

**Senate Standing Committee on Education Employment and Workplace
Relations**

**QUESTIONS ON NOTICE
Additional Estimates 2009-2010**

Outcome 2 - Schools

DEEWR Question No: EW0994_10

Senator Fielding asked on 11/02/2010, Hansard page 25.

Question

**FEDERAL GOVERNMENT FUNDING - DISABILITY STUDENT ENROLLED IN
SCHOOL**

Senator FIELDING—How much money would a school receive from the federal government if they had a student with a disability enrolled with them, and how would that compare if they were in a public versus a private school? Are there different funding arrangements for those in public and private schools? If you have got a kid with a disability, is it the same?

Dr Bruniges—Senator, that will depend from jurisdiction to jurisdiction. One of the commitments of the ministerial council has been to look at a common definition.

Senator FIELDING—What about in Victoria, for example, which you would know?

Dr Bruniges—I know that in the ACT there is no difference. They have a scan process. Senator FIELDING—But in Victoria there is.

Dr Bruniges—I am not sure about Victoria. I would have to take that on notice.

Senator FIELDING—Could you come back to us then with what they are in each state and territory?

Answer

Commonwealth funding for government schools is administered differently to that for non-government schools.

Commonwealth funding for students, including students with disability, in government schools is provided to states and territories under the \$47.3 billion National Education Agreement. State and territory governments in each jurisdiction administer this funding and make decisions about resourcing for students with disability.

Commonwealth funding for students, including students with disability, in non-government schools is provided to non-government education authorities through the *Schools Assistance Act 2008*(the Act). Total funding under the Act for the 2009-12 quadrennium is \$27.9 billion. This includes \$814 million over four years of targeted funding under the Literacy, Numeracy and Special Learning Needs (LNSLN) Program.

The LNSLN program provides targeted funding to assist non-government education authorities improve the learning outcomes of educationally disadvantaged students including students with disability. LNSLN includes a students with disability specific per capita component of \$894 (initial rate for 2010) per student with disability. This per capita component comprises approximately 10 percent of the annual LNSLN allocation.

The Commonwealth Government does not allocate LNSLN funds to specific schools, rather the funding is provided to non-government education authorities in each state and territory which have responsibility for the allocation of funds to individual schools.

Each education authority has developed its own process to determine whether individual students with disability are eligible for the allocation of additional funding or resources to their school. Typically the process involves an appraisal of the student's needs and the identification of any adjustments and additional resources that may be required. Depending on the result of the assessment, the individual school may receive additional funding or resourcing to assist in supporting the student.

Given the different mechanisms for providing Commonwealth funding to education authorities and given that the responsibility for identifying and distributing funding to students with disability rests with individual education authorities, the Department is not in a position to provide a direct comparison of Commonwealth funding arrangements for students with disability across the states and territories or between sectors.

Information about the assessment processes used in jurisdictions is at Attachment A.

New South Wales

Government sector

Identification and assessment

- Identification of a child with a disability or a learning difficulty can occur at any age or stage of the child's development.
- Access to specialist resources is facilitated through the student's school. For students with disabilities, the type and nature of the disability (e.g. physical, intellectual) need to be initially assessed and confirmed using disability criteria through the school counselling service. For these students, a range of specialist services related directly to the needs of the student can be sought.
- Disability criteria may consist of, depending on type and nature of disability, IQ score testing, adaptive skills, medical, psychologist etc.
- A Learning Support Team is available to assist classroom teachers to address the educational needs of students with a disability, learning difficulty or behaviour disorder.
- Students with a confirmed disability may be enrolled in regular classes, support classes in regular schools or special schools. Where a child is enrolled in a support class or a special school this is done through a regional process known as a regional placement panel.
- The school principal, in consultation with the school's Learning Support Team, will assist parents/carers to find the right schooling option for their child, taking into account the child's specific additional learning needs and proximity to local specialist services.

Programs to support students with disability

In addition to special classes and special schools the following services are available in all public schools

- The Learning Assistance Program provides an extensive range of specialist services to support any student in a regular class experiencing difficulties in learning.
- The Integration Funding Support Program is a targeted support program for eligible school aged students with confirmed disabilities enrolled in a regular class and attending on a full time basis
- Itinerant support teachers provide support for students with hearing and/or vision impairment or behaviour disorders and their teachers.
- Outreach teacher programs support students with moderate or high support needs with disabilities including autism or emotional disturbance and their teachers.

Website: www.schools.nsw.edu.au/studentsupport/programs/disability.php

Catholic sector

Identification and assessment

- The NSW Catholic Education Commission (CEC) uses the same criteria as the NSW Department of Education to assess a 'student with a disability'. Once a student has met eligibility criteria they are then deemed eligible for Students with Disability Integration Funding. Diocesan Catholic Schools Authorities and

Congregational schools may confirm eligibility by contacting the State Coordinator - Special Learning Needs.

- CEC allocates funds from the Literacy, Numeracy and Special Needs Program (LNSLN) to support students with disabilities to access and participate in school, through Diocesan Catholic Schools Authorities and direct to Congregational schools.
- Funds may be used for system, sector or school strategies which directly contribute to achieving the LNSLN Program's objectives.
- Diocesan Catholic Schools Authorities, in administering funding in their systems and schools, will take account of relevant national initiatives and agreements as well as the requirements of the *Disabilities Discrimination Act and Education Standards 2005*.

Process

1. Congregational Schools must apply to CEC NSW for integration funding. Validated students may be recorded as Students with Disabilities on the annual schools census. Applications are to be submitted electronically through myCEC.
2. SWD Integration Funding Program is an element of the Commonwealth's Schools' Assistance Target funding and as such will be included in the Commonwealth Audit of Schools Assistance funding.

Website: www.cecnsw.catholic.edu.au

Independent sector

- For a student with disabilities to be eligible they must be assessed by a person with relevant qualifications as having intellectual, sensory, physical, language, mental health, autism or multiple disabilities to a degree that satisfies the criteria for enrolment in special education services provided by the NSW government. Verification of the student's eligibility must be provided
- Applications are invited in August each year for grants to independent schools educating targeted students in the following school year in the areas of Literacy, Numeracy and Special Learning Needs, Languages and the Country Areas Programme. A supplementary round of funding is available in Term 1 to support the education of students with disabilities who have recently been identified or have newly arrived at school.
- All applications are assessed by external assessment committees of relevant professionals using the guidelines detailed in the Australian Government Programme for Schools Quadrennial Administrative Guidelines. The assessment committees are chaired by the AIS but there are no AIS staff on any assessment committees.
- Recommendations made by both the Literacy/Numeracy Assessment Committee and the Special Learning Needs Assessment Committees are reviewed by the Literacy, Numeracy and Special Learning Needs Advisory Committee and the Targeted Programmes Reference Panel before being considered for approval by the AIS Board.

Programs to support students with disability

- Integration funding - Grants are made to assist the education of students with disabilities integrated into primary or secondary schools which provide an educational programme designed to meet individual needs.
- Children with Severe Disabilities - The priority for this sub-component is to assist students with severe disabilities by improving their access to educational programmes.

- The student must have a severe disability which can be substantiated with relevant documentation as specified in the Special School and Integration guidelines. In recommending grants the assessment panel will have regard to:
 - the type and degree of disability experienced by the student;
 - the access to the school;
 - the access to a programme;
 - the nature of the educational programme offered to the student; and geographic isolation.
- Special Education Capital - To provide educational equipment or for minor building projects with a total value less than \$30,000. The facilities and equipment must be integral to programmes designed to improve educational outcomes for students with disabilities. Priority will be given to schools for projects providing students with disabilities access to the school or essential programmes.

Website: www.aisnsw.edu.au

Victoria

Government sector

In Victoria, the Program for Students with Disabilities (PSD) provides a range of supports and initiatives to assist government school students with disabilities.

The categories within the Program for Students with Disabilities are:

- Physical disability
- Visual impairment
- Severe behaviours disorder
- Hearing impairment
- Intellectual disability (ID)
- Autism spectrum disorder
- Severe language disorder(SLD) with critical educational needs

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 enrolls Printed information about school program and PSD provided to parents	Student Support Group (SSG) established Existing documentation examined	Further assessment occurs if necessary (Lewis and Lewis undertakes eligibility assessment for ID and SLD categories)	SSG meets to check eligibility criteria SSG completes Educational Needs Questionnaire (ENQ) Documentation supporting eligibility and ENQ indicators collated	Application submitted online and in hard copy	Resources Coordination Group ensures eligibility criteria met Level of funding determined School receives notification	SSG meets to make recommendations to the principal on the resources required to implement the educational plan for student Funding begins at start of new school year	Student Review occurs Year 6 transition
<i>SSG meets regularly to develop and oversee educational plan for student</i>							

The Program for Students with Disabilities Guidelines 2010 can be found at:
www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/Program_for_Students_with_Disabilities_Guidelines_2010.pdf

Catholic sector

An application, including a Student Program, must be completed each year for all students with disability to enable the schools to receive supplementary support.

Funding is available for the following categories of disability:

- Chronic health impairment
- Hearing impairment
- Intellectual disability
- Physical disability
- Vision impairment
- Social/emotional disorder
- Severe language disorder.

Evidence of eligibility is provided through an assessment by a relevant professional in regards to the severity of one of the major disabilities and/or impairments.

A Student Program must be attached to every submission for schools to receive salary support. The Student Program should:

- Explain the impact the student's disability has on his/her access to the regular curriculum (identify key areas);
- Outline the learning outcomes proposed for 2010, which will improve participation, based on an Individual Learning Plan (Primary/Secondary) or Individual Pathways Plan (Secondary);
- Outline the adaptive strategies, supports and activities for implementation of the program; and
- Outline the monitoring, assessment and program reporting procedures planned by the Program Support Group to evaluate 2010 program outcomes.

Program Support Groups are pivotal to the smooth implementation of the proposed program. They are responsible for the spiritual, social and academic development of the student. Program Support Groups core members include the parent/s or carer/s, principal, class teacher and other professionals as required.

It is the responsibility of the school in which the student is enrolled to submit a student's application

Independent sector

Independent schools make application for supplementary funding for programs to support students with disabilities and impairments through the Association of Independent Schools Victoria (AISV). Students in mainstream or special independent schools who have a disability that impacts on their ability to access schooling may be eligible for funding under the program for Students with disabilities if they meet the eligibility requirements of one of the seven categories:

- Intellectual Disability
- Severe language disorder
- Severe emotional disorder
- Autism spectrum disorder
- Physical disability/chronic health impairment
- Vision impairment
- Hearing impairment.

Completed application forms are sent in hard copy to the AISV.

Applications are reviewed by an eligibility panel that include a psychologist, speech therapist, hearing expert, occupational therapist and other experts. Applications for students with vision impairment are reviewed in consultation with the Education Vision Assessment Clinic.

A Special Education Committee, comprising Independent Schools Victoria Board Members and representatives from schools who have expertise in disability, makes recommendations to the Independent Schools Victoria Board about the allocation of funds.

More information is available from The Students with Disabilities Handbook 2010 at www.independentschools.vic.edu.au/schools/pubs/special_ed_handbook_2010.pdf

The Victorian government provides funding to non-government schools for student with disability. The government provides funding through the State Support Services

Program for essential services for students with special needs. This includes speech therapy and a visiting teacher service for hearing impaired, vision impaired and physically/health impaired students.

Queensland

Government sector

- The Queensland Government provides funding to government schools for students with disability primarily through the Education Adjustment Program (EAP).
- Schools access EAP funding by registering students on a database which records the diagnosis and level of adjustment provided to meet the teaching and learning needs of the student.

The EAP recognises the following disabilities:

- Autism Spectrum Disorder (ASD)
 - Hearing Impairment (HI)
 - Intellectual Impairment (II)
 - Physical Impairment (PI)
 - Speech-Language Impairment (SLI)
 - Vision Impairment (VI)
- Diagnosis or specialist assessment of the impairment is required from the relevant specialists for each EAP disability category.
 - Students who do not access additional resourcing through the EAP, but who have a disability as defined by the Disability Discrimination Act 1992, are supported through inclusive practices and student services specific to support models within schools.

Non-government sector

- The Queensland Government also funds non-government schools. Funding is split between the Queensland Catholic Education Commission and Independent Schools Queensland based on the number of students with disabilities reported in the most recent State survey data of non-government schools.
- The Queensland Catholics Education Commission and Independent Schools Queensland also use the Education Adjustment Program as the process for identifying and recording adjustments made to meet the needs of Students with Disabilities.

Western Australia

Government sector

The WA DET has developed 'Schools Plus'. This is a model of informed practice to match educational need to supplementary resourcing support for schools. Schools Plus makes practical links between teaching and learning adjustments, services and supports, professional learning and supplementary resourcing for schools.

There are 5 steps in the Schools Plus process:

1. Gathering of information on a student- through consultation between parents/carers/teachers/learning support teams etc;
2. determining eligibility and educational needs – collaborative planning;
3. Profile the level of adjustment required- completion of the Schools Plus Profile and supporting documents;
4. Verification and resourcing – verifying eligibility and level of resourcing required;
5. Review of educational need and profile.

Schools Plus assists schools to plan, implement and review appropriate educational programs once teaching and learning adjustments have been identified using the Schools Plus Profile, the school decides how resources are to be used. Schools may deliver a wide range of adjustments or measures considered to be appropriate to achieve outcomes for every student.

Schools Plus provides an extensive framework to assist teaching adjustments and supports schools towards planning learning outcomes.

Schools Plus complements programs and services that are provided by Statewide Specialist Services, District Education Offices and Central Office. Schools Plus resources are provided in addition to funding provided for every student in WA public schools.

Catholic sector

Catholic Education WA strongly supports all Catholic students having an equal right to an appropriate and inclusive education. The majority of students in the Catholic system are enrolled in their local school. Students may receive assistance through a range of options including access to Learning support teachers, small group or individual instruction and Teacher Assistant support.

A number of schools have an Education Support Centre where students may receive additional support from specialist staff. Depending on the needs and abilities some students may work in the Centre, while others spend the majority, or the whole of their time in regular classes with varying levels of support.

Students with sensory disabilities or ongoing medical conditions may be eligible to receive services through DET, in their local Catholic school through the following services;

- Vision Education Services
- Western Australian Institute for Deaf Education
- Hospital school services

Independent sector

Special education per capita funding is allocated to a non-government school for

qualifying special education students at rates according to the degree of disability assessed for each student.

South Australia

Government sector

- To be eligible for support from the Disability Support Program in schools, a student must be verified as having a disability as described in the DECS 2007 eligibility criteria - Intellectual; Global Developmental Delay, Speech and/or Language; Vision; Hearing; Autistic Disorder /Asperger's Disorder, Physical.
- A **negotiated education plan** (NEP) is then developed in partnership with parents, relevant support services and agencies and the schools - see NEP section.
- The **Level of Support** allocated to each learner is negotiated using set descriptors based on the learner's needs with the school by the district disability coordinators, through the negotiated education planning process.

Catholic sector

- Catholic Education SA provides special education assistance to schools with students with disabilities through the Special Education Program and the Special Education Team. Resourcing for individual students is negotiated annually on a needs basis.
- A choice of schooling options is available for students with disabilities including mainstream schools, special schools and primary and secondary units attached to mainstream schools.
- To support families in choosing appropriate options, the Special Education Consultants provide enrolment support and collaborative case coordination. Services to schools and students include consultancy advice, professional development, assessment and a Capital Grants program.

Independent sector

Stage 1

Enrolment Application

- Initial parent/guardian enquiry .Interview parent and student, according to the school's enrolment policy criteria. Does the student have a disability?

Stage 2

Information about Student's Educational Needs

- Parents and school collect information to determine the student's educational needs regarding:
 - physical access, equipment, building modifications
 - health issues
 - personal care needs
 - communication needs
 - curriculum access
 - specialist agencies
 - emergency procedures
- Summary of information by school personnel. Consideration of how the school can meet the student's needs

Stage 3

Negotiating the Student's Curriculum

- Principal meets with parents and other relevant/appropriate professionals to discuss the educational program the school can offer

Stage 4

Action Following Enrolment Decision

- Send Parent letter stating what the school can offer.
- Completes student support plan.
- Transition orientation program proceeds if required and as outlined in the Student Support plan.
- Enrolment reviewed regularly to ensure school continues to make reasonable adjustments to meet the student's needs.

Funding support may come from the Catholic Education Office, or other sources such as the Commonwealth

A flowchart of the process is available at:

http://www.ais.sa.edu.au/__files/f/6516/Student%20with%20Disabilities%20-%20Enrolment%20Guidelines.pdf

Tasmania

Government sector

Support for students with particular learning needs in Tasmania is provided by teams of professionals that include teacher learning support leaders, support teachers, guidance officers, speech and language pathologists and social workers.

The current services and the funding model in Tasmania have been divided into those which are "specialist" (Category A) and those which are more "generalist" (Category B).

Specialist Services (Category A): are provided to students with low incidence disabilities (e.g. hearing impairment, visual impairment). Early special education services are also included in this category as the number of students is small and the type of service provision is significantly different from other areas.

Generalist Services (Category B) are provided to students who have 'problems with schooling' in a more general sense. These are students with 'mild' and 'borderline, intellectual disability, learning difficulties, social and emotional difficulties, and behavioural difficulties.

Catholic sector

The Catholic Education Commission of Tasmania works collaboratively with relevant school staff and other professionals to support the development, delivery and monitoring of programs for students with special learning needs, including Students with Disabilities.

Funding for special equipment and minor capital works is available by application. The Catholic Education Office provides funding for additional special learning needs teacher time, teacher assistant hours, appropriate resources, professional development, additional services from Support Services such as speech pathology etc. This funding is also available by application.

This information was derived from the website which was for 2008 funding.

Australian Capital Territory

All sectors

Identification and assessment for Students with Disability

- All sectors use the Interim ACT Student Disability Criteria for 2004, to determine disability eligibility for students.
- In the ACT the Student Centered Appraisal of Need (SCAN) is the process used to ascertain which students are eligible for Territory disability funding and to determine their level of need.
- As all jurisdictions in the ACT use the SCAN, this allows the ACT to collect valid jurisdictional disability data, given that 'like' students are being counted. This 'common instrument' approach brings greater consistency, transparency and objectivity to the process and prevents local level decision-making about which students with disabilities are counted as requiring additional support.
- The ACT Department of Education and Training provide moderators to moderate the Student Centre Appraisal of Need - Appraisal meeting for ACT public schools and Independent schools. The ACT Department of Education and Training provides training for moderators in the Catholic system.
- School teams conduct the assessment and include at least one member in the decision- making team who is external to the school and has a district or regional perspective.
- The role of the moderator in the ACT SCAN process to provides guidance when necessary to ensure that common interpretations of the levels of need are used across all schools, and aims to assist with decisions around levels of additional support need to ensure a more equitable allocation of resources.
- The ACT model of identification and assessment provides information and data on the degrees of impairment or additional resourcing required by individual students.
- The appraisal instrument is divided into two parts, reflecting two major dimensions of educational need. The first is access, which describes the broad needs a child may have in order to access the school program. The second is participation, which takes a closer look at the student and describes their educational support needs in the context of the classroom and the individual learning plan (ILP).
- Resources already available in the school – specialist teachers, counsellor, learning assistance teacher - and from the district or regional office – itinerant teachers, consultants, targeted funding for modifications to buildings, specialized technology or equipment, special transport – are all considered prior to the quantum of additional resources being determined.
- A student must have essential educational needs that are directly related to their identified disability and that cannot be met by the reasonable adjustments already made by the school or within the full range of resources available within and to the school. This implies that the participation of the student in an educational program will be significantly restricted without further support. The additional resources are to be used to assist in the provision of quality educational programs and achieve goals and outcomes identified in the student's ILP.
- Parents are strongly encouraged to be involved in the SCAN appraisal

process.

- All sectors use the same process for the Appraisal meeting and the booklet that is use across the sectors is found at:

http://www.det.act.gov.au/publications_and_policies/publications_a-z/?a=20127

Government sector

ACT public schools offer a range of specialist settings and programs for children and students with a disability.

Access to special education programs in regular schools is through school counsellors. Parents are not required to enrol directly in special settings as placement is done through a centralised process.

Special schools are available for primary, secondary and college aged students who require intensive levels of support. Students with a moderate to profound intellectual disability, or ASD evidenced by meeting the ACT Student Disability Criteria for a moderate to severe intellectual disability or having a diagnosis of ASD with an adaptive behaviour rating of at least 3 SD below mean on 4 or more domains.

The Disability Criteria 2004 for ACT Government schools, together with other publications relating to the Student Centred Appraisal of Need (SCAN), can be found at the following website:

http://www.det.act.gov.au/publications_and_policies/publications_a-z/?a=17829

Catholic sector

Identification and assessment

- In the Archdiocese of Canberra and Goulburn Students with (Special Needs) Disabilities are identified per the application of Australian Government criteria as determined at state/territory level. In this Archdiocese, students meeting Australian Government criteria for disability status are referred to as Students with a Disability.
- Categories of Disability include: Cognition (Intellectual), Sensory (Hearing), Sensory (Visual), Physical, Mental Health (Social/Emotional), PDD, Language Disorder, Chronic Medical.
- When identifying students with Special Needs (Disabilities), Principals and school staff will:
 - Seek parent permission to access relevant medical/educational documents, during the enrolment process and as appropriate thereafter.
 - Consider student needs against Australian Government Criteria and participate in ascertainment processes (eg Student Centred Appraisal of Need (SCAN) or Individual Planning Tool (IPT) to determine these needs.
 - Contact a Learning Support Officer from the Catholic Education Office (CEO) to seek clarification where student documentation is unclear about the student's needs and/or eligibility status.
- Prior to an offer of enrolment, the Principal will conduct an enrolment process as per the Enrolment Policy for Systemic Schools, Schedule A – Enrolling Students with Disabilities.

Support Procedures

- The school's Learning Support teacher will coordinate and be involved in delivery of services on behalf of Students with Special Needs (Disabilities).
 - Each student with a disability is required to have an Individual Education Plan (IEP).
 - The school's Learning Support teacher and Classroom teacher will plan the IEP collaboratively in consultation with parents, students and others as appropriate.
 - IEP Summaries are required by the CEO on an annual basis (forwarded in Term 4 to a CEO Learning Support Officer).
- Programs for students will be formally reviewed on an ongoing basis at school level.
 - A formal review will take place in Term 2 or 3 each year in preparation for the annual resource allocation process for the subsequent year (eg this may happen in the context of a Student Centred Appraisal Need (SCAN) Process).
 - A CEO Learning Support Officer may be involved in the review process, as determined between the Principal and relevant CEO staff.
- Schools are allocated additional resources on behalf of Students with Special Needs (Disabilities) and Students with Special Needs (other than Students with Disabilities) on an annual basis.
 - For System accountability and resourcing purposes all Students with a Disability are to be identified at school level for census details.
 - The allocation of additional Government(s) resources is based on SCAN and other relevant data.
 - Schools determine the priority for the use of all available resources (including that available from the Australian Government Literacy Numeracy and Special Learning Needs (LNSLN) program) at school level based on student needs.
 - Schools are informed of annual obligations in Term 4 of each year to allow forward planning for the subsequent year.
 - Schools are required to submit Learning support plans on behalf of students with Special Needs as part of their annual Literacy and Numeracy Plan.

Northern Territory

Government sector

- The level of additional resources for students with disabilities is informed by the Special Needs Profiling Instrument (SNPI).
- Special Needs Resourcing is only allocated for students with diagnosed disabilities / disorders who require moderate to major adjustments to their educational program as per the SNPI. Students who are eligible for Special Needs Resourcing will require
 - Verification of diagnosis
 - Moderated profile entered into the SEN module
 - Education Adjustment Plan.

The SNPI can be found

at http://www.det.nt.gov.au/__data/assets/pdf_file/0007/9799/SpecialNeedsProfilingInstrumentInfo.pdf

Catholic sector

- Funding support may come from the Catholic Education Office, or other sources such as the Commonwealth Targeted Programs, Northern Territory Department of Education, Centacare and other community resources.
- Process is outlined on NT CEO website as follows:

2.1 Initial Contact

- Parent, Child, Principal

2.2 Consultation by the Principal with

- Staff members
- Catholic Education Office Schools Consultant Students with Special Needs
- Other professionals

2.3 Initial Support Panel Meeting

- The Support Panel meets to discuss
 - the conditions of enrolment
 - the short and long term goals of the student's placement
 - the school and family expectations
 - any other considerations
- It will follow meeting procedures as set out later in this document

2.4 Approval by the Director

- The principal or nominee will discuss the inclusion of the student with the Director
 - Approved - the enrolment proceeds
 - Not Approved - the Principal will meet with the parents to discuss the reasons why approval was not given, and discuss alternative placements.

2.5 Enrolment

- Consistent with general enrolment guidelines.
- Inclusion process will be as negotiated by the Support Panel.

2.6 Student Support Panel Meetings / Reviews

- Once the child is enrolled at the school there will be regular student Support Panel meetings
- Aims, programs and resources will be determined at these meetings
- A written record of these meetings must be signed by participants.
- Support Panel meetings for the student's support are to be held at least once per term for the first year.
- Support Panel meetings will be held at least once every twelve months for continuing students.
- When the Principal, in consultation with the Support Panel, decides the school can no longer provide an appropriate program for a student the Principal should make recommendations to the parents regarding options for the student's future.

The Students with Special Needs Policy & Procedures Manual can be found at http://www.ceo.nt.catholic.edu.au/CEO/main/index.php?ch_table=link8&PID=18&NPID=11&SID=FjXYaYavsBqjhHWK&st=9&rel=y

Independent sector

- Funding for SWD in NT independent schools is available from two sources: Commonwealth Targeted Programs Literacy, Numeracy and Special Learning Needs and the Northern Territory Scheme – Severely Disabled Children's Program.
- To be considered for funding under the LNSLN – Special Education Program, students need to be ascertained at level 5, 6 or 6+ disability by the AISNT Ascertainment Committee or the equivalent with Student Services NTDEET.
- The level of ascertained disability and consequent disadvantage is a major factor in the consideration of funding allocation. Students should meet the criteria for level 5 or 6 disability or greater to be considered for funding under this program.
 - Website notes that applications for funding are provided from schools to AIS NT; and an Individual Student Profile Form should be completed for each student with a disability for whom funding is requested.
- The Northern Territory Assistance Scheme for Severely Disabled Children's Program is administered by NT DET and provides for students with disabilities in non-government schools where there is:
 - An assessment from relevant Student Services Professionals.
 - A severe to profound disability due to an identified impairment.
 - An Individual Education Plan or Special Program.
 - Provision of appropriate resources and materials.
 - Provision of ongoing evaluation.