



Education Adjustment Program (EAP) Handbook

Current as at September 2016



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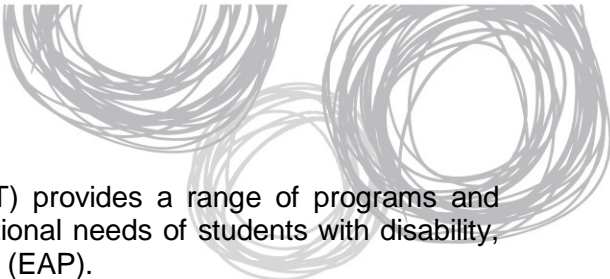


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1.0 Introduction

The Department of Education and Training (DET) provides a range of programs and resources to assist schools in meeting the educational needs of students with disability, one of which is the Education Adjustment Program (EAP).

This targeted program is a process for identifying and responding to the educational needs of students with disability who require significant education adjustments related to the specific impairment areas of:

- Autism Spectrum Disorder
- Hearing Impairment
- Intellectual Disability
- Physical Impairment
- Speech-Language Impairment
- Vision Impairment.

Policy statements related to [Curriculum provision to students with disability](#), including students eligible for the EAP, further outline the legislative requirements and departmental strategies for meeting the educational needs of all students with disability.

The EAP process supports schools to:

- understand and meet their obligations to make reasonable adjustments for students with disability
- identify students (from Prep-Year 12) who meet criteria for the EAP categories
- report the significant education adjustments that are currently in place to meet the educational needs of eligible students.

This Handbook provides information to assist school teams with the three components of the EAP process as outlined below:

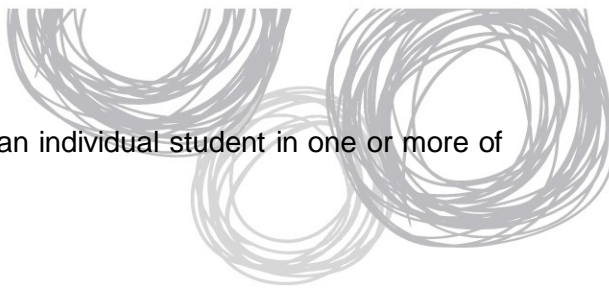
- Verification - confirming that the student's impairment and associated educational needs meet criteria for one or more of the EAP categories.
- The EAP profile - recording the frequency and intensity of education adjustments made for the student.
- Validation - a quality assurance process to ensure that the data obtained through the EAP profile is valid and reliable.

These three components of the EAP support the ongoing cycle of documented data collection, planning, program development, intervention, evaluation and review for eligible students.

2.0 Verification

In the International Classification of Functioning, Disability and Health (ICF, 2001), the term *disability* encompasses impairment of body structure and function and the experience of activity limitation and participation restriction for an individual.

For the purposes of identifying students eligible for the EAP, the term *disability* encompasses the impairment, and the activity limitations and participation restrictions



that require significant education adjustments for an individual student in one or more of the six EAP categories:

- Autism Spectrum Disorder (ASD)
- Hearing Impairment (HI)
- Intellectual Disability (ID)
- Physical Impairment (PI)
- Speech-Language Impairment (SLI)
- Vision Impairment (VI).

Depending on the EAP category, the impairment is diagnosed or identified by an authorised specialist either within or outside of the department.

For the purposes of verification, significant education adjustments:

- are personalised
- may benefit all/other students, but are essential for the identified student to access and participate in the curriculum, school activities and environment
- must be specific and targeted to the identified impairment and the individual student
- include the range and breadth, frequency and intensity of adjustments that are currently in place for the student.

Verification can proceed for students enrolled from Prep to Year 12 in state schools. Verification in the EAP categories of hearing impairment, physical impairment and vision impairment can also occur for eligible students attending non-state schools.

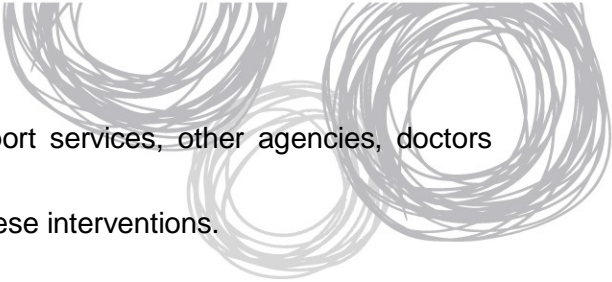
2.1 Step 1. Information Gathering

Through whole school processes, the school team gathers information on an ongoing basis to inform curriculum and program planning to meet the educational needs of all students. This information comes from a range of sources including:

- observations of classroom functioning
- current student achievement
- school assessment information
- background information from the student or parent¹
- data related to identified needs across the curriculum

¹As defined under Sec 10 E(GP)A 2006 a parent of a child is any of the following persons:

- the child's mother
- the child's father
- a person who exercises parental responsibility for the child
- a person, under Aboriginal tradition, who is regarded as a parent of the child
- a person, under Torres Strait Islander custom, who is regarded as a parent of the child
- a person granted guardianship of a child under the Child Protection Act 1999
- a person who exercises parental responsibility under a decision of order of a Federal or State court.

- 
- assessment information from school support services, other agencies, doctors and medical specialists
 - interventions provided and responses to these interventions.

The school team may include but is not limited to:

- principal
- classroom teachers
- guidance officers
- specialist teachers/advisory visiting teachers
- therapists/nurses
- other school administration team members
- teacher aides
- parents
- community agencies.

During this process the school may determine that the student's educational needs may meet criteria for the EAP. A formal agreement between the parent and the school team is required before proceeding with the EAP process and/or adding a student's record on Adjustment Information Management System (AIMS) in One School (OS).

In creating an awaiting verification record in an EAP category for students from prep to year 12, the principal as the accountable officer for EAP processes ensures that:

- parental permission to proceed with the verification process is documented on the [EAP Consent Form \(EAP 1\)](#)
- appropriate personnel have been involved in data gathering and reporting to inform a formal verification request
- there is an intention to submit a formal verification request during the school year that the record is created.

The [EAP Consent Form \(EAP 1\)](#) includes consent for ongoing verification and profile reviews as required. This form must be kept in the student's school file and uploaded as an attachment to Criterion 1 when a verification request is completed on AIMS in OS. In cases where a student may have more than one disability category record the EAP consent form (EAP1) is only required to be uploaded once.

It is important to note if a student already has an AIMS record due to a registration in an Early Childhood Development Program (ECDP) or service, consultation and formal agreement between the school team and parent is still required when they enrol in Prep before proceeding with the EAP process. The EAP Consent Form (EAP 1) will need to be completed.

If the school team is not proceeding with the EAP process, the AIMS record must be made inactive with appropriate reason recorded.

2.2 **Step 2. Investigating a Disability for Verification**

The school team should involve appropriate specialist staff throughout the verification process.

Investigating a possible disability involves gathering data on both (a) the impairment and (b) the activity limitations and participation restrictions and associated significant education adjustments in the educational context.

a) **Impairment**

Specialist assessment and/or diagnosis of the impairment is required from the relevant specialists listed for each EAP category.

Autism Spectrum Disorder	a registered paediatrician, psychiatrist or neurologist
Hearing Impairment	an audiologist or otolaryngologist (ear, nose and throat specialist)
Intellectual Disability	evidence of impairment from a guidance officer or psychologist
Physical Impairment	a registered medical specialist, e.g. a paediatrician, neurologist, orthopaedic surgeon, geneticist or rheumatologist
Speech-Language Impairment	an Education Queensland speech-language pathologist
Vision Impairment	a registered ophthalmologist or in cases of cerebral vision impairment, a registered paediatrician or neurologist

b) **Activity Limitations and Participation Restrictions**

Description of activity limitations and participation restrictions specific to the impairment and the associated significant education adjustments is required from members of the school team using information gathered in Steps 1 and 2.

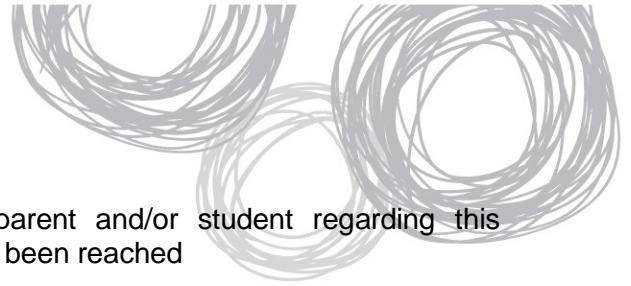
Definitions, criteria and specific processes for each EAP category are also outlined in the relevant sections of this handbook.

2.3 **Step 3. Request for Verification**

The principal requests that the documented impairment, related activity limitations and participation restrictions and associated significant education adjustments be considered for verification in the given EAP category. The principal makes this request by completing the principal section of the verification request.

In completing the principal section, the principal confirms that:

- the student is enrolled and attending the school
- a completed [EAP Consent Form \(EAP 1\)](#) is uploaded in the AIMS record



- discussions have been held with the parent and/or student regarding this verification and agreement to proceed has been reached
- all sections of the verification request are complete
- appropriate personnel have been involved in data gathering and reporting
- processes are in place to support this student within the school
- criterion 2 has been completed by the student's teacher with support from the school team
- original documents supporting this verification request are stored within the student's school file.

Verification requests in more than one EAP category

In some cases it may be appropriate to complete a verification request for a student in more than one EAP category. Verification requests can be submitted for more than one category at the same time or separately over time as appropriate. When submitting a verification request for an additional category, the school team should carefully consider the information available for the existing category and determine whether any review or updated information may be required in order to accurately inform the educational programming for the student.

The verification request in an additional category should focus on the impact of the identified impact and the significant education adjustments in place specifically related to this impairment.

Please note that the following categories are mutually exclusive for the purposes of the EAP:

- Speech-Language Impairment and Autism Spectrum Disorder
- Speech-Language Impairment and Intellectual Disability

Students cannot be identified in both categories at the same time.

2.4 Step 4. Verification

The verification process involves the following steps:

- The completed verification request is received by the EAP verification team through AIMS in OS and is assigned to the relevant statewide verifier with experience and relevant qualifications in the EAP category.
- The status on AIMS in OS is changed from *Awaiting Verification* to *Assigned to Verifier*.
- The statewide verifier considers the information according to the departmental criteria.
- The statewide verifier will contact the relevant school or regional personnel if any further information is required.
- The verification decision is recorded on AIMS in OS.

The verification decision, as recorded on AIMS in OS, will be either (a) *Verified*, or (b) *Rejected*:



a) Verified

- Request accepted as meeting criteria with no review required.
- Request accepted as meeting criteria with review required for Criterion 1 and Criterion 2 or Criterion 2 only by a specified date.
- Request for removal from an EAP category accepted (i.e. verifying an end date on AIMS in OS – there will be an end date recorded in the relevant EAP Category on AIMS in OS) and status will be recorded as *Verified (Removed from Category)*
- Request for removal from an EAP category is not accepted (i.e. the end date is rejected on AIMS in OS – no end date is recorded in the relevant EAP category on AIMS in OS and the earlier verification remains current).

b) Rejected

- Request not accepted as meeting departmental criteria.

If a verification request is rejected, the principal and nominated school contact person will be informed of the reasons for the decision by email. A new request for verification may be submitted at any time if further supporting documentation is available.

The school team needs to check the student record on AIMS in OS for the verification decision. Non-state schools will need to check the student’s verification status on AIMS in OS through their local DET regional office.

Appeals

Verification is a process that is based on consistency of decision making in relation to the information submitted to the EAP verification team. In a small number of cases, the school may disagree with the verification decision. In these cases, the principal of the school may lodge an appeal within 21 days of the verification decision being entered on AIMS in OS. This is done by emailing the Principal Advisor, Education Adjustment Program (PA, EAP) at EAP@dete.qld.gov.au.

The verification request will then be provided to a relevant departmental specialist who will review the verification request and associated documents (as originally submitted) and provide advice to the PA, EAP. The final decision will be conveyed to the principal via email.

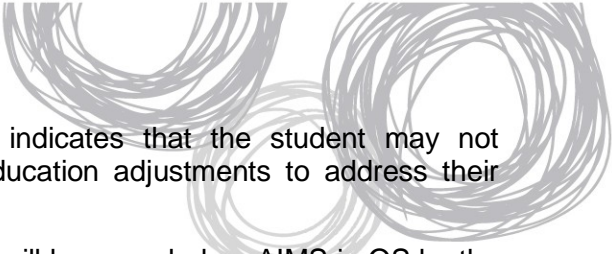
2.5 Step 5. Review of Verification

At the time of verification the statewide verifier will determine:

- if a review of verification is required
- the criteria to be reviewed (Criterion 1 and Criterion 2 or Criterion 2 only)
- the review date.

This decision will be guided by the following factors:

- age of the student
- stage of schooling
- information provided in Criterion 1 on the impairment

- 
- information provided in Criterion 2 that indicates that the student may not continue to require ongoing significant education adjustments to address their impairment in the school context.

If a review is required, all verification review dates will be recorded on AIMS in OS by the statewide verifier. It is important for schools to check whether both Criterion 1 and Criterion 2 need to be reviewed or only Criterion 2.

A verification review request should be completed and submitted as close as possible to the review dates recorded on AIMS in OS. The EAP profile should also be reviewed at this time.

The school team and parents can also request a review at any time if considered appropriate.

The *Verification Review Date Report* on AIMS in OS can be used to assist school personnel to plan their review processes. This report allows school personnel to monitor their verification reviews by identifying those students whose verifications are due for review in the next 12 months and students whose verification review dates have passed or expired.

For a review of verification, schools follow the same steps as for the initial verification process. A new [EAP Consent Form \(EAP 1\)](#) is **not** required for a review of verification. If the review of verification is required for Criterion 2 only, then Criterion 1 information does not need to be updated.

Appendix One [Framework for Identifying Students with Disability for Verification](#) provides a summary of the steps involved in the verification process.

Expiry of Verification Records

It is important to ensure information regarding a student's verification record is current and accurate. If a verification review date is specified on AIMS in OS, the school will need to submit the appropriate documentation to the EAP Verification Team by this date.

All verification records on AIMS in OS that are 2 years past the review date will automatically be converted to a status of *Verification Expired*. The EAP profile status will also change and the AIMS record will be made inactive if there is no other current category. Under these circumstances, the school team will need to add the category again in order to complete a verification request. If the new verification request for this category is accepted by the statewide verifier, the student's new record for that category will have a status of *Verified* and *Eligible for Profile*.

For students identified in more than one category, as long as one category record has a status of *Verified* and is *Eligible for Profile*, the overall verification status will remain as *Verified* and the EAP profile will remain active.

3.0 Removal from an EAP Category

In some instances, a student's impairment and/or activity limitations and participation restrictions and associated education adjustments may no longer meet criteria for an EAP category. To request a removal from a current EAP category, evidence must be collected and recorded by completing the verification request for that category. Individual EAP category sections of this handbook further outline the requirements for removal from an EAP category.



4.0 Students Previously Identified in Non-State Schools

The non-state school sectors have processes for identifying students with disability in categories of Autism Spectrum Disorder, Intellectual Impairment and Speech-Language Impairment. For students who have been formally identified in a Queensland non-state school and who are now enrolled in and attending a state school, the school team can use the existing information for a verification request **and**:

- obtain parent permission to proceed using the [EAP Consent Form \(EAP 1\)](#) (to be kept in the school file and uploaded as an attachment in Criterion 1 of the verification request on AIMS in OS)
- create an AIMS record for the student in OS
- collate the existing formal verification documentation from the previous school (e.g. signed medical specialist reports or verification documents/reports) and upload as attachments in the relevant section of the verification request in OS
- include any more recent or additional information relevant to the criteria (e.g. criterion 2 information in the new school setting) in the relevant fields of the verification request in OS
- follow the steps for submitting a verification through the AIMS record in OS (including Quality Assurance and the Principal Request).

The information provided must meet current departmental criteria for the EAP category. The statewide verifier will consider the information and enter a verification decision on AIMS in OS including a review date if required.

5.0 Submission of Verification Requests

5.1 State Schools

State schools can only submit verification requests through AIMS in OS.

For more information on submission through AIMS in OS please refer to the AIMS guide available through the OS home page at:


- Help > Help Materials > Student > Support > Adjustment of Information Management System (AIMS) (the OneSchool AIMS Guide).

5.2 Non-State Schools

Non-state schools do not have access to OS and will therefore continue to email the completed verification requests in the EAP categories of Hearing Impairment, Physical Impairment and Vision Impairment to the category-specific inboxes listed below:

- Hearing Impairment – hi.eap@dete.qld.gov.au
- Physical Impairment – pi.eap@dete.qld.gov.au
- Vision Impairment – vi.eap@dete.qld.gov.au

These email addresses are to be used **ONLY** to submit complete verification requests (Criterion 1 and Criterion 2).



Each verification request must be submitted separately with verification documents attached to an email with the following subject line:

EAP Verification Request – (Student Name)
E.g. EAP Verification Request – John Smith

If more than one email is required for a single verification request, the following subject line should be used:

EAP Verification Request – (Student Name) – Part (number of email) of (total number of emails)
E.g. EAP Verification Request – John Smith – Part 1 of 2.

On receipt of an email with the required subject line and documentation attached, an automated message will be sent to acknowledge receipt of the email.

6.0 EAP Verification Processes

For each EAP category, specific information and processes are set out under the following headings:

- Definition
- Criteria
- Evidence
- Review of Verification
- Removal from the EAP Category
- Verification Request

It is important to note that processes vary depending on the EAP category. The school team needs to ensure that the appropriate procedures have been followed.



6.1 Autism Spectrum Disorder

Definition

Autism Spectrum Disorder is recognised by the department if a diagnosis is provided by a registered paediatrician, psychiatrist or neurologist specifying the *Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5, 2013)*.

Departmental Criteria

Verification for the EAP category of Autism Spectrum Disorder is based on two criteria.

Criterion 1: There is a medical diagnosis of Autism Spectrum Disorder.

Criterion 2: The identified Autism Spectrum Disorder results in activity limitations and participation restrictions for the student at school requiring significant education adjustments.

Evidence

Criterion 1: *There is a medical diagnosis of Autism Spectrum Disorder.*

The department recognises a diagnosis that:

- is provided by a registered paediatrician, psychiatrist or neurologist.

This diagnosis must be documented on the [Autism Spectrum Disorder Medical Specialist Report](#). This form has a review option for specialists to specify if a review of the diagnosis is required.

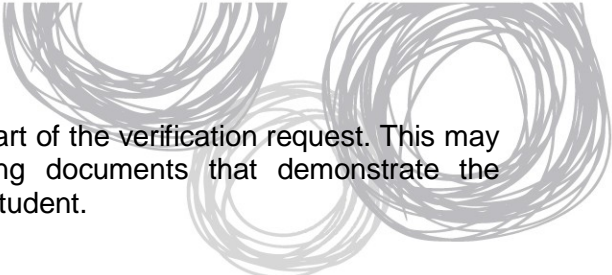
Please Note: Current diagnoses signed by a specialist on or before 7 February 2014 on Part B of the previous Autism Spectrum Disorder verification request will be eligible to be submitted for verification as evidence that Criterion 1 is met.

Criterion 2: *The identified Autism Spectrum Disorder results in activity limitations and participation restrictions for the student at school requiring significant education adjustments.*

Evidence includes:

- the student's functioning (activity limitations and participation restrictions) in curriculum, communication, social participation and emotional wellbeing, learning environment, health, personal care and safety related to the Autism Spectrum Disorder
- significant education adjustments that are currently in place to address the activity limitations and participation restrictions related to the Autism Spectrum Disorder
- ongoing monitoring of the appropriateness of the education adjustments in place for the student and learning outcomes achieved.

Criterion 2 information is to be completed by the student's teacher with support of the school team. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant adjustments that are currently in place in all subject areas.



Supporting documentation may be submitted as part of the verification request. This may include school reports or individualised planning documents that demonstrate the significant education adjustments in place for the student.

Review of Verification

At the time of verification the statewide verifier will determine:

- if a review is required
- the criteria to be reviewed (Criterion 1 and Criterion 2 or Criterion 2 only)
- the review date.

This decision will be guided by the following factors:

- age of the student
- stage of schooling
- information provided in Criterion 1 by the specialist on whether a review of the diagnosis is required
- information provided in Criterion 2 that indicates that the student may not continue to require ongoing significant education adjustments to address their impairment in the school context.

All verification review dates will be recorded on AIMS in OS by the statewide verifier. Where a medical specialist has specified a review date for the diagnosis, this will be recorded on AIMS in OS as the review date for Criterion 1.

For a review of verification, the school follows the same steps as for an initial verification. It is important for schools to check whether both Criterion 1 and Criterion 2 need to be reviewed or only Criterion 2. If the review of verification is required for Criterion 2 only, then Criterion 1 information does not need to be updated.

Removal from the EAP Category of Autism Spectrum Disorder

In some instances, a student's impairment and/or activity limitations and participation restrictions and associated education adjustments may no longer meet criteria for the EAP category of Autism Spectrum Disorder. To request a removal from the category, evidence must be collected and recorded by completing relevant sections of the verification request.

Evidence required for removal from category due to not meeting criteria:

- **Criterion 1** - [Autism Spectrum Disorder Medical Specialist Report](#) completed by a registered paediatrician, psychiatrist or neurologist stating the student does not meet the DSM-5 criteria for Autism Spectrum Disorder **and/or**
- **Criterion 2** - completed Criterion 2 section indicating significant education adjustments related to the Autism Spectrum Disorder are no longer required for the student at school.



Change of Category from SLI to ASD

If the verification request is for a change of category from Speech-Language Impairment to Autism Spectrum Disorder, then the school team only needs to submit a verification request in the category of ASD. All required information is included in the verification request for the new category and the removal from the category of SLI will be actioned by the statewide verifiers.

Verification Requests

Submission through AIMS in OS

The relevant sections of the verification request will become editable to the appropriate roles on AIMS in OS when the category of Autism Spectrum Disorder has a status of *Awaiting Verification* (Criterion 1, Criterion 2 and Principal Request).

Medical specialist form

The [Autism Spectrum Disorder Medical Specialist Report](#) is required for evidence that Criterion 1 is met for initial verification requests and reviews of Criterion 1.

Please Note: Current diagnoses signed by a specialist on or before 7 February 2014 on Part B of the previous Autism Spectrum Disorder verification request will be eligible to be submitted for verification as evidence that Criterion 1 is met.

[Prompts for Autism Spectrum Disorder Criterion 2 Information](#) are available to assist with the completion of the Criterion 2 section. The prompts can be used as a guide to help school teams to individualise reporting on the educational needs arising from the identified Autism Spectrum Disorder and the related significant education adjustments relevant for a particular student.



6.2 Hearing Impairment

Definition

Hearing loss is measured as the increase in decibels (dB) of a person's hearing thresholds (the softest sounds which can be detected) relative to normal hearing levels (0–20 dB). Thresholds are tested across the frequencies of speech. Hearing loss is described as:

- Mild – thresholds between 21dB and 45dB
- Moderate – thresholds between 46dB and 65dB
- Severe – thresholds between 66dB and 90dB
- Profound – thresholds greater than 91dB.

Hearing loss is also described according to the site of damage to the auditory system:

- Conductive hearing loss - a difficulty with the transmission of sound through the outer ear or middle ear. Sound appears softer to the listener, that is, the quantity of sound is affected. Conductive hearing loss may be temporary or permanent.
- Sensorineural hearing loss - a difficulty with the inner ear process in the conversion of sound into electrical signals in the cochlea, or in the transmission of the sound along the auditory nerve to the brain. Sound appears softer to the listener and is likely to be distorted. The quantity and quality of sound are affected. A sensorineural hearing loss is a permanent loss.
- Mixed hearing loss - a hearing loss with a conductive component and a sensorineural component. The overall impact of a mixed loss is a combination of the conductive component and the sensorineural component.

Departmental Criteria

Verification for the EAP category of Hearing Impairment is based on two criteria.

Criterion 1: Evidence of a hearing loss greater than 20 dB HL at any one frequency.

Criterion 2: The hearing loss must be shown to manifest itself in activity limitation and participation restriction in the school context.

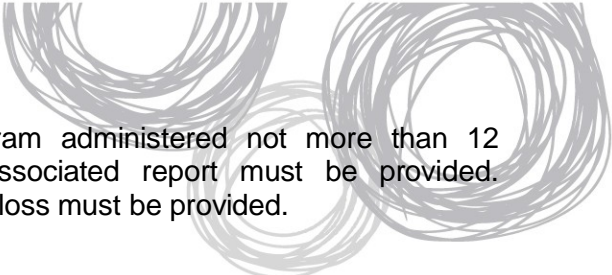
Evidence

Criterion 1: *Evidence of a hearing loss greater than 20 dB HL at any one frequency.*

The department recognises a diagnosis of Hearing Impairment provided by an *otolaryngologist* or an *audiologist*. A Hearing Impairment exists when pure tone thresholds fall outside the normal range (thresholds of 0–20 dB HL) at any frequency. This is documented in the Audiologist/Otolaryngologist Report which must accompany the verification request.

Evidence of Hearing Impairment must consist of an audiogram and written report provided by an audiologist or otolaryngologist. For a diagnosis based on:

- sensorineural, permanent conductive or mixed hearing loss - the *most current* audiogram and report will be accepted

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- fluctuating conductive loss - an audiogram administered not more than 12 months prior to verification and the associated report must be provided. Additionally, a history of persistent hearing loss must be provided.

Criterion 2: *The hearing loss must be shown to manifest itself in activity limitation and participation restriction in the school context.*

Evidence includes:

- description of the student's functioning in the school context (including activity limitations and participation restrictions) in relation to their Hearing Impairment
- description of significant education adjustments currently in place to address the activity limitations and participation restrictions related to the student's hearing loss
- observations in a range of school environments
- formal and informal assessments
- ongoing monitoring of the effectiveness and appropriateness of education adjustments in place for the student and learning outcomes achieved.

Criterion 2 information is to be completed by the student's teacher with support of the school team. Information about the Hearing Impairment can be obtained from discussion with the student and/or parent, the Hearing Impairment specialist teacher and school team. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant adjustments currently in place in all subject areas.

Review of Verification

At the time of verification the statewide verifier will determine:

- if a review is required
- the criteria to be reviewed (Criterion 1 and Criterion 2 or Criterion 2 only)
- the review date.

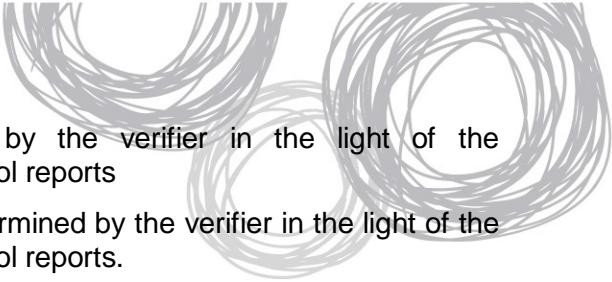
This decision will be guided by the following factors:

- age of the student
- stage of schooling
- information provided in Criterion 1 on the impairment
- information provided in Criterion 2 that indicates that the student may not continue to require ongoing significant education adjustments to address their impairment in the school context.

All verification review dates will be recorded on AIMS in OS by the statewide verifier.

Review of verification may be required for:

- permanent conductive losses where medical intervention has occurred
- mild hearing loss, as determined by the verifier in the light of the audiological profile and specialist and school reports

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- unilateral hearing loss, as determined by the verifier in the light of the audiological profile and specialist and school reports
 - fluctuating conductive hearing loss as determined by the verifier in the light of the audiological profile and specialist and school reports.

All verification review dates will be recorded on AIMS in OS by the statewide verifier.

For a review of verification, the school follows the same steps as for an initial verification. It is important for schools to check whether both Criterion 1 and Criterion 2 need to be reviewed or only Criterion 2. If the review of verification is required for Criterion 2 only, then Criterion 1 information does not need to be updated.

Removal from the EAP Category of Hearing Impairment

In some instances, a student's hearing thresholds and/or activity limitations and participation restrictions and associated education adjustments may no longer meet criteria for the EAP category of Hearing Impairment. To request a removal from the category, evidence must be collected and recorded by completing the relevant sections of the verification request.

Evidence required for removal due to not meeting criteria:

- **Criterion 1** - the Hearing Impairment specialist teacher indicates how the hearing loss has resolved and reasons for removal from the EAP category of Hearing Impairment.

Supporting documentation includes:

- Audiologist/Otolaryngologist Report: Evidence of hearing within normal limits (thresholds better than 20 dB HL) is provided as shown on an audiogram and written report provided by an audiologist or otolaryngologist when available.
- Hearing Impairment Specialist Teacher Report: The hearing impairment specialist teacher indicates how the hearing loss has resolved and reasons for removal from the EAP category of Hearing Impairment. *Nil/resolved* is checked in the Hearing Loss – Type section of the report. Details in other sections of the Hearing Impairment Specialist Teacher Report are not required.
- If audiological or specialist medical evidence of normal hearing is not available, information from general practitioners or parents may be provided to support the resolution of temporary or fluctuating hearing loss.

Please Note: When a student's hearing levels no longer meet Criterion 1, Criterion 2 evidence is not required.

- **Criterion 2** - information from the school team is required demonstrating that the student no longer experiences activity limitations or participation restrictions related to the hearing loss. This includes consultation with the hearing impairment specialist teacher, the student and/or parent, as appropriate.



Verification Requests

Submission through AIMS in OS

The relevant sections of the verification request will become editable to the appropriate roles on AIMS in OS when the category of Hearing Impairment has a status of *Awaiting Verification* (Criterion 1, Criterion 2 and Principal Request).

[Prompts for Hearing Impairment Criterion 2 Information](#) are available to assist with the completion of the Criterion 2 section. The prompts can be used as a guide to assist school teams to individualise reporting on the educational needs arising from the identified Hearing Impairment and the related significant education adjustments relevant for a particular student.



6.3 Intellectual Disability

Definition²

An intellectual disability is characterised by deficits in intellectual functioning and adaptive behaviour. The person's identified level of functioning results in activity limitations and participation restrictions at school requiring significant education adjustments.

Intellectual functioning

Intellectual functioning associated with intellectual disability is characterised by deficits in reasoning, problem solving, planning, abstract thinking, judgement, academic learning and learning from life experiences. This is typically associated with an Intelligence Quotient (IQ) score of approximately 70 or below.

Adaptive behaviour

Adaptive behaviour associated with intellectual disability is characterised by deficits that impair functioning in comparison to a person's age and cultural group in one or more aspects of daily living such as communication, social participation, functioning at school or work, or independence.

Departmental Criteria

Verification for the EAP category of Intellectual Disability is based on two criteria.

- Criterion 1:** a) significant limitations in intellectual functioning
b) significant limitations in adaptive behaviour.

Criterion 2: The student's identified level of functioning results in activity limitations and participation restrictions at school requiring significant education adjustments.

In defining and assessing intellectual disability, the American Association on Intellectual and Developmental Disabilities (AAIDD, 2010) stresses that professionals must take additional factors into account, such as the community environment typical of the individual's peers and culture. Professionals should also consider linguistic diversity and cultural differences in the way people communicate, move, and behave.

Assessments must also assume that limitations in individuals often coexist with strengths, and that a person's level of life functioning will improve if appropriate personalised supports are provided over a sustained period.

Evidence

Criterion 1:

Criterion 1a) Significant limitations in intellectual functioning.

Evidence includes:

²This definition is from the *Minister's Policy: Criteria to Decide a Person is a "Person with a Disability" for the purpose of Enrolment in State Special Schools.*

- Scores obtained from current individually administered cognitive assessments are at least two standard deviations below the mean, considering the Standard Error of Measurement (SEM) for the specific assessment instruments used and the instruments' strengths and limitations.
- Where formal psychometric assessment as detailed above, is not possible or not appropriate, then relevant information needs to be provided from a range of contexts, to support the presence of significant limitations in intellectual functioning.

Criterion 1b) Significant limitations in adaptive behaviour.

Evidence includes:

- Significant limitations in adaptive behaviour are operationally defined as performance that is at least 2 standard deviations below the mean on either:
 - a) one of the following three types of adaptive behaviour: conceptual, social, or practical or
 - b) an overall score on a standardised measure of conceptual, social, and practical skills.
- Limitations in adaptive behaviour are determined by using a broad range of assessment methods across a range of sources and settings.

Criterion 2: *The student's identified level of functioning results in activity limitations and participation restrictions at school requiring significant education adjustments.*

Evidence includes:

- the student's functioning (activity limitations and participation restrictions) is significantly below peers
- significant education adjustments that are currently in place to address the activity limitations and participation restrictions related to the identified intellectual disability
- ongoing monitoring of the appropriateness of the education adjustments in place for the student and learning outcomes achieved.

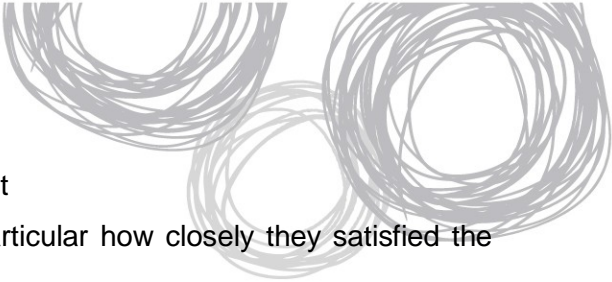
Criterion 2 information is to be completed by the student's teacher with support of the school team. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant adjustments that are currently in place in all subject areas.

Quality Assurance

A proposal for verification in the EAP category of Intellectual Disability is made by a guidance officer/psychologist, and must be quality assured by a Senior Guidance Officer (SGO). A medical specialist diagnosis of a condition that has a predisposition towards intellectual disability or a report from a psychologist may be used to support Criterion 1.

Cognitive and adaptive behaviour assessment information presented for verification must be current. In consultation with the SGO currency can be determined taking into consideration the following factors:

1. the validity of previous assessments

- 
2. the age of the student when last assessed
 3. the length of time since the last assessment
 4. the results of the last assessment – in particular how closely they satisfied the EAP criteria
 5. the consistency in results of previous assessments
 6. changes that have occurred since the previous assessment in any other assessments of ability and achievement, including data from informal observations
 7. the diagnosis of any new medical condition or disability.

In order to ensure quality and consistency, and to monitor the data gathering, professional interpretation and reporting processes, the SGO documents their supervision and support in the Quality Assurance section of the verification request.

Review of Verification

At the time of verification the statewide verifier will determine:

- if a review is required
- the criteria to be reviewed (Criterion 1 and Criterion 2 or Criterion 2 only)
- the review date.

This decision will be guided by the following factors:

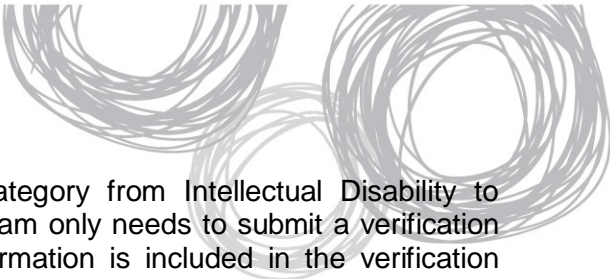
- age of the student
- stage of schooling
- information provided in Criterion 1 on the impairment
- information provided in Criterion 2 that indicates that the student may not continue to require ongoing significant education adjustments to address their impairment in the school context.

All verification review dates will be recorded on AIMS in OS by the statewide verifier.

For a review of verification, the school follows the same steps as for an initial verification. It is important for schools to check whether both Criterion 1 and Criterion 2 need to be reviewed or only Criterion 2. If the review of verification is required for Criterion 2 only, then Criterion 1 information does not need to be updated.

Removal from the EAP Category of Intellectual Disability

In some instances, a student's cognitive and adaptive assessment and/or activity limitations and participation restrictions and associated education adjustments may no longer meet criteria for the EAP category of Intellectual Disability. To request a removal from the category, evidence must be collected and recorded by completing relevant sections of the verification request with supporting documentation if required. The supporting evidence does not need to be extensive if it is clear that the criteria for Intellectual Disability are no longer met. The Profession Specific Quality Assurance and Decision Making section must also be completed.



Change of Category from ID to SLI

If the verification request is for a change of category from Intellectual Disability to Speech-Language Impairment, then the school team only needs to submit a verification request in the category of SLI. All required information is included in the verification request for the new category and the removal from the category of ID will be actioned by the statewide verifiers.

Verification Requests

Submission through AIMS in OS

The relevant sections of the verification request will become editable to the appropriate roles on AIMS in OS when the category of Intellectual Disability has a status of *Awaiting Verification* (Criterion 1, Criterion 2, Quality Assurance and Principal Request).

[Prompts for Intellectual Disability Criterion 2 Information](#) are available to assist with the completion of the Criterion 2 section. The prompts can be used as a guide to assist school teams to individualise reporting on the educational needs arising from the identified Intellectual Disability and the related significant education adjustments relevant for a particular student.



6.4 Physical Impairment

Definition

A physical impairment is defined as a dysfunction of the musculoskeletal and/or neurological body systems, which affects the functional ability of a student to move or coordinate movement.

Departmental Criteria

Verification for the EAP category of Physical Impairment is based on two criteria.

Criterion 1: Diagnosis of the musculoskeletal and/or neurological dysfunction affecting the ability of a student to move or coordinate movement.

Criterion 2: Information provided by the school on the activity limitations and participation restrictions of the diagnosed condition in at least two of the domains of gross mobility, fine mobility, self-care and communication. Information on gross mobility or fine mobility must be at least one of the domains.

Evidence

Criterion 1: *Diagnosis of the musculoskeletal and/or neurological dysfunction affecting the ability of a student to move or coordinate movement.*

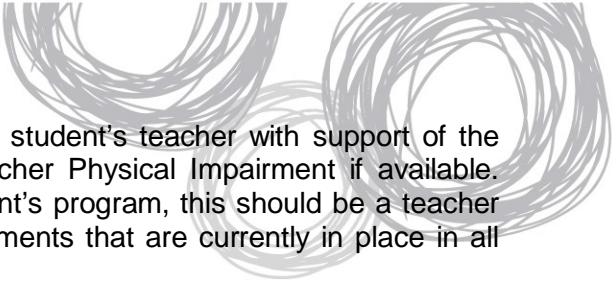
Diagnosis of the musculoskeletal and/or neurological dysfunction affecting the ability of a student to move or coordinate movement must be provided by a registered medical specialist including a paediatrician, neurologist, orthopaedic specialist, geneticist or rheumatologist.

The diagnosis can be provided from the medical specialist by a signed report or letter identifying the diagnosis or by completing the [Physical Impairment Medical Specialist Report](#). The specialist information must be current. This does not mean that the report needs to be recent but rather that the information within the report is reflective of the student at the time of the verification request.

Criterion 2: *Information provided by the school on the activity limitations and participation restrictions of the diagnosed condition in at least two of the domains of gross mobility, fine mobility, self-care and communication. Information on gross mobility or fine mobility must be at least one of the domains.*

Evidence includes:

- the student's functioning (activity limitations and participation restrictions) in gross mobility, fine mobility, self-care and communication specifically related to the student's ability to move and coordinate movement
- significant education adjustments that are currently in place to address the activity limitations and participation restrictions directly related to the student's ability to move and coordinate movement
- ongoing monitoring of the appropriateness of the education adjustments in place for the student and learning outcomes achieved.



Criterion 2 information is to be completed by the student's teacher with support of the school team, including the Advisory Visiting Teacher Physical Impairment if available. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant adjustments that are currently in place in all subject areas.

Review of Verification

At the time of verification the statewide verifier will determine:

- if a review is required
- the criteria to be reviewed (Criterion 1 and Criterion 2 or Criterion 2 only)
- the review date.

This decision will be guided by the following factors:

- age of the student
- stage of schooling
- information provided in Criterion 1 on the impairment
- information provided in Criterion 2 that indicates that the student may not continue to require ongoing significant education adjustments to address their impairment in the school context.

All verification review dates will be recorded on AIMS in OS by the statewide verifier.

For a review of verification, the school follows the same steps as for an initial verification. It is important for schools to check whether both Criterion 1 and Criterion 2 need to be reviewed or only Criterion 2. If the review of verification is required for Criterion 2 only, then Criterion 1 information does not need to be updated.

Removal from the EAP Category of Physical Impairment

In some instances, a student's musculoskeletal and/or neurological dysfunction, associated activity limitations and participation restrictions and associated education adjustments may no longer meet criteria for the EAP category of Physical Impairment. To request a removal from the category, evidence must be collected and recorded by completing relevant sections of the verification request.

The following supporting documentation is required to request a removal:

- information from a medical specialist that the musculoskeletal and/or neurological dysfunction no longer exists (e.g. Perthes disease) and/or,
- information from the school demonstrating that the student is experiencing minimal activity limitations and participation restrictions related to the musculoskeletal and/or neurological dysfunction.



Verification Requests

Submission through AIMS in OS

The relevant sections of the verification request will become editable to the relevant roles on AIMS in OS when the category of Physical Impairment has a status of *Awaiting Verification* (Criterion 1, Criterion 2, and Principal Request).

Medical specialist form

The [Physical Impairment Medical Specialist Report](#) may be used as evidence that Criterion 1 is met for initial verification requests and reviews of Criterion 1. An existing letter or report from a medical specialist can also be submitted.

[Prompts for Physical Impairment Criterion 2 Information](#) are available to assist with the completion of the Criterion 2 section. The prompts can be used as a guide to assist school teams to individualise reporting on the educational needs arising from the identified Physical Impairment and the related significant education adjustments relevant for a particular student.



6.5 Speech-Language Impairment

Definition

Speech-Language Impairment is a departmental category for identifying students requiring significant education adjustments as a result of having a severe ongoing primary spoken communication disorder.

Departmental Criteria

Verification for the EAP category of Speech-Language Impairment is based on two criteria.

Criterion 1: There is a severe ongoing primary spoken communication disorder.

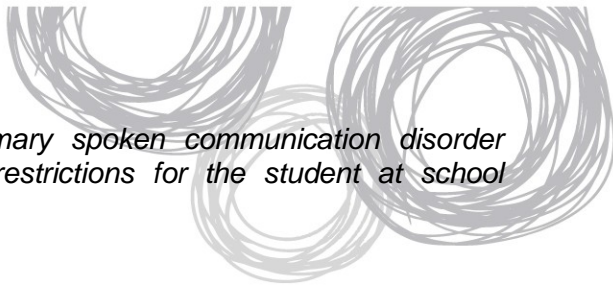
Criterion 2: The identified severe ongoing primary spoken communication disorder results in activity limitations and participation restrictions for the student at school requiring significant education adjustments.

Evidence

Criterion 1: *There is a severe ongoing primary spoken communication disorder.*

The five areas of evidence include:

- i. Evidence of an ongoing history of poor performance in spoken communication (including information on developmental history).
- ii. Scores obtained from standardised, individually administered, current assessments (i.e. not more than 12 months from date of verification request) are at least 2 standard deviations below the mean. Where standardised assessments are inappropriate, reliance will be placed on descriptive evidence and analysis.
- iii. Descriptive evidence and analysis of language or connected speech sample.
- iv. Information on underlying capacity for learning speech and language based on the student's response to appropriately targeted intervention in speech and language.
- v. Evidence that the spoken communication disorder is distinguished from disorders that are attributable to:
 - current cognitive functioning
 - intellectual disability
 - hearing impairment
 - physical impairment
 - vision impairment
 - autism spectrum disorder
 - social-emotional factors
 - socio-cultural factors.



Criterion 2: *The identified severe ongoing primary spoken communication disorder results in activity limitations and participation restrictions for the student at school requiring significant education adjustments.*

Evidence includes:

- the student's functioning (activity limitations and participation restrictions) in curriculum, communication, social participation and emotional wellbeing, learning environment, health, personal care and safety related to the severe ongoing primary spoken communication disorder
- significant education adjustments that are currently in place to address the activity limitations and participation restrictions related to the identified spoken communication disorder
- ongoing monitoring of the appropriateness of the education adjustments in place for the student and learning outcomes achieved.

Criterion 2 information is to be completed by the student's teacher with support of the school team including the speech-language pathologist and others as appropriate. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant adjustments that are currently in place in all subject areas.

Quality Assurance

A State Schooling Speech-Language Pathologist (SS SLP) is responsible for the decision-making related to the severe, ongoing, primary, spoken communication disorder in collaboration with other members of the school team. In order to make judgements about the nature of a student's difficulties, the school team documents data from a range of sources, which the SS SLP uses in determining whether the criteria for Speech-Language Impairment are met.

The gathering and interpretation of data and other information related to the criteria for the EAP category of Speech-Language Impairment require specialist knowledge and clinical reasoning by the SS SLP and guidance officer. The Regional Senior Speech-Language Pathologist (SLP) and Senior Guidance Officer (SGO) are therefore involved in supporting the data gathering and profession-specific decision-making related to identification of students in the EAP category of Speech-Language Impairment through local quality assurance processes.

Local quality assurance processes are designed to ensure quality and consistency, and to monitor the data gathering, professional interpretation and reporting processes at a regional level. The Regional Senior SLP and SGO complete the Profession Specific Quality Assurance and Decision Making section for all verification requests including reviews and removals from the category.

Review of Verification

At the time of verification the statewide verifier will determine:

- if a review is required
- the criteria to be reviewed (Criterion 1 and Criterion 2 or Criterion 2 only)
- the review date.



This decision will be guided by the following factors:

- age of the student
- stage of schooling
- information provided in Criterion 1 on the impairment
- information provided in Criterion 2 that indicates that the student may not continue to require ongoing significant education adjustments to address their impairment in the school context.

All verification review dates will be recorded on AIMS in OS by the statewide verifier.

Due to the nature of language development and its relationship to educational functioning, it is anticipated that most students identified in the EAP category of Speech-Language Impairment will require review of verification throughout their years of schooling. This will be specified by the statewide verifier considering the factors listed above.

For a review of verification, recent information on speech and language functioning is required (i.e. assessments administered within the 12 month period prior to the request for verification). All other data (e.g. hearing tests, cognitive assessments) considered in the decision-making should also be current. This does not necessarily mean that the relevant reports need to be recent but that the information within the reports is reflective of the student at the time of the verification request. The professional judgement of the relevant team members is required to determine what is considered current for a student.

For a review of verification, the school follows the same steps as for an initial verification. It is important for schools to check whether both Criterion 1 and Criterion 2 need to be reviewed or only Criterion 2. If the review of verification is required for Criterion 2 only, then Criterion 1 information does not need to be updated.

Removal from the EAP Category of Speech-Language Impairment

In some instances, a student's spoken communication disorder and/or related significant education adjustments may no longer meet criteria for the EAP category of Speech-Language Impairment. To request a removal from the category, evidence must be collected and recorded by completing relevant sections of the verification request.

All data in criteria 1 and 2 that *are relevant to the decision that the information no longer meets the criteria* should be included. The Profession Specific Quality Assurance and Decision Making section must also be completed through the local quality assurance processes.

Change of Category from SLI to ID or SLI to ASD

If the verification request is for a change of category from Speech-Language Impairment to Intellectual Disability or Speech-Language Impairment to Autism Spectrum Disorder, then the school team only needs to submit a verification request in the category new category. All required information is included in the verification request for the new category and the removal from the category of SLI will be actioned by the statewide verifiers.



Verification Requests

Submission through AIMS on OS

The relevant sections of the verification request will become editable to the appropriate roles on AIMS in OS when the category of Speech-Language Impairment has a status of *Awaiting Verification* (Criterion 1, Criterion 2, Quality Assurance and Principal Request).

[Prompts for Speech-Language Impairment Criterion 2 information](#) are available to assist with the completion of the Criterion 2 section. The prompts can be used as a guide to assist school teams to individualise reporting on the educational needs arising from the identified Speech-Language Impairment and the related significant education adjustments relevant for a particular student.



6.6 Vision Impairment

Definition

Vision Impairment (often referred to as visual impairment) is any diagnosed condition of the eye or visual system that cannot be corrected to within normal limits. Disease, damage or injury causing Vision Impairment can occur to any part of the visual system - the eye, the visual pathways to the brain or the visual centre of the brain.

Vision impairment can:

- be present at birth
- occur at any time from disease or accident
- be part of a medical condition or syndrome.

Most visual conditions in children are stable and vision remains relatively unchanged. Some conditions, however, are progressive, resulting in reduced vision over varying periods.

The following conditions are **not** recognised as a vision impairment according to departmental criteria:

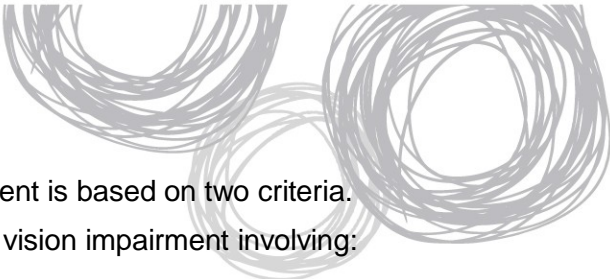
- normal vision in one eye (with no disease in that eye)
- colour vision defect and normal vision measurement
- visual perceptual problems and normal vision measurement.

Visual Acuity

Normal visual acuity is recorded as 6/6. The first number refers to the testing distance and the second number refers to the size of the letter being viewed.

Category	Presenting distance visual acuity	
	Worse than:	Equal to or better than:
Mild or no visual impairment		6/18
Moderate visual impairment	6/18	6/60
Severe visual impairment	6/60	3/60
Blindness	3/60	1/60*
Blindness	1/60*	light perception
Blindness	No light perception	
	* or counts fingers (CF) at 1 metre.	

Adapted from World Health Organisation (2010)



Departmental Criteria

Verification for the EAP category of Vision Impairment is based on two criteria.

Criterion 1: Student must be diagnosed with a vision impairment involving:

- ocular components and/or
- the visual cortex and/or
- the functions and structures adjoining the eye

with

- a visual acuity of $\leq 6/18$, according to the Snellen Chart, best corrected and/or
- a visual field loss and/or
- significant fluctuating visual access.

Criterion 2: Documented evidence of significant educational impact (activity limitations or participation restrictions) resulting from the vision impairment in one or more of the following focus areas:

- curriculum
- disability specific curriculum and/or
- learning environment.

Evidence

Criterion 1: *Student must be diagnosed with a Vision Impairment.*

The department recognises a diagnosis of Vision Impairment provided by a registered ophthalmologist, or in some cases of cerebral (cortical) vision impairment, by a registered paediatrician or neurologist.

A completed Vision Impairment Medical Specialist Report signed by an ophthalmologist, paediatrician or neurologist can be provided for Criterion 1 information. If documentation already exists in the form of a letter or report identifying the diagnosis or visual acuity and signed by a medical specialist (as previously outlined) then this can be provided instead of, or in addition to, the Vision Impairment Medical Specialist Report.

Additional reports/information relevant to this verification request (e.g. functional vision assessment, optometrist reports and medical reports) can be attached to the verification request.

The medical specialist information must be current. This does not mean that the report needs to be recent but rather that the information within the report is reflective of the student at the time of the verification request.

Criterion 2: *Documented evidence of significant educational impact (activity limitations or participation restrictions) resulting from the vision impairment in **one or more** of the following focus areas:*

- *Curriculum*
- *Disability specific curriculum*
- *Learning environment.*



Evidence includes:

- the student’s functioning in the school context (including activity limitations and participation restrictions) in relation to the Vision Impairment
- significant education adjustments currently in place to address the activity limitations and participation restrictions related to the Vision Impairment
- ongoing monitoring of the effectiveness and appropriateness of education adjustments in place for the student and learning outcomes achieved.

Information about the educational impact of the Vision Impairment can be obtained by:

1. discussions with the student and/or the parent as part of the school team
2. observations in a range of school environments,
3. informal and formal assessments.

Criterion 2 information is to be completed by the student’s teacher with support of the school team, including a teacher with training and experience in vision impairment. Where more than one teacher provides the student’s program, this should be a teacher with an overview of the specific significant adjustments that are currently in place in all subject areas.

Review of Verification

At the time of verification the statewide verifier will determine:

- if a review is required
- the criteria to be reviewed (Criterion 1 and Criterion 2 or Criterion 2 only)
- the review date.

This decision will be guided by the following factors:

- age of the student
- stage of schooling
- information provided in Criterion 1 on the impairment
- information provided in Criterion 2 that indicates that the student may not continue to require ongoing significant education adjustments to address their impairment in the school context.

All verification review dates will be recorded on AIMS in OS by the statewide verifier.

For a review of verification, the school follows the same steps as for an initial verification. It is important for schools to check whether both Criterion 1 and Criterion 2 need to be reviewed or only Criterion 2. If the review of verification is required for Criterion 2 only, then Criterion 1 information does not need to be updated.

If a review of verification is required for Criterion 1 then it is recommended that a relevant medical specialist report (from an ophthalmologist, neurologist or paediatrician) is included. In some cases the visual acuity measurement may be accepted from an optometrist or an orthoptist. More than one report can be submitted to provide a history of visual acuity assessments.



Removal from the EAP Category of Vision Impairment

In some instances, a student’s visual acuity, and/or activity limitations and participation restrictions and associated education adjustments may no longer meet criteria for the EAP category of Vision Impairment. To request a removal from the category, evidence must be collected and recorded by completing relevant sections of the verification request.

Supporting documentation includes:

- Relevant Medical Specialist Report: Evidence of visual acuity within normal limits (better than 6/15) is provided. More than one report can be included to demonstrate consistency of visual acuity assessment over time.
- Information from the school team relevant to the decision that the student’s vision loss is no longer associated with activity limitation and participation restriction or significant education adjustments in the school context and no longer meets the criteria.

Verification Requests

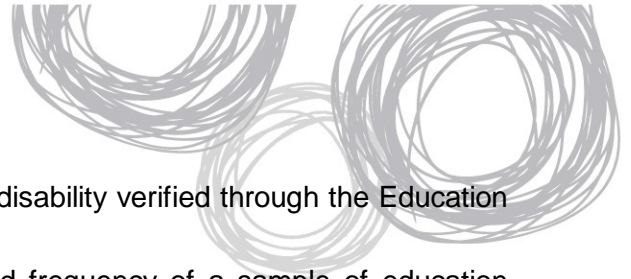
Submission through AIMS in OS

The relevant sections of the verification request will become editable to the appropriate roles on AIMS in OS when the category of Vision Impairment has a status of *Awaiting Verification* (Criterion 1, Criterion 2 and Principal Request).

Medical specialist form

The [Vision Impairment Medical Specialist Report](#) may be used as evidence that Criterion 1 is met for initial verification requests and reviews of Criterion 1. An existing letter or report from a relevant medical specialist can also be submitted.

[Prompts for Vision Impairment Criterion 2 information](#) are available to assist with the completion of the Criterion 2 section. The prompts can be used as a guide to help school teams to individualise reporting on the educational needs arising from the identified Vision Impairment and the related significant education adjustments relevant for a particular student.



7.0 EAP Profile

The EAP profile is completed for students with a disability verified through the Education Adjustment Program.

The EAP profile is used to record the range and frequency of a sample of education adjustments made for the individual student.

The six focus areas in the profile are:

- Curriculum
- Communication
- Social Participation/Emotional Wellbeing
- Health and Personal Care
- Safety
- Learning Environment/Access.

When completing the profile:

- include all members of the school team and, where appropriate, the parent and student
- ensure the adjustments recorded on the profile reflect current curriculum planning and the student's individualised plans.

7.1 EAP Profile Approval

The school team completes and submits the EAP profile for approval by the principal on AIMS in OS. Prior to submission, the school team provides the principal with a printed copy of the completed EAP profile. The principal is accountable for approving the EAP profile as an accurate record of the current education adjustments for the student by:

- signing the front cover of the printed EAP profile
- approving the profile on AIMS in OS

The original signed copy of the EAP profile is to be kept in the student's school file.


Non-state schools are no longer required to submit the EAP profile to the department. Non-state schools may choose to continue to use the profile for their own purposes.

7.2 EAP Profile Review

There is no mandatory review date for EAP profiles. It is advisable for schools to review a student's EAP profile annually to ensure it is an accurate reflection of the frequency and intensity of adjustments currently occurring for the student. The EAP profile only needs to be formally updated on AIMS in OS if it no longer accurately reflects the adjustments occurring for the student.

It is also advisable for schools to set up a regular profile review plan so that profile reviews can occur as part of regular school planning and data collection processes such as:

- individual student planning sessions

- 
- year level or curriculum planning sessions
 - verification processes
 - annual Nationally Consistent Collection of Data on School Students with Disability

In rare cases, if there is a significant change in the education adjustments being provided for a student, the principal may now consider approving a second profile in the calendar year.

In exceptional circumstances, if there is even further significant change in the education adjustments being provided for a student in the calendar year, a subsequent EAP profile may be required.

In these exceptional cases, the EAP profile can be entered as a working draft and Assistant Regional Director endorsement sought for the approval of the third EAP profile in the same calendar year (IPS and non IPS). This endorsement can be provided either by email or by countersigning the hard copy of the completed EAP profile and forwarding to the Principal Education Officer, Student Services to action the approval in OS.

The *Profile Report/ Download* on AIMS in OS can be used to assist school personnel to plan and monitor their EAP profile review processes. This report allows school personnel to plan and monitor the EAP profile approved dates by identifying EAP profiles that are:

- Verified – no profile
- Working Draft
- Awaiting Approval
- Approved
- 12 months or less past Approved Date
- Between 12 and 24 months past Approved Date
- More than 24 months past Approved Date
- Profile Expired (prior to the removal of the mandatory review date).

7.3 Expiry of EAP Profile Records

For EAP profiles that have a status of *Profile Expired* due to the previous mandatory three year review date rule a new EAP profile will need to be completed and approved on AIMS in OS.

7.4 EAP Profile Data on the School Data Profile

The EAP profile data summary table provides school level data related to students with disability identified through the EAP categories. For comparative purposes school and state average EAP profile scores are included.

The School Data Profile and supporting handbook can be accessed from the Principal.



8.0 EAP Validation Processes

Validation is part of the quality assurance process for the EAP and is implemented by the statewide validators over a three year cycle.

The purpose of the EAP validation process is to:

- ensure that the data obtained through the EAP process is valid and reliable
- assure that consistency of reporting of adjustments is maintained over time, and across school contexts
- quality assure the accuracy of adjustments being reported by schools on submitted profiles
- assist schools in understanding the profile intent and requirements for accurately reflecting the current adjustments being made for students with disability.

Implementation of the statewide validation process

Each region will participate in the EAP validation process over the 2016-2018 validation cycle. This occurs through liaison with the Regional Director and nominated regional validation contact. A sample of schools based on a random sampling methodology is chosen to participate in the validation process.

Validation processes at the school level

Initial contact

The regional validation contact advises principals of their school's selection in the validation process and the statewide validators make phone contact with the principal to arrange a school consultation visit, and provide details of the EAP profiles to be included in the school sample.

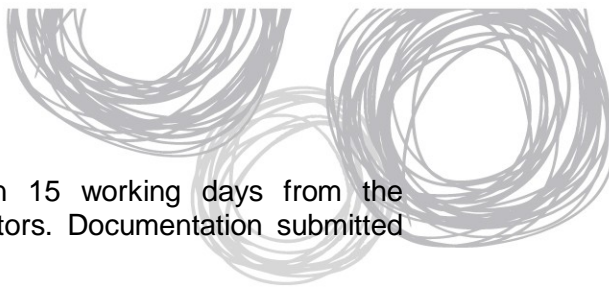
Following phone contact, a confirmation email is sent to the principal to confirm validation details including:

- the school's EAP profile sample
- school consultation date and details
- suggested documentation to be sent in for the purpose of validation
- timeline for submitting documentation (up to 15 days after initial contact).

School consultation

The school consultation with the principal and other members of the school team provide an opportunity to:

- share information about the implementation of the validation process
- present a comparison of state average EAP profile data and the school's EAP profile data
- develop an understanding of the school context and the EAP processes.



Submission of documentation

Schools are required to submit documentation 15 working days from the notification phone call from the statewide validators. Documentation submitted may include but is not limited to:

- curriculum planning documents identifying specific targeted interventions or education adjustments in place for the student
- timetables for students and staff
- individualised plans e.g. specialised health procedures, risk management, individual behaviour support plan, individual support plan
- student data and reports.

Analysis and outcomes

The statewide validators compare the document sets submitted by school teams with the adjustments recorded on each student's most recently approved EAP profile. The EAP profile is considered supported if the submitted documents reflect the frequency and intensity of the adjustments recorded on the profile.

School feedbacks

At the conclusion of the analysis of the profiles and submitted documentation, the statewide validators provide feedback on the outcomes of the validation to the principal and school team. A school validation process summary is developed based on the outcomes of validation and includes:

- a brief summary of the validation process at the school
- validation process outcomes
- negotiating the timeline (20 working days) for the submission of Working Draft profiles that require reviewing and adjusting on AIMS in OS.

Review and Adjusting of EAP profiles

Up to four working weeks after the school feedback, the statewide validators consider the working drafts in consultation with school teams. Once agreement is reached that the revised profiles reflect validation feedback the principal approves the profiles on AIMS in OS.

Regional reporting

The Principal Advisor EAP and statewide validators provide a summary report to the Regional Director and regional office personnel regarding the outcomes of the validation outcomes across schools in the validation sample. Recommendations are also made for supporting schools in the EAP processes, as appropriate.

9.0 EAP Roles and Responsibilities

Principal - State Primary, Secondary and Special Schools

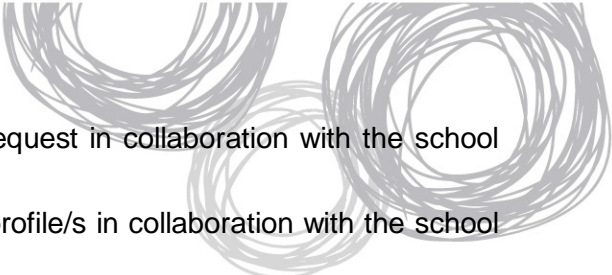
- Lead school procedures to manage the requirements of Day 8, August Census, verification and EAP profile approval on site.
- Appoint school-based personnel to manage the EAP process for each student in line with departmental policy and procedures.
- Appoint school-based personnel to manage AIMS in OS processes within the school.
- Manage involvement of regional specialist staff to support the EAP processes within the school.
- Ensure verification and profile reviews occur at appropriate times.
- Approve verification requests and EAP profiles through AIMS in OS.
- Develop processes for managing additional resources received through the EAP.
- Participate in the validation process, including school consultation and feedback as required.
- Participate and support staff in the validation process as required.
- Use school data from AIMS in OS in whole school planning processes.

Parent

- Sign [EAP Consent Form \(EAP 1\)](#) to allow the school to collect information to assist in determining the student's eligibility for and participation in the EAP.
- Provide diagnostic information from specialists, as appropriate.
- Maintain a collaborative relationship with the school team in all aspects of the EAP process.

Class Teacher/Specialist Teacher

- Identify students who are experiencing significant learning needs.
- Establish collaborative relationships with the parent in all aspects of the EAP process including informing them of the departmental criteria and the required supporting evidence.
- Obtain and record parent consent to start the processes involved by using the [EAP Consent Form \(EAP 1\)](#).
- Refer student to appropriate education specialists for assessment.
- Request additional support through established school processes.
- Collect data about the student's learning and functioning in the classroom environment.
- Implement appropriate education adjustments for the identified student/s so that they are able to access and participate in the curriculum, school activities and environment.

- 
- Completes Criterion 2 of the verification request in collaboration with the school team as appropriate.
 - For eligible student/s completes the EAP profile/s in collaboration with the school team.
 - Establish processes that enable students, where possible, to be active participants in the EAP process.
 - Participate in the validation process as required.

Case Manager/School Contact Person

- Manage the EAP process for each student in line with departmental policy and procedures.
- Ensure the appropriate verification requests are completed and originals are kept in the student's file.
- Establish processes that enable students, where possible, to be active participants in the EAP process, including discussions about appropriate education adjustments.
- Manage verification reviews as required.
- Completes the EAP profiles for eligible students as part of the school team and facilitates for approval on AIMS in OS by the principal.
- Manage EAP profile reviews as required.
- Participate in the validation process as required.

Guidance Officer/Speech-Language Pathologist

- Provide specialist assessment information in reports and on appropriate forms, as requested by and negotiated with the school.
- Consider all available data for each student and use professional reasoning in relation to criteria for the relevant EAP categories.
- Provide specialist input to inform educational programming as requested by and negotiated with the school.

Senior Guidance Officer and Regional Senior Speech-Language Pathologist

- Provide profession specific quality assurance for verification requests in the EAP categories of Intellectual Disability and/or Speech-Language Impairment as appropriate.
- Completes the quality assurance section on the relevant EAP verification request.

School Data Management Officer (AIMS in OS)

- Oversee the AIMS in OS data and ensure it accurately reflects the students' personal and enrolment details.



Principal Education Officer, Student Services or Equivalent

- Maintain AIMS in OS data for students with disability in the non-state school sector accessing departmental services.
- Appoint a regional case manager where the student is enrolled in a non-state school (specific to the EAP categories of Hearing Impairment, Physical Impairment and Vision Impairment).
- Provide leadership, advice and support to school teams in the implementation of the EAP processes.
- Provide regional support for the processes of diagnosis/specialist assessment and verification of disability.
- Assure quality regional EAP profile data through developing and supporting processes to ensure that teachers' interpretations of the EAP profile items remains consistent across:
 - geographic settings
 - school sectors (prep, primary schools, high schools, special schools and non-state schools)
 - programs and services
 - the EAP categories
 - time.
- Interpret and provide timely advice about the AIMS in OS data for the region.
- In exceptional circumstances, when a principal requests a third EAP profile to be uploaded in OS in the same calendar year, ensure Assistant Regional Director endorsement has been provided by email, or in receipt of countersigned hard copy of the EAP profile, action request in OS.

Assistant Regional Director


- In exceptional circumstances, consider the request from a principal when they require a third EAP profile to be approved in OS in the same calendar year. If approved, confirm by email or by countersigning the working draft paper copy of the profile.
- Forward to the Principal Education Officer, Student Services to action the approval in OS.

Regional Director

- Manage regional processes to assure the efficacy of programs and services for all students with disability, including students identified through the EAP.
- Nominate regional validation contact when required.

Education Adjustment Program - Statewide Verifier

- Consider verification documentation provided by schools in relation to the departmental criteria for the relevant EAP category and record the decision on AIMS in OS.

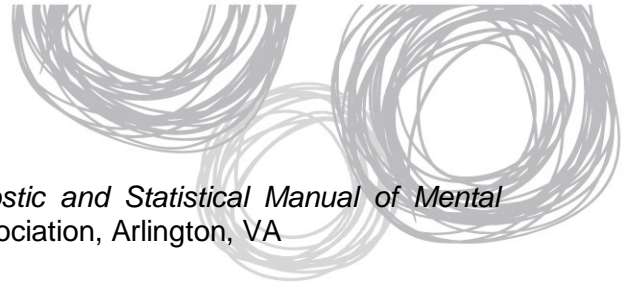
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- Determine and record verification review dates on AIMS in OS.
 - Provide statewide and regional verification data.
 - Facilitate training around the verification process.

Education Adjustment Program - Statewide Validator

- Facilitate the validation process through consultation with regional personnel.
- Consult with school principals and key school personnel.
- Consider validation documentation provided by the school and the adjustments recorded on the approved EAP profile.
- Report validation outcomes to schools and regions.
- Provide ongoing support to regions and schools.

Principal Advisor, Education Adjustment Program

- Manage and monitor the statewide verification process.
- Manage and monitor the statewide validation process.



10.0 References

American Psychiatric Association, 2013, *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*, American Psychiatric Association, Arlington, VA

The American Association on Intellectual and Developmental Disabilities, *Definition of Intellectual Disability* (online).

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World Health Organisation, 2001, *International Classification of Functioning, Disability and Health*, World Health Organisation, Geneva

World Health Organisation, 2010, *International Statistical Classification of Diseases and Related Health Problems 10th Revision (ICD-10) Version 2010* (online).

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[accessed 17 June 2013]

11.0 Appendix

11.1 Appendix One: Framework for Identifying Students with Disability for Verification

STEP	What does this involve?	Adjustments
1. Information Gathering	<p>Through whole school processes the school team gathers information on an ongoing basis to inform curriculum and program planning to meet the educational needs and utilise strengths of students.</p> <p>If it is known or suspected that a student has significant educational needs related to a disability, consultation with parents must occur.</p> <p>For students who may be eligible for the EAP, informed parent consent is recorded using the EAP Consent Form (EAP 1) and must be completed prior to creating a student record on AIMS in OS.</p>	Ongoing implementation, documentation and monitoring of education adjustments as required
2. Investigating a disability	<p>The school team considers available information about the <i>impairment</i> (as assessed or diagnosed by the relevant recognised specialist), the <i>activity limitations and participation restrictions</i> and the <i>associated significant education adjustments</i> in the school setting for the relevant EAP category.</p>	
3. Request for Verification	<p>Data gathered is submitted through AIMS in OS. The school principal approves the verification request to confirm all requirements have been met as outlined in the principal request section.</p>	
4. Verification	<p>The statewide verifier considers the information provided according to departmental criteria.</p> <p>The verification decision is entered on AIMS in OS.</p> <p>If the verification request is accepted as meeting the departmental criteria, the school may finalise an EAP profile for approval by the principal on AIMS in OS.</p>	
5. Review of Verification	<p>At the time of the verification decision, the statewide verifier may request a review of Criterion 1 and Criterion 2 or Criterion 2 only. The criteria to be reviewed, and the review date, will be recorded on AIMS in OS.</p> <p>A verification review request should be completed and submitted as close as possible to the review dates recorded on AIMS in OS. The EAP profile should also be reviewed at this time.</p> <p>The school and the parent may request a review of verification at any time.</p>	