

Education for children with disability

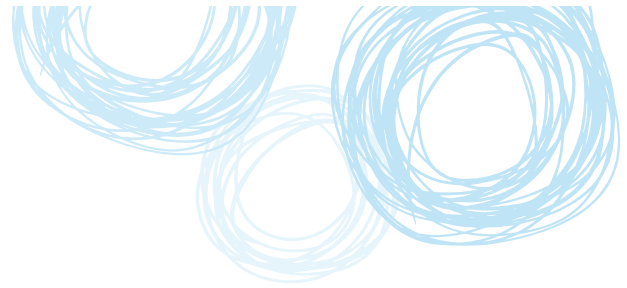
– a guide for parents

Tomorrow's Queensland:
strong, green, smart, healthy and fair

Toward 
Tomorrow's Queensland



Queensland
Government



Welcome

Welcome to *Education for children with disability – a guide for parents*. This guide aims to give you a broad understanding of the support available for children and young people with disability in the state school sector.

It will give you a quick tour of:

- schooling for students with disability in Queensland
- the importance of early childhood education
- the specialised support available to children and students with disability
- what you can do to get the best outcomes for your child.

The guide is a starting point to help you understand how the education system works and what is available for students with disability and what supports are available. The guide can provide you with a starting point for your discussions with schools and other departmental staff. It will assist you and your family to make informed decisions about your child's education. It is organised by topics, and provides advice about where you can find more detailed information.

The guide introduces a whole range of people that you might be in contact with over the course of your child's schooling. Some of the people you are encouraged to make contact with from the start are school staff, community agencies and other parents.

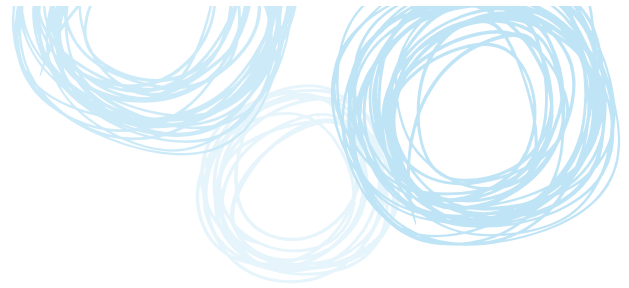
Most of the time, the best way to get more detail is simply to ask staff at your school. The Department of Education and Training website also has specific information about special education programs and services, including eligibility criteria.

The information contained in this guide is subject to change. Please note the date of publication for this guide, and bear this in mind when talking to schools or comparing it with other departmental documents.

There are glossaries of special terms and acronyms throughout the guide, as well as a comprehensive glossary at the back of the guide.

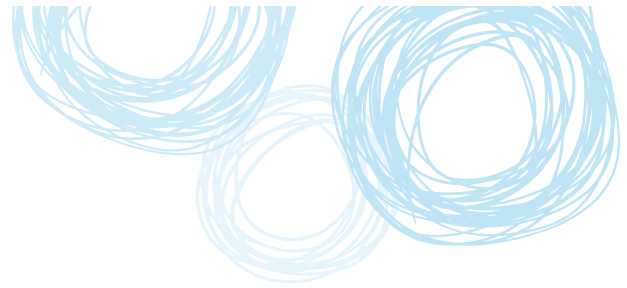
January 2012

www.education.qld.gov.au/student-services/learning/disability/parentguide/



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Introduction

The Department of Education and Training (DET) is committed to ensure that all students, including students with disability can access, participate and succeed in education on the same basis as other students.

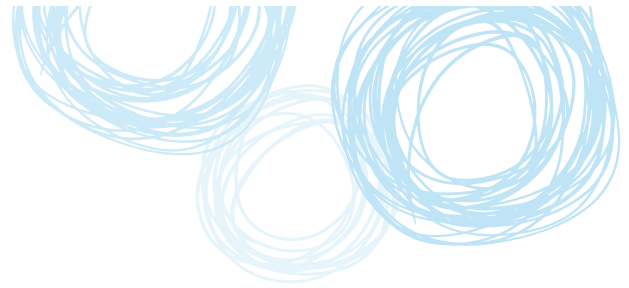
International research has provided evidence that whole-school based intervention models are effective in improving the educational performance of all students, especially for those students with social, communication, emotional and behavioural difficulties.

DET provides a variety of supports and services to all students, including those with disability so they can access support to maximize their learning outcomes.

All students are supported through an education system that values, celebrates and responds positively to diversity among its students, families, staff and community members. School communities create and sustain supportive environments where all students feel a sense of belonging. Inclusive school communities support diversity and have a whole-school approach to planning for learning, teaching and assessment which meets the needs of all students. It is recognised that some students will require additional targeted educational support to meet their needs. These students are supported through the full array of student support services allocated to regions and schools and this may include assistive technology, alternative format material, special provisions for assessment, speech-language therapy services and learning support.

Students who have specialised educational support needs may be eligible for additional targeted resources if they are identified as meeting criteria for one of six Education Adjustment Program (EAP) disability categories of Autism Spectrum Disorder, Hearing Impairment, Intellectual Impairment, Physical Impairment, Speech-Language Impairment and Vision Impairment.

The principal is responsible for ensuring that all students are provided with the appropriate educational adjustments to enable them to access the curriculum. Collaboration with parents/carers is an important part of the process of identifying and responding to the individual needs of students.



Key contacts

Contacting Education Queensland

There are seven regions for the Department of Education and Training, each responsible for education, training and early childhood education and care. In the first instance, please contact your local school if you have any general questions about schooling for your child.

Alternatively, you can call the general Education Queensland phone number, (07) 3237 0111, and ask for information about contact details for your local regional office.

This guide is available on the Department of Education and Training website and provides links to more specific information about special education programs and services.

www.education.qld.gov.au/student-services/learning/disability/index.html

General contact details for Education Queensland:

- your child's teachers, the principal and other school personnel
- (07) 3237 0111 Education Queensland
- or visit us on the website: Department of Education and Training at www.education.qld.gov.au/

Your child's teachers, the principal and other school personnel

Fostering good relationships and open communication with all of the teachers involved in your child's education assists your child's education process. Your child's teacher will work closely with you to discuss your child's needs and the programs that may be put in place to support their learning.

The best approach to dealing with schools is to be *proactive*. Actively make contact with the principal and get to know the people supporting your child, ask about options, and tell them if there is anything you're concerned about. It's also important to tell school staff when you are happy or pleased with the work they are doing.

Other staff who may be involved in your child's education include:

- Heads of Special Education Services (HOSES), manage the special education programs in some schools (see page 19)
- Heads of Curriculum (HOC) (see page 19)
- guidance officers (GOs) (see page 21)
- special education teachers
- advisory visiting teachers (AVTs), teachers with specialist knowledge and skills who support school staff to assist students with disability to access and participate in the curriculum (see page 20)
- registered nurses (see page 21)
- occupational therapists, physiotherapists and speech–language pathologists (see pages 22–23).

Other government departments, non-government organisations, and support groups

Knowing about the services and supports will help you make informed decisions and draw upon information and resources which may be helpful.

Several government departments provide programs and services for families of children with disability. There are also many statewide organisations that cater for people who have specific issues arising from a disability, and smaller services and support groups for particular localities.

Department of Communities – Disability and Community Care Services is the Queensland Government department focused on responding to the needs of people with disabilities. Department of Communities – Disability and Community Care Services is a useful source of information about services, organisations and support groups.

For more information about Department of Communities – Disability and Community Care Services including contact details, see page 40.

Other parents

Other parents may be the most important contacts you make. Their advice, and simply knowing that you are not alone, can be a huge help. Contact with parents can be made through your local school, parent groups and support groups.

Managing information

Keeping a filing system

Many parents find it very worthwhile to keep organised notes and records about their children. It can make it easier to keep everyone informed about what's happening with your child.

It's helpful to come prepared to any meetings regarding your child and some parents like to photocopy relevant documents and give them to their child's new teacher at the start of the school year.

You might find it useful to keep the following records organised and accessible:

General notes about your child

- goals, dreams and aspirations
- dates and ages of developmental milestones, e.g. first words and first steps
- notes from meetings
- research information related to your child's needs, or potential interventions or strategies
- general information about your child's condition, if relevant.

A list of contacts

- community support staff, including names, agencies and contact numbers
- paediatricians and doctors involved in diagnosing or caring for your child. Include their names, specialties, phone numbers and addresses
- other specialists, e.g. speech–language pathologists, physiotherapists and occupational therapists
- school and school transportation phone numbers, and names and titles of contact people.

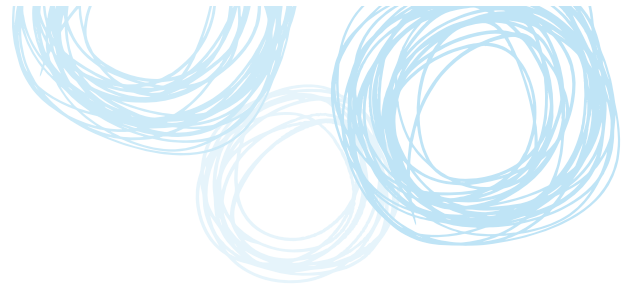
School records

- school correspondence, with the date noted
- individualised program plans
- report cards
- records of educational assessments, standardised tests and adjustments
- school transportation details, e.g. contact names, bus numbers and routes
- school achievements and awards.

Medical records

- birth records, including your child’s birth certificate and any other relevant information about the pregnancy and birth
- a record of developmental checks and vaccinations¹
- a record of medical interventions, e.g. assessments, treatments and surgeries
- medication history, e.g. details about medications, side effects, dosages and purposes.

¹ Queensland Health provides all new Queensland parents with a *Personal Health Record* to record this information. If you need one, contact any hospital maternity ward.



Choosing a school

In Queensland, there are approximately 1250 state schools and over 465 independent and Catholic schools.

The Department of Education and Training has an online schools directory which lists all state and non-state schools in Queensland and provides links to school websites. It's a useful starting point to help identify the schools in your area. To view the schools directory, go to: www.education.qld.gov.au/directory/

Eligible children and young people are entitled to enrol at their closest appropriate state school. Some primary and secondary state schools may have reached enrolment capacity and have an enrolment management plan in place. This means students may not be entitled to enrol unless they live within the local catchment area, or, for students from outside the local catchment area, have met eligibility criteria contained in the plan. For further information about enrolling in a state school, you can find the enrolment policy at: <http://education.qld.gov.au/strategic/eppr/students/smspr027/>

It may be helpful to talk to other parents who have children at the school you are considering for your child.

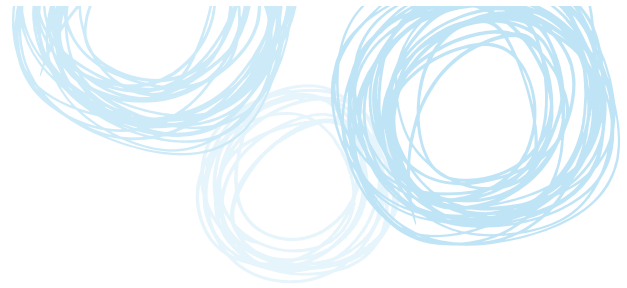
When choosing a school, consider your child's particular needs, along with the support available at the school. It may be useful to write a list of questions about schooling to help guide your discussions with school staff, other parents and community agencies.

After checking the school's website and reading the school's prospectus and any other relevant documents, you might like to ask about:

- supports available for students with disability
- the size of the school and class sizes
- teaching methods and classroom environment
- specialist staff available to help your child
- technologies available to help your child
- the physical location of the school
- physical access around the school
- parent support groups or the school liaison officer
- when and how to enrol
- school hours
- uniform policy
- fees and levies
- assessment and reporting procedures
- homework and assignment expectations
- available resources, e.g. library, internet, computers, specialised technology
- extracurricular activities
- communication between home and school
- religious instruction and chaplaincy program
- amenities, e.g. tuckshop, out-of-school-hours care
- student participation, such as school councils
- parental involvement e.g. parents and citizens' associations, volunteering.

Copies of the school's *Responsible Behaviour Plan for Students*, newsletters, prospectus and the annual report will give you further information about the school and its activities.

For more information about starting school, see page 33.



Types of schooling

The education system in Queensland has three main sectors: state, independent and Catholic.

State education

State education is the main focus of this guide. State education is provided by Education Queensland (EQ), as a publicly funded service available to all children in Queensland.

There are a range of facilities:

- early childhood development programs (ECDP)
- primary schools, secondary schools, and P–10/12 schools
- special schools
- hospital schools
- schools of distance education
- centres for continuing secondary education
- outdoor and environmental education centres
- Queensland Academies.

Early childhood development programs (ECDP)

In the years prior to compulsory school age, children with disability or who have significant educational support needs may be eligible to attend an ECDP.

Primary, secondary and P–10/12 schools

Students with disability are entitled to enrol at any state school in Queensland under the same conditions as students without disabilities. The majority of students with disability attend the same education facilities as their peers.

Education Queensland provides a range of support options to ensure that all students, including students with disability, have opportunities to access, participate, and gain positive outcomes from state schooling. All students are able to be supported through the full array of student support services allocated to schools including guidance support, speech language therapy, behaviour support and learning support. Many schools also offer special education programs and services for students with disability (see page 19).

To find further information on enrolling in a state school, see *SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools* policy which is available at <http://education.qld.gov.au/strategic/eppr/students/smspr027/>

For more information about state education, see the brochure *Shaping the Smart State: A Guide to State Schools*, which is available at www.education.qld.gov.au/schools/about/

Special schools

Special schools are schools that provide education to only students with disability. Students with intellectual impairment or with multiple impairments may be eligible to attend special schools.

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PA, ES – Principal Advisor, Education Services

PEO, SS – Principal Education Officer, Student Services

SGO – Senior Guidance Officer

There are detailed procedures for eligibility for enrolment in a special school. Before a child can enrol at a special school:

1. The student must be diagnosed with a disability or have a suspected disability which requires significant educational support. The diagnosis must include intellectual impairment.
2. The disability must be verified, or be likely to be verified, as meeting the EQ criteria for intellectual impairment (see page 16).
3. The special school must agree that the adjustments made at the school can meet the educational needs of the student.

The enrolment process and the eligibility requirements are more complex than the summary written here. If you are considering that a special school might be the best educational option for your child, talk first to the principal, or your regional Principal Education Officer, Student Services (PEO, SS).

Special school principals are unable to enrol students directly without the approval of the Principal Advisor, Education Services (PA, ES). This follows a detailed exploration of your child's needs to determine that these can best be met by attending a special school. This exploration will usually be conducted in collaboration with the Principal Education Officer, Student Services (PEO, SS), Guidance Officer (GO), Senior Guidance Officer (SGO) or their delegate.

For more information:

- Talk to staff at your school or your PEO, SS at your Regional Office
- read the policy SMS-PR-027: *Enrolment in State Primary, Secondary and Special Schools* at <http://education.qld.gov.au/strategic/epr/students/smspr027/>

Hospital schools

Hospital schools are Department of Education and Training facilities providing education for day students and hospitalised children at the Royal Children's Hospital, Royal Brisbane Hospital, Royal Women's Hospital, Prince Charles Hospital, ACT for Kids at Woolloowin, Mater Children's Hospital, Mater Adult Hospitals and the Princess Alexandra Hospital. There are also classes in hospitals throughout the State.

Schools of distance education

Schools of distance education provide educational programs for students from Prep to Year 12 who are unable to attend a traditional school setting due to geographic isolation, illness, other special circumstances or by choice. All schools of distance education provide support using a range of information and communication technologies. Schools of distance education provide case management support to enrolled students with disability.

For more information:

- refer to the Distance Learning Unit website at www.education.qld.gov.au/curriculum/distance/index.html

Glossary

DET – Department of
Education and Training

Home education

Home education is individually tailored education provided by parents. Parents educate their children at home for many reasons. Often it is because they consider that the particular needs of their child are best catered for in the home setting.

In home education, parents are responsible for developing their own program for their child, conducting learning activities, setting assessment, and monitoring the child's progress. The Home Education Unit can provide some assistance to help parents plan a home schooling program.

A parent wishing to home educate a child is required to register the child with the DET Home Education Unit. A child cannot be enrolled at a school and be registered for home education at the same time.

However, parents who educate their children at home do not have access to the specialist support services described in this guide, such as advisory visiting teachers and therapists.

Support and assistance may be available from other government agencies and non-government organisations.

For more information about home education you can:

- contact DET Home Education Unit on **(07) 3405 3916** if you are in Brisbane, or **1800 677 176** if you are outside Brisbane (this number is free to call unless you're calling from a mobile phone)
- visit the DETA Home Education website at www.education.qld.gov.au/homeeducation/
- read the DET Policy *SMS-PR-014; Home Education in Queensland* at: <http://education.qld.gov.au/strategic/eppr/students/smspr014/>

Non-state education – Independent and Catholic schooling

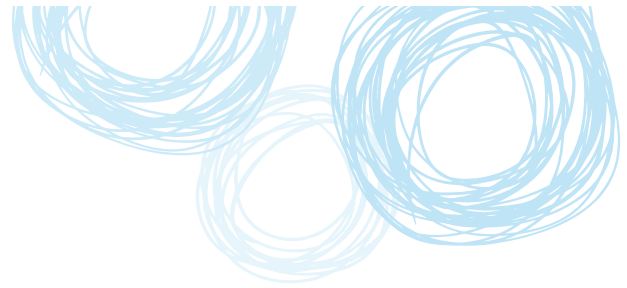
These schools are partly funded by the Commonwealth and State Governments, and usually require payment of school fees to attend. There are two main types of non-state schools:

- independent schools
- Catholic schools.

This guide focuses on state schooling, but some information is relevant to non-state schools as well. Independent and Catholic schools also provide a range of programs and services to cater for students with disability, although these vary in their design.

For more detailed information about non-state schooling, you can contact a particular school. Alternatively, you can contact the two organisations that represent non-state schools in Queensland:

- Independent Schools Queensland on telephone **(07) 3228 1515**, or visit www.aisq.qld.edu.au
- Queensland Catholic Education Commission on telephone **(07) 3336 9306**, or visit www.qcec.qld.catholic.edu.au



Adjustments and education

Legal rights

There are State and Commonwealth laws that protect people with disabilities and their families from discrimination and harassment.

The Disability Discrimination Act 1992

The Commonwealth *Disability Discrimination Act 1992* (DDA) provides protection for everyone in Australia against discrimination based on disability. In August, 2009, The *Disability Discrimination and Other Human Rights Legislation Amendment Act 2009* (the Act) came into effect. This Act amends the *Disability Discrimination Act 1992* and provides for a more consistent and coherent application of definitions. A copy of the Act can be found at: www.comlaw.gov.au/

The *Disability Standards for Education 2005* (the Standards) is subordinate legislation which clarifies the obligations of education and training service providers and the rights of people with disabilities under the DDA.

A copy of this legislation can be found at: www.ddaedustandards.info/index.php

The Standards give students and prospective students with disability the right to education and training opportunities on the same basis as students without a disability. This includes the right to comparable access, services and facilities, and the right to participate in education and training without discrimination. Education providers have an obligation to make changes to reasonably accommodate the needs of students with disability.

The Standards also require education providers to put in place strategies and programs to prevent harassment and victimisation. They must ensure that staff and students know it is not lawful to harass or victimise students with disability, or students who have associates with disabilities, or their carer, assistant, assistance animal and/or disability aid. An education provider must take reasonable steps to ensure that staff and students know what to do if harassment or victimisation occurs.

The definition of ‘disability’

The *Disability Discrimination Act 1992* (DDA) includes a legal definition of ‘disability’ which is also adopted in the *Disability Standards for Education 2005*.

The DDA definition is as follows:

disability, in relation to a person, means:

- (a) total or partial loss of the person’s bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the person’s body; or
- (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

- (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a **disability** that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability. (The Commonwealth of Australia: <http://www.comlaw.gov.au/Details/C2010C00023> (accessed 25 February 2010).

The *Anti-Discrimination Act 1991* (ADA) promotes equality of opportunity for everyone by protecting them from unfair discrimination and sexual harassment. A copy of the ADA can be found at www.legislation.qld.gov.au.

The Queensland Disability Services Act

The Queensland *Disability Services Act 2006* aims to acknowledge the rights of people with disability by promoting their inclusion in the life of the community in general and to ensure that disability services funded by the department are safe, accountable and respond to the needs of people with disability.

The legislation encourages all Queenslanders to promote inclusive principles within their own communities. People with disabilities have the right to equal access to services available to other members of the Queensland community. The service delivery principles encourage service providers to consider the needs of people with disabilities when they design and deliver services.

The Commonwealth *Disability Discrimination Act 1992* is available on the Comlaw website at www.comlaw.gov.au/ The Queensland *Disability Services Act 2006* is available on the Office of Queensland Parliamentary Counsel website at www.legislation.qld.gov.au/

If you believe your child is being discriminated against:

- discuss your concerns with the school principal
- discuss your concerns with personnel at your local regional office
- contact the Anti-Discrimination Commission Queensland on telephone **1300 130 670** to discuss your concerns
- contact the Queensland Civil and Administrative Law Tribunal on telephone **1300 753 228** to discuss your concerns.
- discuss your concerns with the Australian Human Rights Commission on telephone **(02) 9284 9600** (general enquiries) or **1300 656 419** (complaints information line) or visit www.humanrights.gov.au

Accessing the curriculum

Students bring with them a diverse range of language, cultural and social knowledge from their homes and communities. Teachers recognise this and build on what students know in order to develop the knowledge and skills needed for success in school and beyond.

Schools and teachers plan for every student to participate and learn. Students with disability join in the same curriculum activities and learning programs as other students in the class with the support of suitable adjustments.

This involves explicit teaching and scaffolded learning, teaching both the concepts on which the task is based and the language demands of the task, enabling all students to participate in the curriculum.

The department's *Inclusive Education Policy*, supports schools to value and celebrate diversity in the school community and welcome all students, parents, caregivers and staff. The *P–12 Curriculum Framework* guides the teaching and learning of all students. It sets high expectations for the learning achieved by all students, including students with disability.

Catering for a diverse range of students requires teaching strategies that offer multiple means of representation, engagement and expression. For some students, this includes identifying and reducing barriers to learning. For example, Information, Communication Technologies (ICTs) and assistive technology can play an important role in minimising barriers to learning and optimising student management and learning.

As appropriate, teachers adjust their teaching to help children learn. An adjustment is any change made to help a student participate at school, learn, and be comfortable and safe.

There is a wide range of adjustments that are possible for students including adjustments to curriculum, teaching strategies and assessment. Some examples include:

- providing specialised equipment
- modifying a classroom environment to make it more accessible
- making class notes available in Braille
- adjusting the level of complexity of lesson content
- use of signed communication, including interpreters where necessary
- providing additional support
- using alternative methods to complete an exam or assessment task e.g. video, computer, digital recording device
- allowing a student extra time to complete an exam or assessment task.

You may want to ask about how the adjustments will impact on your child's education. Some things to ask about are:

- how will I be informed about the adjustments being made for my child
- who will be providing advice to the class teacher about appropriate adjustments
- what additional support will be provided
- will my child's results be reported in the standard format for their class
- will my child be able to participate in standardised assessment
- will any of the adjustments affect which certificates my child will be eligible for at the end of schooling? (see page 37)

Glossary

DET – Department of Education and Training

Verified – a student’s disability has been confirmed by a member of the EQ verification team as meeting the department’s criteria

Adjustments – an education adjustment is something that the school does specifically to help your child access education

DET provides a variety of programs and services to all students with disability to ensure access and support to maximise their learning outcomes. Students are supported through a range of student support services allocated to regions and schools which may include, but is not limited to:

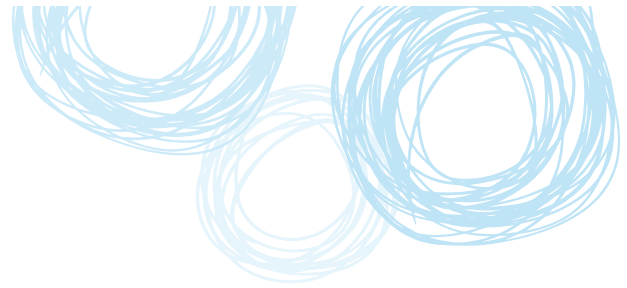
- assistive technology
- alternative format materials
- special provisions for assessment
- speech-language therapy services
- learning support teachers
- teacher aides
- guidance officers
- behaviour support teachers
- school-based youth health nurses (secondary school)
- chaplains.

School sport

School sport and physical activity are an important part of the curriculum for all students. The Smart Moves policy states that the principal will ensure provision to all students (including students who attend special schools) as close as possible to 30 minutes of *moderate intensity physical activity*, five (5) days each week.

For more information about curriculum planning:

- talk with staff at your child’s school
- visit the Inclusive *Education Policy* section of the DET website at <http://education.qld.gov.au/strategic/epr/curriculum/crppr009/>
- visit the *General Information on Disabilities* section of the DET website at <http://education.qld.gov.au/studentsservices/learning/index.html>
- refer to the *P–12 Curriculum Framework* at <http://education.qld.gov.au/curriculum/framework/p-12/docs/p-12-policy.pdf>
- refer to the P–12 Curriculum Framework Guidelines for Students with Disabilities at <http://education.qld.gov.au/curriculum/framework/p-12/docs/guidelines-swd.doc>
- refer to the *Smart Moves Policy* section of the DET website at: <http://education.qld.gov.au/strategic/epr/curriculum/crppr011/>



The Education Adjustment Program

The Education Adjustment Program (EAP) is a process used by DET to identify and respond to the highly complex and specialised needs of some students with disability.

The EAP process initiates an ongoing cycle of documented data collection, planning, program development, intervention, evaluation and review.

Non-state schools also use this program.

Eligibility for the EAP

To be eligible, a student’s disability has to meet the criteria in one or more of the six disability categories identified by DET through the EAP process. The disability categories are Autism Spectrum Disorder (ASD), Hearing Impairment (HI), Intellectual Impairment (II), Physical Impairment (PI), Speech–Language Impairment (SLI), and Vision Impairment (VI).

Verification is the process of confirming that a student’s identified impairment and the associated educational impact which require significant education adjustments meet DET criteria. The verification process involves data gathering on both the impairment and the educational impact.

Impairment

- before verification takes place specialist assessment or medical diagnosis will need to occur
- some specialised assessment can be completed by school personnel, whereas other assessment and diagnoses will need to be completed by specialists outside the school.

Impairment	Personnel eligible to make assessment or diagnoses
Autism Spectrum Disorder (ASD)	A registered paediatrician, psychiatrist or neurologist
Hearing Impairment (HI)	An audiologist or otolaryngologist (ear, nose and throat specialist)
Intellectual Impairment (II)	A guidance officer or psychologist
Physical Impairment (PI)	A registered paediatrician, neurologist, orthopaedic surgeon, geneticist or rheumatologist
Speech-Language Impairment (SLI)	An Education Queensland speech–language pathologist
Vision Impairment (VI)	A registered ophthalmologist or in cases of cerebral vision impairment, a registered paediatrician or neurologist

Educational Impact:

- the educational impact of the impairment relates to the student’s ability to access and participate in the curriculum and school life
- teachers, specialists and other members of the educational team are involved in documenting the significant educational support needs for a student.

When you see a departmental document referring to a ‘verified disability’, it means the disability has been verified by a member of the EAP Verification Team as meeting the department’s criteria.

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Education Adjustment Program – the process used by EQ to identify and respond to the needs of students with disability

Profile

The EAP Profile records a sample of the adjustments that are being made for the student. It doesn't record all adjustments that are being made but it gives a sample of the type and frequency of adjustments.

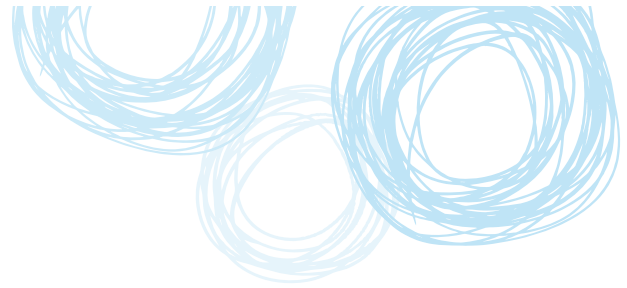
Here is a sample of the EAP profile form.

Adjustments related to curriculum intent:	
4. Lesson content is adjusted:	<i>Refers to the content that is taught (what the student needs to learn and how the student will access that information) not strategies that are implemented.</i>
<input type="checkbox"/> Rarely, if ever	
<input type="checkbox"/> About once per semester	
<input type="checkbox"/> From once per term to once per month	
<input type="checkbox"/> On about a weekly basis	
<input type="checkbox"/> On about a daily basis	
<input type="checkbox"/> More frequently than once per day	
Adjustments to pedagogy:	
5. Materials are adjusted and/or specially prepared to facilitate student participation:	<i>Preparation is required for materials where the content is consistent with the intended curriculum but a different format is needed.</i>
<input type="checkbox"/> Rarely, if ever	
<input type="checkbox"/> About once per semester	
<input type="checkbox"/> From once per term to once per month	
<input type="checkbox"/> On about a weekly basis	
<input type="checkbox"/> On about a daily basis	
<input type="checkbox"/> More frequently than once per day	

Parents are welcome to attend a meeting about their child's EAP Profile. Keep in mind that the EAP Profile is about the adjustments that are already being made. Should you wish to discuss the adjustments being made for your child please make a time to speak with your child's teacher, special education teacher or the principal.

Not all students with disability will meet criteria for the EAP. However, even if your child does not meet departmental criteria for the EAP, the school can provide support through an appropriate program for your child.

The broader definition of 'disability' (see Legal rights on page 12) is the basis upon which EQ, or any other education provider is required to make reasonable adjustments for your child.



Resourcing

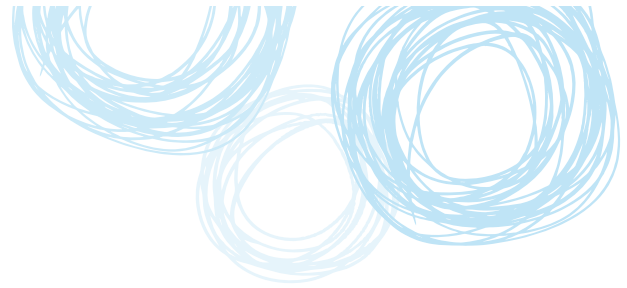
The information from the EAP Profile is used in the allocation process of additional resourcing for students with verified disabilities. Each region is responsible for distributing these additional resources to schools.

Much of a school's resourcing comes in the form of staffing. Every school, based on enrolment numbers, will be allocated teachers, teacher aides and administrative staff. The school will also receive grants of money to spend on other day-to-day costs.

There is extra resourcing available to support students with disability and this comes in the form of teachers and teacher aides and specialist support staff such as therapists. Staff comprise registered teachers and blue card holders.

For more information about the Education Adjustment Program:

- read the series of Frequently Asked Question about the EAP on the EQ website www.education.qld.gov.au/students/disabilities/adjustment/faqs/index.html



Special education programs and services

Glossary

Verified – a student’s disability has been confirmed by a member of the EQ verification team as meeting the department’s criteria

Region – for Education Queensland – there are 7 regions

EQ – Education Queensland

Special education programs and services support students with disability. Special education programs are school-based and services are regionally based.

EQ advisory visiting teachers may be available at non-state schools, childcare centres and kindergartens, as well as state schools.

Special education programs

A special education program is a cluster of resources — specialist teachers, support staff — at a particular school. A school’s special education program is dedicated to supporting the educational needs of students in one or more disability areas. Program specialisation is available in the following disability areas:

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

These are the same disability areas that are recognised in the Education Adjustment Program (see page 16).

A program can also specialise in supporting students with multiple impairments (students who are verified as having intellectual impairment and one or more other impairments).

Special education programs support students across a range of ages. Programs for children of prior to Prep age and Prep age are called Early Childhood Development Programs.

Principals manage the resourcing within their schools. Schools provide support in a variety of ways. For example, some have a dedicated special education classroom, some focus on supporting students in the classroom alongside their peers, while other programs might give students separate, specialised lessons when needed. A few schools in an area might cooperate to share a specialised program. Some programs might only support students with a verified disability; others might support a much wider range of students. Talking to school staff or the PEO, SS may help you get a sense of what is available in your area.

Head of Curriculum (HOC)

The HOC is a teacher whose work includes:

- assisting in leading, coordinating the maintenance, review and implementation of curriculum frameworks and assessment and reporting in their school
- assisting the leadership team of the school in curriculum matters.

Head of Special Education Services (HOSES)

Special education programs of a certain size are eligible to have a HOSES to lead and administer the program. If the special education program at your child’s school has a HOSES, they will be a key person in your child’s education.

Glossary

HOC – Head of Curriculum

HOSES – Head of Special Education Services

Special Education Programs – programs that give specialist support to students with disability in state schools

The HOSES is a teacher and often a member of the school administration team whose work includes:

- taking a central role in the education team in curriculum planning for the student
- teaching students with disability
- monitoring the progress, performance and behaviour of students with disability
- giving advice and guidance to teachers and support staff
- coordinating and managing the staff and resources of the specialised program.

Special education programs support students with disability in state schools, and assist students and teachers in the development of their educational programs. Special education programs can be site-based or across sites. For example, a special education program may span the local primary and secondary schools, or a cluster special education program may support a number of students across a number of schools.

Special education services

Special education services may be available to support students and children with disability by providing visiting or outreach support to state and non-state schools, childcare centres and kindergartens.

Some of the services that may be available include:

- advisory visiting teachers
- guidance officers (see page 21)
- registered nurses (see page 21)
- physiotherapists, occupational therapists and speech–language pathologists (see pages 22–23).

Advisory visiting teachers

An advisory visiting teacher (AVT) is an experienced classroom teacher who has specialised knowledge about disability or student behaviour. Their main role is to support school staff in enabling students with disability to access and participate in the curriculum.

The title of the AVT position may be different depending on your education region.

AVTs provide services such as:

- assisting teachers with curriculum adjustments and delivery of educational programs that target a student’s learning goals
- providing information about disabilities
- suggesting strategies for teaching students with disability
- advocating for the supply of, and training in the use of specialised equipment
- helping teachers and families to access support networks
- supporting young children (birth to 4 ½ years) with educational needs arising from disabilities through home-based programs, playgroups, childcare centres, and kindergartens²
- supporting school aged students with disability in non-state schools³
- providing professional development activities to school personnel.

² AVT support for young children (birth to 4 ½ years) is only for those who are identified with hearing impairment, physical impairment and vision impairment.

³ AVT support in non-state schools is only for students verified with hearing impairment, physical impairment and vision impairment.

Guidance officers

Guidance officers (GOs) provide information, counselling and support services to students who require:

- assistance to access the curriculum due to the impact of disability or suspected disability
- psychoeducational assessment to determine the nature of a student's learning disabilities, or developmental levels in order to make recommendations for educational adjustments and interventions
- assistance in implementing recommendations made from health practitioners
- access to early childhood development program or services
- assistance resolving personal, social or emotional problems that are having a major impact upon their learning
- advice in relation to obtaining a Queensland Certificate of Education or Queensland Certificate of Individual Achievement
- support with study skills, subject selection, career planning or transition planning to access post school services from Department of Communities – Disability Services

Guidance officers also:

- provide resources and professional development to school staff, parents and the school community
- manage complex case loads
- liaise with other agencies such as Department of Communities – Disability and Community Care Services and Queensland Health, and
- provide parenting support for families of students with disability.

Registered nurses

Nursing services are provided to Queensland State schools through:

- the Education Queensland Nursing Service
- the School-Based Youth Health Nurse Program.

Registered nurses employed by Education Queensland provide a clinical advisory service and provide assessment, planning, training, supervision and support to school personnel supporting students with disability or specialised health needs.

Specialised health needs include but are not limited to:

- enteral feeding (gastrostomy, nasogastric, jejunostomy)
- urinary management (catherisation, urostomy care)
- airway management (trachesostomy care, oral suctioning, oxygen therapy)
- bowel management (colostomy/ileostomy care)
- diabetes management (insulin, blood sugar level testing, diabetic emergency)
- epilepsy management (rectal Valium, nasal/buccal Midazolam)
- anaphylaxis management (practical training in adrenaline auto injector use)
- asthma management (emergency medication).

Education Queensland Registered Nurses assist state school personnel to safely and effectively manage the health requirements of students with complex health needs and associated health procedures and complex care regimes to facilitate full participation in

Glossary

Education team – the student, the student’s parents or carers, teachers, teacher aides and specialist support personnel

Occupational performance – a person’s ability to do everyday tasks such as working, playing and relaxing

Occupational therapist – a therapist who helps people to improve their ability to do everyday tasks

Region – in Education Queensland there are 7 regions throughout the State

Physiotherapist – a therapist who helps people develop their physical abilities and functional skills

their educational program. They provide these services in response to a written referral with parental consent for nurses to be involved in their child’s care.

The School-Based Youth Health Nurse (SBYHN) program is managed by Queensland Health and focuses on promoting preventative health strategies and wellbeing for students in Years 8–12. Nurses participating in this program work in partnership with school personnel to promote positive health and wellbeing for young people within a school community. Secondary school aged students with disability may access SBYHN services.

Therapy services

Education Queensland (EQ) employs therapists who work as part of the education team supporting students. EQ therapists can be based in a school or regional office. One therapist usually provides services across several schools.

There are three groups of therapists employed by EQ:

- physiotherapists (see page 22)
- occupational therapists (see page 22)
- speech–language pathologists (see page 23).

Individual therapists bring unique skills and experiences to the service. There are departmental processes to maximise service consistency and standards across the state, while allowing enough flexibility to respond to local needs.

Methods of service delivery will vary according to need. Therapists may work with students individually or in groups. They may also develop and monitor programs that other team members implement. They work collaboratively with teachers and other team members, and provide training and resources that support education programs. Whatever the model of service delivery, there will always be some contact with the student.

The focus of EQ therapy services is to enhance education programs and outcomes for students. In deciding whether a child can access these services, the most important factor is whether the therapy service is necessary to help the child meet their educational goals. Therapy services from outside EQ may also be available (see page 24).

EQ therapy services are only available to state school students or to children in an early childhood development program or service.

Physiotherapists and occupational therapists

Physiotherapists aim to help people develop their physical abilities and functional skills. They do this by assisting people to improve their posture and movement through intervention and support.

Occupational therapists help people to become more independent and improve their ability to perform the daily occupations of life such as studying, working and playing. They do this by enabling people to engage in meaningful occupations for health, wellbeing, achievement and life success.

EQ physiotherapists and occupational therapists have a particular focus on helping children to take part in school and learning, as well as everyday life.

The type of service a physiotherapist or occupational therapist provides varies according

to the needs of the student and the student's education program. It may include any combination of the following:

- information presentations for parents and team members
- training teachers or teacher aides in ways they can support the child
- introduction of equipment or resources
- adaptation of the child's program
- adaptation of the child's classroom set-up
- school visits for the therapist to work with the child, individually or in a group.

Children who may be eligible for referral to EQ physiotherapists and occupational therapists include children with disability who:

- have a verified disability under the Education Adjustment Program
- attend an early childhood development program or service or
- are enrolled in Prep and are eligible for special education services or support.

For more information about EQ physiotherapy and occupational therapy:

- talk to staff in your school or PEO, SS – see central office contact details on page 5
- visit www.education.qld.gov.au/studentservices/learning/disability/specialists/index.html and follow the links to information about therapy services
- see the Disability Services Support Unit (DSSU) page about occupational therapy at www.learningplace.com.au/en/dssulc/ot
- see the DSSU page about physiotherapy at www.learningplace.com.au/en/dssulc/physio

Speech–language pathologists

Any students with special needs in communication are eligible to access EQ speech–language therapy services. A student's communication difficulties do not need to be related to a disability for the student to be eligible. Local processes will determine which students will be prioritised for services.

EQ provides speech–language therapy services for students with special needs in communication or with eating and drinking. They have specialised knowledge of:

- speech, voice and fluency
- language and communication strategies
- social interaction skills
- eating, drinking and swallowing.

EQ speech–language pathologists:

- work as members of the education team to determine the educational needs of students with special needs in communication or with eating and drinking
- assist in developing and delivering programs
- help the education team to adjust the communication demands of the curriculum
- train teachers or teacher aides in ways they can support the child
- consult with and provide resources to school staff, parents and the school community
- liaise with other agencies.

Glossary

Speech–Language Pathologist – a therapist who assists students with special needs in communication

For more information about EQ speech–language therapy:

- talk to staff in your school or PEO, SS
- visit www.education.qld.gov.au/student-services/learning/disability/specialists/
- see the DSSU webpage about speech–language therapy at www.learningplace.com.au/sc/inclusiveeducation/slp/

Therapy from outside Education Queensland

It is worth finding out about therapy services that might be available to your child from other agencies. Some of these services are school-based, while others are home-based. These services may be very similar to that of the therapists from EQ or they may have a slightly different focus.

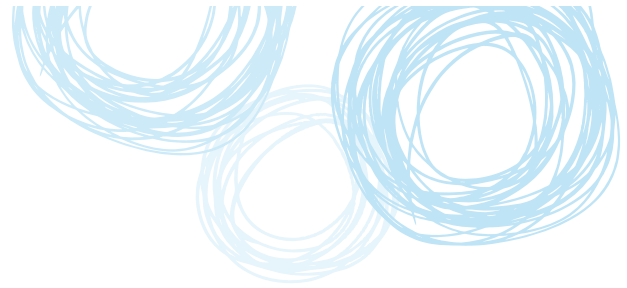
Accessing a service from another agency does not necessarily mean your child cannot also access an EQ therapy service. If therapy from another service provider has a different focus from the therapy at EQ, accessing both services may be beneficial. If your child is receiving therapy services from more than one place, it is important that the different therapists communicate with each other to make sure there are no gaps or double-ups between the two services.

It's important that you let the school know if your child is getting support from another therapy service, or has in the past, so that the services can be coordinated with each other.

Organisations such as Autism Queensland, Cerebral Palsy League and Vision Australia are partly funded by DET through Non School Organisations (NSOs). NSO funds are directed towards programs to support children in their educational setting.

For more information about therapy services available from agencies and Non School Organisations other than EQ:

- contact Department of Communities – Disability and Community Care Services (see page 40)
- talk to parent groups or disability organisations (see pages 40–43)
- visit us at: www.education.qld.gov.au/finance/grants/fund/garp/html/nso-fundedorgs.html



Other support

Getting to and from school

All parents are responsible for transporting their children to school.

Depending on your individual circumstances, you may be eligible to apply for school transport assistance. There are three school transport assistance programs:

- Queensland Transport offers school transport assistance to a wide range of students with or without disabilities
- Department of Education and Training (DET) has school transport assistance programs specifically for students with disability (see below)
- there is also school transport assistance for students at non-state schools (see page 26).

Travel training can help children become more independent

Some schools offer travel training for students with disability who are learning to travel independently. Travel training is aimed at helping students to walk, cycle or use public transport on their own. Depending on the needs of the student, the training could teach them how to get around in general, or it could focus on teaching them to travel between specific places, for example, travelling between home and school.

If you think your child could benefit from travel training, talk to your child's teacher about whether it might be included in your child's curriculum plan.

Queensland Transport offers school transport assistance to a wide range of students

Queensland Transport's *School Transport Assistance Scheme* is available to students who live beyond a certain distance from their school. The assistance provided is based on the distance to your closest school.

There is also assistance for some students who:

- are listed on certain concession cards
- are under Care and Protection Orders from the Department of Child Safety.

Assistance can take the form of:

- passes for public transport
- an allowance for driving your child to school (a conveyance allowance).

For more information about Queensland Transport's *School Transport Assistance Scheme*:

- contact Queensland Transport on telephone **13 23 80**
- go to www.transport.qld.gov.au/ and search for *School Transport Assistance Scheme*

Department of Education and Training's (DET's) school transport assistance program for students with disability

As a parent, you have responsibility for providing or arranging your child's transport between school and home. If you believe there will be difficulty getting your child to school, you are able to request that an assessment be undertaken to determine eligibility for transport

Glossary

Conveyance allowance – an allowance for driving your child to school

School Transport Assessor – a trained person in a school who liaises with parents about school transport assistance matters and assesses whether a student is eligible for the *School Transport Assistance Program for Students with Disabilities*

assistance. This is a formal assessment undertaken at the school by a trained school transport assessor. To be eligible, a student must have a disability that necessitates the provision of transport assistance. The factors that are taken into account in determining eligibility for this assistance are:

- attendance at the nearest school or the nearest school with a specialised program in the area of the student’s disability/disabilities
- the student’s ability to travel independently between school and home
- your capacity to provide transport for your child.

Transport assistance may include things like:

- passes for public transport
- an allowance for driving your child to school (a conveyance allowance)
- taxi or minibus services
- other arrangements.

Under the *School Transport Assistance Program for Students with Disabilities* only the child with the disability can use the transport assistance provided. For example, if one of your children is being driven to school by a taxi or minibus service, you will still need to make arrangements for your other children to get to school – they won’t be able to ride in the taxi or minibus. It may be worth checking if they’re eligible for Queensland Transport’s School Transport Assistance Scheme (see page 25).

For more information about EQ’s *School Transport Assistance Program for Students with Disabilities*:

- talk to staff at your school
- visit EQ’s School Transport website at www.education.qld.gov.au/students/transport/

School transport assistance for students at non-state schools

Students at non-state schools may be eligible for the *Non-State School Transport Assistance Scheme*, which is run by the Queensland Catholic Education Commission (QCEC). It includes the *Bus Fare Assistance Program* and a program specifically for students with disability.

For more information about *Non-State School Transport Assistance Scheme*:

- talk to staff at the non-state school
- phone QCEC on (07) 3336 9286
- visit: www.qcec.qld.catholic.edu.au/ or www.aisq.qld.edu.au

Specialised equipment

Specialised equipment at school

There is a wide range of equipment that can reduce or remove the barriers faced by people with disability. Schools often provide specialised equipment for students with disability if it supports their educational program. The equipment remains the property of the school and is kept when a student leaves to ensure that it can be used by other students. Some examples include:

- devices to help with the functions of daily life, such as eating utensils, dressing aids and adapted toilet seats

- aids to help with communication, such as hearing aids, magnifiers, pointers and speech generating devices
- devices to help with stabilising, supporting or protecting the body such as furniture adaptations, support harnesses and stabilisers
- equipment to help with mobility, such as wheelchairs, scooters and walkers.

Your child's doctor or specialist can assess their needs and recommend equipment. If the equipment would help your child participate in school, an EQ therapist (see page 22) may assess your child's needs and recommend equipment.

Equipment and resource loans

The Disability Services Support Unit (DSSU), which is part of DET, runs an equipment and resources loans service for schools across the state. School staff can borrow a wide range of equipment through the DSSU Loans Service. Some items are offered only as short-term loans (one month), while others are offered as long as 12 months.

The time taken to access equipment through DSSU Loans Service depends on the availability of the equipment. If the equipment is available and there is no waiting list, the item could be sent to the school within a week of the request being received. In other cases, it can be longer.

The service allows schools to trial equipment before they purchase it. When the loan period ends, the school returns the equipment. School staff may then decide to purchase equipment to support the education programs of students; however, this equipment remains the property of that school.

Getting equipment

There are a number of ways to get equipment for your child.

Schools and Parents & Citizens' Associations (P&Cs) may be able to access various funding sources or assist in preparing grant applications or submissions. Work with your HOSES or principal to explore the best way to obtain equipment to support your child's education.

You might choose to buy some equipment yourself. Some government and non-government agencies offer subsidy schemes, grants and one-off payments to support the purchase of equipment.

One option is Queensland Health's *Medical Aids Subsidy Scheme* (MASS), which subsidises the provision of certain aids and equipment. For more information, including details about who is eligible, visit their website at: www.health.qld.gov.au/mass/

For more information about getting your own equipment:

- talk to Department of Communities – Disability Services (see page 40)
- talk to staff at your school
- visit the website for MASS at www.health.qld.gov.au/mass/

Glossary

P&C – Parents and Citizens' Association

Specialised equipment at school

Schools often provide specialised equipment for students with disability if it supports their educational program. Schools may provide all sorts of equipment, from mobility aids to communication devices (see pages 26–27 for examples).

Glossary

HOSES – Head of Special Education Services

SWPBS – Schoolwide Positive Behaviour Support

When a school provides equipment for a students with disability, the equipment remains the property of the school. The school will generally keep the equipment when that student leaves and ensure that other students are able to make use of the equipment.

The Disability Services Support Unit (DSSU), which is part of DET, runs an equipment and resources loans service for schools across the state. School staff can borrow a wide range of equipment through the DSSU Loans Service. Some items are offered only as short-term loans (one month), while others are offered as long-term loans (as long as 12 months).

The time taken to access equipment through the DSSU Loans Service depends on the availability of the equipment. If the equipment is available and there is no waiting list, the item could be sent to the school within a week of the request being received. In other cases, it can be longer.

The service allows schools to trial equipment before they purchase it. When the loan period ends, the school returns the equipment. School staff may then decide to purchase equipment to support the education programs of students; however, this equipment remains the property of that school.

For more information on specialised equipment and the DSSU Loans Service, talk to staff at your child’s school or visit the DSSU Professional Community and follow the links to the Loans Service: www.learningplace.com.au/en/dssulc

Glossary

Disability Services Support Unit (DSSU) – a DET unit that provides a range of advisory and support services to staff working with students with disability in schools across Queensland

Behaviour support

Education Queensland provides a range of strategies to support the behaviour of all students in state schools. All schools have a Responsible Behaviour Plan for students. They can usually be found on their website. Many schools are involved in Schoolwide Positive Behaviour Support (SWPBS) which is a proactive, team-based approach and decision making framework that guides selection, integration and implementation of evidence-based practices for improving academic and behavioural outcomes for all students in a safe school environment. Emphasis is placed on prevention of problem behaviour, teaching and developing pro-social skills and the use of data-based problem solving that focuses on a functional approach.

A student may be engaging in inappropriate behaviour associated with their disability. When this is the case the school may implement a range of strategies or plans to make adjustments, so the student can engage in learning. These can include, but are not limited to: curriculum adjustments, differentiated curriculum delivery, classroom organisation, break time and transition adjustments. You should discuss concerns about behaviour with your child’s teacher, guidance officer, HOSES, deputy principal and principal. If your child’s behaviour outside school is a problem, you can seek advice from the school, or from disability support groups, community support organisations and other parents (see page 40).

There is detailed information about behaviour support in state schools — including policies, procedures and programs for parents — on the Student Services website at www.education.qld.gov.au/student-services/behaviour/

Further information about SWPBS is available at: www.education.qld.gov.au/student-services/behaviour/swpbs/index.html

Bullying

Education Queensland does not tolerate bullying in any form, and schools use a range of proactive strategies to deal with bullying behaviour.

All students and parents are encouraged to raise concerns they have with their school principal immediately so that action can be taken to address the problem.

Every state school includes strategies for addressing bullying, including cyber bullying, in its Responsible Behaviour Plan for Students.

Several initiatives have been implemented recently to address bullying in schools.

The Queensland Schools Alliance Against Violence (QSAAV) was responsible for providing advice to the Minister on best practice measures to address bullying and violence in Queensland schools. The Alliance was chaired by Professor Ian O'Connor and included representatives from State and non-State schooling sectors, parent groups, principals associations, unions and the Commission for Children and Young People and Child Guardian.

For further information:

- Queensland Schools Alliance Against Violence (QSAAV) www.education.qld.gov.au/student-services/behaviour/qsaaav/index.html
- Act Smart Be Safe www.education.qld.gov.au/actsmartbesafe
- Bullying. No Way! www.bullyingnoway.com.au
- Kids Help Line www.kidshelp.com.au
- Child Safety Australia www.childsafetyaustralia.com.au

Concerns and complaints

Open communication is the key to resolving disagreements. You should not hesitate to tell the principal if you are unhappy or concerned about something. Talk to your child's teacher or principal and let them know exactly what is concerning you, and how you think it could be resolved.

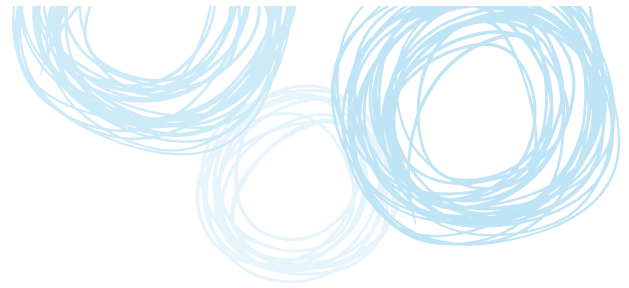
The Principal Education Officer, Student Services (PEO, SS) is a contact available at your regional office. They can give you advice about relevant legislation and policy, your rights, and the options available to you and your child. You can contact the PEO, SS if you are dissatisfied with the outcome reached through talking to the school.

Making a complaint

If you want to make a formal complaint, the DET website has a detailed guide, including advice for resolving problems, advice about making complaints, and an explanation of your rights.

For more information about complaints:

- read the *State Schools: Making a Complaint* guide on the DET website at www.education.qld.gov.au/schools/about/pdfs/making_a_complaint.pdf



Phases of learning

This section of the guide will explain some of the things you and your child will experience at particular stages of schooling. The unique characteristics and learning needs of your child will change as they move through their years of schooling. In state schools, the structure and function focus on three phases of learning — early, middle and senior. Prior to starting compulsory schooling it is also important to consider early childhood education and care.

Early Childhood Education and Care

Most children have access to early childhood services, e.g. playgroup. In addition some children with disabilities (0–5 years) may access an early childhood development program or services.



Early Phase of Learning

Preparatory to Year 3: the Early Phase of Learning in Queensland state schools provides learning experiences to engage young minds and promote positive attitudes towards learning, and provides a stable and consistent start to schooling.



Middle Phase of Learning

Years 4 to 9: the Middle Phase of Learning in Queensland state schools ensures that every student engages in purposeful, intellectually challenging learning, is provided with opportunities to achieve success, and is supported in their transition from year to year and from primary to secondary education.



Senior Phase of Learning

The Senior Phase of Learning begins in Year 10 and includes the two years after Year 10 when young people undertake education or training. The Senior Phase of Learning is designed to meet the different needs of young people. It includes a broader range of learning, including courses from TAFE, universities, other registered training organisations and some approved community providers.

Glossary

Compulsory schooling phase – the phase when it is compulsory to go to school, i.e. from when the child is at least 6 years 6 months to when they turn 16 or complete Year 10 (whichever comes first)

Importance of early childhood education

While this guide focuses on your child's education at school, it is important to recognise that high quality education early in life gives children the best start.

All Queensland children are eligible to attend Year 1 if they attain the age of 6 years by 30 June in the year they propose to enrol in Year 1. This is considered compulsory schooling.

Before this time there are many options:

- a child may go to child care, playgroup, crèche or community kindergarten (see below)
- some children with disability may be eligible to access an early childhood development program or services
- in the year before compulsory schooling, most children attend Prep (see page 33).

Early childhood education and care

For young children, care and education cannot be separated. Young children learn through play and learn best when receiving quality care.

The benefits of quality early childhood education and care are listed below:

- You can place your child in child care or kindergarten and know they are safe and well cared for by people who have a qualification and share an understanding about what is important for your child.
- Your child will have the opportunity to develop skills by playing with others and taking part in activities that build on their abilities and interests.
- You will be supported in caring for your child.
- You will have increased opportunities to work, attend appointments or recreational activities or have time to yourself.

There is a range of early childhood education and care services for young children, including licensed and unlicensed, centre-based and home-based services. The government gives assistance for services to support children with disability. Talk to individual providers to find out about how they may cater for your child.

It is important to consider the full range of early education and care options available to your child, and place your child's name on waiting lists if necessary.

The Queensland Government Office for Early Childhood Education and Care provides families with up-to-date information about licensed early childhood education and care services in their local area and has parent tip sheets on a range of topics including:

- beginner's guide to education and care services
- choosing your child's education and care
- settling into early childhood education and care
- what to expect from your early childhood education and care service.

To access the latest information, refer to our website: www.education.qld.gov.au/earlychildhood
If you don't have internet access, freecall: **1800 637 711** (Calls from mobile phones are charged at applicable rates).

Playgroups

Playgroups are established and run by parents and carers. In a playgroup, parents and carers stay and play with their children and also help them to play with other children. Children choose from a range of activities set up by the parents.

For more information about playgroups

- contact Playgroup Queensland on telephone **1800 171 882**
- visit their website at www.playgroupaustralia.com.au/qld/

Child care, crèche and kindergarten

There is a wide variety of childcare, crèche and kindergarten services for young children, and a large number of providers. The government gives assistance for services to support children with disability. Talk to the individual providers to find out about how they may cater for your child.

The Queensland Department of Communities – Disability and Community Care Services provide information about childcare and early education services. To find out about the services near you:

- call the Child Care Information Service on **(07) 3224 4225** or **1800 637 711** for callers outside Brisbane or visit the Department of Communities – Disability and Community Care Services website at www.communities.qld.gov.au/disability/support-and-services/our-services/family-and-early-childhood-services/
- non-government disability organisations (see page 42).

Early childhood development program and services

There is a range of programs and services that support children/students with disability who haven't yet started school. These programs and services are offered by:

- state and non-state schools
- non-government organisations, e.g. Autism Queensland and the Cerebral Palsy League
- local clinics and centres.

A child may access a range of programs and services at the same time.

If you're investigating these programs and services for your child, note that DET calls them 'Early Childhood Development Program and Services', whereas many other organisations use the term 'Early Childhood Intervention'.

Glossary

ECDP – Early Childhood Development Program and Services

Early Childhood Development Program (ECDP) and Services begin in infancy and involve parents/carers in partnership with professionals. Eligible children attend playgroup sessions with their parents/carers and families may receive specialist outreach support provided in the home environment. Ongoing parent/carer and family support is an essential component of Early Childhood Development Program and Services.

Program and Services consist of two phases. The first phase, is primarily aimed at delivering direct family support to enhance the family's ability to support and maximise the development of their child from birth to three years. This phase may also encompass an educational component for families as they learn about their child's disability and the potential impact

it may have on their child and family. The second phase of Early Childhood Development Program and Services is for children three to five and the focus is on a child-centred method of support. For more information about ECDP contact your local regional office or your child's teacher.

To find out about what might be available for your child, talk to:

- your paediatrician
- Department of Communities – Disability and Community Care Services (see page 39)
- the Principal Education Officer, Student Services (PEO, SS) at your local Education Queensland Regional Office (see page 5)
- SMS-PR-015: Early Childhood Development Programs and Services for Children with Disabilities – prior to prep <http://education.qld.gov.au/strategic/eppr/students/smspr015/>

Preparatory year (Prep)

The Preparatory year (Prep) is a universally available non-compulsory program offered in primary schools for children in the year before they start compulsory schooling. It is available in all Queensland state schools and most non-state schools offering a primary program. There are no waiting lists for enrolment in Prep at state schools.

Prep is a full-time program and children attend from Monday to Friday during normal school hours, generally from 9.00 am to 3.00 pm. Prep is integrated fully into the rest of the school. Classrooms and other facilities are located in school grounds. Students with disability who are of eligible age to attend Prep will be included in local Prep classes, wherever possible. This reflects the government's commitment to providing inclusive education for all students.

There are a range of options for students with disability of Prep eligible age dependent on educational support needs. These include attendance at a full-time Prep program with support from specialist teachers, attendance at a combined Prep and Early Childhood Development Program and, for a small number of children, attendance for an individualised program at an Early Childhood Development Program or special school (approved to provide early childhood development program).

Advice about the options in your local region can be sought from the Principal Education Officer, Student Services based at the regional office.

Prep provides the foundation for your child's success at school by developing:

- a positive approach to learning
- independence and confidence
- thinking and problem-solving skills
- language skills
- early literacy and numeracy
- physical abilities, including motor skills.

Prep classrooms generally have an open space for activities with a carpeted area for storytelling and singing. They also have a food preparation area and access to an outdoor learning area.

Prep classes have a maximum of 25 students. In some smaller schools, Prep children may be included in composite classes with Year 1, 2 or 3 students.

For more information about Prep:

- talk to staff at your primary school
- refer to the website: www.education.qld.gov.au/student-services/inclusive/prep/index.html
- refer to the website: <http://education.qld.gov.au/strategic/advice/earlychildhood/faq-prep6.html>

Starting primary school

Starting school is a time filled with mixed emotions for both parents and children. There is obvious excitement as the child takes their first steps into the educational system, but there may also be great apprehension about what lies ahead. Every child is different and will face individual challenges and require different support.

When choosing a school for your child, consider their particular needs along with the support available at the school. For more information about choosing a school, see page 8.

Before your child starts school, it's a good idea to familiarise them with the school and to assist them to get to know their way around. Talking about what school may be like and discussing any fears they have before starting school can also be beneficial. A child reaches compulsory school age when they are at least 6 years and 6 months. The option of delaying entry to Prep or Year 1 should be discussed with special education staff and the principal.

Fostering a good relationship with all of the teachers involved in your child's education assists your child's education process. Keep the school informed of any developments or changes happening with your child to ensure they have all the information they need to develop and deliver the most appropriate program for your child.

There are always opportunities for parents to get involved in the school community, and your child will love having you involved in their new experiences. It's also a great way to get to know other parents.

All state schools offer opportunities for parents to join a Parents and Citizens' (P&C) Association. These associations are involved in a variety of school activities from policy to financial planning, as well as tuckshops, fundraising activities, school functions and out-of-school-hours care.

For more information about P&C Associations:

- contact your school
- go to the website of the Queensland Council of Parents' & Citizens' Associations Inc. at www.qcpca.org.au/

Starting secondary school

Finishing primary school and starting secondary school is one of the most significant times in your child's life, and they might feel both excited and afraid about the prospect. Often they have felt protected in a safe, familiar environment with considerable individual attention, and high school can seem very different.

Secondary school can bring many new experiences. New school expectations, new peers, new subjects and getting used to having multiple teachers is very exciting but can be a little

concerning for students at first. Being organised to have the right books and equipment may involve a period of adjustment.

Forward planning is vital as it often takes time to get the necessary supports in place and ensure things run smoothly. Many secondary schools run transition days towards the end of the year where students can spend time at the school becoming familiar with their new surroundings. This is an important time to help students feel more comfortable about starting secondary school.

Your child's learning support records will be transferred with them to their new school, so important information and documentation won't be lost in the transition process. In some cases, a meeting will also occur between your child's current school and the new school as part of this transition process.

There are a number of things that can be done to make the transition easier for your child. These include:

- ask for an example timetable and map of the school so you can discuss with them how they will get to each lesson
- have your child meet as many teachers as possible before the first day. Some schools run a separate transition day for students with disability so that this can occur
- buddy systems are used successfully in many schools. Discuss the possibility of this at the enrolment interview
- if your child has friends going to the same school, encourage them to go together for the first few days.

Depending on your child's particular needs, you may also like to consider:

- encouraging your child to practise writing important information in a diary
- tactile coding can also be useful, for example, a small piece of sandpaper inside the textbook and the same inside the relevant exercise book
- colour coding their books and textbooks (a different colour for each subject) is useful for easy identification. They could also have a weekly timetable for home, with a colour coding grid to match their books. This will help to remind them what to pack in their bag for the day.

With your help, your child has already reached a number of important milestones in their learning and the support you give your child will assist the smooth transition from primary to secondary school and help make this a positive experience.

When to start planning for life after school

By the time your child is finishing Year 9, you and your child should be planning and preparing for life after school. It is important to talk to your child about what their interests, abilities and aspirations are, and find out about the options available to them.

Consider:

- occupations and career pathways
- the education and training requirements needed to achieve selected goals, such as subject prerequisites
- the full range of learning opportunities available
- the value of different forms of learning
- tertiary entrance procedures, including the range of options.

Glossary

SET plan – Senior Education and Training plan outlining a student's goals and pathways for reaching these goals

As part of planning for the transition to post-school options, Queensland students in Year 10 complete a Senior Education and Training (SET) plan. Essentially, the SET plan includes what the student's goals are, and what pathways they're going to take to reach those goals. Parents and school staff are involved in helping students put these plans together.

While the SET plan helps students to make decisions about their future, they can still make alterations to their SET plan if they change their plans.

For more information about planning for life after school:

- talk to staff at your school — particularly teachers and guidance officers
- refer to the Education Queensland website: www.education.qld.gov.au/students/senior/index.html
- to find out more about researching post-school options, visit the Queensland Studies Authority (QSA) website www.qsa.qld.edu.au and search for *Guides for developing SET plans*
- refer to the Queensland Parents for People with a Disability (QPPD) – Launch into Life Program available at www.qppd.org/our-work/systems-advocacy/work

Finishing school

The final few years of schooling are a time of transition, preparing for life after school. These years — from Year 10 onwards — are called the Senior Phase of Learning.

The basic allocation of schooling for a state school student is 24 semesters — usually two semesters a year for 12 years of school. The basic allocation usually does not include Prep or participation in an early childhood development program. Additional semesters may be allocated after consideration is given to a student's age and ability, likely educational outcomes and suitability, and availability of other education, training or employment options. If parents wish to seek an allocation of additional semesters for their child, they are required to do this through the principal. Applications for additional semesters beyond this (26 semesters) will need to be made through the principal to the Regional Office.

Finishing school is an exciting time, but it can also be very stressful for students and their families. A smooth transition into life after school requires thought, planning, and discussion.

This transition can be more complex for young people with disabilities and their families and it requires careful and highly individualised planning with a team of people.

Of course, how much help a young person needs from you during this process will vary greatly between individuals. It is important to include your child in planning their transition to post-school life as much as possible.

For more information about the allocation of extra semesters:

- talk to staff at your school
- read the policy *SMS-PR-013: Allocation of State Education* at <http://education.qld.gov.au/strategic/eppr/students/smspr013/>

Glossary

Compulsory participation phase – the phase after the student turns 16 or completes Year 10 (whichever comes first) when it is compulsory

Compulsory schooling phase – the phase when it is compulsory to go to school, i.e. from when the child is at least 6 years 6 months to when they turn 16 or complete Year 10 (whichever comes first)

VET – vocational education and training

Compulsory participation phase

A young person's compulsory participation phase starts when they stop being of compulsory school age (i.e. turn 16 or complete Year 10 whichever comes first) and ends when the person:

- gains a Queensland Certificate of Education (QCE), Queensland Certificate of Individualised Achievement (QCIA), Senior Statement, Certificate III or Certificate IV
 - has participated in eligible options for two years after the person stopped being of compulsory school age
- or
- turns 17.

In the compulsory participation phase, young people have more options. They don't have to go to school — but they do have to be 'learning or earning'. That means there are a wider range of options, including continuing school, studying at an institution like TAFE, doing a traineeship or apprenticeship, or working full-time.

For detailed information about the compulsory participation phase:

- talk to staff at your school
- see <http://education.qld.gov.au/schools/about/etrf.html>
- refer to <http://education.qld.gov.au/strategic/eppr/students/smspr030/>

Certificates at the completion of schooling

The *Queensland Certificate of Education (QCE)* is a qualification which is awarded to eligible students, usually at the end of Year 12. Students are registered to accrue points that contribute towards completing the QCE during Year 10 or in the 12 months before turning 16 years, whichever comes first. The *Queensland Certificate of Education* confirms a student has attained:

- a significant amount of learning
- a set standard of achievement
- literacy and numeracy requirements.

The *Queensland Certificate of Education* has replaced the *Senior Certificate*.

Students who do not meet the requirements of the *Queensland Certificate of Education* at the end of Year 12 can continue to work towards their certificate as their learning account remains open, regardless of their age (however, credits expire after nine years).

The *Queensland Certificate of Education* will be awarded in the following July or December once a person becomes eligible.

Students with disability who have highly individualised learning programs may have their achievements reported on a *Queensland Certificate of Individual Achievement*. It can be shown to employers as a summary of the student's knowledge and skills, and can be used by training providers to decide the best training options.

There is also a range of vocational certificates that record highly regarded industry skills in particular areas such as hospitality, engineering, automotive and tourism that schools may offer students.

Workforce support for people with a disability

There is a variety of options available to assist job seekers with disabilities to find employment through Centrelink and Providers of Australian Government Employment Services (PAGES), including *Job Network* and the *Disability Employment Network* (DEN) programs.

Depending on the support needs of the job seeker, some options include:

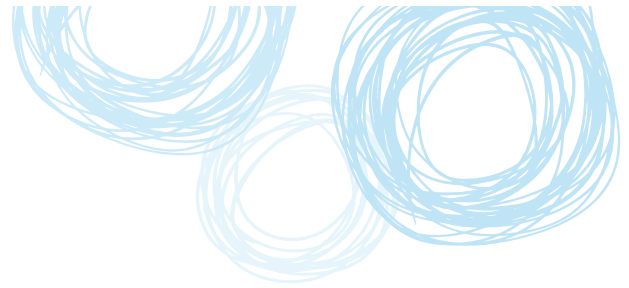
- support to find a job, including job skills training
- intensive on-the-job training provided by a specialised employment agency e.g. a DEN provider
- support for employers to enable people with disabilities to access and remain in the workplace
- reimbursement of workplace modifications and special or adaptive equipment
- wage subsidy scheme for employers of people with disabilities.

Information on these programs is updated regularly. To find out more you can contact:

JobAccess: A good starting point to learn about options available to people with disabilities. Visit www.jobaccess.gov.au or contact a JobAccess advisor by phoning **1800 464 800** for individualised help and advice

Centrelink: Visit www.centrelink.gov.au (search under *Disability Employment Services*), phone **1800 050 004** or TTY **1800 810 586**

Department of Education Employment and Workplace Relations (DEEWR): visit www.deewr.gov.au for more detailed information on the Disability Employment Network and Job Network.



Post school funding – Department of Communities – Disability and Community Care Services

The Department of Communities – Disability and Community Care Services provides post school services to assist school leavers with disabilities to experience a range of options and opportunities as they move towards establishing a life after school. This support allows school leavers and their families to plan for the future.

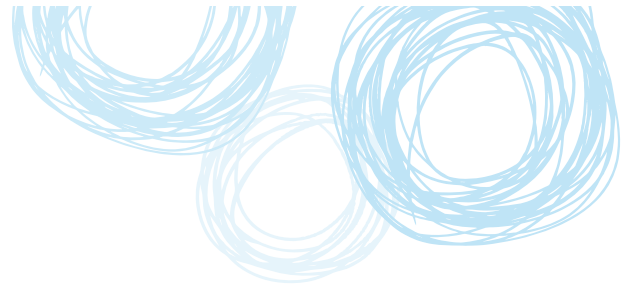
Department of Communities – Disability and Community Care Services connects people with funded service providers that can assist students to set and realise their goals.

Some goals may include:

- strengthening communication skills
- learning how to use a computer or to catch public transport independently
- developing social skills, enhancing social interaction and community awareness
- maintaining and developing daily living skills and life skills.

For more information visit the website at:

www.qld.gov.au/disability/children-young-people/leaving-school/



Key contacts outside Education Queensland

Department of Communities – Disability and Community Care Services

Department of Communities – Disability and Community Care Services is the Queensland Government department for disability services. Department of Communities – Disability and Community Care Services works closely with communities to enhance service delivery and allow people with disabilities and their families to have more input into the policies that affect them.

Your regional Department of Communities – Disability and Community Care Services office has detailed knowledge about the disability services available in your area from government agencies and non-government organisations.

To contact Department of Communities – Disability and Community Care Services, you can:

- visit the website Department of Communities – Disability Services and Community Care Services at www.communities.qld.gov.au/disability
- call the statewide Disability Information Service on **1800 177 120** or teletypewriter **TTY 1800 010 222**. These numbers are free to call unless you're calling from a mobile phone
- call your regional office

Department of Communities – Disability and Community Care Services regional office phone numbers are listed below:

Brisbane.....	(07) 3109 7007
North Coast	(07) 5431 2230
South East.....	(07) 3884 7001
Ipswich.....	(07) 3381 7370
Toowoomba.....	(07) 4615 3900
Maryborough.....	(07) 4121 1432
Rockhampton	(07) 49386000
Mackay.....	(07) 4944 6200
Aitkenvale	(07) 4799 5300
Far North Queensland.....	(07) 4048 9900

Centrelink

You may be eligible for financial assistance from Centrelink if:

- you are caring for a child or children with disability
- the demands of your caring role mean you are unable to support yourself through paid employment
- your family is trying to adjust after a catastrophic event involving a child up to six years old e.g. the child being diagnosed with a serious illness or medical condition, or disability due to an accident.

For more information:

- contact Centrelink on telephone **13 27 17**, or visit www.centrelink.gov.au

Support for parents/carers

A carer is someone who provides unpaid assistance and support to a family member or friend who has a disability, physical or mental illness, or is frail or aged.

Carers Queensland

Carers Queensland is a not-for-profit, non-government organisation and registered charity dedicated to supporting carers.

Carers Queensland provides carers with:

- information to assist them in their caring role, including carer-specific publications and resources
- advice about the full range of services available for carers
- the opportunity to link together with other carers for companionship and support
- professional telephone and face-to-face counselling throughout Queensland
- training and education to support them in their caring role
- advocacy support to promote the rights and needs of carers with government service providers and others
- assistance to address issues of concern to carers.

Carers Queensland has offices in Brisbane, Gold Coast, Ipswich, Toowoomba, Sunshine Coast, Wide Bay, Rockhampton, Mackay, Townsville and Cairns.

To contact Carers Queensland:

- call the Carer Advisory Service on **1800 242 636**
- go to www.carersqld.asn.au/

Commonwealth Carelink Centres

Commonwealth Carelink Centres provide free and confidential information on community aged care, disability and other support services available locally, interstate or anywhere within Australia.

There is a wide range of services to support independent living in the community. Commonwealth Carelink Centres provide a single point, nationally, for anyone to access this information quickly.

Centres provide information on many types of assistance, from personal care and domestic help to accommodation in nursing homes and hostels. Your local centre staff can also let you know which services are available in your area. Centre staff can also assist with information about costs for services, assessment processes and eligibility criteria. All information is free of charge and provided in confidence.

To contact your local Commonwealth Carelink Centre:

- call **1800 052 222**
- for National Relay Service, dial **1800 555 677** with your TTY or modem then ask for **1800 052 222**
- for Speech-to-Speech Relay, dial **1800 555 727** then ask for **1800 052 222**

All these numbers are free unless you're calling from a mobile phone.

Alternatively, the Commonwealth Carelink Centre website has an online database of services that you can search yourself. The website is at www9.health.gov.au/ccsd/

Commonwealth Carer Respite Centres

Commonwealth Carer Respite Centres coordinate access to respite services in your local area. They can give you advice about respite services and find the service closest to you. They can also help you get the right respite services.

Commonwealth Carer Respite Centres work with carers to plan sensible approaches to respite and other support needs, and also arrange 24-hour emergency respite care.

To contact a Commonwealth Carer Respite Centre call **1800 059 059**. This number is free unless you are calling from a mobile phone.

Disability organisations

There are dozens of non-government organisations to support people with disabilities and their families in Queensland, such as parent groups, support groups, advocacy groups, peak bodies and charities. Many specialise in a particular disability or disability area.

Disability organisations carry out a wide range of work, but the services they offer can include:

- providing detailed information and advice about a particular disability
- directly providing support and services such as respite care or early childhood intervention
- sharing local knowledge about services in your area, and how to access them
- acting as an advocate for you
- providing an opportunity to meet other families.

To find out about non-government organisations that might be helpful to you:

- talk to Department of Communities – Disability and Community Care Services staff (see page 40)
- see the list of links on the Department of Communities – Disability and Community Care Services website at www.communities.qld.gov.au/disability/support-and-services/useful-links
- talk to your paediatrician

The Non-School Organisations Program provides DET funding to non-school organisations to support students with disability in early intervention and school settings. A list of organisations can be found at the following link: <http://education.qld.gov.au/schools/grants/other/non-schools/funded.html>

Below are some specific organisations that you may find useful for you and your child:

- Queensland Council for Parents and Citizens' Associations Inc (QCPCA) is a community organisation which represents the interests of state school Parents and Citizens' Associations in Queensland.
- Queensland Parents for People with a Disability (QPPD) is an organisation that advocates for justice and rights for people with disabilities in Queensland and their families.

Glossary

Advocate – somebody who supports or speaks up on behalf of someone else

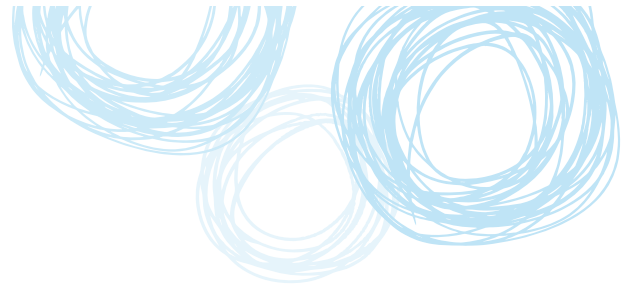
Non government organisation (NGO) – an organisation that is not operated by the Commonwealth Government or by a state or territory government. The non-government organisation may receive funding to provide services

Non-school organisation (NSO) – an organisation funded by the department to provide programs which support children in their educational setting

- Specific Learning Disabilities Association Queensland (SPELD) is a charitable, not for profit association dedicated to helping children and adults with specific learning disabilities or difficulties to receive educational, social and employment opportunities which allow for outcomes according to their potential and their personal input.
- Isolated Children's Parents' Association (ICPA) is a voluntary national parent body dedicated to ensuring that all geographically isolated students have the same access to an appropriate education as their non-isolated peers. In addition, ICPA's Special Needs Policy aims to ensure that adequate funding, facilities and support are available to enhance the educational requirements of students with special needs including students with disability who reside in isolated areas of the state.

For more information:

- visit the website for the Queensland Council for Parents and Citizens' Associations Inc (QCPCA) at www.qcpca.org.au/
- visit the website for the Queensland Parents for People with a Disability (QPPD) at www.qppd.org/
- visit the website for the Specific Learning Disabilities Association Queensland (SPELD) at www.speld.org.au/
- visit the website for the Isolated Children's Parents' Association (ICPA) at www.icpa.com.au/



Glossary

Adjustment – an education adjustment is something that the school does specifically to help your child access education

Advocate – somebody who supports or speaks up on behalf of someone else

Advisory visiting teacher – teachers with specialist knowledge and skills, who support the educational programs of students with disability

ASD – Autism Spectrum Disorder

Assessment – ways of working out how much a student has learnt

Assistive technology – services or devices that lessen or remove the barriers faced by people with disabilities

AT – assistive technology

AVT – advisory visiting teacher

Business service – a commercial enterprise whose workforce is mainly people with disabilities

Compulsory participation phase – the phase after the student turns 16 or completes Year 10 (whichever comes first) when it is compulsory to be at school, or engaged in training or employment

Compulsory schooling phase – the phase when it is compulsory to go to school, i.e. from when the child is at least 6 years 6 months to when they turn 16 or complete Year 10 (whichever comes first)

Conveyance allowance – an allowance for driving your child to school

Curriculum plan – a plan of teaching and learning activities for a class

DET – Department of Education and Training

Department of Communities – Disability and Community Care Services – the Queensland Government department for disability services

Disability Services Support Unit (DSSU) – a DET unit that provides a range of advisory and support services to staff working with students with disability in schools across Queensland

EAP – Education Adjustment Program

Early Childhood Development Program (ECDP) – program or services based at a school to support children with diagnosed or suspected disabilities from birth to the start of school

ECDP – Early Childhood Development Program

Education Adjustment Program – the process used by EQ to identify and respond to the needs of students with disability

Education Queensland – the division of the Department of Education and Training (DET) responsible for providing state education

Education team – the student, the student's parents or carers, teachers, teacher aides and specialist support personnel

Employment Skills Development Programs – a diverse range of activities aimed at re-engaging young people (aged 15–17 years) who are at risk of leaving school or those who have left school early in the Senior Phase of Learning

EQ – Education Queensland

GO – guidance officer

HOC – Head of Curriculum – a teacher who assists in leading, coordinating the maintenance, review and implementation of curriculum frameworks, pedagogy, programs and assessment and reporting

HOSES – Head of Special Education Services – the teacher in charge of a special education program in a school

Learning account – Queensland Studies Authority learning accounts are used to keep a record of a student’s participation in eligible learning options during the compulsory participation phase.

Mobility – being able to move safely and efficiently

Multiple impairment – verified as having intellectual impairment and one or more other impairment

Non government organisation (NGO) – an organisation that is not operated by the Commonwealth Government or by a state or territory government. The non-government organisation may receive funding to provide services

Non-school organisation (NSO) – an organisation funded by the department to provide programs which support children in their educational setting

Occupational performance – a person’s ability to do everyday tasks such as working, playing and relaxing

Occupational therapist – a therapist who helps people to improve their ability to do everyday tasks

Orientation – an understanding of the environments you move in

P&C – Parents and Citizens’ Association

Physiotherapist – a therapist who helps people develop their physical abilities and functional skills

PLC – Positive Learning Centre

Principal Advisor, Education Services – the key contact person at the regional level for enrolling students in special school

PA, SS – Principal Advisor, Education Services

Principal Education Officer, Student Services – the primary contact person at the regional level for parents of children with disability

PEO, SS – Principal Education Officer, Student Services

Region – in Education Queensland there are 7 regions throughout the State

Respite care – respite care is a temporary break for caregivers of people with a disability in order to support primary care-giver

School transport assessor – a trained person in a school who liaises with parents about school transport assistance matters and assesses whether a student is eligible for the *School Transport Assistance Program for Students with disabilities*

Schoolwide Positive Behaviour Support – is a proactive, team-based systems approach and decision making framework that guides selection, integration and implementation of evidence-based practices for improving academic and behavioural outcomes for all students in a safe school environment

SDE – School of Distance Education

Senior Phase of Learning – schooling from Year 10 to 12

Service – support that helps the student to participate in a program

SEP – Special Education Program

SET plan – Senior Education and Training plan outlining student’s goals and pathways for reaching these goals

SGO – senior guidance officer

Special Education Developmental Units – the previous title of *Early Childhood Development Programs*

Special Education Programs – programs that give specialist support to students with disability in state schools

Special Education Teachers – teachers with specialist knowledge and skills, who support the educational programs of students with disability

Special school – a school that only provides education to students with disability

Speech–language pathologist – a therapist who assists students with special needs in communication

Standardised – done in the same way each time

SWPBS – Schoolwide Positive Behaviour Support

Transition time – The supported movement of students between home and/or educational settings, where they are introduced to new surroundings, routines, roles and expectations.

Verified – a student’s disability has been confirmed by a member of the EQ verification team as meeting the department’s criteria

VET – vocational education and training

Vocation – a particular job or occupation for which someone is trained