State Support Services Funding 2016
Privacy Notice

Independent Schools Victoria protects the privacy of students, along with the confidentiality and security of personal information provided, in compliance with the Privacy Act 1988, the Health Records Act 2001 and other relevant Acts.

Independent Schools Victoria collects personal information when a school applies for additional resources to support a student. This information is collected to enable Independent Schools Victoria to determine the level of additional resources to be provided to the school after eligibility has been established. Independent Schools Victoria collects student information only from the school. A copy of all documentation is held by the school.

The information provided is used primarily to assess the educational resourcing and services required by the student. Information may be used by Independent Schools Victoria in conjunction with other educational bodies for research and analysis purposes, with the aim of improving resourcing and services for students with disabilities. In such cases the information will be de-identified except with the written consent of the parents and the school. It is not disclosed to anyone else without the written consent of the parents. There may be some occasions when Independent Schools Victoria is required by law to disclose information about a student. In most circumstances, Independent Schools Victoria will let the parents know, wherever possible in advance, if it is required to do this.

All information provided to Independent Schools Victoria about a student is kept secure and treated as confidential.
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State Support Services Funding

The Victorian Government provides limited funds for the provision of specialised services to support students with demonstrated needs. Independent schools are able to apply for funding so that they can engage specialists to provide:

- Visiting teacher service for:
  - students with a physical disability and chronic health impairment
  - students with a hearing impairment
  - students with a vision impairment.
- Speech therapy.

Eligibility: State Support Services

To be eligible under the Victorian State Support Services program, a student must be assessed by a person with relevant qualifications as requiring services to support learning and access to schooling, or to develop particular skills.

Guidelines for Applications for 2016 Funding

General Guidelines

Please note that the online summary sheet will no longer be used. Instead, the State Support Services spreadsheet must be used to document the details for every student for whom an application for State Support Services Funding is submitted. To access the spreadsheet, visit the Independent Schools Victoria website: http://www.is.vic.edu.au/swd and go to the Downloads section.

Hard Copy Applications

- The front page of the applications must be signed by the Approved Authority who is usually the Principal.
- A hard copy of each application must be submitted to Independent Schools Victoria by the due date.
- It is the responsibility of the school in which the student will be enrolled in 2016 to submit the application for the student.
- Information and assessment reports may be provided by the parents or the previous school.
- Schools are advised to seek written consent from parents if they are requesting information from a previous school.

Documentation

Documentation regarding assessment of the disability and/or impairment must be no more than two years old at the time of application. For 2016 applications, the two years will be taken from 1 September 2013.

Please note that certain assessments must be undertaken annually.

- Assessments for Speech Sound Disorder, Voice and Fluency Disorder must be no more than one year old at the time of application. For 2016 funding, the 12 months will be taken from 1 September 2014 for all applications.

Applications must be accompanied by all necessary documentation. Incomplete applications should not be submitted and will not be processed. Schools must not assume that they can add missing documentation at a later date.

Appeal Process

An appeal process exists for any application deemed ineligible. After consultation with the parents, the Principal may wish to lodge an appeal with Independent Schools Victoria. The Principal must write to the Manager, Student Services at Independent Schools Victoria and substantiate the request for further consideration by providing additional documentation that was not included in the application and outlining the grounds for reconsideration of the application.

Close of Application and Funding Application Timeline

Applications close on Friday 18 March 2016.

One complete set of applications should be sent to:

Funding Applications
Manager, Student Services
Independent Schools Victoria
40 Rosslyn Street
West Melbourne VIC 3003
Application
Instructions

Application forms may be downloaded from the Independent Schools Victoria website [www.is.vic.edu.au/swd](http://www.is.vic.edu.au/swd)

Please note that the school’s SWD username and password is required.

Applications should be completed and a hard copy sent to Independent Schools Victoria. All submissions from schools will be acknowledged within two weeks. If an acknowledgement is not received, please contact Independent Schools Victoria on 9825 7200.

State Support Services Spreadsheet

Please note that the online summary sheet will no longer be used. Instead, the State Support Services spreadsheet must be used to document the details for every student for whom an application for State Support Services Funding is submitted. To access the spreadsheet, visit the Independent Schools Victoria website: [http://www.is.vic.edu.au/swd](http://www.is.vic.edu.au/swd) and go to the Downloads section.

Applications

The front page of the applications (one per school) must be signed by the Approved Authority, who is usually the Principal.

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State Support Services Funding

Applications

- Annual applications must be made for **ALL** students including previously funded and new students.
- Funding for speech therapy is open to students from Prep to Year 4 for a maximum of three years.
- Students entering Year 12 in 2016 must submit an application for State Support Services funding.

Documentation

- Supporting documentation from a relevant professional to establish the eligibility for the service and also the level of severity.

Application forms

- Request for Access to State Support Services 2016 forms for each student for whom funding is requested.
- Forms and documentation as required for each service.
State Support Services Funding

Speech Therapy

Funding is targeted at students in their early years of education to maximise the benefits of intervention. Positive intervention for this age group is likely to have the greatest impact on long-term educational outcomes for the individual student.

Schools may apply for funding to provide speech therapy services for students in Prep to Year 4, to provide services for students with a range of communication disorders which have a significant impact on schooling. It is expected that there will be consultation between the speech pathologist and the school.

Targeted Funds

Funds will be approved for:
- Students in Prep to Year 4 only
- A maximum of three years for any individual student.

Students of Non-English Speaking Background

Speech therapy funding is provided for students with demonstrated communication disorders. For students with a non-English speaking background, a diagnosis of language impairment is difficult to confirm prior to a sustained period of education in English. Students will still be learning English for a number of years, and may lack proficiency early on, but can be expected to show consistent progress. Where the expected progress is not made, a language test may be administered after 1.5 years of education in an English environment (can include only one year of preschool education) and the results will be considered for funding purposes.

Where a student has not had formal education for 1.5 years in English, an application will be considered if evidence is provided for coexisting diagnosis (e.g. Severe Language Disorder, Intellectual Disability, Autism Spectrum Disorder). When assessing students with a non-English speaking background, information about the student’s language proficiency in their first and subsequent languages is vital to be able to ascertain whether a student has a language impairment or whether their language abilities are a result of their language learning experiences.

Speech Therapy Program

The speech pathologist should outline the goals and strategies to be used for the therapy. A new therapy plan with discussion of progress made must be submitted with the application.

The therapy plan may include:
- Direct individual therapy
- Small group therapy if appropriate
- Consultancy and provision of information to teachers and support staff
- Training of staff to implement an individual plan
- Curriculum development and modification.
Funding Categories

**Moderate to Severe Language Impairment**

In this category, language impairment can be associated with a range of conditions.

Funding will be determined by:

- Scores on one approved language test
- Extent of the impact on educational progress
- Therapy plan provided by the speech pathologist.

**Evidence**

- Report from a speech pathologist including a new therapy plan for 2016.

**Assessments and Tests**

**Language**

  Age Range: 0 to 6 years
  Age Range: Birth to 7 years
- New Reynell Developmental Language Scales (NRDLS) – GL Assessment 2011
  Age Range: 2 years to 7 years
  Age Range: 3 years 0 months to 6 years 11 months
  Age Range: 5 years to 21 years
- Test of Language Development 4 (Primary) Fourth Edition (TOLD-P-4) Pearson 2008
  Age Range: 4 years 0 months to 8 years
  Age Range: 8 years to 17 years
- Test of Adolescent and Adult Language Fourth Edition (TOAL-4) Pro-Ed 2007
  Age Range: 12 years to 24 years

**Moderate to Severe Speech Sound Disorder**

Mild speech sound difficulties cannot be funded.

Wherever possible standardised assessments should be used to establish the severity of the difficulty. Specific information should be provided about the student's difficulties.

Eligibility will be determined by:

- Nature of speech sound disorder: e.g. dyspraxia, dysarthria, phonological disorder
- Sounds correctly produced, sounds in error and manner of production, phonological processes and consistency of error patterns across single word and conversational levels
- Level of intelligibility, including percent consonants correct
- Points below expected scores according to standardised norms
- Impact of the problem on social, emotional and educational progress
- Therapy plan provided by the speech pathologist.

**Evidence**

- The speech pathologist must reassess the student and provide new assessment results every year.
- Report from a speech pathologist including a new therapy plan for 2016.

**Moderate to Severe Voice Disorder**

Mild voice difficulties cannot be funded.

Eligibility will be determined by:

- Ratings on standardised measures for pitch, loudness and quality
- The impact of the problem on social, emotional and educational progress
- Therapy plan provided by the speech pathologist.

**Evidence**

- The speech pathologist must reassess the student and provide new assessment results every year.
- Report from a speech pathologist including a new therapy plan for 2016.

**Moderate to Severe Fluency Disorder**

Mild fluency disorders cannot be funded.

It is expected that the therapy plan will follow the Lidcombe Program which best research evidence demonstrates to be most effective intervention for this age group (Jones, Onslow, Packman et al (2005) Randomised controlled trial of the Lidcombe program of early stuttering intervention, British Medical Journal).

Eligibility will be determined by:

- Ratings of percentages of words or syllables stuttered
- Number and severity of associated secondary behaviours
- The impact of the problem on social, emotional and educational progress
- Therapy plan provided by the speech pathologist.

**Evidence**

- The speech pathologist must reassess the student and provide new assessment results every year.
- Report from a speech pathologist, including a new therapy plan for 2016.
- Report from an Ear, Nose and Throat specialist.

**Alternative Communication**

Eligibility for students in need of an alternative or augmentative non-speech communication system such as a communication board, signing or electronic device will be determined on the basis of expert reports provided.

**Evidence**

- Report from a speech pathologist including a new therapy plan for 2016.
- Report from relevant medical specialist.
State Support Services Funding

Visiting Teacher: Physical Disability or Chronic Health Impairment

A separate application must be submitted for Visiting Teacher Service. The role of the visiting teacher includes consultancy, direct teaching and liaison with relevant agencies and professionals. Visits may be long or short term. Frequency depends on the student's educational needs related to the impairment/disability. Limited funds are available to support the provision of visiting teacher services. Independent schools need to engage their own visiting teachers.

Philosophy of Visiting Teacher (VT):
- VT can work directly with a pupil who is unable to attend school, or has missed a large amount of school due to a chronic health
- VT could consult with school for curriculum modification
- VT will liaise with other members of student's support team (e.g. Occupational therapist/Physiotherapist/Speech therapist) and work closely with classroom teacher and integration aide to set up the optimal learning environment.

Health Impaired Students not Attending School Regularly
- Homebound students unable to attend school due to severe health impairment
- Students frequently absent from school for lengthy periods of time due to a serious health impairment, e.g. leukaemia, haemophilia, cystic fibrosis who require services when absences have adversely affected school work.

Students Attending School
Include students with a physical disability, e.g. cerebral palsy, muscular dystrophy, spina bifida, arthritis or health impairment, e.g. cancer, severe asthma, heart disease, cystic fibrosis.

Hospitalised Students
The student's absence from school must exceed four weeks.
Areas of educational need would include:
- Mobility
- Self care
- Fine motor coordination
- Communication
- Use of equipment
- Organisation
- Activities for daily living.

Evidence
- Medical statement or evidence demonstrating that the impairment severely hinders the student's ability to participate in education.
- It is strongly recommended that an appropriately qualified visiting teacher be engaged by the school. In this case a report from a visiting teacher is required.
- However, it is acknowledged that in some circumstances it is difficult for a school to find an available visiting teacher. In those cases a school must submit a detailed plan of service.

Applications
- Have pediatrician complete and sign Physical Disability / Chronic Health Impairment Assessment Report
- Attach documentation from visiting teacher endorsing the need for the service
  OR
  Attach a detailed plan of service by the school.
State Support Services Funding
Visiting Teacher: Vision Impairment

A separate application must be submitted for Visiting Teacher Service. Limited funds are available to support the provision of visiting teacher services. Independent schools need to engage their own visiting teachers. The role of the visiting teacher includes consultancy, direct teaching and liaison with relevant agencies and professionals. Visits may be long or short term. Frequency depends on the student’s educational needs related to the impairment/disability.

Additional levels of funding are available for visiting teacher service for students learning Braille. Students with a vision impairment within the partially sighted range as determined by the World Health Organisation criteria, i.e. Visual Acuity worse than 6/18 (with best available correction) and/or field loss greater than 20 degrees of arc. Applications will be evaluated in consultation with the Education Vision Assessment Clinic.

Areas of Educational Need would Include:
- Training in the use of residual vision
- Training in the use of optical aids
- Development of tactile and auditory skills to supplement vision
- Use of specialist equipment
- Orientation and mobility training
- Development of Braille skills/low vision reading skills.

Evidence
- Report from the Education Vision Assessment Clinic or an ophthalmologist.
- It must be demonstrated that the vision impairment hinders the student’s education.
- It is strongly recommended that an appropriately qualified visiting teacher be engaged by the school. In this case a report from a visiting teacher is required.
- However, it is acknowledged that in some circumstances it is difficult for a school to find an available visiting teacher. In those cases a school must submit a detailed plan of service.

Applications
- Have ophthalmologist complete and sign Assessment Report
- Attach documentation from visiting teacher endorsing the need for the service
  OR
- Attach a detailed plan of service by the school.
State Support Services Funding

Visiting Teacher: Hearing Impairment

A separate application must be submitted for Visiting Teacher Service. Limited funds are available to support the provision of visiting teacher services. Independent schools need to engage their own visiting teachers. The role of the visiting teacher includes consultancy, direct teaching and liaison with relevant agencies and professionals. Visits may be long or short term. Frequency depends on the student's educational needs related to the impairment/disability.

Students with a bilateral, usually sensorineural hearing loss. Students with a mild loss will be considered for funding where it can be demonstrated that support is required.

Students with a unilateral hearing loss will be considered only if the affected ear is in the profound range.

The levels of hearing impairment are based on audiological measures:

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<tr>
<th>Impairment Level</th>
<th>Average Threshold</th>
<th>Example</th>
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<tbody>
<tr>
<td>Normal hearing</td>
<td>&lt; 25 dB</td>
<td></td>
</tr>
<tr>
<td>Mild Impairment</td>
<td>25 – 39 dB</td>
<td></td>
</tr>
<tr>
<td>Moderate Impairment</td>
<td>40 – 59 dB</td>
<td></td>
</tr>
<tr>
<td>Severe Impairment</td>
<td>60 – 89 dB</td>
<td></td>
</tr>
<tr>
<td>Profound Impairment</td>
<td>&gt; 90 dB</td>
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Areas of Educational Need would Include:

- The development of receptive and expressive oral and written language
- The development of auditory skills (residual hearing, optimum use of hearing aids, lip reading skills), speech
- Independent learning skills e.g. coping in less than ideal auditory conditions.

Evidence

- Report from a registered audiologist with audiogram. Students with a unilateral cochlear implant will also require a statement from an audiologist. Students with a bilateral cochlear implant will require only an audiologist statement. It must be demonstrated that the hearing impairment hinders the students education.
- It is strongly recommended that an appropriately qualified visiting teacher be engaged by the school. In this case a report from a visiting teacher is required.
- However, it is acknowledged that in some circumstances it is difficult for a school to find an available visiting teacher. In those cases a school must submit a detailed plan of service.

Applications

- Have Audiologist complete and sign Assessment Report
- Attach documentation from visiting teacher endorsing the need for the service
  OR
- Attach a detailed plan of service by the school.
The Independent Schools Victoria Vision

‘A strong Independent education sector demonstrating best practice, providing excellent outcomes for students and choice for families’.

To realise our vision, we:

- advocate for excellence in education
- champion Member Schools
- support quality education
- protect the right of parents to choose where and how their children are educated.

Independent Schools Victoria will assist our 208 diverse Member Schools to continue providing the best possible education outcomes for the citizens of tomorrow.