility for these services is:   * visual acuity of less than 6/18 with corrected vision   **OR**   * visual fields reduced to a measured arc of less than 20 degrees | Assessment/report from the Educational Vision Assessment Clinic;  **OR**  Assessment/report from the student’s ophthalmologist.  OBTAINABLE FROM:  Educational Vision Assessment Clinic PO Box 201 Nunawading Vic 3131 Telephone (03) 9841 0807  Professionals are requested to refer to the Department’s Program for Students with Disabilities Professional Guidelines for Vision Impairment, available from Regional Disability Coordinators. |

**Hearing impairment**

| CRITERIA | EVIDENCE |
| --- | --- |
| 1. A bilateral sensori-neural hearing loss that is moderate/ severe/profound.   **AND**   1. The student requires intervention or assistance to communicate.   Note: Schools can refer students with a mild bilateral hearing loss for support by a visiting teacher. | An audiogram with a written statement is required from a qualified audiologist.  Professionals are requested to refer to the Department’s Program for Students with Disabilities Professional Guidelines for Hearing Impairment, available from Regional Disability Coordinators. |

**Severe behaviour disorder**

| CRITERIA | EVIDENCE |
| --- | --- |
| 1. Student displays disturbed behaviour to a point where special support in a withdrawal group or special class/unit is required;   **AND**   1. Student displays behaviour so deviant and with such frequency and severity that they require regular psychological or psychiatric treatment;   **AND**   1. The severe behaviour cannot be accounted for by: Intellectual Disability, Sensory (vision, hearing), Physical and/or Health issues, Autism Spectrum Disorder or Severe Language Disorder;   **AND**   1. A history and evidence of an ongoing problem with an expectation of continuation during the school years. | Evidence is required for each of the criteria. Evidence provided should be coordinated by a Department of Education and Training nominated psychologist.  Note: Written agreement for a formal assessment or statement(s) must be provided by the student’s parent/carer(s).  OBTAINABLE FROM:  Department of Education and Training Student Support Services, parent/carer(s) held information and/or Regional Child and Adolescent Mental Health Services.  Professionals are requested to refer to the Department’s Program for Students with Disabilities Professional Guidelines for Severe Behaviour Disorder, available from Regional Disability Coordinators. |

**Intellectual disability**

| CRITERIA | EVIDENCE |
| --- | --- |
| 1. Sub-average general intellectual functioning which is demonstrated by a full-scale score of two standard deviations or more below the mean score on a standardised individual test of general intelligence;   **AND**   1. Significant deficits in adaptive behaviour established by a composite score of two standard deviations or more below the mean on an approved standardised test of adaptive behaviour;   **AND**   1. A history and evidence of an ongoing problem with an expectation of continuation during the school years | * Where the primary disability is intellectual, e.g. mild intellectual disability, a written report by a registered psychologist is required. * In extremely rare cases, where a student has **severe/profound disability including intellectual disability**, and there is evidence the student may not be able to participate in a formal psychological assessment, a comprehensive report from a registered psychologist, or a paediatrician is required.   Professionals are requested to refer to the Department guidelines for assessment of Intellectual Disability, available from Regional Disability Coordinators.  Note: Written agreement for a formal assessment or statement must be provided by the student’s parent/carer(s).  OBTAINABLE FROM:  Parent/carer(s) held information or the outsourced assessment service provided by the Department. Information regarding referrals for assessment can be obtained from the service providers. For contact details see [Appendix H**.**](#Appendix_H) |

**Autism Spectrum Disorder**

| CRITERIA | EVIDENCE |
| --- | --- |
| 1. A diagnosis of Autism Spectrum Disorder;   **AND**   1. Significant deficits in adaptive behaviour established by a composite score of two standard deviations or more below the mean on an approved standardised test of adaptive behaviours;   **AND**   1. Significant deficits in language skills established by a comprehensive speech pathology assessment demonstrating language skills equivalent to a composite score of two standard deviations or more below the mean.   Note: A Student Support Group should be established and personalised learning and support planning undertaken for any student with an Autism Spectrum Disorder, regardless of whether they meet the above eligibility criteria. | * Multidisciplinary evidence provided by professionals with experience and knowledge in the assessment of Autism Spectrum Disorder * The multidisciplinary diagnosis will include a comprehensive report from a child psychiatrist or paediatrician, and concurring reports from a psychologist (including a comprehensive report of a Vineland Adaptive Behaviour Scale assessment), a speech pathologist (including a comprehensive language/ pragmatic language assessment), and where appropriate an occupational therapist.   Note: Written agreement for a formal assessment or statement must be provided by the student’s parent/carer(s).  OBTAINABLE FROM: Parent/carer held information or specialised teams, e.g. [Royal Children’s Hospital](https://www.rch.org.au/autism/autism_assessment/Autism_assessment_ages_0-6/), and [[Regional and Greater Melbourne Child and Adolescent Mental Health Services](http://www.health.vic.gov.au/mentalhealthservices/child/)](https://www.health.vic.gov.au/mental-health-services/child-and-adolescent-mental-health-services) (CAMHS). There are also a number of publicly funded teams located at [Northern Health](https://www.nh.org.au/service/autism-spectrum-disorder-assessment-clinic-2), [DPV Health](https://www.dpvhealth.org.au/all-services/autism-assessment-clinic/), [Western Health](http://www.westernhealth.org.au/HealthProfessionals/Referrals/Documents/CAHS%20Referral%20Guidelines.pdf), [Melton Health](https://www.djhs.org.au/allied-community-health/paediatric-programs), [Gateways](https://www.gateways.com.au/services/assessment-therapy/autism-assessments) (Geelong), [Monash Children’s Hospital](https://monashchildrenshospital.org/developmental-paediatrics/) and [Peninsula Health](https://www.peninsulahealth.org.au/wp-content/uploads/Paediatric-Department-News-June-2017-updated.pdf).  Professionals are requested to refer to the Department’s Program for Students with Disabilities Professional Guidelines for Autism Spectrum Disorder, available from Regional Disability Coordinators. |

**Severe language disorder with critical educational needs**

| CRITERIA | EVIDENCE |
| --- | --- |
| 1. A score of three or more standard deviations below the mean for the student’s age in expressive and/or receptive language skills on TWO of the recommended tests;   **AND**   1. The severity of the disorder cannot be accounted for by hearing impairment, social emotional factors, low intellectual functioning or cultural factors;   **AND**   1. A history and evidence of an on-going problem with the expectation of continuation during school years;   **AND**   1. A non-verbal score not lower than one standard deviation below the mean on one comprehensive intellectual test, with a statistically significant (p‹0.05) difference between verbal (VCI) and nonverbal (VSI/FRI/PRI) functioning (VCI‹VSI/FRI/PRI);   **AND**   1. Demonstrated critical educational needs equating to Program for Students with Disabilities funding levels three and above as determined by the validated results of the Educational Needs Questionnaire. | The assessment must be carried out by a speech pathologist and evidence of severe language disorder with critical educational needs must be detailed to meet the relevant criteria. Evidence must be provided which excludes the factors outlined in Criterion B.  Note: Students with complex communication needs, including childhood apraxia of speech, may be eligible for support under this category.  Professionals are requested to refer to the Department guidelines for assessment of Severe Language Disorder with Critical Educational Needs, available from Regional Disability Coordinators.  Note: Written agreement for a formal assessment or statement must be provided by the student’s parent/carer(s).  OBTAINABLE FROM: Parent/carer(s) held information (including reports from early intervention programs, hospital paediatric services, speech pathologists, audiologists, registered psychologists) or the outsourced assessment service provided by the Department. Information regarding referrals for assessment can be obtained from the service providers. For contact details see [Appendix H](#Appendix_H)**.** |

Appendix B

Educational Needs Questionnaire (ENQ)

This questionnaire is a tool to establish the level of resources that will be provided to the school once it has been established that the student is eligible for the Program for Students with Disabilities. The level of additional resources is informed by the ENQ.

The key indicators within this questionnaire include observable abilities/competencies of the student. The application must provide evidence, such as reports from relevant professionals, to support the scoring of the ENQ.

The numbers chosen must be transferred to the **Application Summary Form** (See [Appendix D](#Appendix_D)).

**A copy of the full Educational Needs Questionnaire should not be included in the application.**

| **Mobility** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | 1. **No impairment** 2. **Walks short distances independently** 3. **Walks aided (walker, crutches, assistance of a person etc.)** 4. **Propels own wheelchair, bears weight for transfers** 5. **Propels own wheelchair, total assistance with transfers** 6. **Uses electric wheelchair** 7. **Unable to propel wheelchair** 8. **Not mobile due to overriding medical conditions** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | **Examples**   1. The student has an ongoing impairment, e.g. shortness of breath, weakness in one or more limbs that requires modification of the educational program for students of the same age. 2. The student walks but requires the use of a mechanical device such as a walking frame or crutches, or may require assistance from a person from time to time to steady the student. 3. The student is reasonably independent with the use of a wheelchair (electric or manual) and does not require assistance to move from a wheelchair to other chairs, toilet, car etc. 4. The student is reasonably independent with the use of a wheelchair (electric or manual) but has a lack of upper body strength to manage transfers to and from a wheelchair, e.g. a chair or car. The assistance of other persons is required. 5. The student is able to operate an electric wheelchair (with hand control or other specialised adaptation) and is able to negotiate most of the school environment. The student will require assistance with transfers to and from the wheelchair. 6. The student can sit but has no physical capacity to operate a wheelchair and needs full assistance to move around the school, and requires assistance in transfers to and from the wheelchair. 7. The student has limited voluntary movement and has major difficulty in sitting upright. The student is totally dependent on other persons and may require to be in a flat position for the majority of the school day. | | | | | | |

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| **Fine motor skills** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 1. **No impairment** 2. **Impairment present, minimal effect on movement** 3. **Impairment present, requires occasional assistance** 4. **Impairment present, requires frequent assistance/adaptations** 5. **Impairment present, requires constant assistance/adaptations** 6. **Overriding medical condition, participation limited** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Fine motor skills: The ability of the student to undertake a range of age-appropriate table top activities necessary to access the curriculum.  **Examples**   1. The student can manage regular classroom activities. Writing may be clumsy but can be read. 2. The student is clumsy with small objects and may require simple modifications such as a standard pencil grip or a larger pencil. 3. Adaptations designed by teachers to assist fine motor skills are required on a frequent basis. 4. Specialised equipment is required for the student’s physical impairment, e.g. modified wrist-guards or head-pointer or the use of point boards, concept keyboards etc. 5. The student is unable to move any part of the body without the full assistance of another person. | | | | | | |

| **Receptive communication** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 1. **Comprehends conversational speech** 2. **Comprehension delayed, understands simple instructions** 3. **Comprehends phrases with gestural cues/modelling prompts** 4. **Limited comprehension, one to two words** 5. **Comprehends signs/gestures/modelling prompts** 6. **Does not comprehend verbal, visual or gestural communication** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Receptive communication: The ability to understand a message or instruction.  **Examples**   1. The student can understand simple instructions such as ‘go to the computer’ or ‘stand up’ but has difficulty with instructions that require two or more actions. 2. The student can understand simple phrases that are accompanied with gestures, e.g. the teacher points the student in the direction of the office where the student needs to collect books. 3. The student can only understand simple instructions such as ‘stand’ and ‘sit’ but does not understand simple phrases – even with gestures 4. The student understands signs or gestures such as ‘stop’ or ‘come’ but does not have any understanding of any verbal communication. 5. The student has no understanding of simple one-word commands using either voice, visual or gestural cues. | | | | | | |

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| **Expressive communication** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 1. **Age appropriate** 2. **Speech is intelligible to familiar listeners** 3. **Speech is intelligible but not presented in an ordered manner** 4. **Speech is unintelligible even to familiar listeners** 5. **Combines signs and gestures to communicate** 6. **Uses augmentative communication aid or alternative communication system** 7. **Has no expressive communication** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Expressive communication: The ability of the student to communicate with others.  **Examples**   1. The student’s speech can be understood by familiar listeners in the school setting, e.g. close friends or teachers. 2. The student has no articulation difficulties, but speech is not presented in an ordered manner, e.g. ‘Drink want I.’ 3. Neither the teacher nor the student’s friends can understand what the student is attempting to verbalise. The student communicates by pointing or indicating in some other manner their wants and needs. This indicator includes students who are electively mute. 4. To express needs, the student combines informal gestures and signs. The student has a more developed system of indicating needs than a simple point, and has not been taught or not learnt a communication system. 5. Effective communication is possible only through an augmentative communication aid such as an electronic communicator (small computer) or a sign board, e.g. Compic signs, or through an alternative communication system (such as sign language or a simpler system such as Makaton). While verbal attempts may be used in conjunction with an aid or alternative system, there is no meaningful verbal communication. 6. The student is totally dependent on other people to anticipate their needs. The student is unable to express any needs with either verbal or non-verbal means. | | | | | | |

For Student Support Group use only. **Do not attach this questionnaire to the application**.

| **Challenging (excess) behaviour** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 1. **No overt challenging (excess) behaviour** 2. **Shows depression/emotional outbursts beyond regular classroom control** 3. **Extreme withdrawal, unpredictable, moody, aggressive or persistent habit disorders (such as self-reinforcing cycles of behaviour)** 4. **Unable to function in almost all areas, needs supervision to prevent injury to self or others** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  | **Frequency** |  |
|  |  |  |  |  |  | 1. **Not appropriate** 2. **Occasional (e.g. six to twelve times a year)** 3. **Episodic outbreaks of excess behaviour** 4. **Frequent (e.g. five to six times a week)** 5. **Constant (e.g. two to ten times a day)** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Challenging (excess) behaviour: Behaviour that is manifestly beyond the expectations of students of a similar age and major and constant violations of age-appropriate social behaviour that are more than ordinary childish mischief or rebelliousness.  **Examples**   1. The student’s behaviour is either very quiet and withdrawn or the student has emotional outbursts that are difficult to manage. The behaviours are accompanied by periods of reasonable and acceptable social interaction. 2. The student’s behaviour is extreme. The extreme withdrawn, unpredictable, moody, aggressive or persistent habit disorders may be a habit – such as screaming, biting or hitting – or be repetitive, such as finger-flicking, constant rocking or self-mutilation. The student is able to be part of activities with constant reminders and structured program intervention. 3. The student is unable to function in almost all school activities without constant supervision to prevent injury to self or others. The student requires an individually tailored fully supported program at all times.   The **Frequency** element is designed to provide some understanding of the number of occasions that the challenging (excess) behaviour is observed.  **Examples**  **Student A:** Is hitting-out at other students. It appears that there are weeks when nothing is observed but then for a short period of six or seven days the hitting-out behaviour is constant. This student should be scored as **02** in challenging (excess) behaviour and **03** in frequency.  **Student B:** Is extremely withdrawn, does not interact with people, has a fixed stare and tends to hit own head when distressed (happens daily). Will attempt simple tasks when explained but concentration drifts. The student should be scored as **03** in challenging (excess) behaviour and **04** in frequency | | | | | | |

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| **Safety** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | 1. **Is capable of operating safely in most school environments** 2. **Requires supervision in certain activities** 3. **Requires constant supervision in a range of activities** 4. **Is not able to operate safely in school environments without intensive supervision** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Safety: The ability of the student to be maintained in the immediate school environment (classroom, playground) with similar levels of supervision provided to the peer group.  **Examples**   1. The student requires supervision beyond that required for age-appropriate students at certain times of the day either in the classroom or in the playground. An example is the need for supervision in woodwork classes to guard against the student being injured. At other times of the day, in general classrooms and in the playground, the student is able to operate with normal supervision provision. 2. The student requires supervision and physical assistance to assure personal safety in both classroom and playground activities. In a small number of activities the student is able to operate with normal supervision provision. 3. The student cannot operate in the classroom and the playground unless constant supervision is provided. | | | | | | |

| **Hearing** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | 1. **No impairment** 2. **Copes reasonably well with little difficulty hearing conversational speech** 3. **Difficulty hearing conversational speech, particularly with background noise** 4. **Aware of environmental sounds and some elements of speech only** 5. **No useful hearing** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Hearing: The ability of the student to hear the teacher’s spoken instructions within the school with whatever corrective or assisting device provided. Impairment is defined as a bilateral sensori-neural hearing loss that is moderate/ severe/profound. These indicators are designed for students with a diagnosed permanent hearing impairment rather than for students with a temporary ear infection.  **Examples**   1. With whatever corrective or assisted device is provided, the student may have trouble hearing faint or distant speech but copes reasonably well with conversational speech (may need instructions repeated to ensure complete understanding). 2. With whatever corrective or assisted device is provided, the student has difficulty in hearing conversational speech, particularly with background noise. 3. With whatever corrective or assisted device is provided, the student is able to identify louder environmental sounds, but will be unable to hear conversational speech well enough to understand. 4. With whatever corrective or assisted device is provided, the student cannot follow teacher instructions and is almost entirely dependent on visual clues for information about what is happening. | | | | | | |

For Student Support Group use only. **Do not attach this questionnaire to the application**.

| **Vision** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | 1. **No impairment, including vision corrected to normal with glasses or contact lenses** 2. **Difficulty with print, graphics or small objects OR at level of objects in environment** 3. **Difficulty with print, graphics or small objects AND at level of objects in environment** 4. **Uses tactile, auditory and/or voice-synthesised modes for access to, and production of, written work** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Vision: The ability of the student to visually access curriculum provision within the school with whatever corrective or assisting device is provided.  **Examples**   1. With the use of either spectacles or contact lenses the student has difficulty with print, graphics or small objects OR at the level of objects in the environment, e.g. difficulty with large print OR difficulty negotiating tables/chairs in the classroom. 2. With the use of spectacles or contact lenses the student has difficulty with print, graphics or small objects AND at the level of objects in the environment, e.g. difficulty with large print AND difficulty negotiating tables/chairs in the classroom. 3. The student is unable to access any learning activities through visual means. The student is dependent on alternative means to access and produce written work. | | | | | | |

| **Self-care (toileting, eating, dressing)** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 1. **Independent** 2. **Minimal supervision (formal program not needed)** 3. **Instruction required with expected outcome of increased independence** 4. **Assistance required for portions of an activity** 5. **Full assistance required throughout all activities** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Self-care: The ability of the student to look after his/her personal needs within reasonable age-related expectations.  **Examples**   1. Minimal supervision. The student may occasionally need to be reminded to complete an activity such as going to the toilet or tying shoelaces. No need for any formal program. 2. The student requires an instruction to complete an activity most of the time. However, there are indications that given time and training the student will be able to complete activities independently. 3. The student requires assistance for portions of an activity but is able to complete the task, e.g. can complete putting on a T-shirt after it is placed over the head, can wash own hands after the tap is turned on. 4. The student is unable to dress, feed and toilet themselves without the full assistance of another person. | | | | | | |

For Student Support Group use only. **Do not attach this questionnaire to the application**.

| **Medical** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | 1. **No specialised medical needs at school** 2. **Requires on-call medical attention for an infrequent but predictable medical condition at school, e.g. severe seizure that requires medical intervention** 3. **Needs specialised or frequent support for ongoing medical procedures at school, e.g. catheterisation, daily injections, respirators** 4. **Requires full-time medical attention throughout every school day** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Medical: The requirement for support for highly-specialised medical procedures that need to be undertaken during school hours  **Examples**   1. Requires on-call medical attention for an infrequent but predictable medical condition during school hours, e.g. the student regularly has epileptic seizures at school that are managed within the school but may infrequently (twice a year) require an ambulance or local doctor to be called. 2. Needs specialised or frequent support for ongoing medical procedures during school hours, e.g. daily medical procedures that require specialised training such as catheterisation (at school), daily injections that the student cannot self- administer (at school), or access and use of a full respirator (not an inhaler). 3. The student requires full-time medical attention throughout the school day. This indicator is for students attending school whose medical condition requires constant monitoring by a designated person during the school day, e.g. a student on life-support equipment. | | | | | | |

| **Cognitive skills** |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 1. **Able to access education programs provided within the year level** 2. **Impairment, requires occasional assistance in skill acquisition** 3. **Impairment, requires frequent assistance/adaptations in skill acquisition** 4. **Impairment, requires substantial assistance/adaptations in skill acquisition** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Cognitive skills: The ability to acquire knowledge. Knowledge includes perception, intuition and reasoning.  **Examples**   1. Occasional modifications to the curriculum could involve the student learning the same mathematics skills as all other students but the student needs a longer time to master the skills. 2. Frequent modifications to the curriculum could involve the teacher having to break down the skill to be taught into small achievable skills. 3. Substantial modifications to the curriculum could involve the teacher having to address the student’s individual needs and prioritise the important skills to be taught within the curriculum. | | | | | | |

For Student Support Group use only. **Do not attach this questionnaire to the application**

Transfer the number for each indicator to the **Application Summary Form – Education Needs Questionnaire** available at: [Program for Students with Disabilities guidelines](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx).

Enter the numbers online at: [PSDMS](http://www.eduweb.vic.gov.au/PSDMS/Home.aspx) **Do not attach this questionnaire to the application**.

Appendix C

STUDENT LEARNING AND SUPPORT STATEMENT (GOALS AND STRATEGIES)

Effective planning for personalised learning and support begins with a sound understanding of a student’s individual needs. This is gained through thorough assessment, such as those undertaken in preparation for an application under the Program for Students with Disabilities, including discussions and consultations with a range of key people. The Student Learning and Support Statement draws on this information, and comprises a set of goals and strategies that form the basis for ongoing planning, implementation, monitoring and review of a student’s personalised learning and support.

Provide a summary of the key educational goals for the student’s knowledge, skills and behaviours that the Student Support Group considers to be achievable and high priority for the student to acquire or maintain over the next year. Indicate how the additional resources from the Program for Students with Disabilities would be used to support the student’s learning.

For more information on the **Student Support Group** process, see: [Student Support Groups.](https://www2.education.vic.gov.au/pal/student-support-groups/policy?Redirect=1)

A **current Student Learning and Support Statement** must be attached to the hard copy of the Application Summary Form for every Application submitted, and entered online at: [PSDMS.](http://www.eduweb.vic.gov.au/PSDMS/Home.aspx)

Abilities Based Learning and Education Support (ABLES) can inform the Student Learning and Support Statement by assisting the school to undertake individual learning planning to meet the needs of students who are working below Towards Foundation Level Victorian Curriculum.

For more information about ABLES, see: [Abilities Based Learning and Education Support.](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx)

**Student Learning and Support Statement (Goals and Strategies)**

| **GOALS** | **STRATEGIES** |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Appendix D

Program for Students with Disabilities Application Summary Form

Available at:  [[Program for Students with Disabilities guidelines](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx)](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx)

**CONFIDENTIAL**

| **PSD Identification Number** | | | |  |
| --- | --- | --- | --- | --- |
| Surname (as per CASES21) |  | | | |
| First name (as per CASES21) |  | | | |
| Date of birth |  | Male | Female | |
| Year level |  | Enrolment status |  | |
| Time fraction |  | Entry Date | /  / | |
| Name of school submitting the application |  | | | |
| Number of school submitting the application |  | | | |
| Region |  | | | |

| **Educational Needs Questionnaire** | | | | Is the application for Intellectual Disability or Severe Language Disorder with Critical Educational Needs?  YES  NO  If YES, assessment completed by:  Assessments Australia  Other (specify) |
| --- | --- | --- | --- | --- |
|  | MOBILITY |  | Safety |
|  | Fine motor skills |  | Hearing |
|  | Receptive communication |  | Vision |
|  | Expressive communication |  | Self-care |
|  | Challenging (excess) behaviour |  | Medical |
| SAMPLE ONLY | Frequency |  | Cognitive skills |

| **Application Checklist** |
| --- |
| The application is signed by all parties as complete and accurate |
| All evidence to establish eligibility and support of ENQ indicators is attached |
| The completed ‘Student Learning and Support Statement (Goals and Strategies)’ is attached |
| The application has been entered in PSDMS and the information is identical in online and paper copies |

| **Student Support Group Declaration** |
| --- |
|  |
| We declare that this application is complete and addresses all relevant aspects of the PSD Guidelines. The appropriate procedures have been followed and this form has been completed to the best of our ability to accurately represent the circumstances of the student. We have read and accepted the privacy statement attached to this form, available at [www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx). |
| Date:   /  / |
| Parent/Carer Name Signature: |
| Principal Names: 1       Signature: |
| 2       Signature: |
| Department Nominee Name:       Signature: |

| **For office use only** |  |  |
| --- | --- | --- |
| Date received:  RCG date:  Status: | Comments: | Start date: T   / 20  End date: T   / 20  SL&SS: |
| Application considered for category | | 🞏 New  🞏 Reappraisal  🞏 6 - 7 Review |

Fasten the completed application with **one staple or clip only**. Do not bind or place in plastic pockets. Do not courier or deliver.

**POST** the application to: Resources Coordination Group, Program for Students with Disabilities  
Locked bag 32005  
Collins Street East, VIC 8003

Appendix E

**Schools must provide the following written statement to the parent/carer(s) of students for whom applications have been prepared and submitted:**

Privacy Notice

The Department values the privacy of every person. The Department, including all school staff, must comply with Victorian privacy and records law and applicable privacy policies.

The collection of personal and health information by Victorian government schools, on behalf of the Department, is governed by the Privacy and Data Protection Act 2014 (Vic) and Health Records Act 2001 (Vic) (collectively, **Victorian privacy law**) and the *Public Records Act 1973* (Vic).

**How will we use the student’s** **Program for Students with Disabilities (PSD) information within the Department and student’s school?**

The Department, including all Victorian government schools, is **a single legal entity**. This means that:

* the Department, through Victorian government schools, **collects health information** through this PSD application process **for the primary purpose of educating and supporting students** and to fulfill various legal obligations
* the Department’s **legal obligations** include its duty of care to students, making reasonable adjustments for students with additional needs and/or disability (anti-discrimination law) and providing a safe and secure workplace (occupational health and safety).

Consistent with its primary purpose, the Department, through its contracted PSD evaluation service, will use the student’s PSD information to:

* provide detailed and balanced information on all available educational options for the student
* help determine the specific educational needs of the student
* when eligibility is established - determine additional resources to be provided to the student’s school.

**How will your child’s information be secured and who will have access to it?**

All information collected through this PSD process is kept secure and treated as confidential. Your personal information will be managed securely and consistently with Victorian Privacy laws, by both the Department and your child’s school. The people who will access your child’s information will be those involved in the administration and support of the PSD. The information collected may also be disclosed to Department staff that need to know information in accordance with the Department’s privacy policy and also disclosed where otherwise permitted by law.

If the **student transfers** to another Victorian government school, that new school will have access to the information regarding the student’s PSD eligibility and learning and support planning through the Program for Students with Disabilities Management System (PSDMS).

PSD applications will be retained according to Victorian recordkeeping requirements and securely disposed of when their retention period is expired.

**Disclosure of information externally to the Department and school**

The Department, including the contracted service providers and the student’s school, will not disclose the student’s health information collected through this PSD process to an external entity unless you have provided written consent or when required by, or permitted under, law.

**What information will we collect?**

A PSD application primarily consists of medical or allied health reports, an Application Summary Form, a Student Learning and Support Statement (Goals and Strategies) and a covering letter from the school principal. Medical and allied health reports are provided in the application to establish eligibility in accordance with program guidelines.

If you do not provide the information required for the application, the Department may not be able to provide the school with supplementary PSD funding.

**How can I access and correct PSD information?**

Typically the student’s parent/carer(s) provide copies of the reports contained in an application and would therefore have access to such reports at the time of making the application.

The student’s school will keep a copy of all PSD application documents and on request, this information will usually be provided to a student’s parent/carer(s). If a school cannot assist in providing PSD application documents, the parent/carer(s) will be referred to the Regional Disability Coordinator at the relevant regional office for assistance. In some circumstances, due to the volume, sensitivity or complexity of the information, or due to potential impacts on a person’s privacy, the parent/carer(s) may be required to make a Freedom of Information application. This allows the Department to determine access in accordance with relevant information legislation.

See: [Regions.](http://www.education.vic.gov.au/about/contact/pages/regions.aspx)

For further information on this statement, or to request access and correction of personal information, contact the Principal of your child’s school.

For more information regarding the Department’s handling of personal information please see the Department of Education and Training’s Schools’ Privacy Policy at: [Schools' privacy policy](https://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx).

Appendix F

Application checklist for Principals

| **Student’s name:** | |
| --- | --- |
| **1 🞎** | Discuss the student’s current abilities and educational needs with parent/carer(s)   * Investigate the student’s additional needs * Examine any existing documentation * Discuss programs provided by the school * Provide parent/carer(s) with an explanation of the Program for Students with Disabilities. * Provide printed information to parent/carer(s) |
| **2 🞎** | Establish a **Student Support Group**   * Further investigate the student’s needs and existing documentation in the educational context * Arrange for additional documentation to be gathered (if necessary) in accordance with the respective assessment guidelines and for the development of the student learning and support program.   Where it is considered possible that an application may be submitted under the categories of **intellectual disability** or **severe language disorder with critical educational needs**, the assessment should be referred to Assessments Australia (See[page 11](#Assessment_service)). |
| **3 🞎** | Convene an **Application Student Support Group** meeting   * Before the Application Student Support Group meeting, print required documents – e.g. Application Summary Form, copies of Educational Needs Questionnaire indicators, Student Learning and Support Statement (Goals and Strategies), Privacy and Security Notice (see [Appendices B to E](#Appendix_B)). * During the Application Student Support Group meeting, carefully examine and discuss the student’s support needs and evidence in the documentation to support eligibility under one of the categories of the Program for Students with Disabilities. (See Appendix A)If the evidence supports the eligibility criteria proceed with the application * If the evidence does not support the eligibility criteria discuss the program requirements and support that the school will arrange for the student * Provide parent/carer(s) with Privacy and Security Statement (see [Appendix E](#Appendix_E)) * Complete the Application Summary Form – See[Appendix D](#Appendix_D) and available at:  [Program for Students with Disabilities operational guidelines for schools.](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx) * Complete the Student Learning and Support Statement – (Goals and Strategies) in [Appendix C](#_Appendix_C) or at:  [Program for Students with Disabilities operational guidelines](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx) for schools. * Ensure that the application is signed by the Principal, parent/carer(s) and the Department of Education and Training Nominee. |
| **4 🞎** | Register the application on PSDMS according to the instructions on [page](#PSDMS) 2**.** |
| **5 🞎** | Attach the evidence to establish eligibility and support the agreed Educational Needs Questionnaire levels to the completed Application Summary Form |
| **6 🞎** | Forward all parts of the complete application (see [page](#Submitting_the_documentation) 2) to:  **Resources Coordination Group Program for Students with Disabilities Locked bag 32005 Collins Street East, VIC 8003** |

The Principal should ensure that all steps have been completed and that a copy of the documentation and Educational Needs Questionnaire is kept for school records.

Appendix G

Documentation checklist

| **Category** | **Documentation required** |
| --- | --- |
| **Physical disability** | * A signed copy of the Application Summary Form * A printed copy of the completed online Application Summary Form from Program for Students with Disabilities Management System * A Student Learning and Support Statement (Goals and Strategies) * A covering letter from the Principal of the school completing the application * A current report from a paediatrician or relevant medical specialist (not more than two years old) * A current signed report from a paramedical professional (not more than two years old) * Current evidence and reports to support agreed Educational Needs Questionnaire levels. |
| **Visual impairment** | * A signed copy of the Application Summary Form * A printed copy of the completed online Application Summary Form from Program for Students with Disabilities Management System * A Student Learning and Support Statement (Goals and Strategies) * A covering letter from the Principal of the school completing the application * A current signed report from an ophthalmologist/Educational Vision Assessment Clinic (not more than one year old) * Current evidence and reports to support agreed Educational Needs Questionnaire levels. |
| **Hearing impairment** | * A signed copy of the Application Summary Form * A printed copy of the completed online Application Summary Form from Program for Students with Disabilities Management System * A Student Learning and Support Statement (Goals and Strategies) * A covering letter from the Principal of the school completing the application * A current signed report from an audiologist (not more than one year old) * A current signed audiogram (not more than one year old) * Current evidence and reports to support agreed Educational Needs Questionnaire levels. |
| **Severe behaviour disorder** | * A signed copy of the Application Summary Form * A printed copy of the completed online Application Summary Form from Program for Students with Disabilities Management System * A Student Learning and Support Statement (Goals and Strategies) * A covering letter from the Principal of the school completing the application * A signed report from a psychologist containing: * A cognitive assessment\*# * A Child Behaviour Checklist (CBCL) (not more than one year old) * A statement regarding withdrawal\*# * A statement regarding Autism Spectrum Disorder\*# * Current evidence of the need for ongoing treatment (not more than two years old) * A signed report from a speech pathologist containing a language assessment\*# * Evidence of a history of severe behaviour\* * A statement regarding Hearing\*# * A statement regarding Vision\*# * A statement regarding Physical Disability\*# * A current Student Management Plan (not more than one year old) * Current evidence and reports to support agreed Educational Needs Questionnaire levels. |
| **Intellectual disability** | * A signed copy of the Application Summary Form * A printed copy of the completed online Application Summary Form from Program for Students with Disabilities Management System * A Student Learning and Support Statement (Goals and Strategies) * A covering letter from the Principal of the school completing the application * A signed report from a psychologist containing: * A current cognitive assessment (not more than two years old) * A current Vineland Adaptive Behaviour Scale (not more than one year old) * Evidence of a history of ongoing difficulties\* * Current evidence and reports to support agreed Educational Needs Questionnaire levels. |
| **Autism Spectrum Disorder** | * A signed copy of the Application Summary Form * A printed copy of the completed online Application Summary Form from Program for Students with Disabilities Management System * A Student Learning and Support Statement (Goals and Strategies) * A covering letter from the Principal of the school completing the application * A multidisciplinary diagnosis of an Autism Spectrum Disorder\* containing: * A paediatrician/psychiatrist report\* * A speech pathology report\* * A psychology report\* * A signed report from a psychologist containing a current Vineland Adaptive Behaviour Scale (not more than one year old) * A signed report from a speech pathologist containing a current comprehensive speech pathology assessment (not more than one year old) * Current evidence and reports to support agreed Educational Needs Questionnaire levels. |
| **Severe language disorder with critical educational needs** | * A signed copy of the Application Summary Form * A printed copy of the completed online Application Summary Form from Program for Students with Disabilities Management System * A Student Learning and Support Statement (Goals and Strategies) * A covering letter from the Principal of the school completing the application * A signed report from a speech pathologist containing: * Two current language assessments (not more than one year old) * A signed report from a psychologist containing: * A current cognitive assessment (not more than two years old) * A statement regarding social/emotional and cultural factors\* * a current signed audiogram (not more than one year old) with a statement regarding hearing\* * Evidence of a history of ongoing difficulties\* * Current evidence and reports to support agreed Educational Needs Questionnaire levels |
| For new applications and Short Term Reviews, **all the eligibility criteria for the relevant category must be addressed.** Some evidence submitted as part of the original application may remain valid. Consultation with the relevant Regional Disability Coordinator is recommended to ensure that the required is provided.  Items marked with \* provided as part of a student’s original application remain valid and do not need to be  re-submitted for a Year 6-7 Review.  In the case of a Severe Behaviour category Short Term Review application, items marked with # provided as part of a student’s original application may not need to be resubmitted (i.e., if the statement for withdrawal and the exclusions for HI, VI, PD/HI, and ASD were clearly addressed in the previous application and remain valid, they will not need to be resubmitted. | |

**Once applications have been submitted, no further documentation will be accepted unless specifically requested by the Resources Coordination Group.**

**If the Student Support Group receives documentation relevant to the application after it has been submitted, schools are advised to contact the PSD Applications Helpline** on **1300 308 964 for advice. This will avoid causing unnecessary delays to the processing of applications.**

Appendix H

Further Information

Department of Education and Training Contacts

**PSDMS Service Desk** for schools with technical matters relating to PSDMS and individual student funding. Service requests can be logged via the: [Services Portal - DET Portal](https://services.educationapps.vic.gov.au/dp) or phone: **1800 641 943**

**Student Resource Package Support** for schools with queries relating to funding, or their SRP. Service requests can be logged via the: [Services Portal - DET Portal](https://services.educationapps.vic.gov.au/dp) or phone: **1800 641 943**

**PSD Applications Helpline** for schools with general queries about the Program for Students with Disabilities application process   
Phone: **1300 308 964**

**Regional Offices**

**North Eastern Victoria Region** Phone: 1300 333 231

Benalla

Glen Waverley

Seymour

Shepparton

Wodonga

**North Western Victoria Region** Phone: 1300 338 691

Bendigo

Coburg

Greensborough

Mildura

Swan Hill

**South Eastern Victoria Region** Phone: 1300 338 738

Bentleigh East

Dandenong

Frankston

Leongatha

Moe

Sale

Warragul

**South Western Victoria Region** Phone: 1300 333 232

Ballarat

Footscray

Geelong

Horsham

Keilor

Warrnambool

**Central Office**

**Inclusive Education Division**Email: [disability.inclusion@education.vic.gov.au](mailto:disability.inclusion@education.vic.gov.au)

**Assessment service provider**

**Assessments Australia**

Phone: (03) 9678 5100

Email: [PSD-AS@assessments.com.au](mailto:PSD-AS@assessments.com.au)Web: [Program for students with disabilities in Victoria | MAX Solutions.](https://www.maxsolutions.com.au/program-for-students-with-disability)

**Department of Education and Training websites**

Useful sites

[Abilities Based Learning and Education Support (ABLES)](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ables.aspx)

[Accessing and Sharing Program for Students with Disabilities Information](https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx" \l "/app/content/2020/support_and_service_(schools)%252Fstudent_safety_and_support%252Fstudents_with_disabilities%252Fprogram_for_students_with_disabilities)

[Accessing Interpreting and Translation Services](https://www.education.vic.gov.au/school/teachers/classrooms/Pages/stories-Using-interpreting-and-translation-services.aspx)

[Accessible Buildings Program](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/accessible-buildings-program.aspx)

[Assessment Service for the Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdassessment.aspx)

[Attendance](https://www2.education.vic.gov.au/pal/attendance/policy?Redirect=1)

[Autism](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/autism.aspx)

[Autism Education Strategy](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/Autism-Education-Strategy.aspx)

Charter of [Human rights and responsibilities LearnEd training module](https://edupay.eduweb.vic.gov.au/psp/EDUPPRD1/EMPLOYEE/PSFT_LM/c/LM_SS_LEARNING.LM_LEARNING_ITEMS.GBL?Page=LM_SS_ACT_DTL&Action=U&LM_ACT_ID=1175&LM_CI_ID=1079&NAV=URL)

[Complaints — Parents: Policy | education.vic.gov.au](https://www2.education.vic.gov.au/pal/complaints/policy)

[Department of Education and Training](http://www.education.vic.gov.au/)

[Diabetes: Policy | education.vic.gov.au](https://www2.education.vic.gov.au/pal/diabetes/policy)

[Disability Inclusion](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/disability-inclusion.aspx)

[Disability Standards for Education e-Learning](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/dselearning.aspx)

[Epilepsy and Seizures: Policy | education.vic.gov.au](https://www2.education.vic.gov.au/pal/epilepsy-and-seizures/policy)

[Health Care Needs : Policy | education.vic.gov.au](https://www2.education.vic.gov.au/pal/health-care-needs/policy)

[Human resources: Human Rights Charter (education.vic.gov.au)](https://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.aspx)

[Inclusive Education for Students with Disabilities](https://www.education.vic.gov.au/about/programs/Pages/Inclusive-education-for-students-with-disabilities.aspx)

[Inclusive Education Equipment Boost for Schools](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/equipmentforschools.aspx)

[Inclusive schools fund](https://www.schoolbuildings.vic.gov.au/Pages/Inclusive-Schools-Fund.aspx)

[Individual Education Plans (IEPs): Policy | education.vic.gov.au](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy)

[Making Reasonable Adjustments](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/reasonable-adjustments.aspx)

[My Signs](https://www.mysigns.health/) (mental health resource)

[National Disability Insurance Scheme](http://www.education.vic.gov.au/about/programs/needs/Pages/ndis.aspx)

[Nationally Consistent Collection of Data](https://www.education.vic.gov.au/school/teachers/classrooms/Pages/stories_NCCD-on-School-Students-with-Disability.aspx)

[Parent Complaints](https://www.education.vic.gov.au/parents/going-to-school/Pages/school-complaints.aspx)

[Policy and Advisory Library | education.vic.gov.au](https://www2.education.vic.gov.au/pal)

[Program for Students with Disabilities](http://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psdhandbook.aspx)

[SAFEMinds – Schools and Families Enhancing Minds](https://safeminds.org.au/)

[Statewide Vision Resource Centre](http://www.svrc.vic.edu.au/)

[Student Resource Package — Overview: Policy | education.vic.gov.au](https://www2.education.vic.gov.au/pal/student-resource-package/policy?utm_source=email+marketing+Mailigen&utm_campaign=Direct+Send+%E2%80%93+Operational%3A+Student+Resource+Package+confirme&utm_medium=email)

[Student Support Group Meeting via video/teleconferencing](https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx" \l "/app/content/2020/support_and_service_(schools)%252Fstudent_safety_and_support%252Fstudents_with_disabilities%252Fprogram_for_students_with_disabilities)

[Student Support Services](https://www2.education.vic.gov.au/pal/student-support-services/policy)

[Students with Disability: Policy | education.vic.gov.au](https://www2.education.vic.gov.au/pal/students-disability/policy)

[Transitions and Pathways](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/transitions-and-pathways.aspx)

[Moving to Primary School (transitions)](https://www.education.vic.gov.au/childhood/professionals/learning/Pages/transition.aspx)

[Transition to school for children with a disability](https://www.education.vic.gov.au/childhood/professionals/learning/Pages/transsupport.aspx)

[Transition to school resource kit](https://www.education.vic.gov.au/childhood/professionals/learning/Pages/transkit.aspx)

[Transitioning from Primary to Secondary School (for young people with disability)](http://www.education.vic.gov.au/school/teachers/studentmanagement/transitions/Pages/transdisability.aspx)

[Career Education and Workplace Learning for Students with Disability](https://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/disabilitypathways.aspx)

[Victorian Careers Curriculum Framework](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/framework.aspx)

[Victorian Deaf Education Institute](http://www.deafeducation.vic.edu.au/Pages/home.aspx)

[Vision Technology Library](https://svrc.vic.edu.au/technology/)

**Organisations providing support**

**AMAZE**

[AMAZE website](http://www.amaze.org.au/)Phone: 1300 308 699

**ASPECT**

[ASPECT website](http://www.autismspectrum.org.au/)Phone: 1800 277 328

**Association for Children with a Disability (ACD)**

[ACD website](http://www.acd.org.au/) Phone: (03) 9880 7000 (or for rural callers) 1800 654 013

**ADEC (Action on Disability within Ethnic Communities) Inc.**

[ADEC website](http://www.adec.org.au/)Phone: (03) 9480 7000 Toll free 1800 626 078

**Better Health Channel**

[Better Health Channel website](http://www.betterhealth.vic.gov.au/)

**Blind Citizens Australia**

[Blind Citizens Australia website](http://www.bca.org.au/) Phone: (03) 9372 6400 TTY: 03 9376 9275

**Centre for Community Child Health**

[Centre for Community Child Health website](http://www.rch.org.au/ccch/)

**Cerebral Palsy Education Centre**

[Cerebral Palsy Education Centre website](https://cpec.org.au/)

**Communication Resource Centre**

[Communication Resource Centre website](http://www.scopevic.org.au/)

**Children’s Mobility Service**

[Guide Dogs Victoria website](http://www.guidedogsvictoria.com.au/resources/about-our-services/childrens-mobility-services/)

**Deaf Children Australia**

[Deaf Children Australia website](https://deafchildrenaustralia.org.au/)

**Deafness Foundation**

[Deafness Foundation](https://www.deafness.org.au/useful-links)

**Down Syndrome Victoria**

[Down Syndrome Victoria website](http://www.downsyndromevictoria.org.au/)

**Epilepsy Foundation of Australia**

[Epilepsy Foundation | Australia’s leading epilepsy organisation](https://epilepsyfoundation.org.au/)

**Fetal Alcohol Spectrum Disorder Hub**

[FASD Hub Australia | FASD Hub](https://www.fasdhub.org.au/)

**Fragile X Association of Australia**

[Fragile X Association of Australia website](http://www.fragilex.org.au/)

**Headspace**

[Headspace](https://headspace.org.au/)

**Muscular Dystrophy Association Inc.**

[Muscular Dystrophy Association website](http://www.mda.org.au/) Phone: (03) 9320 9555 (or for country callers) 1800 656 632

**Noahs Ark**

[Noahs Ark website](https://noahsarkinc.org.au/contact-us/) Phone 1800 819 140

**Parents of Hearing Impaired Children Victorian Federation**

Phone: (03) 9772 1260

**Parents Victoria**

[Parents Victoria website](http://parentsvictoria.asn.au/) Phone: 0419 716 171 (or for country callers) 1800 032 023

**Raising Children Network**

[Raising Children Network website](http://raisingchildren.net.au/)

**SCOPE VICTORIA**

[SCOPE website](https://www.scopeaust.org.au/)

**Spina Bifida Foundation**

[Spina Bifida Foundation website](https://www.spinabifidafoundation.org/) Phone: (03) 9663 0075

**STAR Victoria Inc.**

[STAR Victoria website](http://www.starvictoria.org.au/) Phone: (03) 9650 2730

**Tourette Syndrome Association of Australia**

[Tourette Syndrome Association of Australia website](http://www.tourette.org.au/) Phone: (02) 9382 3726

**Yooralla**

[Yooralla website](https://www.yooralla.com.au/) Phone: (03) 9666 4500