

Program for Students with Disabilities – operational guidelines for schools 2019



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Authorised by the Department of Education and Training,

2 Treasury Place, East Melbourne, Victoria, 3002



Education
and Training

1. Introduction

1.1 EDUCATION FOR ALL

The Department of Education and Training (the Department) is committed to embedding inclusive education in all school environments for students with disabilities 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.

For information and resources on **Education for all**, the Department's vision for inclusive education, see:

[Inclusive Education for Students with Disabilities.](#)

1.2 THE PROGRAM FOR STUDENTS WITH DISABILITIES

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 disabilities. 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.

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

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 12 to 18** for more information)
- essential timelines for the application process (see **page 9** for more information)
- links to support materials and templates (see **Appendices** for more information)
- key contact numbers and websites (see **Appendix H** for more information).

Under section 32 of the Disability Discrimination Act 1992, education providers must comply with the Disability Standards for Education 2005 (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.

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:

[Disability Standards](#) and at:

[School Policy Advisory Guide – Student with a Disability.](#)

Information about the Disability Standards for Education 2005 can be found at:

[Disability Standards for Education 2005 \(Australian Government\).](#)

1.2 OBJECTIVES OF THE PROGRAM FOR STUDENTS WITH DISABILITIES

The Program for Students with Disabilities provides supplementary resources to support schools achieve three broad objectives for students with disabilities:

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.

2. 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.

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

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

1.3 WORKING IN COOPERATIVE PARTNERSHIP

Parents 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 disabilities, 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.](#)

2 Essential information

2.1 WHO IS ELIGIBLE FOR THE PROGRAM?

The Program for Students with Disabilities provides supplementary resources to schools to support the education of students with disabilities 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 and School Policy Advisory Guide** for further advice.

2.2 PROGRAM CATEGORIES AND CRITERIA

See **Appendix A** for supporting evidence requirements and further information.

Category	Criteria
1. Physical disability	<p>A A significant physical disability;</p> <p>AND/OR</p> <p>B A significant health impairment;</p> <p>AND</p> <p>C Requires regular paramedical support.</p>
2. Visual impairment	<p>A Visual acuity less than 6/60 with corrected vision;</p> <p>OR</p> <p>B That visual fields are reduced to a measured arc of less than 10 degrees.</p>
3. Hearing impairment	<p>A A bilateral sensori-neural hearing loss that is moderate/severe/profound;</p> <p>AND</p> <p>B The student requires intervention or assistance to communicate.</p>
4. Severe behaviour disorder	<p>A Student displays disturbed behaviour to a point where special support in a withdrawal group or special class/unit is required;</p> <p>AND</p> <p>B Student displays behaviour so deviant and with such frequency and severity that they require regular psychological or psychiatric treatment;</p> <p>AND</p> <p>C 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;</p> <p>AND</p> <p>D A history and evidence of an ongoing problem with an expectation of continuation during the school years.</p>
5. Intellectual disability	<p>A 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;</p> <p>AND</p> <p>B 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;</p> <p>AND</p> <p>C A history and evidence of an ongoing problem with an expectation of continuation during the school years.</p>

Category	Criteria
6. Autism Spectrum Disorder	<p>A A diagnosis of Autism Spectrum Disorder;</p> <p>AND</p> <p>B 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;</p> <p>AND</p> <p>C 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.</p>
7. Severe language disorder with critical educational needs *	<p>A 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</p> <p>AND</p> <p>B The severity of the disorder cannot be accounted for by hearing impairment, social emotional factors, low intellectual functioning or cultural factors;</p> <p>AND</p> <p>C A history and evidence of an on-going problem with the expectation of continuation during school years;</p> <p>AND</p> <p>D 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/PRI) functioning ($VCI < VSI/PRI$);</p> <p>AND</p> <p>E 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.</p>

* 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:

1. **New applications**
2. **Year 6–7 Reviews**
3. **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 Year 6–7 Reviews 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 where eligibility for the Program for Students with Disabilities was established on a fixed term basis, and for students who have returned to the Victorian government school system after a period of time inclusive of Year 6 (or age equivalent for specialist schools).

2.3.2 Year 6–7 Reviews

The Program for Students with Disabilities has been structured to review the educational progress of students with disabilities and the appropriateness of the allocation made to schools. It has been determined that a critical review point, in terms of establishing educational need 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 2006 and 30 April 2007.

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 2019 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 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**.

A Year 6-7 Review should also be submitted for a student not intending to enrol 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. Where the Student Support Group believes that the educational need of the student has changed, a reappraisal application may be submitted.

For information about transition to secondary school see:

[Year 6–7 Transitions – Students with Disabilities.](#)

2.3.3 Reappraisal

Where it is believed that an adjustment to the level of support provided is needed for a student currently in 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**). The level of resources that the school receives to support a student in 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. Assessments Australia does not provide assessments for Reappraisals.

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

2.4 SUPPLEMENTARY INFORMATION

2.4.1 Preps beginning in 2019

In most instances, parent/guardian/carer(s) of children with disabilities entering Prep in 2019 will approach schools from mid-2018 seeking to commence an enrolment and application process.

With children entering Prep it is advisable to include preschool teacher/s, preschool field officer 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 October 2018.

For information about transition into school see:

[Transition to School.](#)

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 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**) 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/guardian/carer(s) of any procedural concerns during this time as well as provide counselling and other support for the parent/guardian/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 (see **section 3.2** Post Annual Round applications)

2.4.3 Enrolment in Specialist schools

In Victoria, there are government specialist schools that provide specialised education for eligible students with specific disabilities.

In order for students to be enrolled in a specialist school setting, the student must meet the enrolment criteria of the particular specialist school. 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.

Where a change of Program for Students with Disabilities category is required for enrolment in a specialist school the Principal should contact the Regional Disabilities Coordinator (see **Appendix H** for contact details) to discuss the requirements for the change of category.

2.4.4 Students turning 19 years or older in 2019 in the Program for Students with Disabilities

In planning enrolment arrangements for students who are turning 19 or older in 2019, schools should refer to the age eligibility and approval requirements for government schools in the Admission policy of the School Policy and Advisory Guide available at:

[School Policy Advisory Guide – Admission.](#)

For students who are turning 19 years or older in 2019 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 respective funding arrangements.

Schools are referred to the guidelines, form and timelines for this group of students available at:

[Program for Students with Disabilities Guidelines.](#)

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.

Information relating to international student enrolment processes is detailed at

[International Student Program Fees, Enrolment and Accreditation.](#)

3 Timelines

3.1 ANNUAL ROUND

The Annual Round closes on **20 July 2018**. New applications for students enrolled in Victorian government schools must be submitted during the Annual Round.

3.2 POST-ANNUAL ROUND APPLICATIONS

Applications received **after 20 July 2018** will only be accepted for:

- students transferring from other school systems, including interstate and overseas
- Preps beginning in 2019
- students with a seriously deteriorating medical condition
- students with a seriously deteriorating behavioural condition such that the student's behaviour poses a significant safety risk to him or herself or others in the school, and there is evidence of substantial regional and other intervention.

When Post-Annual Round consideration is requested, the application should be completed according to the usual process on **pages 12 to 18** of these guidelines, with a covering letter from the school Principal detailing the reasons for the request for Post-Annual Round consideration.

For students with seriously deteriorating medical or behavioural conditions, the cover letter should also outline the school, network, regional and other resources that have been employed to support the student. It is essential that the school Principal contact the Regional Disabilities Coordinator to ensure that all regional and other resources have been fully utilised prior to submitting the application.

3.3 NEW APPLICATIONS

The table below outlines the timeline for submitting a new application.

	Submit during Annual Round (by 20/7/2018)	Submit post-Annual Round (21/7/18-28/2/19)	Funded in 2018 or 2019 (if eligible)
New students to Victorian government schools (i.e. Preps beginning in 2019 & transfers from other systems not previously receiving individual funding)	✓	✓	2019
	Applications for Preps beginning in 2019 are accepted from October 2018		
Students currently enrolled in Victorian government schools	✓	✗	2019
Students transferring from other school systems with evidence of individual funding prior to transfer	Submit within one term (10 school weeks) of the student commencing at the school		2018 or 2019
Students with a seriously deteriorating medical or behavioural condition	Submit at any time		2018 or 2019

Applications for students transferring from other school systems who were not being provided with individual support, as in (a) above, will only be considered for funding in 2019.

Applications for students transferring from other school systems, including interstate and overseas, from a setting that provided individual support for the student's additional learning needs immediately prior to transfer, as in (c) above, will be considered for funding from their first full term of attendance. Evidence of support from the previous system must be attached to the application. Applications must be submitted within one term (10 school weeks) of the student commencing at the school.

3.4 YEAR 6–7 REVIEWS

The table below outlines the timeline for submitting a Year 6–7 Review.

	Submit any time	Submit during Annual Round by 18/5/18 or 20/7/18 (final date)	Funded in 2018 or 2019 (if eligible)
Year 6–7 Review	✘	✔	2019

Where submission of the Year 6–7 Review is not practicable prior to **18/5/18**, these reviews should be submitted as soon as possible (no later than **20/7/18**).

3.5 REAPPRAISALS

The table below outlines the timeline for submitting a Reappraisal.

	Submit any time	Funded in 2018 or 2019 (if eligible)
Reappraisal	✔	2018 or 2019

Adjustments to the level of resources in line with the new Educational Needs Questionnaire and supporting documentation will apply from the term following receipt of the Reappraisal.

3.6 TIMING OF NOTIFICATION OF APPLICATION OUTCOMES

For complete applications received by the key dates below, the following table provides an overview of when outcome notifications will be made available to Principals.

Application type	Application received by:	School to be notified:	Funded in 2018 or 2019 (if eligible):
Year 6-7 Reviews for students currently enrolled in Victorian government schools and supported by the PSD	18 May 2018	Between 20 and 22 June 2018	2019
New applications for students currently enrolled in Victorian government schools applying entry into the PSD Applications for students with funding end dates of Term 4 2018 currently enrolled in Victorian government schools and supported by the PSD	20 July 2018 (final close date)	Between 19 and 21 September 2018	2019
New applications for new students to Victorian government schools (i.e. Preps beginning in 2019 and transfers from other systems not previously receiving individual funding)	12 October 2018	9 November 2018	2019
	9 November 2018	7 December 2018	
	7 February 2019	28 February 2019	
	28 February 2019 (final close date)	Between 27 and 28 March 2019	
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	Regularly each term	2018 or 2019
New applications or reappraisals for students with a seriously deteriorating medical or behavioural condition	Submit any time	Regularly each term	2018 or 2019

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 received without the signature of a Department Nominee, Principal and parent will be returned to the school.

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 enrolls and printed information about school and the Program for Students with Disabilities is provided to parents	SSG established and existing documentation examined	Further assessment occurs if necessary. Assessments Australia undertakes eligibility assessment for ID and SLD categories	SSG meets 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 recommendations to the Principal regarding implementation of the educational plan for student. Funding begins at start of new school year, if eligible.	Student Review occurs at Year 6–7 transition
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/guardian/carer(s) and the parent/guardian/carer(s)' advocate, if requested by the parent/guardian/carer(s) and
- the student (where appropriate).

A Student Support Group is a cooperative partnership between the parent/guardian/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 evidence to determine any adjustments to be made to the curriculum, and 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.](#)

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.

The Application Student Support Group should:

1. Carefully examine the evidence and determine whether an application under one of the seven categories of the Program for Students with Disabilities would be supported (**Appendix A**).
2. Complete the Educational Needs Questionnaire (**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**). Only one number should be placed in each box.
4. Complete the Student Learning and Support Statement – Goals and Strategies (**Appendix C**). (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**) and that the application has been signed by all the relevant members of the Student Support Group.
6. Provide a copy of the Privacy and Security Notice, in writing, to the parent/ guardian/carer(s) of students for which an application has been prepared. See **Appendix E** for a copy of the Statement.

The Principal should ensure that all steps have been completed and a copy of the Application Summary Form (see **Appendix E**), 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 Officers), 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.](#)

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**)
- all attached reports are current, dated and signed.
- Contact details of Department of Education and Training Nominees are available from Regional Offices (see **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 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, Years 6–7 Reviews and changes of category into intellectual disability or severe language disorder with critical educational needs. Assessments Australia do not provide assessments for Reappraisals.

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 Officers for 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 Officers.

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 Disabilities Coordinators, and all relevant eligibility criteria have been addressed. Schools should contact either their Regional Disabilities Coordinators or Assessments Australia for advice as required. See **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**). 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 Officers 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 can be found at:

[Assessment Service for the Program for Students with Disabilities.](#)

4.3.4 Contact details

Assessments Australia

Level 4, 12-20 Flinders Lane, Melbourne, 3000

Telephone: (03) 9663 6622

Fax: (03) 9663 6644

Email: PSD-AS@assessments.com.au

www.assessments.com.au

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**) and Educational Needs Questionnaire (**Appendix B**). Evidence must be current at the time the application is received.

A range of documentation may already be held by the parent/guardian/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.

Schools are reminded to follow information and privacy requirements when collecting information about individual students, see [School Policy Advisory Guide – Information and Privacy](#).

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 publically available protocols for electronically approved signatures, e.g. the Royal Children's Hospital.

Suspension notices, school records of misdemeanors, 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 should not be submitted as evidence of disability.

See Appendix G for details and a checklist of supporting documentation required for each category.

4.4.1 New applications

Once the parent/guardian/carer(s) and Principal have gathered documentation containing evidence of the student's disability, 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**, the Principal will arrange for a Student Support Group meeting to be convened.

When parent/guardian/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.

Where an application is made outside of the Annual Round on behalf of a student with a seriously deteriorating medical condition, the covering letter accompanying the application should indicate the urgent nature of the support required, and appropriate evidence should be included which outlines the student's condition.

When applications are made on the basis of significantly deteriorating behavioural conditions, such that the student's behaviour poses a significant safety risk to him or herself or others in the school, **evidence is required to demonstrate that substantial regional and other interventions have been fully utilised**. It is expected that these interventions would include targeted ongoing support from Student Support Services and regional student wellbeing and/or disability staff, together with involvement from outside agencies where possible.

4.4.2 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**). 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 on **page 16** and the Documentation Checklist (**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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A current signed report from an ophthalmologist/Educational Vision Assessment Clinic (not more than one year old)
Hearing impairment	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Current evidence/appropriate reports to support agreed Educational Needs Questionnaire levels

4.4.3 REAPPRAISALS

The Reappraisal must provide current evidence, such as reports from relevant professionals, to support the new Educational Needs Questionnaire indicators (**Appendix B**). 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).

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
- Program for Students with Disabilities application timelines
- the Program for Students with Disabilities 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**

4.5.1 Other queries

Parents with questions about the Program for Students with Disabilities, or the progress of an application should direct their queries to their child's school.

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

[Service Gateway Website](#) or phone: **1800 641 943**

Schools with queries related to individual students may contact their Regional Disabilities Coordinator (see **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 \(PSDMS\)](#).

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 postage. Hard copies of applications that have not been submitted online will be returned to the school.

There are three steps to submitting applications online:

1. Ensure student details are registered on PSDMS. 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**).

Quick reference guides providing step-by-step instructions for schools are available on the home page of PSDMS.

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.

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. Service requests can be logged via the:

[Service Gateway Website](#) 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 \(PSDMS\)](#).

4.7 COVERING LETTER

Principals are asked to include a covering letter with the application. This should include the following details:

- 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
- reason for post-annual round application, where relevant.

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**) from the Program for Students with Disabilities Management System (PSDMS) with the Student Learning and Support Statement (Goals and Strategies) (See **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/guardian/carer(s) will be returned to the school.

It is essential that **all** necessary documentation is included with the application. The Document Checklist (see **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/guardian(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
- check 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**.

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 \(PSDMS\)](#).

It is the Principal's responsibility to notify the parent/guardian/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.

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 20**).

For key notification timelines, see **page 20**

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).

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 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.

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

- teaching staff
- specialist staff (e.g. Special Needs Coordinator, occupational therapists, speech pathologists)
- 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.](#)

5.3.1 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.](#)

5.3.2 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 disabilities.

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 in Victorian Government Schools.](#)

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/guardian/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 8](#)). Principals are advised to contact their Regional Disabilities Coordinator (see [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/guardian/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 Disabilities Coordinator for feedback as to why the application did not meet the criteria for eligibility and ensure the parent is informed
- consult the Regional Disabilities 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 disabilities 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, and, 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.

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.

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 cater 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 Officers see:

[Student Support Services Officers.](#)

For information about support for students with additional learning needs see:

[School Policy Advisory Guide – Student with a Disability.](#)

5.6 APPEAL PROCESS

An appeal process exists for any application deemed ineligible. After following the process in [Section 5.4](#) the Principal may wish to lodge an appeal with the Wellbeing Health and Engagement 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, Inclusion, Access and Participation
Wellbeing Health and Engagement Division
Locked bag 32005
Collins Street East, VIC 8003

The Director, Inclusion, Access and Participation, 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 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 7](#).

Appendix A

PROGRAM FOR STUDENTS WITH DISABILITIES CATEGORIES, CRITERIA AND SUPPORTING EVIDENCE

Physical disability

CRITERIA	EVIDENCE
<p>A A significant physical disability; AND/OR</p> <p>B A significant health impairment; AND</p> <p>C Requires regular paramedical support.</p> <p>Note: Schools can refer students with a mild physical disability or health impairment for support by a visiting teacher.</p> <p>Note: It is recommended that a medical management plan be developed for any student with a health impairment.</p>	<p>A statement detailing the disability or health impairment from a paediatrician or relevant medical specialist; AND</p> <p>A statement detailing paramedical service requirements from a registered physiotherapist or occupational therapist.</p> <p>Note: Written agreement for a formal assessment or statement must be provided by the student's parent/guardian/carer(s).</p> <p>Note: Professionals are requested to refer to the Department guidelines for assessment of physical disability/health impairment, available from Regional Disabilities Coordinators.</p>

Visual impairment

CRITERIA	EVIDENCE
<p>A Visual acuity less than 6/60 with corrected vision; OR</p> <p>B That visual fields are reduced to a measured arc of less than 10 degrees.</p> <p>Note: Partially sighted students may obtain support from visiting teachers and/ or the Statewide Vision Resource Centre.</p> <p>Eligibility for these services is:</p> <ul style="list-style-type: none"> visual acuity of less than 6/18 with corrected vision <p>OR</p> <ul style="list-style-type: none"> visual fields reduced to a measured arc of less than 20 degrees 	<p>Assessment/report from the Educational Vision Assessment Clinic; OR</p> <p>Assessment/report from the student's ophthalmologist.</p> <p>OBTAINABLE FROM:</p> <p>Educational Vision Assessment Clinic PO Box 201 Nunawading Vic 3131 Telephone (03) 9841 0807</p> <p>Note: Professionals are requested to refer to the Department guidelines for assessment of visual impairment available from Regional Disabilities Coordinators.</p>

Hearing impairment

CRITERIA	EVIDENCE
<p>A A bilateral sensori-neural hearing loss that is moderate/ severe/profound. AND</p> <p>B The student requires intervention or assistance to communicate.</p> <p>Note: Schools can refer students with a mild bilateral hearing loss for support by a visiting teacher.</p>	<p>An audiogram with a written statement is required from a qualified audiologist.</p> <p>Note: Professionals are requested to refer to the Department guidelines for assessment of hearing impairment, available from Regional Disabilities Coordinators</p>

Severe behaviour disorder

CRITERIA	EVIDENCE
<p>A Student displays disturbed behaviour to a point where special support in a withdrawal group or special class/unit is required;</p> <p>AND</p> <p>B Student displays behaviour so deviant and with such frequency and severity that they require regular psychological or psychiatric treatment;</p> <p>AND</p> <p>C 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;</p> <p>AND</p> <p>D A history and evidence of an ongoing problem with an expectation of continuation during the school years.</p>	<p>Evidence is required for each of the criteria. Evidence provided should be coordinated by a Department of Education and Training nominated psychologist.</p> <p>Note: Professionals are requested to refer to the Department guidelines for assessment of severe behaviour disorder, available from Regional Disabilities Coordinators.</p> <p>Note: Written agreement for a formal assessment or statement(s) must be provided by the student's parent/guardian/carer(s).</p> <p>OBTAINABLE FROM:</p> <p>Department of Education and Training Student Support Services, parent/ guardian/ carer(s) held information and/or Regional Child and Adolescent Mental Health Services.</p>

Intellectual disability

CRITERIA	EVIDENCE
<p>A 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;</p> <p>AND</p> <p>B 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;</p> <p>AND</p> <p>C A history and evidence of an ongoing problem with an expectation of continuation during the school years</p>	<ul style="list-style-type: none"> • Where the primary disability is intellectual, e.g. mild intellectual disability, a written report by a registered psychologist is required. • In the case where a student has severe/profound disabilities including intellectual disability, the student may not need a formal psychological assessment but a statement from a paediatrician, or a registered psychologist is required. <p>Note: Professionals are requested to refer to the Department guidelines for assessment of intellectual disability, available from Regional Disabilities Coordinators.</p> <p>Note: Written agreement for a formal assessment or statement must be provided by the student's parent/guardian/carer(s).</p> <p>OBTAINABLE FROM:</p> <p>Parent/guardian/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.</p>

Autism Spectrum Disorder

CRITERIA	EVIDENCE
<p>A A diagnosis of Autism Spectrum Disorder;</p> <p>AND</p> <p>B 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;</p> <p>AND</p> <p>C 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.</p> <p>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.</p>	<ul style="list-style-type: none"> 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. <p>Note: Professionals are requested to refer to the Department guidelines for assessment of Autism Spectrum Disorder, available from Regional Disabilities Coordinators.</p> <p>OBTAINABLE FROM:</p> <p>Parent/guardian/carer held information or specialised teams, e.g. Alfred CYMHS, Royal Children's Hospital Integrated Mental Health Program, Eastern Health CYMHS, Austin CAMHS, Early in Life Mental Health Service and regional CAMHS and CYMHS teams. CAMHS contact details are available on www.health.vic.gov.au/mentalhealth/camhs/</p>

Severe language disorder with critical educational needs

CRITERIA	EVIDENCE
<p>A 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;</p> <p>AND</p> <p>B The severity of the disorder cannot be accounted for by hearing impairment, social emotional factors, low intellectual functioning or cultural factors;</p> <p>AND</p> <p>C A history and evidence of an on-going problem with the expectation of continuation during school years;</p> <p>AND</p> <p>D 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/PRI) functioning (VCI/VSI/PRI);</p> <p>AND</p> <p>E 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.</p>	<p>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.</p> <p>Note: Professionals are requested to refer to the Department guidelines for assessment of Severe Language Disorder with Critical Educational Need, available from Regional Disabilities Coordinators.</p> <p>Note: Students with 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 Disabilities Coordinators.</p> <p>Note: Written agreement for a formal assessment or statement must be provided by the student's parent/guardian/carer(s).</p> <p>OBTAINABLE FROM:</p> <p>Parent/guardian/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.</p>

Appendix B

EDUCATIONAL NEEDS QUESTIONNAIRE (ENQ)

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. 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 numbers chosen must be transferred to the **Application Summary Form** (See **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

- 2 -** 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.
- 3 -** 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.
- 4 -** 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.
- 5 -** 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.
- 6 -** 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.
- 7 -** 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.
- 8 -** 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.

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

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

- 2 -** The student can manage regular classroom activities. Writing may be clumsy but can be read.
- 3 -** The student is clumsy with small objects and may require simple modifications such as a standard pencil grip or a larger pencil.
- 4 -** Adaptations designed by teachers to assist fine motor skills are required on a frequent basis.
- 5 -** 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.
- 6 -** 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

- 2 -** 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.
- 3 -** 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.
- 4 -** The student can only understand simple instructions such as 'stand' and 'sit' but does not understand simple phrases – even with gestures
- 5 -** The student understands signs or gestures such as 'stop' or 'come' but does not have any understanding of any verbal communication.
- 6 -** The student has no understanding of simple one-word commands using either voice, visual or gestural cues.

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

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

- 2 - The student's speech can be understood by familiar listeners in the school setting, e.g. close friends or teachers.
- 3 - The student has no articulation difficulties, but speech is not presented in an ordered manner, e.g. 'Drink want I.'
- 4 - 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.
- 5 - 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.
- 6 - 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.
- 7 - 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

<input type="checkbox"/>	<ol style="list-style-type: none">1 - No overt challenging (excess) behaviour2 - Shows depression/emotional outbursts beyond regular classroom control3 - 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
<input type="checkbox"/>	<p>Frequency</p> <ol style="list-style-type: none">1 - Not appropriate2 - Occasional (e.g. six to twelve times a year)3 - Episodic outbreaks of excess behaviour4 - 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

- 2 - 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.
- 3 - 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.
- 4 - 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

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

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

- 2 -** 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.
- 3 -** 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.
- 4 -** 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

- 2 -** 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).
- 3 -** With whatever corrective or assisted device is provided, the student has difficulty in hearing conversational speech, particularly with background noise.
- 4 -** 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.
- 5 -** 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

- 2 -** 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.
- 3 -** 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.
- 4 -** 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**

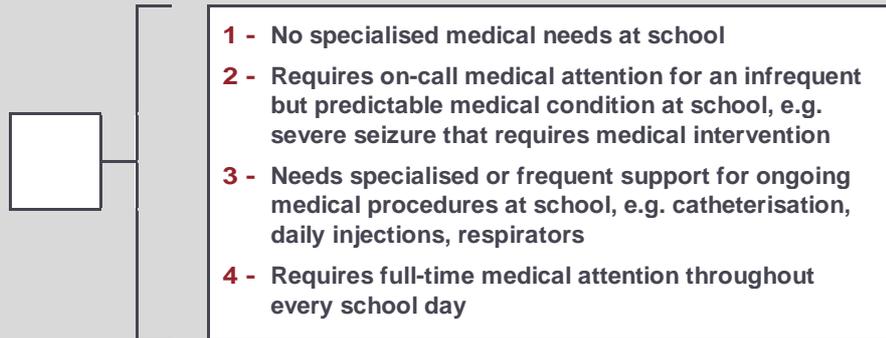
Self-care: The ability of the student to look after his/her personal needs within reasonable age-related expectations.

Examples

- 2 -** 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.
- 3 -** 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.
- 4 -** 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.
- 5 -** 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

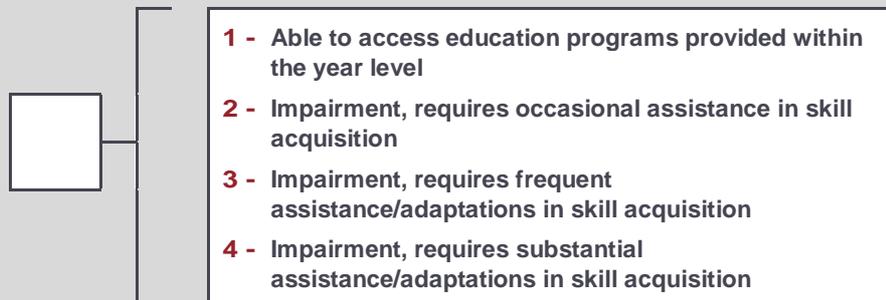


Medical: The requirement for support for highly-specialised medical procedures that need to be undertaken during school hours

Examples

- 2 - 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.
- 3 - 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).
- 4 - 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



Cognitive skills: The ability to acquire knowledge. Knowledge includes perception, intuition and reasoning.

Examples

- 2 - 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.
- 3 - Frequent modifications to the curriculum could involve the teacher having to break down the skill to be taught into small achievable skills.
- 4 - 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.

Transfer the number for each indicator to the **Application Summary Form – Education Needs Questionnaire** available at: [Program for Students with Disabilities Guidelines](#)

Enter the numbers online at: [PSDMS](#)

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](#).

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](#).

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](#).

Student Learning and Support Statement (Goals and Strategies)

GOALS	STRATEGIES
1 -	
2 -	
3 -	
4 -	
5 -	
6 -	

Appendix D

PROGRAM FOR STUDENTS WITH DISABILITIES APPLICATION SUMMARY FORM

CONFIDENTIAL

PSD Identification Number	
Surname (as per CASES21)	
First name (as per CASES21)	
Date of birth	Male <input type="checkbox"/> Female <input type="checkbox"/>
Year level	Enrolment status
Time fraction	Entry Date / /
Name of school submitting the application	
Number of school submitting the application	
Region	

Educational Needs Questionnaire			
<input type="checkbox"/>	MOBILITY	<input type="checkbox"/>	SAFETY
<input type="checkbox"/>	FINE MOTOR SKILLS	<input type="checkbox"/>	HEARING
<input type="checkbox"/>	RECEPTIVE COMMUNICATION	<input type="checkbox"/>	VISION
<input type="checkbox"/>	EXPRESSIVE COMMUNICATION	<input type="checkbox"/>	SELF-CARE
<input type="checkbox"/>	CHALLENGING (EXCESS) BEHAVIOUR	<input type="checkbox"/>	MEDICAL
<input type="checkbox"/>	FREQUENCY	<input type="checkbox"/>	COGNITIVE SKILLS

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) _____

Application Checklist	
The application is signed by all parties as complete and accurate	<input type="checkbox"/>
All evidence to establish eligibility and support of ENQ indicators is attached	<input type="checkbox"/>
The completed 'Student Learning and Support Statement' (Goal and Strategies) is attached	<input type="checkbox"/>
The application has been entered in PSDMS and the information is identical in online and paper copies	<input type="checkbox"/>

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 .	
Date: / /	
Parent/Guardian Name: _____	Signature: _____
Principal Names: 1 _____	Signature: _____
2 _____	Signature: _____
Department Nominee Name: _____	Signature: _____

For office use only		
Date received: _____	Comments:	Start date: T / 20
RCG date: _____		End date: T / 20
Status: _____		SL&SS:
Application considered for category		<input type="checkbox"/> New <input type="checkbox"/> Reappraisal <input type="checkbox"/> 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/guardian/carer(s) of students for whom applications have been prepared and submitted:

PRIVACY AND SECURITY NOTICE

The Department values the privacy of every person. The Department, including all school staff, must comply with Victorian privacy 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**).

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 disabilities (anti-discrimination law) and providing a safe and secure workplace (occupational health and safety).

Consistent with 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.

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).

Disclosure of information externally to the Department and school

The Department, including 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 law.

Security and retention of information

All information collected through this PSD application process is kept secure and treated as confidential. We respect the right to privacy and will only release information about a student with written consent or as required by law. All Department staff handling student information must comply with Victorian privacy laws.

Accessing information

The student's school will keep a copy of all PSD application documents. Upon request, this should be provided to a student's parent. If a school cannot assist such a request, the parent should contact the Disability Coordinator at the nearest Regional Office, see: [Regions](#).

If you do not provide requested information

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.

Appendix F

APPLICATION CHECKLIST FOR PRINCIPALS

Student's name: _____

- 1 Discuss issues with parent/guardian/carer(s)
 - Investigate the student's additional needs
 - Examine any existing documentation
 - Discuss programs provided by the school
 - Provide parent/guardian/carer(s) with an explanation of the Program for Students with Disabilities.
 - Provide printed information to parent/guardian/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 13](#)).

- 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](#)).
 - During the Application Student Support Group meeting, carefully examine the evidence of disability and determine whether the evidence would support an application under one of the categories for inclusion in the program (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 parents with Privacy and Security Statement (see [Appendix E](#))
 - Complete the Application Summary Form – (See [Appendix D](#)) and available at: [Program for Students with Disabilities Guidelines](#).
 - Complete the Student Learning and Support Statement – (Goals and Strategies) in [Appendix C](#) or at: [Program for Students with Disabilities Guidelines](#).
 - Ensure that the application is signed by the Principal, parent/guardian/carer(s) and the Department Nominee

- 4 Register the application on PSDMS according to the instructions on [page 17](#).

- 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 18](#)) 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

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.

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.

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.

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.

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.

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 statement regarding hearing and a current audiogram (not more than one year old)*
- Evidence of a history of ongoing difficulties*
- 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.

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.

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. Service requests can be logged via the: [Service Gateway Website](#) 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

Benalla Phone: (03) 8392 9500

Glen Waverley Phone: (03) 8392 9300

North Western Victoria Region

Bendigo Phone: (03) 5440 3111

Coburg Phone: (03) 9488 9488

South Eastern Victoria Region

Dandenong Phone: (03) 8765 5600

Moe Phone: (03) 5127 0400

South Western Victoria Region

Ballarat Phone: (03) 5337 8444

Footscray Phone: (03) 8397 0300

Geelong Phone: (03) 5225 1000

Central Office

Wellbeing Health and Engagement Division

Level 1, 33 St Andrews Place

East Melbourne 3002

Phone: (03) 9637 2000

Email: disability.services@edumail.vic.gov.au

Assessment service provider

Assessments Australia

Level 4, 12-20 Flinders Lane,

Melbourne 3000

Phone: (03) 9663 6622 Fax: (03) 9663 6644

Email: PSD-AS@assessments.com.au

www.assessments.com.au

Department of Education and Training websites

[Department of Education and Training](#)

[Program for Students with Disabilities](#)

[Accessing Interpreting and Translation Services](#)

[Abilities Based Learning and Education Support \(ABLES\)](#)

[Autism Friendly Learning](#)

[National Disability Insurance Scheme](#)

[National Disability Insurance Scheme](#)

[School Policy and Advisory Guide](#)

[Statewide Vision Resource Centre](#)

[Student Support Services](#)

[Transition Planning](#)

[Starting Primary School](#)

[Enhanced Transition from Kindergarten to School \(for children with disabilities\)](#)

[Moving from Primary to Secondary School](#)

[Transitioning from Primary to Secondary School \(for young people with disabilities\)](#)

[Beyond School – Department of Education and Training](#)

[Strengthened Pathways Planning for Young People with Disabilities](#)

[Victorian Careers Curriculum Framework](#)

[Victorian Deaf Education Institute](#)

Organisations providing support

AMAZE

[AMAZE website](#) Phone: 1300 308 699

ASPECT

[ASPECT website](#) Phone: 1800 277 328

Association for Children with a Disability (ACD)

[ACD website](#) Phone: (03) 9880 7000 (or for rural callers) 1800 654 013

ADEC (Action on Disability within Ethnic Communities) Inc.

[ADEC website](#) Phone: (03) 9480 1666

Better Health Channel

[Better Health Channel website](#)

Blind Citizens Australia

[Blind Citizens Australia website](#) Phone: (03) 9372 6400 (or for country callers) 1800 033 660 TTY: 03 9376 9275

Centre for Community Child Health

[Centre for Community Child Health website](#)

Cerebral Palsy Education Centre

[Cerebral Palsy Education Centre website](#)

Communication Resource Centre

[Communication Resource Centre website](#)

Children's Mobility Service

[Communication Resource Centre website](#)

Deaf Children Australia

[Deaf Children Australia website](#)

Down Syndrome Victoria

[Down Syndrome Victoria website](#)

Epilepsy Foundation of Australia

[Epilepsy Foundation of Australia website](#)

Fragile X Association of Australia

[Fragile X Association of Australia website](#)

Muscular Dystrophy Association Inc.

[Muscular Dystrophy Association website](#) Phone: (03) 9320 9555 (or for country callers) 1800 656 632

Parents of Hearing Impaired Children Victorian Federation

Phone: (03) 9772 1260

Parents Victoria

[Parents Victoria website](#) Phone: (03) 9380 2158 (or for country callers) 1800 032 023

Raising Children Network

[Raising Children Network website](#)

Spina Bifida Foundation

[Spina Bifida Foundation website](#) Phone: (03) 9663 0075

STAR Victoria Inc.

[STAR Victoria website](#) Phone: (03) 9650 2730

Tourette Syndrome Association of Australia

[Tourette Syndrome Association of Australia website](#) Phone: (02) 9382 3726

Victorian Council of School Organisations

[Victorian Council of School Organisations website](#) Phone: (03) 9429 5900