

Who's Going to Teach My Child?

**A guide for parents of children
with special learning needs**



<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/lrngdifficulties/whoteach.pdf>

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A guide for parents of children
with special learning needs

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



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What does it mean to have a child with special learning needs?

All parents or caregivers want the best education for their child. If you are the parent or caregiver of a child with a disability or with learning or behaviour difficulties it can be a frustrating and confusing experience when you first discover that your child has special learning needs.

This book has been written to support the parents or caregivers of students with disabilities and students with learning or behaviour difficulties. The book will act as a guide if you need information and support. It will help you to know about the range of educational services and support available for students with special learning needs and assist you to locate community-based support groups.

Who are the students with special learning needs?

Children at any age will differ from each other in many ways including physical and intellectual abilities, skills, knowledge, behaviour, personality, likes and dislikes. Differences among children are generally related to the experiences they have had, the cultural background of their family, inherited characteristics, nutrition, their temperament and ability to learn, and the nature of any physical, sensory or intellectual impairment.

For children with special learning needs the rate of development may be influenced by the severity of the child's disability, learning or behaviour difficulties and access to, and interaction with, the environment. Children with special learning needs have diverse abilities and learning needs.



Disability

A disability results in a loss or reduction in ability to function day to day caused by one or a combination of impairments including intellectual disability, physical disability, vision impairment, hearing impairment, language disorder, mental health conditions and autism.

All students with disabilities will make progress in their learning but their rate of learning may be influenced by the nature of the disability, each child's access to and interaction with the environment and the educational opportunities provided.

Learning difficulties

Students experiencing learning difficulties may need additional assistance to participate fully in the same learning, working towards the same syllabus outcomes and content as other students of the same age or stage. Students may have difficulties learning and maintaining new skills and information. These difficulties may vary in cause, nature, intensity and duration. A difficulty with learning can occur at any time throughout a student's school life. In any school there may be students who experience difficulties in learning.

Behaviour difficulties

Students with behaviour difficulties may exhibit disruptive behaviour. Disruptive behaviour may be defined as behaviour which interferes with an individual's learning, and disrupts the learning of others and the delivery of educational programs. Disruptive behaviour is of high intensity, frequency and duration.

Identification

Identification of a child with a disability, learning or behaviour difficulties can occur at any age or stage of the child's development. Parents or caregivers are often the first to notice that their child's development is delayed or that their child is having problems at school. If you have concerns about your child's development or progress at school, it is important to discuss your concerns with the relevant professional such as the classroom teacher, school counsellor, family doctor or your paediatrician. Interpreter services and Aboriginal education assistants are also available to assist parents or caregivers to obtain relevant support and information.

Working together

It is important that parents, caregivers and schools work together to support students with special learning needs. Working together, often referred to as "working collaboratively", is a team process. It promotes a shared responsibility for discussing and meeting the needs of students with a disability or students with learning or behaviour difficulties. Each member of the collaborative team has knowledge of a part of the jigsaw that makes up the whole child. Each has expertise and can contribute something of value.

A collaborative team may involve just the parents or caregivers and the class teacher. At other times it may include the principal, the school counsellor, support teachers, a teachers aide, regional office personnel such as the disability programs consultant or health professionals such as a speech pathologist.

Support for parents or caregivers

It is recognised that parents or caregivers may need support to help their child's learning. To ensure that you have the opportunity to be equal partners in your child's educational program, support for you is available from the school or regional and state offices of the Department of Education and Training.

The principal and your child's class teacher are important contacts at the school if you have concerns about your child's progress. Each school has a learning support team (see Chapter 3) to ensure the educational needs of all students are being met. It is the role of this team to assist teachers to identify programming and resource requirements for students with special learning needs. Parents or caregivers are an important part of the learning support team. You will have the opportunity to work collaboratively with the learning support team in developing a learning support plan for your child.

The Department of Education and Training is responsible for ensuring that students in government schools have access to the services and resources necessary to support educational programs. At your regional office, the disability programs consultant, student welfare consultant and assistant principal learning assistance are just some of the specialist staff who can assist you and the school with enquiries about enrolment, specialist support, health care procedures and many other issues.

Support for parents or caregivers of children with special learning needs is also available from a variety of community organisations and parent networks. These organisations and networks may be able to provide you with additional information about services and resources available for your child. Parent networks also provide you with the opportunity to meet other parents or caregivers who have children with special learning needs. They provide opportunities to share experiences and learn from the experiences of other parents or caregivers. A list of organisations providing information and support to parents is available in Appendix C.

CHAPTER TWO

How can I support my child?

The Department of Education and Training encourages parents or caregivers to play a major role in working with school staff to develop educational programs for their child. It is important that you take the opportunity to contribute at all stages of your child's education. While the Department of Education and Training believes that parents or caregivers have a shared role in supporting the school in the education of their child, you can choose if and how you would like to be involved.

You might ask, *What could a parent possibly offer to trained teaching staff?*

The answer is that you can make a significant contribution. You know your child better than anyone. You spend far more time and have the opportunity to observe your child in a greater variety of situations than any doctor, teacher, psychologist, counsellor or therapist. Your views about your child's development are vital. Even before your child enters school, you have had years of experience as your child's



first teacher. Prior to school entry, many of the skills a child has developed since birth have been taught by parents or caregivers. You will be the most consistent teacher of your child as school teachers will come and go. **You are a valued and essential member of the educational team.**



It is important to understand your rights as a parent or caregiver and the rights of your child

As a parent or caregiver you have a right to:

- **confidentiality**
 - between yourself and the school
 - between service providers and the school
- **collaboration**
 - about the range of educational services available
 - about assessment materials and procedures
 - about your child's educational program
 - about your child's placement
- **advocacy**
- **participation**
 - in your child's assessment
 - in the planning and review of educational programs
 - in the review of placement
- **support**
 - from school and regional personnel
 - from an advocate, if desired
 - from a nominated support person such as a family member, friend, or community liaison officer
 - from an accredited interpreter

Your child has a right to:

- **confidentiality**
 - between parents or caregivers and the school
 - between service providers and the school
- **information**
 - about assessment materials and procedures
 - about their educational programs
- **participation**
 - in the appraisal process
 - in the planning and review of his/her programs
 - in the review of placement
- **support**
 - from school and regional personnel
 - from an advocate, if desired
 - from a nominated support person such as a family member, friend or community liaison officer
 - from an accredited interpreter.

The extent to which students can be involved in reviewing and planning their programs will depend on their age, level of maturity, and nature of their disability.

You may decide to use an advocate to help you in planning for your child. An advocate promotes, supports and represents your rights and interests. An advocate actively supports you in ensuring that your child's special learning needs are identified. The advocate should have knowledge and an understanding of the educational needs of your child. The advocate may be a family friend, a person who is recommended by a parent support group, or a person who has provided advocacy services for another family.

An advocate can attend meetings with you and provide whatever support is required. Ideally you should discuss meeting procedures, information required and your goals for your child with the advocate before going to a meeting. The school should be informed in advance if an advocate is to attend a meeting with the parents or caregivers.

You may choose to take along a support person to meetings. A support person could be a family friend or relative who will listen and/or make notes on the discussion that takes place during a meeting.

Obtain information

It is important for you to obtain information that will help you work with teachers when planning for the educational needs of your child. Like all decisions in life, educational decisions are best made with all the necessary information. Talk with teachers, doctors, therapists, other parents, anyone who can assist you in providing information about the development of an appropriate educational program for your child. If you do not understand the information, ask for it to be explained.

Community organisations and parent networks may also provide you with information, advice and support regarding the educational needs of your child. Publications by the Department of Education and Training, such as policy statements, curriculum and support documents, and publications by other organisations, may also assist you to support your child's learning. You can also access information on the Internet.

Develop a partnership with the school

Parents or caregivers are encouraged to participate at all stages in their child's education. This participation can occur in a variety of ways. As you prepare for your child's transition to school from the early childhood setting you can be a member of the early learning support team. Further information about this process is available in the *Transition to school for young children with special learning needs* guidelines.

After your child has enrolled at school you can continue your involvement by being part of the learning support team (see Chapter 3). This team will also support your child's transition to high school, further education and the workplace.

As for all parents or caregivers, you may choose to be further involved in the school community by participating in the parent body, assisting teachers in the classroom or with school outings or by attending special events.

Support your child's learning

Many of the skills taught at school are skills that improve the quality of life for your child and help develop independence. The opportunity to practise these skills occurs naturally at home and in the community. By becoming part of the team that develops the educational plan for your child, you will be in a better position to support your child's learning. Ask the principal, the class teacher or support teachers how you can help your child's learning at home. This may simply involve talking to your child, listening to your child read or implementing therapy goals in the home routine. Children learn best when parents, caregivers and teachers work together in partnership, and when parents, caregivers and teachers share this responsibility.



CHAPTER THREE

How will my child's special learning needs be supported?

Enrolment of students with special learning needs

Children between the ages of six and fifteen are required by law to be enrolled at a government or registered non-government school, to attend on a regular basis or to be registered for home schooling.

The government school system in New South Wales aims to provide high quality education for all students and does not discriminate against the enrolment of students on the grounds of their sex, age, race, religion, ethnicity, disability, sexual preference or marital status.

The general principles governing enrolment apply to all students.



Students with disabilities: enrolment overview

Students with disabilities can be enrolled in regular classes, in a support class in a regular school or in a special school.

The decision on where to enrol a student, and with what level of support, will depend on a number of factors, including a student's educational needs, the expressed desires of parents and caregivers, the capacity of the system to provide the level of support services required generally and at a particular location and the availability of support services at alternative locations.

When you present your child for enrolment, the principal must ensure that an appraisal of his or her educational needs is completed in consultation with you.

This appraisal process may have occurred in the year prior to your child entering primary or secondary school as part of the regular transition or enrolment process. Otherwise, appraisal will occur at the time of enrolment.

The principal of the school will coordinate the appraisal process and has responsibility for ensuring that you are informed of the range of available educational options.

The disability programs consultant from the regional office is also available to work with you and other involved

personnel to determine the most appropriate option to meet your child's learning needs, to identify the resources available to support your child's enrolment and to arrange access to services as required.

If you are seeking enrolment for your child in a regular class

The disability programs consultant works with you, the principal and other involved staff to determine the most appropriate option to meet your child's learning needs and to arrange access to services as required.

If you are seeking enrolment for your child in a special school or in a support class in a regular school

Each region has a regional placement panel which is responsible for considering all applications for enrolment in special schools and support classes in regular schools within the region. The school education director (or nominee) convenes the panel. Information from the appraisal process will be used to identify the support needs of your child. If the regional placement panel determines that a place cannot be offered at that time, the disability programs consultant will assist you to find an appropriate alternative enrolment option. The principal will inform you of the decision of the placement panel.

Appeal procedures

If agreement about the best school or class for your child is not reached, and the matter cannot be resolved to your satisfaction and that of the school, a right of appeal is available to parents or caregivers. Appeals can be made in writing or by phone to the regional director stating the grounds on which the appeal is being made. Please see Appendix B for a contact phone number or address.

Transition

Transition guidelines for entry to school

The special learning needs of young children with disabilities or difficulties in learning or behaviour are best supported by a coordinated process to guide their transition to school.

An important part of this process is an early learning support team which can bring together all those involved with the care and education of your child. Staff from the prior-to-school setting and the school work to support the family in the development of a transition-to-school plan. The plan identifies key issues to be addressed in the year

prior to school entry and following enrolment.

The document, *Transition to school for young children with special learning needs*, sets out the principles and guidelines for this process. This document is available from:

https://www.det.nsw.edu.au/policies/student_admin/general/transition/pd02_29_transition_to_school.pdf

Assistance is available from the disability programs consultant, regional student services personnel or the school principal.

Transition for students from primary to secondary settings

The transition of students with disabilities and learning or behaviour difficulties from primary to secondary settings requires careful planning, sharing of information and close liaison between schools and families. Review meetings generally take place by the end of Term 1 for students who are expected to move to another setting at the end of the year.

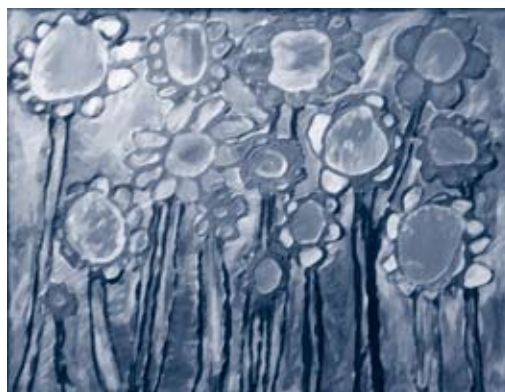
In some circumstances the length and nature of this planning time may need to be significantly increased depending on the educational needs of the particular student. It is the responsibility of the principal to ensure that planning occurs as required.

Assistance is available from the disability programs consultant.

School to post-school options

Transition to further education, community living and adult roles is an ongoing process beginning in Year 7. It is a planned process which focuses on the student's future needs. The transition aims to develop skills that will assist a student to participate in all aspects of community life and become as independent as possible.

Assistance is available from regional transition personnel or from the disability programs consultant.



The learning support team

A school learning support team co-ordinates planning and decision-making so that the educational needs of individual students are addressed.

Key members of the learning support team are those people who are essential to the planning process including yourself, your child's class teacher, the principal or other people interested and involved in planning for your child's learning needs. You may nominate or request an advocate, interpreter or other support person such as a grandparent or friend to join the team.

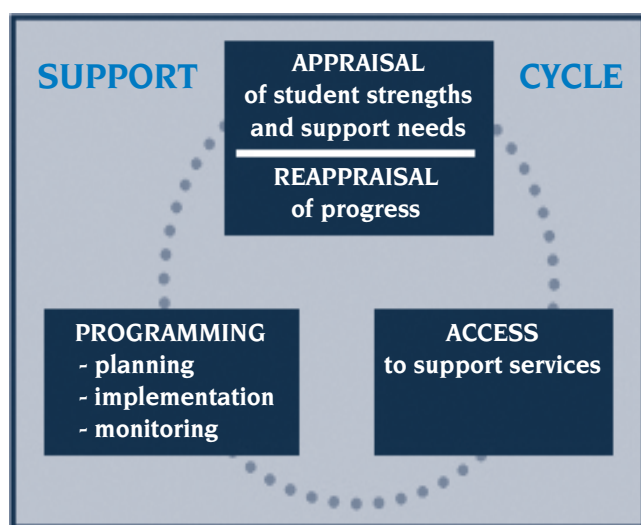
Some of the people who may be involved in the team are listed on the right hand side of this page.

The support cycle

The support cycle is a method of planning to assist schools to meet the needs of individual students. Your involvement, along with school and regional staff and other relevant people at each stage, is essential to ensure co-ordination and successful outcomes for students with special learning needs.

The key processes of the support cycle are:

- appraisal of student support needs
- access to support services
- programming for educational needs
- reappraisal of programs and services.



Core members of a school learning support team

Parents/caregivers

Principal and/or nominee

Teacher/support teacher/specialist teacher

School counsellor/specialist counsellor

Student

Advisors

Disability programs consultant

Special education teachers

Itinerant support teachers

- early intervention
- hearing impairment
- vision impairment
- integration
- transition

Teachers aide special

Support teacher behaviour

Specialist personnel

Physiotherapist

Audiologist

Paediatrician

Community nurse

Speech pathologist

Occupational therapist

Community support worker

Support cycle procedures

Appraisal of your child's educational support needs

Appraisal helps the learning support team decide what your child needs to learn and how your child will be assisted to learn. It is the basis for determining learning outcomes, programming and support needs in an educational setting.

The appraisal process involves all those with significant information about and knowledge of your child, including you. A learning support plan is developed during this process.

For students with disabilities and learning difficulties, the learning support team should consider:

- your child's achievements, support needs and learning outcomes in:
 - curriculum: key learning areas
 - communication
 - personal care and safety
 - social skills
 - mobility
- the nature and level of the support required for your child.

As part of the appraisal process, information and reports from other professionals may need to be considered.

As a member of the learning support team the school counsellor may administer and provide a report on individual tests of your child. School counsellors also assist in interpreting reports from outside agencies (e.g. psychologists' reports prepared by NSW Health).

For newly arrived students from language backgrounds other than English, specialist support counsellors are appointed to each of the 15 Intensive English Centres or Intensive English High Schools to provide diagnostic welfare and settlement support to students.

<p>Addresses key areas:</p> <ul style="list-style-type: none"> • teaching and learning • school organisation • training and development • curriculum • student support and development • community participation. 	<p>Considers:</p> <ul style="list-style-type: none"> • implications for school-wide planning • coordination of support resources within and outside the school • development of strategies for program planning, implementation, monitoring and evaluation • collaborative approaches to develop programs and support mechanisms for students with special learning needs.
<p>Learning support team Contributes to the provision of quality teaching and learning for all students</p>	
<p>Coordinates planning for students with disabilities and learning difficulties to implement the support cycle, including:</p> <ul style="list-style-type: none"> • appraisal of achievements, goals and needs • access to services • program planning, implementation and evaluation • reappraisal of progress towards planned educational outcomes. 	<p>Addresses key focus areas:</p> <ul style="list-style-type: none"> • literacy • numeracy • Aboriginal education • gender equity • student welfare • state-wide initiatives and priorities.

Access to support services

This stage of the support cycle involves providing the support that the student needs to learn effectively.

The nature and level of support your child may need to access the curriculum includes:

- resources available in the school
- support available from regions
- more intensive assistance.

Resources which may be available in the school

- **Classroom and specialist teachers**

- support teacher learning assistance
- school counsellor
- reading recovery teacher
- specialist English as a second language teacher
- learning support team.

- **Support available from regions**

- disability programs consultant
- assistant principal learning assistance
- itinerant support teachers:
 - behaviour
 - early intervention
 - hearing impairment
 - integration
 - vision impairment
 - transition

- designated support teacher learning assistance

- support teacher learning assistance
- early school support
- support teacher learning assistance language
- support teacher learning assistance reading
- literacy consultant
- mathematics consultant
- multicultural/English as a second language consultant
- Aboriginal education consultant.

- **More intensive assistance**

- funding support

- support classes in regular schools
- special schools.

Programming for successful learning outcomes

Your child's learning support plan may indicate that an individualised learning program is needed in one or more curriculum areas. An individualised learning program identifies what needs to be taught, how it is going to be taught, who is going to teach it, when it will be taught and where it will be taught.

This learning program should be developed collaboratively with all those who have an interest in the education of your child. The individualised learning program should consider educational needs identified through the appraisal process. It will indicate appropriate learning adjustments and accommodations to the class program and effective teaching strategies for your child.

If your child is learning English as a second language he or she may receive additional support from the English as a second language specialist. If your child has an Aboriginal or Torres Strait Islander background, additional support should also be considered at this time if needed.

Reappraisal of learning outcomes

It cannot be assumed that your child's educational needs will remain constant. Regular monitoring of student progress is essential. A new set of goals and outcomes may be developed as a result of reappraisal. Contact with you is an essential part of this process.

As part of the ongoing reappraisal processes, a formal review meeting is held once per year if your child is:

- enrolled in a support class or a special school
- receiving itinerant support teacher services
- receiving additional funding.

It is very important that you take part in the formal review. The meeting may consider changes to the placement, the program or the type and level of support for your child.

Considering the support needs of students

The key learning areas should be the focus for developing educational programs for your child and for identifying his/her support needs to assist participation in these programs.

Key learning areas

There are six primary school and eight secondary school key learning areas, such as English, Mathematics and Personal Development, Health and Physical Education. Programming within each key learning area should take into account the student's individual needs. A learning support plan should be consistent with the key learning area syllabuses and support documents.

It is important that learning experiences and teaching activities are:

- appropriate to your child's age
- practical and life skills oriented where appropriate
- developed across home, school and community settings
- planned to consider both present and future needs of your child
- addressing the needs of your child at each transition point.

If your child is a secondary-aged student, you and your child should consider the current requirements for credentialling either through meeting the study requirements for the School Certificate and Higher School Certificate (with support through special provisions, as appropriate), or through a special program of study.

Implementing a learning support plan can be achieved in a variety of ways including by:

- making accommodations such as use of special equipment, resources and assistive technology
- making learning adjustments
- adjusting teaching strategies for your child
- adapting classroom organisation including seating arrangements
- using peer tutoring and individualised teaching
- using additional personnel such as an itinerant teacher or teachers aide special
- assisting you to support learning in the home.

Accessing the key learning areas

To assist access to the school's programs, your child may need additional support in communication, social skills development, personal care, and with safety and mobility issues. Not all these areas may be relevant to every child.

Communication

Communication can involve facial expression and body language, as well as spoken and written language or use of a pictorial language system. Not all communication involves spoken language.

The level of support may vary and include:

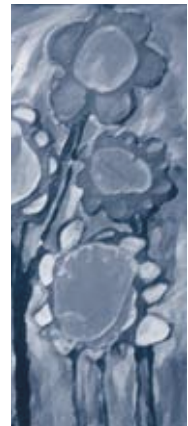
- development of an individualised learning program
- development of an augmentative or alternative communication system
- access to sign interpreting/notetaking
- provision of technology e.g. synthetic speech, Braille, closed circuit TV, FM systems.

Social skills

Social skills are important to help your child work and play with others. The development of social skills begins early in childhood and continues to adulthood. Some of the important skills include: facial expression, social distance, greeting others, eye contact and making conversation. In order to develop social skills a consistent approach needs to be used both at home and at school.

The level of support may vary and include:

- assistance to develop a social skills program with support if necessary
- the development of an individualised learning program
- monitoring or supervision of special programs.



Personal care and safety

Personal care refers to the tasks which are necessary for the health, hygiene, well-being and safety of the student. Personal care and safety considerations are important for all students.

The level of support may vary and include:

- modification of the class program, materials and the physical environment
- development of an individualised learning program
- high levels of monitoring, supervision and support.

When considering the personal care and safety needs of your child certain areas may require specific programming. These include:

- toileting: toilet training/timing, catheterisation
- mealtimes: eating and drinking skills, tube feeding, adapted equipment/utensils
- personal hygiene and grooming: hand and face washing, bathing/showering, cleaning teeth, shaving, dressing

- personal health care: medication, specific medical conditions, emergency health care procedures
- safety: orientation and mobility, child protection programs, peer monitoring, travel training.

Health care procedures

Each student with a significant health care need should have a health care plan which is negotiated by the school with parents or caregivers, local health care services, school staff and the disability programs consultant.

Where local health care services, parents or caregivers are unable to provide regular support to students in schools, teachers aides special will be nominated, with their agreement, to carry out health care procedures. In some cases, special consideration must be sought through the disability programs directorate to perform invasive procedures involving tube insertions, such as intermittent catheterisation.

Mobility

Mobility refers to the ability to move from one position or location to another within the environment. This includes students' ability to orient themselves by relating to significant objects and landmarks within the environment.

The level of support may vary and include:

- a travel training program
- an orientation and mobility program
- assistance with transfers from one position to another
- access to specialist services available from other agencies e.g. Guide Dogs Association, School Therapy Teams, The Independent Living Centre.



CHAPTER FOUR

What services and resources are available for my child?

Support available within the regular school

School community members

The main responsibility for meeting the needs of students with special learning needs rests with the school and the classroom teacher. A school's learning support team will play a key role in ensuring that your child's needs are met.

In any school the principal, teachers, school administrative staff, students, teachers aides special, and other members of the local community are available to support students with special learning needs and their families.

School community members may provide assistance, as appropriate, with the following:

- learning programs developed by teaching staff
- mobility
- personal care
- safety
- health care procedures
- liaison between the school and its community
- special provisions such as a reader or writer for an examination.

With appropriate training, monitoring and support, volunteers from the community can also assist with individualised learning programs. These programs provide opportunities for individual teaching and may also assist your child to practise skills identified in their learning support plan.



The school counsellor

The school counsellor works in consultation with teachers, the school, parents or caregivers and other agencies, where appropriate, to improve student learning and behaviour.

The school counsellor can assist your child by:

- participating in the work of the learning support team
- assessing your child's needs as part of the appraisal process
- providing advice and reports at reappraisal and formal review meetings
- providing counselling support for your child
- referring you or your child to other agencies concerned with the health and welfare of students.

Any information provided to the school counsellor is considered confidential except in relation to child abuse and neglect where notification is mandatory.

The learning support team

The learning support team focuses on addressing the learning needs of students. The team ensures that collaborative planning and programming occur, that effective teaching strategies are in place, that available and appropriate school resources are being used, and that monitoring, assessing and reporting occur.

Support teachers learning assistance

Support teachers learning assistance, provide services to students experiencing difficulties with learning in both primary and secondary settings.

The support teacher learning assistance works with the school, teachers, and parents or caregivers to:

- identify and assess students experiencing difficulties in their learning
- plan, implement, monitor and evaluate programs for students with learning difficulties.

The support teacher learning assistance may provide support to students and teachers through:

- consultancy and training and development with other teachers
- support for peer tutoring and other programs
- team teaching
- withdrawal for assessment
- withdrawal of students for short term intensive instruction and monitoring of progress.

Reading recovery

In many schools additional support for students experiencing difficulties learning to read and write is available through the reading recovery program. Reading recovery is available only to Year 1 students who are most in need of literacy support after one year at school. The program aims to improve students' progress as quickly as possible so that they can participate in classroom instruction.

Reading recovery is provided in addition to the classroom literacy program. Teachers trained in reading recovery provide daily individual instruction for 30 minutes over a period of 12 to 16 weeks. The maximum time for this program is 20 weeks.

Students who do not achieve a reading level equivalent to their grade peers are referred to other programs and services for additional literacy support.

Specialist English as a second language teacher

Students with a language background other than English may require specialist teaching in learning English as their second language.

English as a second language teachers work with class teachers, support teachers learning assistance, parents and other school staff to:

- identify students experiencing difficulty learning English
- assess and report on English language skills
- plan, implement and evaluate teaching and learning programs for English as a second language learners.

Specialist English as a second language instruction may be available for some period during a child's schooling for:

- students who are newly arrived in Australia and require English as a second language
- students who are born in Australia and live in a home where a language other than English is spoken
- Aboriginal students and Torres Strait Islander students who live in a community where an indigenous language is spoken.

High school aged students with a language background other than English who have recently arrived in Australia can enrol in one of the 15 Intensive English Centres or Intensive English High Schools. The Intensive English Centre or Intensive English High School provides students with support in learning English, support to families in settlement, welfare support, and preparation for study in high school.

Additional support available to schools

Consultancy support

Regions of the Department of Education and Training provide a range of consultancy services to assist schools, teachers, parents or caregivers.

Consultancy support is available to schools from the:

- disability programs consultant
- literacy consultant
- mathematics consultant
- Aboriginal education consultant
- multicultural or English as a second language consultant
- assistant principal learning assistance
- Access and Participation Team (State Office)
- student welfare consultant.

Itinerant services

Itinerant support teachers are specialist teachers who provide additional support to schools and individual students. These teachers usually work across several schools.

Services provided by an itinerant support teacher include:

- participation in the learning support team
- collaborative and team teaching
- group work within the classroom
- individual work when intensive one-to-one support is required
- training and development activities
- liaison with other government departments and agencies.

The disability programs consultant has responsibility for coordinating and managing itinerant services in the region.

Services for students with hearing impairment

Services for students with hearing impairment are provided in a range of school and preschool settings. Itinerant support teachers (hearing impairment), with specialist training in the education of students with hearing impairment, offer support to the staff of these schools, to the student and to the parents or caregivers. Students may be supported from the time of identification through to Year 12.

Information to assist appraisal by the learning support team of the need for support must include:

- documented evidence of hearing loss (an audiogram and a report) from a service such as Australian Hearing
- educational assessment by a specialist teacher in hearing impairment
- a report from the class teacher.

The degree of hearing loss is not the only factor considered when looking at student needs. Other factors include:

- age of onset
- age of diagnosis
- appropriate use of amplification
- the nature of the hearing loss
- the communication skills and method of communication
- the language spoken at home.



Services for students with vision impairment

Services for students with vision impairment are provided in a range of school and preschool settings. Itinerant support teachers (vision impairment), with specialist training in the education of students with vision impairment, offer support to the staff of these schools, to the student and to the parents or caregivers. Students may be supported from the time of identification through to Year 12.

Information to assist appropriate placement may include:

- documented evidence of loss of vision
- counsellor assessment (if appropriate)
- functional vision assessment
- reports from parents
- report from the student
- reports from other agencies
- class teacher assessment of curriculum areas
- assessment of social and emotional development.

Early intervention

The itinerant support teacher (early intervention), supports the transition planning process for students with disabilities or significant difficulties in learning or behaviour who are moving from early childhood settings into NSW Department of Education and Training schools. The itinerant support teacher also assists in the development and implementation of educational programs.

Integration

The itinerant support teacher (integration), supports students with confirmed disabilities who are enrolled in regular classes or are about to enrol in regular classes through:

- participation in transition planning
- participation in the learning support team
- collaborative planning and team teaching
- delivery of training and development activities
- liaison on technology and access requirements
- participation in the appraisal process
- liaison with other departments and agencies.

Support teachers behaviour

The support teacher (behaviour), provides educational support for students with moderate support needs in behaviour. These teachers provide direct support to students, assist classroom teachers in behaviour management, social development, curricula and small group work. Students are referred by the school through the school counsellor. Students may be supported from Kindergarten through to Year 12.

Early School Support Program

The Early School Support Program supports students with mild intellectual disability who are enrolled in

Kindergarten, Year 1 and Year 2 classes. These students require an individualised learning program with additional support.

The support teacher learning assistance early school support assists class teachers to develop and implement individualised learning programs. These programs address the identified areas of need and help maintain the student's place in the regular class.

At times, individual students or small groups may be withdrawn for short intensive sessions. The decision to withdraw students from the class is based upon individual needs and is not seen as a regular feature of this program.

Transition 7-12

The support teacher (transition), provides support to school communities to assist with the planning process for students with disabilities moving from school to post-school settings. These students may be enrolled in special schools, support classes in regular schools or in regular classes.

Support classes in regular schools

Students are recommended for placement in support classes following consideration of all available educational options by the learning support team in close consultation with parents or caregivers. These classes allow for both educational and social integration opportunities for students in age-appropriate regular school activities.

Support classes in regular schools provide individualised learning programs for students. Individualised learning programs are developed and implemented collaboratively. Class teachers, parents or caregivers, therapists and other professionals should all be involved. The individualised learning program requires ongoing monitoring and regular reappraisal.

Placement in a support class is subject to eligibility criteria. All applications are processed by the regional placement panel. Every support class has two adults, a teacher and a teachers aide special.

Support classes: early intervention

Support classes (early intervention) provide individualised services for children with disabilities who are below school age. The early intervention support teacher works collaboratively with staff across a range of early childhood settings to develop, implement and monitor educational programs and to prepare children for transition to school.

Each early intervention support class supports between 20 and 30 children over a week to a fortnight period. These children may be attending an early intervention class at the school or receiving support in regular government-funded early childhood settings.

Early intervention support classes are available for children with disabilities from around the age of 3 years to school entry.

Support classes: intellectual disability

Support classes (mild intellectual disability, moderate intellectual disability, moderate/severe intellectual disability, severe intellectual disability) provide intensive, individualised educational programs within a regular school setting. The individualised learning program must consider student needs in terms of key learning areas, communication, social skills, personal care and safety and mobility.

Support classes have the flexibility to support the integration of students into other classes and school settings.

Children who are eligible for a moderate/severe intellectual disability class may enrol at school when they turn 4 years of age if they are not able to access an early intervention program.

Eligible students can attend a mild intellectual disability support class from 8 years of age.

Support classes: physical disability

Support classes (physical disability) provide access to the curriculum through the provision of appropriate instructional strategies, the development of an individualised learning program, the use of technology and additional assistance in the classroom. Students eligible for placement in a support class (physical disability) must have a significant physical disability and/or significant health impairment that requires regular support from allied health personnel, in particular, therapists such as speech pathologists, physiotherapists and occupational therapists. Allied health services are provided by NSW Health and/or other organisations and are organised locally.

Placement recommendations are based on medical reports detailing the disability and an assessment of living and social skills.

Children who are eligible for a support class (physical

disability) may enrol at school when they turn 4 years of age if they are not able to access an early intervention program.

Support classes: hearing impairment

Some students with severe or profound hearing impairment may gain access to intensive support in a support class (hearing impairment). Support classes (hearing impairment) provide a range of teaching approaches including total communication (including signing in English) or aural-oral communication. Students receive intensive individualised learning programs to develop communication and literacy skills so that they can access the regular curriculum. Students are integrated with their hearing peers to varying degrees. Teachers of students with hearing impairment sometimes team teach in regular classrooms. Students eligible for enrolment are those with bilateral sensori-neural severe or profound hearing loss who require intervention or assistance to communicate and who require intensive support to access the regular curriculum. Age of enrolment in a support class (hearing impairment) may be from 4 years of age and in an approved nursery support class (hearing impairment) from 3 years.

Support for students with vision impairment

Students with vision impairment are assisted by itinerant support teachers vision. Students with a visual acuity of 6/24 (corrected) or less are eligible for assessment for access to this support.

Support classes: language

The support classes (language) are special classes or special programs based in regular schools which provide services for students who have moderate or severe language disorders. The programs are designed to provide intensive educational and communication programs for students.

Most classes cater for students from Kindergarten to Year 2, with some classes catering for students in Years 3 to 6. Students attend the support class (language) full-time.

Students eligible for placement in a support class (language) are within the average or above average range of intelligence and have a significant impairment in the understanding and use of language on an assessment conducted by a speech pathologist. The primary cause of the student's language disorder should not be sensory

or related to behaviour difficulties as such students are catered for in other settings.

Support classes: reading

Support classes (reading) provide intensive support for individual students who have severe difficulties in reading. Intensive reading support aims to reduce the difference between the student's actual reading ability and expected level in terms of age.

Students attend the class for five half day sessions per week for one term. These students return to their home schools for the remaining half day. The program involves detailed, ongoing student assessment, monitoring and the development of an individualised reading program. Students usually come from a variety of schools across a region.

After exiting from the intensive reading class, the student may be provided with additional assistance from the support teacher (reading) for a further term within the home school.

Students eligible for placement in a support class (reading) are in Years 2-6 and within the average or above average range of intelligence but are reading significantly below their expected level.

Support classes: emotional disturbance

Support classes (emotional disturbance) provide intensive, individualised educational and behaviour management programs within a regular school or special school setting. Students may also be supported in the process of reintegration into their home school.

Students must exhibit behaviour(s) characteristic of mental health conditions at a level of frequency, duration and intensity that seriously affects their educational functioning and emotional well-being. Students must have a current report from a specialist medical practitioner or registered psychologist with appropriate expertise which details the nature of the behaviour causing concern. There must also be documented evidence of the individual intervention strategies addressing educational needs, which have been implemented and evaluated by the school.

Special schools

Special schools are also known as schools for specific

purposes. These schools provide programs for students who require intensive levels of support (similar to that offered by support classes in regular schools). Special schools provide a specialised educational setting in which learning support plans and individualised learning programs are collaboratively planned, implemented and monitored with parents and allied health professionals for students from 4 years of age to Year 12.

Special schools may cater for students with intellectual disability, physical disability, vision impairment, hearing impairment, behaviour difficulties and multiple disabilities. Requests for enrolment are considered by a regional placement panel.

Hospital schools

The NSW Department of Education and Training provides educational services for children who are patients in the larger hospitals in New South Wales. Hospital schools aim to assist students to return to school after hospitalisation with as little disruption as possible and to provide an emotionally supportive environment.

As well as helping a child who is hospitalised to keep up with school work, the provision of a hospital school program has a significant effect on supporting self-esteem and linking students to their home school experience.

Distance education support

The NSW Department of Education and Training has made special arrangements to deliver full-time educational programs to students who are isolated or whose special circumstances prevent them from attending school on a regular basis.

Educational programs for isolated students with disabilities are provided through the Distance Education Support Unit.

Technology and support equipment

For some students with disabilities, access to an appropriate curriculum and participation in a range of educational activities can be supported through the use of specialised support equipment.

Individual students with specific needs may require:

- adaptive equipment for daily living
- augmentative or alternative communication equipment
- specific computer hardware, software and peripheral devices that assist them in reaching their educational goals.

Consideration is given to special equipment requests for use at school in the classroom where it can be demonstrated that the equipment is essential for the student to access the curriculum. Following the appraisal process, the school's learning support team will make the necessary application for any such equipment.

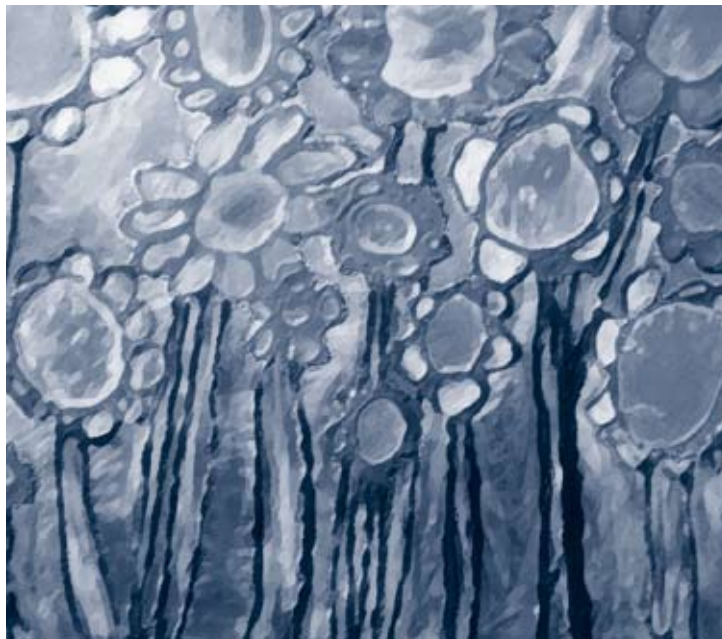
All support equipment remains part of the Special Education Support Equipment Pool and is lent to a student to support the educational program.

Travel support

The Department of Education and Training and the Ministry of Transport both provide support for travel to and from school.

Parents or caregivers can contact the Ministry of Transport to discuss their eligibility for a Private Vehicle Conveyance Scheme. Application forms are available at schools.

The Department of Education and Training also provides travel assistance to and from school for eligible students. Students' travel needs are determined following an assessment of both the student's ability to travel independently and the parents' or caregivers' ability to provide travel support to and from school. Eligibility is reviewed annually. Information can be obtained from the principal or your regional office (see Appendix B).



Questions you might ask

It is possible that you will have many questions or concerns when approaching a school to discuss the enrolment of your child or when discussing your child's educational program.

Different questions arise at different stages during your child's education. Some of the questions presented in this chapter may be relevant now, while others may be more relevant or important in later years. Many of your questions may have already been answered in this book.

Write down your questions and concerns before you meet with the school principal, a classroom teacher, the learning support team or staff at the regional office. In this way you will not forget to mention the issues that are important to you and your family. It is a good idea to keep a note of the answers to your questions for future reference.



How can I support my child?

Developing a partnership with the school

- How does the school communicate with parents?
- How can I be involved in the school?
- Does the school have a parent group? When does it meet?
- To whom do I talk about my child's progress?
- When can I come to the school to talk about my child's progress?
- What ongoing communication is available between the class teacher and me?
- Can parents help with class programs?
- Will the teacher contact me if there is a problem?
- Whom do I contact if I have concerns about my child at school?
- Is an accredited interpreter available to help me when I talk to staff?
- How does the school liaise with other professionals and agencies working with my child and family?
- Will you ask for my permission before contacting other professionals and agencies working with my child and family?
- How will you keep information about my child and family confidential?
- How will the school involve me in decisions relating to my child's educational needs?

How will my child's special learning needs be supported?

Enrolment

- What is my role in the process of deciding where my child will go to school?
- Who can tell me what educational services and resources are available for my child?
- Can I speak to the principal of any school to help me decide the best placement for my child?
- Does my child need an assessment from a doctor, psychologist or therapist before enrolment occurs?
- Whom do I contact if I am not happy with the placement offered to my child?
- What support is available to help prepare my child for school? How can I help?
- Will there be an orientation program for my child?
- Can my child be moved from a special school or support class to a regular class if needs change? How does this happen and who will be involved?
- Can my child be moved from a regular class to a support class or special school if needs change? How does this happen and who will be involved?

Transition: to a new setting

- How will my child be supported in the transition:
 - from early childhood settings (including the family setting) to school?
 - from Year 6 to Year 7?
 - from Year 10 or Year 12 to the workplace or post-school options?
- How will the teachers understand the special needs of my child?
- Who will assist my child with the move?
- How can I support my child and the school with this process?
- Who will support my family with this process?

Transition: post-school options

- What are "post school options"?
- Does this school (secondary) have a transition education program?
- Will my child have an individual transition program (secondary)?
- What will happen when my child leaves school? What post-school options are available for my child?

Formal review meetings

- Who attends the formal review meeting? How often does a review meeting occur?
- What is the difference between an "assessment", "appraisal", "reappraisal" and a "formal review"?
- What learning outcomes have been achieved since the last reappraisal and review meeting?
- Have the support needs of my child changed?
- Is the current level and type of support still appropriate?
- How often does my child need an assessment?
- Does the school counsellor need my permission to assess my child?
- Are the resources available to my child being used efficiently and effectively?
- Are there any critical transition issues
 - early childhood to school?
 - Year 6 to Year 7?
 - school to further education, training and/or employment?
 - moving from one educational setting to another?
- Are modifications to school buildings and facilities required in future settings?
- Is my child still eligible for special transport services?
- Does my child still need special transport services?
- What progress has been made in the development of my child's independent travel skills (if appropriate)?
- Who will be responsible for carrying out each action identified in the review process? e.g. principal, class teacher, parent, school counsellor, consultant, therapist.

Appraisal of educational support needs

- When and how often does the learning support team meet?
- What information does the team need to make decisions about my child's educational support needs? What information can I provide to the team?
- What additional information is required?
- What will this information tell me about my child?
- What are the team's priorities/goals for my child?
- What support is currently provided from the community, school, region, state? Is the support provided working well?
- What records are kept about my child? Do I have access to these records and the outcomes of any meetings about my child?
- Can I attend all meetings about my child?

- Can I bring a support person, friend or an advocate to these meetings?
- Is an accredited interpreter available?
- Will the school send information home in my own language so that I can respond appropriately?

Access: support services

- What resources are available in the school to support my child?
- Whom do I contact if I have concerns about the level and type of support provided to my child?
- Will the level of support change as my child's needs change?
- Will therapy services be available for my child at school? Who will provide these services and how often?
- How can I support my child's therapy?

Access: special health care and safety needs (where appropriate)

- Will my child have a health care plan?
- Who will carry out health care procedures?
- What facilities are available to perform health care procedures with privacy?
- What procedures are in place for emergencies?
- How will you ensure my child is safe in the playground?

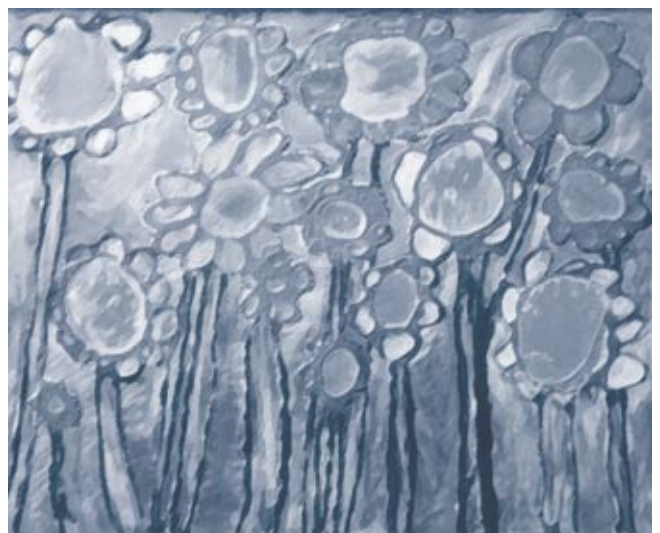
Programming for learning outcomes

- What are learning outcomes?
- What are the educational goals and learning outcomes for my child?
- Is an individualised learning program required? Who will be involved in the development and delivery of this learning program?
- How will my child be included in all school programs?
- Is a learning support plan required?
- How will I know my child is making progress?
- Are modifications to the class program required?

- How will the program be monitored and evaluated? Who will do this?
- Will special equipment be needed?
- Can I have a copy of any plans or programs developed for my child?
- How can I help my child at home?

Reappraisal of learning outcomes

- Can I request a meeting to discuss my child's progress?
- How much progress is my child making towards achieving learning outcomes?
- Is additional information required?
- Are the current levels of support/resources appropriate?
- When will the formal review of my child's progress take place?
- Who will participate in the formal review meeting? Can I attend?
- How will this information be used for future planning? Can I have a copy of this information?
- What is the difference between reappraisal and a formal review meeting?



A P P E N D I X A

Glossary

ACLO	Aboriginal community liaison officer
AEA	Aboriginal education assistant
AERT	Aboriginal education resource teacher
AP	Assistant principal
API	Assistant principal infants
APLA	Assistant principal learning assistance
CIO	Community information officer
CLO	Community liaison officer
DGO	District guidance officer
DP	Deputy principal
DPC	Disability programs consultant
EC	Early childhood
ED	Emotional disturbance
EI	Early intervention
ELST	Early learning support team
ESL	English as a second language
ESSP	Early School Support Program
IEC	Intensive English Centre
IEHS	Intensive English High School
IM	Mild intellectual disability
IO	Moderate intellectual disability
IS	Severe intellectual disability
ILP	Individualised learning program or plan
IST(EI)	Itinerant support teacher (early intervention)
IST(H)	Itinerant support teacher (hearing impairment)
IST(I)	Itinerant support teacher (integration)
IST(V)	Itinerant support teacher (vision impairment)
SSP	School for specific purposes (special school)
ST(B)	Support teacher (behaviour)
STLA	Support teacher learning assistance
ST(P)	Support teacher (physical disability)
ST(T)	Support teacher (transition)
TAS	Teachers aide special

Accommodations

Accommodations are changes to teaching, learning and assessing that will allow students with additional needs to participate fully in the same learning, working towards the same syllabus outcomes and content, as all other students of the same age or stage.

Accreditation

A process of formal recognition of student achievement, for example, when the Board of Studies certifies that official requirements have been met for a credential such as the School Certificate.

Advocate

An advocate promotes, supports and represents the rights and interests of people.

Augmentative and alternative communication equipment

Augmentative and alternative communication equipment assists the student to communicate using visual, auditory and/or tactile aids, electronic or computerised communication devices and software programs.

Credentialling

The Board of Studies issues formal documents called credentials, for example, the School Certificate, a Record of Achievement, or Statement of Achievement.

Disability

A disability results in a loss or reduction in ability to function day to day caused by one or a combination of impairments including intellectual disability, physical disability, vision impairment, hearing impairment, language disorder, mental health and autism.

Early learning support team

People involved in supporting the family and child in making the transition to school.

Formal review

A formal review meeting is held at least once each year for all students who are receiving additional support in schools for specific purposes or support classes or receiving targeted funding.

Individualised learning program

An individualised learning program identifies on a case by case basis what needs to be taught, how it is going to be taught, who is going to teach it, when it will be taught and where it will be taught.

Individual transition plan

An individual transition plan supports the transition of high school students from school to further education, community living and adult roles.

Integration

The opportunity for students with disabilities to attend a less restricted setting for all or part of their schooling. They may be enrolled in a regular class or a support class or attending part-time within regular or support class activities.

Funding support provides support to students enrolled in and attending a regular class on a full time basis and have an identified disability as defined by the NSW Department of Education and Training criteria.

Itinerant support teacher

Specialist teachers who provide additional support to teachers and individual students in more than one school.

Key learning areas

Compulsory curriculum developed by the Board of Studies. There are six primary school and eight secondary school key learning areas.

Learning adjustments

Learning adjustments are measures or actions taken in relation to teaching, learning and assessing that enable a student to access and participate in achieving syllabus outcomes and content that are different from those for the age or stage group and that meet the student's personalised learning needs.

Learning difficulties

Students experiencing learning difficulties may need additional assistance to participate fully in the same learning, working towards the same syllabus outcomes and content as other students of the same age or stage. They may have difficulty learning and maintaining new skills and information.

Learning support plan

A learning support plan is developed by the learning support team. It identifies long term outcomes and the support the student needs to achieve these outcomes.

Learning support team

The learning support team is involved in whole school planning and co-ordination as well as the support cycle processes of appraisal, access, programming and reappraisal for individual students.

Post-school options

All aspects of community life including further education, training and employment that are available to high school students leaving school.

Reading recovery

An individualised program for students who are experiencing difficulty in learning to read and write after one year at school.

Regional placement panel

The regional panel is responsible for considering all applications for enrolment in special schools and support classes. The school education director (or nominee) convenes the panel.

Support class

A class in a regular school for students with a confirmed disability or significant learning difficulty.

Special provisions

Special provisions may include an augmentative communication system, sign language, Braille, a reader or scribe, access to technology, personal carer support or modifications to equipment, furniture and learning spaces.

Special school (school for specific purposes)

Special schools cater for students with special learning needs who require intensive levels of support in a specialised setting.

Support cycle

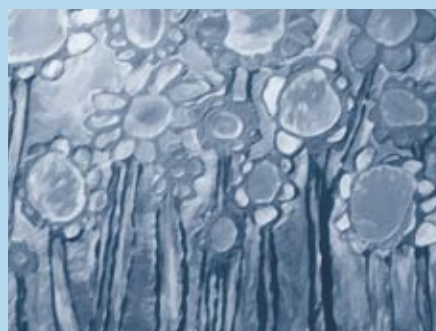
The support cycle is a method of planning to assist schools to meet the needs of individual students. The key processes of the support cycle are appraisal, access, programming and reappraisal.

Support person

A support person attends meetings at the request of the parent or caregiver to provide support to the parent or caregiver. The support person could be a family member or friend.

Transition

A coordinated process to guide the movement of children into and across school and community settings.





A P P E N D I X B

Regional offices of the Department of Education and Training: Ask for the disability programs consultant

<p>HUNTER/CENTRAL COAST REGION</p> <p>Level 1, 117 Bull Street NEWCASTLE NSW 2300 Ph: (02) 4924 9914</p>	<p>ILLAWARRA/SOUTH EAST REGION</p> <p>5 Rowland Avenue WOLLONGONG NSW 2500 Ph: (02) 4222 2929</p>	<p>NEW ENGLAND REGION</p> <p>Suite 1, 11-15 Dowe St TAMWORTH NSW 2340 Ph (02) 6755 5929</p>	<p>NORTH COAST REGION</p> <p>169-171 Rose Avenue COFFS HARBOUR NSW 2450 Ph: (02) 6652 0500</p>	<p>NORTHERN SYDNEY REGION</p> <p>Level 5 13-15 Lyonpark Rd NORTH RYDE NSW 2113 Ph: (02) 9886 7000</p>
<p>OFFICES</p> <p>CENTRAL COAST Level 3, 40 Mann Street Gosford NSW 2250 Ph: 02 4348 9100 Fx: 02 4348 9199</p> <p>MAITLAND Level 1 2 Caroline Place Maitland NSW 2320 Ph: 02 4931 3500 Fx: 02 4931 3599</p> <p>MUSWELLBROOK 1st Floor, Suite 7 56 Brook Street Muswellbrook NSW 2333 Ph: 02 6541 7000 Fx: 02 6541 7007</p> <p>NEWCASTLE Cnr Bruncker & Glebe Roads Adamstown NSW 2289 Ph: 02 4904 3900 Fx: 02 4904 3950</p> <p>SWANSEA 11-15 Josephson Street Swansea NSW 2281 Ph: 02 4972 3000 Fx: 02 4971 6196</p>	<p>OFFICES</p> <p>BATEMANS BAY Suite 15A Citi Centre Orient Street Batemans Bay NSW 2536 Ph: 02 4475 3300 Fx: 02 4475 3340</p> <p>QUEANBEYAN City Link Plaza Level 1 24-36 Morisset Street (PO Box 1933) Queanbeyan NSW 2620 Ph: 02 6200 5000 Fx: 02 6299 0412</p> <p>SHELLHARBOUR Cnr Shellharbour & Lake Entrance Roads Warrilla NSW 2528 Ph: 02 4251 9900 Fx: 02 4251 9945</p> <p>WOLLONGONG 414 - 416 Crown Street West Wollongong NSW 2500 Ph: 02 4224 9200 Fx: 02 4224 9247</p>	<p>OFFICES</p> <p>ARMIDALE 175 Rusden Street Armidale NSW 2350 Ph: 02 6776 4100 Fx: 02 6776 4145</p> <p>MOREE 66-68 Frome Street Moree NSW 2400 Ph: 02 6757 3000 Fx: 02 6757 3043</p> <p>TAMWORTH 155-157 Marius Street Tamworth NSW 2340 Ph: 02 6755 5000 Fx: 02 6755 5020</p>	<p>OFFICES</p> <p>CLARENCE/COFFS HARBOUR 97 Mary Street Grafton NSW 2460 Ph: 02 6641 5000 Fx: 02 6641 5099</p> <p>FORSTER Middle Street Forster NSW 2428 Ph: 02 6591 7600 Fx: 02 6591 7608</p> <p>LISMORE 610 Ballina Road Goonellabah NSW 2480 Ph: 02 6623 5900 Fx: 02 6623 5917</p> <p>MURWILLUMBAH Level 2, 12 King Street Murwillumbah NSW 2484 Ph: 02 6670 2300 Fx: 02 6672 5192</p> <p>PORT MACQUARIE Findlay Avenue Port Macquarie NSW 2444 Ph: 02 6586 6900 Fx: 02 6586 6999</p>	<p>OFFICES</p> <p>DEE WHY 72 Fisher Road Dee Why NSW 2099 Ph: 9941 3000 Fx: 9941 3030</p> <p>HORNSBY Level 2 20 George Street Hornsby NSW 2077 Ph: 02 9987 3900 Fx: 02 9987 3928</p> <p>RYDE Level 5 13-15 Lyonpark Road North Ryde NSW 2113 Ph: 9886 7000 Fx: 9886 7070</p>

<p>SOUTH WESTERN SYDNEY REGION</p> <p>c/o TAFE NSW South Western Sydney Institute Building A 500 Chapel Road BANKSTOWN NSW 2200 Ph: (02) 9796 5446</p>	<p>SYDNEY REGION</p> <p>c/o TAFE NSW Sydney Institute, Ultimo Campus Room A1.13 Level 1, Building A Mary Ann Street ULTIMO NSW 2007 Ph: (02) 9217 4877</p>	<p>RIVERINA REGION</p> <p>Level 4, 76 Morgan St WAGGA WAGGA NSW 2650 Ph: (02) 6937 3871</p>	<p>WESTERN NSW REGION</p> <p>Level 1, 188 Macquarie St DUBBO NSW 2830 Ph: (02) 6841 2110</p>	<p>WESTERN SYDNEY REGION</p> <p>Ground Floor, Block A 2-10 O'Connell Street KINGSWOOD NSW 2747 Ph 02 9208 9359</p>
<p>OFFICES</p> <p>BANKSTOWN 11 Union Street Riverwood NSW 2210 Ph: 02 9408 8900 Fax: 02 9408 8999</p> <p>CAMPBELLTOWN Cnr Lindsay & Lithgow Streets Campbelltown NSW 2560 Ph: 02 4633 2700 Fx: 02 4633 2749</p> <p>FAIRFIELD Wolumba Street Chester Hill NSW 2162 Ph: 02 9793 4900 Fx: 02 9793 4943</p> <p>GLENFIELD Roy Watts Road Glenfield NSW 2167 Ph: 02 9203 9900 Fx: 02 9203 9999</p> <p>STRATHFIELD 65 Albert Road Strathfield NSW 2135 Ph: 02 9582 6300 Fx: 02 9582 6340</p>	<p>OFFICES</p> <p>ARNCLIFFE Cnr Segenhoe & Avenal Streets Arncliffe NSW 2205 Ph: 02 9582 2800 Fx: 02 9556 3097</p> <p>BONDI 5 Wellington Street Bondi NSW 2026 Ph: 02 9298 6900 Fx: 02 9298 6940</p> <p>MIRANDA Cnr Kingsway & Sylva Avenue Miranda NSW 2228 Ph: 02 9531 3900 Fx: 02 9531 3999</p> <p>ST PETERS Church Street St. Peters NSW 2044 Ph: 02 9582 5800 Fx: 02 9582 5899</p>	<p>OFFICES</p> <p>ALBURY 521 Macauley Street Albury NSW 2640 Ph: 02 6051 4300 Fx: 02 6041 3258</p> <p>DENILIQVIN Harfleur Street Deniliquin NSW 2710 Ph: 03 5898 3700 Fx: 03 5881 5851</p> <p>GRIFFITH 104-110 Banna Avenue Griffith NSW 2680 Ph: 02 6961 8100 Fx: 02 6964 1386</p> <p>WAGGA WAGGA Level 2, 76 Morgan Street Wagga Wagga NSW 2650 Ph: 02 6937 3800 Fx: 02 6937 3899</p>	<p>OFFICES</p> <p>BATHURST Cnr George & Rocket Streets Bathurst NSW 2795 Ph: 02 6334 8200 Fx: 02 6332 1766</p> <p>BOURKE 48 Oxley Street Bourke NSW 2840 Ph: 02 6870 1777 Fx: 02 6870 1333</p> <p>BROKEN HILL 1A Wentworth Road Broken Hill NSW 2880 Ph: 08 8082 5700 Fx: 08 8082 5740</p> <p>DUBBO Level 2, 37 Carrington Avenue Dubbo NSW 2830 Ph: 02 6883 6300 Fx: 02 6884 3787</p> <p>ORANGE Level 1, 60-62 McNamara Street Orange NSW 2800 Ph: 02 6392 8400 Fx: 02 6392 8445</p>	<p>OFFICES</p> <p>CUMBERLAND/ HAWKESBURY/ THE HILLS/NIRIMBA Nirimba Education Precinct Building T3C Eastern Road Quakers Hill NSW 2763 Ph: 02 9208 7611 Fx: 02 9208 7635</p> <p>MOUNT DRUITT/ MICHINBURY Hindemith Avenue Emerton NSW 2770 Ph: 02 8808 4900 Fx: 02 9628 2413</p> <p>PENRITH 51 Henry Street Penrith NSW 2750 Ph: 02 4724 8799 Fx: 02 4724 8777</p>



A P P E N D I X C

Organisations providing information and support to parents

The organisations listed below offer assistance, support and advice to parents of children with specific problems. These organisations can help you to be better informed about services available to you and your child. They can also assist you and your child to meet other parents in situations like your own.

Disclaimer: It is the policy of the Department of Education and Training not to endorse any external organisation, product or service. Accordingly the list of an organisation in this document is for information only.

ACL Integrated Humanitarian Settlement Strategy Consortium

3 Mary Street
Auburn NSW 2144
Telephone: (02) 9749 3320
www.acl.edu.au/amep/settlement_support.htm

Albino Support Group (Australia)

915 Bringelly Road
BRINGELLY NSW 2556
Telephone: (02) 4774 8565

Arthritis Foundation of NSW

13 Harold Street
North Parramatta NSW 2151
Telephone: (02) 9683 1622
www.arthritisnsw.org.au

Arthrogyposis Group of Australia

Jacqueline Brand, "Berriga"
Vacy NSW 2421
Telephone: (02) 4938 8060
www.taag.org.au

Association of Genetic Support of Australasia

66 Albion Street
Surry Hills NSW 2010
Telephone: (02) 9211 1462
www.agsa-geneticsupport.org.au

Association of Independent Schools of NSW Ltd

Level 4, 99 York Street
Sydney NSW 2000
Telephone: (02) 9299 2845
www.aisnsw.edu.au

Australian Association of Special Education

PO Box 226
Bomaderry NSW 2541
Telephone: (02) 4422 9688
www.aase.edu.au

Australian Lebanese Association of NSW

Suite 4, 554 Marrickville Road
Dulwich Hill NSW 2203
Telephone: (02) 9564 3506
www.alaofnsw.org

Autism Spectrum Australia (Aspect)

41 Cook Street
Forestville NSW 2087
Telephone: (02) 8977 8300
www.aspect.org.au

Brain Injury Assn NSW

Suite 102, Level 1
3 Carlingford Road
Epping NSW 2121
Telephone: (02) 9868 5261
www.biansw.org.au

Cardiac Society of Australia & New Zealand

145 Macquarie Street
Sydney NSW 2000
Telephone: (02) 9256 5452
www.csanz.edu.au

Carers NSW Inc

Roden Cutler House
Level 18, 24 Campbell Street
Sydney NSW 2000
Telephone: (02) 9280 4744
www.carersnsw.asn.au

Catholic Education Commission

Level 9, 133 Liverpool Street
Sydney NSW 2000
Telephone: (02) 9287 1555
www.cecnsw.catholic.edu.au

Challenge Foundation NSW

8 Junction Street
Ryde NSW 2112
Telephone: (02) 9869 2963
www.kalianna.com.au

Children's Diabetic Clinic Paediatric Endocrine Centre

Sydney Childrens' Hospital
High Street
Randwick NSW 2031
Telephone: (02) 9382 1456

Cleftpals

PO Box 475
Lane Cove NSW 1595
Telephone: (02) 9294 8944
www.cleftpalsnsw.org.au

Coeliac Society of NSW

PO Box 271
Wahroonga NSW 2076
Telephone: (02) 9487 5088
enquiry@nswcoeliac.org.au
www.nswcoeliac.org.au

CRS Australia

Level 3, 120 Sussex Street
Sydney NSW 2000
Telephone: (02) 9242 4888
www.crsaustalia.gov.au

Community Relations Commission for a Multicultural NSW

Level 8
175-183 Castlereagh Street
Sydney NSW 2000
Telephone: (02) 8255 6767
www.crc.nsw.gov.au

Contact Inc

1 Upper Fort Street
Observatory Hill
Millers Point NSW 2000
Telephone: (02) 9251 4431
www.contactinc.com.au

Cystic Fibrosis NSW

51 Wicks Road
North Ryde NSW 2113
Telephone: (02) 9878 2075
www.cysticfibrosis.org.au/nsw

Deaf Society of NSW

Suite 401, Level 4,
169 Macquarie Street
Parramatta NSW 2150
Telephone: (02) 9893 8555
www.deafsocietynsw.org.au

Department of Ageing, Disability and Home Care

Level 5, 83 Clarence Street
Sydney NSW 2000
Telephone: (02) 8270 2000
www.dadhc.nsw.gov.au

Diabetes Australia - NSW

26 Arundell Street
Glebe NSW 2037
Telephone: 1300 136 588
www.diabetesnsw.com.au

Disability Council of NSW
Level 19, 323 Castlereagh Street
Sydney NSW 2000
Telephone: (02) 9211 2866
www.disabilitycouncil.nsw.gov.au

Disability Information Services
State Library of NSW
Macquarie Street
Sydney NSW 2000
Telephone: (02) 9273 1414
www.sl.nsw.gov.au/access

Disability Complaints Service
Ground Floor, 52 Pitt Street
Redfern NSW 2016
Telephone: (02) 9370 3100
www.pwd.org.au

Down Syndrome NSW Inc
31 O'Connell Street
North Parramatta NSW 2151
Telephone: (02) 9683 1900
www.dsansw.org.au

**Early Childhood Intervention
Australia (NSW Chapter) Inc**
361-365 North Rocks Road
North Rocks NSW 2151
Telephone: (02) 9873 2593
www.ecia-nsw.org.au

Epilepsy Action Australia
Suite 8 'Oxford Place'
44-46 Oxford Street
Epping NSW 2121
Telephone: 1300 374 537
www.epilepsy.org.au

**Ethnic Child Care Family and
Community Services Co-op Ltd**
Building 3, 142 Addison Road
Marrickville NSW 2204
Telephone: (02) 9569 1288
www.eccfcsc.org

**Ethnic Communities'
Council of NSW**
221 Cope Street
Waterloo NSW 2017
Telephone: (02) 9319 0288
www.eccnsw.org.au

Family Advocacy
PO Box 502
Epping NSW 1710
Telephone: (02) 9869 0866
www.family-advocacy.com

**Federation of Parents and
Citizens' Assoc. of NSW**
Locked Bag 40
Granville NSW 2142
Telephone: 1300 885 982
www.pandc.org.au

**Fragile X Association of
Australia Inc**
10 Geddes Street
Balgowlah Heights NSW 2093
Telephone: (02) 9949 8456
www.fragilex.org.au

**Guide Dogs Association of
NSW & ACT**
2-4 Thomas Street
Chatswood NSW 2067
Telephone: (02) 9412 9300
www.guidedogs.com.au

Haemophilia Foundation (NSW)
PO Box 3044
Asquith NSW 2077
Telephone: (02) 9476 2557
www.haemophilia.org.au

Handital NSW Association
61 Waratah Street
Haberfield NSW 2045
Telephone: (02) 9798 8419
www.pdcnsw.org.au

Huntington's Disease Association
21 Chatham Road
West Ryde NSW 2114
Telephone: (02) 9874 9777
www.ahdansw.asn.au

**Hyperactivity Attention Deficit
Association**
29 Bertram Street
Chatswood NSW 2067
Telephone: (02) 9411 2186
www.users.bigpond.com/hyperadd

Independent Living Centre NSW
1 Fennell Street
North Parramatta NSW 2151
Telephone: 1300 885 886
www.ilcnsw.asn.au

**Jill Sherlock Memorial Learning
Assistance Library**
c/o Oatlands Public School
Belmore Street East
Oatlands NSW 2117
Telephone: (02) 9630 8684
www.sherlocklibrary.det.nsw.edu.au

**Learning Difficulties
Coalition of NSW**
PO Box 140
Westmead NSW 2145
Telephone: (02) 9806 9960
www ldc.org.au

Learning Links
12-14 Pindari Road
Peakhurst NSW 2210
Telephone: (02) 9534 1710
www.learninglinks.org.au

Lebanese Community Council
PO Box 132
Lakemba NSW 2195
Telephone: (02) 9790 7555
www.lccnsw.org.au

Lebanese Muslim Assoc.
PO Box 297
Lakemba NSW 2195
Telephone: (02) 9750 6833
www.lma.org.au

Lupus Assoc. of NSW Inc
55 Wicks Road
North Ryde NSW 2113
Telephone: (02) 9878 6055
www.lupusnsw.org.au

Maronite Catholic Society Inc
PO Box 687
Strathfield NSW 2135
Telephone: (02) 9689 1439
www.maronitecatholic.org.au

**Motor Neurone Disease
Association of NSW Inc**
Old Gladesville Hospital
Victoria Road
Gladesville NSW 1675
Telephone: (02) 8877 0999

**Mucopolysaccharide and
Related Disorders**
PO Box 623
Hornsby NSW 1630
Telephone: (02) 9476 8411
www.mpssociety.org.au

**Multicultural Disability
Advocacy Assoc. of NSW**
40 Albion Street
Harris Park NSW 2150
Telephone: (02) 9891 6400
www.mdaa.org.au

**Muscular Dystrophy
Association of NSW**
Locked Bag 1005
Rosebery NSW 1445
Telephone: (02) 9697 9111
www.mdansw.org

**Neuro Fibromatosis
Association of Australia Inc**
259 Pacific Highway
Lindfield NSW 2070
Telephone: (02) 9416 6244
www.nfaa.org.au

Northcott Disability Services
The Northcott Building
1 Fennell Street
North Parramatta NSW 2151
Telephone: (02) 9890 0100
www.northcott.com.au

**NSW Aboriginal Education
Consultative Group**
37 Cavendish Street
Stanmore NSW 2048
Telephone: (02) 9550 5666
www.nswaecg.com.au

**NSW Council for Intellectual
Disability**
Level 1, 418a Elizabeth Street
Surry Hills NSW 2010
Telephone: (02) 9211 1611
www.nswcid.org.au

NSW Cancer Council
153 Dowling Street
Woolloomooloo NSW 2011
Telephone: (02) 9334 1900
www.cancercouncil.com.au

**NSW Association of
Disability Sports**
PO Box 3061
Rhodes NSW 2138
Telephone: (02) 8116 9737
www.nswads.com.au

Office of the Board of Studies
117 Clarence Street
Sydney NSW 2000
Telephone: (02) 9367 8111
www.boardofstudies.nsw.edu.au

**Osteogenesis Imperfecta
Society of Australia**
PO Box 401
Epping NSW 1710
Telephone: (02) 9552 1606
www.oiaustralia.org

**Parent Council for Deaf
Education**
361-365 North Rocks Road
North Rocks NSW 2151
Telephone: (02) 9871 3049
www.pcde.org

**Parent to Parent
Australia Incorporated**
PO Box 5036
Port Macquarie NSW 2444
Telephone: (02) 6581 5444
www.parenttoparentaustralia.com

**People with Disabilities
(NSW) Inc**
52 Pitt Street
Redfern NSW 2016
Telephone: (02) 9370 3100
www.pwd.org.au

Physical Disability Council of NSW

Unit 3/184 Glebe Point Road
Glebe NSW 2037
Telephone: (02) 9552 1606
www.pdcnsw.org.au

PKU Association of NSW

84 Undola Road
Helensburgh NSW 2508
Telephone: (02) 9498 6549
www.pkunsw.org.au

Prader-Willi Syndrome Association of NSW (Aust) Inc

526 The Esplanade
Warners Bay NSW 2282
Telephone: (02) 4948 1993
www.pws.org.au

Renal Resource Centre

37 Darling Point Road
Darling Point NSW 2027
Telephone: (02) 9362 3995
www.renalresource.com

Royal Institute for Deaf and Blind Children

361-365 North Rocks Road
North Rocks NSW 2151
Telephone: (02) 9871 1233
www.ridbc.org.au

Schizophrenia Fellowship of NSW

Locked Bag 5014
Gladesville NSW 1675
Telephone: (02) 9879 2600
www.sfnsw.org.au

Scleroderma Association of NSW Inc

Suite 15, 6 Holden Street
Ashfield NSW 2131
Telephone: (02) 9798 7351
www.sclerodermansw.org

Spastic Centre of NSW

189 Allambie Road
Allambie Heights NSW 2100
Telephone: (02) 9975 8400
www.thespasticcentre.org.au

SPELD NSW

Building I, Mimosa Public School
127 Blackbutts Road
Frenchs Forest NSW 2086
Telephone: (02) 9451 9477
www.speldnsw.org.au

Spina Bifida Association of NSW

Northcott Society
1 Fennell Street
North Parramatta NSW 2151
Telephone: (02) 9890 0100
www.northcott.com.au

STARTTS: Service for the Treatment and Rehabilitation of Torture and Trauma Survivors

PO Box 203
Fairfield NSW 2165
Telephone: (02) 9794 1900
www.startts.org.au

Short Statured People of Australia NSW Branch

www.nsw.sspa.asn.au

Thalassaemia Centre of NSW

Royal Prince Alfred Hospital
Missenden Road
Camperdown NSW 2050
Telephone: (02) 9550 4844

The Australian Arabic Communities Council

Level 1, 194 Stacey Street
Bankstown NSW 2200
Telephone: (02) 9709 4333
www.arabcouncil.org.au

Transcultural Mental Health Centre

Locked Bag 7118
Parramatta NSW 2150
Telephone: (02) 9840 3800
www.dhi.gov.au/tmhc

Turner Syndrome Association of Australia

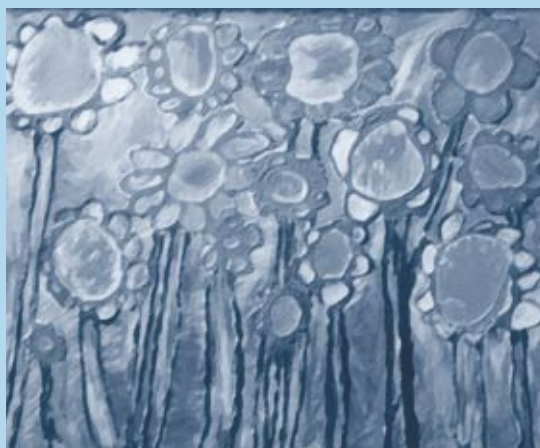
PO Box 112
Frenchs Forest NSW 1640
Telephone: (02) 9452 4196
www.turnersyndrome.org.au

Vision Australia

4 Mitchell Street
Enfield NSW 2136
Telephone: (02) 9334 3333
www.visionaustralia.org.au

Williams Syndrome Association c/o The Association of Genetic Support of Australasia

66 Albion Street
Surry Hills NSW 2010
www.agsa-geneticsupport.org.au



A P P E N D I X D

Additional information

NSW Department of Education and Training

<https://www.det.nsw.edu.au>

Disability Programs Directorate

Level 11, 1 Oxford Street

Darlinghurst NSW 2010

Ph: 02 9244 5085

Fax: 02 9266 8170

Disability Access website

<https://www.det.nsw.edu.au/communityed/disabilityaccess/index.htm>

Relevant policies:

<https://www.det.nsw.edu.au/policies/>

- Assisting Students with Learning Difficulties (2007)
- Curriculum planning and programming, assessing and reporting to parents K-12 (2006)
- People with Disabilities - Statement of Commitment (2006)
- Student Discipline in Government Schools (2006)
- Student Welfare Policy (1996)

Department of Education and Training: DET Sales

For a complete list of school curriculum resources for sale through the Department of Education and Training contact:

Ph: 02 9793 3086

<https://www.det.nsw.edu.au/doingbusiness/index.htm>

Parent Support Materials

- *Time to start school. A parent's guide to starting kindergarten* (2006)
<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/gotoschool/primary/parentbook.pdf>
- *Ten Tips for Parents of Children Starting Preschool*
<http://www.schools.nsw.edu.au/gotoschool/primary/tentips.php>
- Information for parents translated into over 40 languages
[http://www.schools.nsw.edu.au/](http://www.schools.nsw.edu.au)
<http://www.det.nsw.edu.au/languagesupport/index.htm>
- *Transition to school guidelines for young children with special learning needs* (2000)
https://www.det.nsw.edu.au/policies/student_admin/general/transition/pd02_29_transition_to_school.pdf

Board of Studies

Parent information to support your child's learning is available from <http://www.boardofstudies.nsw.edu.au/parents/>

For a complete list of publications produced by the Board of Studies contact the Sales Desk on:

Ph: 02 9367 8111 Fax: 02 9262 6270



