

Integration Funding Support

Guidelines

Students with Disability in Mainstream Classes

Summary Profile

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Introduction

Integration Funding Support (IFS) is a program for eligible students with disability enrolled in Department of Education Preschools and mainstream classes from Kindergarten to Year 12.

It provides an allocation of funding for additional teacher and/or school learning support officer to maximise the student's participation in the learning programs and experiences offered by the school.

The use of the additional teacher and/or school learning support officer is determined by the school principal and includes supporting the class teacher with individual students planned adjustments.

Target population

To be considered for support, students must:

Preschool

- be enrolled in and attending mainstream Department of Education preschool,
- meet the requirements for substantial or extensive adjustments as defined by NCCD guidelines,
- have a disability as defined by NCCD guidelines,
- require ongoing adjustments that cannot be provided from within existing school and local resources.

Kindergarten - Year 12

- be enrolled in and attending a mainstream class on a full-time basis,
- have an eligible disability as defined by the Department of Education's Disability Criteria,
- require ongoing adjustments that cannot be provided from within existing school and local resources.

For further information about Integration Funding Support refer to the [Management Procedures](#) document.

Determining Support Needs

Step 1

The learning and support team should ensure that for students:

- all available school resources have been accessed. These include :
 - school expertise
 - psychological services,
 - itinerant services as appropriate,
 - professional learning and
 - school Learning and Support resources
- there are no further adjustments that the school can reasonably make in:
 - the organisation of lessons or
 - the organisation of staff; or
 - the teaching or support provided to this student, or
 - support and specific professional learning provided to teachers
- parents or carers, and health professionals where relevant, have had their recommendations implemented wherever feasible
- all available specialist supports and funding have been accessed including
 - Student Support and Specialist Programs staff,
 - external agencies,
 - networked specialist facilitator as appropriate and
 - Funding from Student Support and Specialist Programs as appropriate
- the current adjustments have been given reasonable time and opportunity to effect change
- the participation of this student will be significantly limited without further support
- additional teacher and/or school learning support officer time is the most appropriate resource to address the identified need/s
- adjustments and strategies to address profiled need are evidenced through the student's personalised learning and support planning.

NOTE: Preschool settings must provide documented evidence of ongoing substantial or extensive adjustments as defined by NCCD guidelines.

Step 2

If the student in K-12 has characteristics of Mental Health or Autism an *Informal Advice* request should be completed and sent to: Integration_Funding_Support@det.nsw.edu.au to ascertain if an application for Integration Funding Support is appropriate.

Step 3

All relevant sections of an online Access Request including the Summary Profile need to be completed. Privacy requirements must be followed for information included and any documents attached.

The learning and support team, which includes the student's parents or carers, considers all sections of the Access Request.

For Integration Funding Support a range of support levels are available for each focus area of the Summary Profile and the one that provides the most accurate description of the student's adjustment needs should be selected. A help button in each focus area on the Summary Profile page links to short MyPL modules that provide assistance. A further link is in [Professional Learning](#) on the ERN Access Request home page.

For a particular level to be selected, a student's needs should be able to be described from within the indicators listed in these guidelines. It would be expected that **the majority** of indicators within that level are relevant to the student. The information on the Access Request should reflect planned adjustments.

The principal is required to certify the online Access Request is a true and accurate record.

Parents or carers sign and receive a copy of the Access Request as an acknowledgment that support is being requested on behalf of their child.

Step 4

The online Access Request is submitted for consideration ensuring that any relevant documents are attached. These include, for example, a current

disability confirmation sheet and a behaviour management plan or a health care plan if appropriate.

Integration Funding Support personnel may contact school personnel to clarify information or discuss aspects of the application. Supported applications are progressed for processing.

Refer to [Integration Funding Support – Management Procedures](#) for further information.

A school's learning and support team considers the adjustments required for a student in a number of domains and focus areas. The table below lists the five **domains** and **defines** each focus area.

Domains	Focus Area	Definition
Key learning areas	Curriculum	<i>This refers to changes required in curriculum and teaching practices to enable the student to achieve the learning outcomes described in syllabus documents.</i> Support Levels: 0 1 2 3 4
Communication	Receptive Language	<i>This refers to the student's ability to receive and understand information being conveyed by others.</i> Support Levels: 0 1 2 3
	Expressive Language	<i>This refers to the student's ability to convey a message to others.</i> Support Levels: 0 1 2 3
Participation	Social Competence	<i>This refers to the student's ability to engage in successful interactions and participate effectively in the full school program.</i> Support Levels: 0 1 2 3 4
	Safety	<i>This refers to the management strategies required to ensure the student's safety.</i> Support Levels: 0 1 2 3
Personal care	Hygiene	<i>This refers to essential hygiene routines which require intensive individual management to support participation.</i> Support Levels: 0 1 2 3
	Eating and Dietary	<i>This refers to eating, drinking and dietary needs which require individual management.</i> Support Levels: 0 1 2
	Health Care Procedures	<i>This refers to the procedures specified in an individual health care plan which require specialised training and support.</i> Support Levels: 0 1 2 3
Movement	Mobility and Positioning	<i>This refers to the student's level of functional independence in mobility and positioning.</i> Support Levels: 0 1 2 3
	Hand Motor Skills	<i>This refers to the student's ability to use the hand motor skills required to participate in learning activities.</i> Support Levels: 0 1 2

Domains and Focus Areas

Key Learning Areas

Curriculum

Select the level which best describes the student or 0 if not applicable

Level 1

For the student to successfully access the curriculum and achieve learning outcomes it is essential that:

- all learning materials and assessment procedures are adjusted to meet the student's needs, particularly to enable participation in literacy and numeracy tasks
- regular, additional teaching sessions are provided which use frequent repetition and practice in order to deliver the same content
- data is collected frequently and used to review the student's progress and to inform planning and programming.

Typical Students

This student may have an intellectual disability or sensory impairment and has particular curriculum access needs, for example, enlarged print. The student is working towards similar learning outcomes to the other students in the class.

As the student is experiencing quite significant difficulties with literacy and numeracy across all the KLAs, different teaching and learning activities are needed. Frequent additional opportunities are required for practising skills.

Pre-teaching of vocabulary and ideas, the provision of easier texts and peer tutoring are the type of strategies that are required.

Support is provided through school and support personnel. Additional support is used to assist the teacher to adjust the class program for the student, for example, learning and support teacher. A school learning support officer may assist the class teacher to provide short additional literacy and numeracy sessions each week for the student within a small group.

The teacher assesses the student's progress on a very regular basis to consider the effectiveness of the program. Special provisions adjustments (for example, extra time) are considered for some formal tests where these are provided regularly in the classroom for assessment tasks.

Level 2

For the student to successfully access the curriculum and achieve learning outcomes it is essential that:

- lesson content is adjusted for the student in the majority of KLAs by adjusting both the level of difficulty and amount of work to be completed
- additional explicit instruction and frequent practice is always required in the basic steps needed to complete literacy and numeracy tasks
- all new learning tasks are broken down into a step by step process; frequent monitoring and data collection occurs to ensure skills and concepts are understood and generalised to other contexts, settings and subjects.

Typical Students

This student has an intellectual disability and experiences great difficulty in any key learning area involving literacy and numeracy activities. In addition, the student requires an adjusted program to develop organisational skills and daily routines. Additional time is needed to go over new concepts. New learning must be presented in very small steps with clear and simple instructions. Some data on progress is collected several times during the week.

The student responds best to a program which provides extra learning time with another person. Self-esteem appears to be affected by lack of achievement and this often results in set tasks not being completed.

Teachers are working together to make sure that the student is able to apply what has been learnt in other lessons. Teaching of skills needs to be related to the everyday needs of the student.

Level 3

For the student to successfully access the curriculum and achieve learning outcomes it is essential that:

- personalised learning and support adjustments are clearly defined in the KLA priorities for teaching and learning
- all learning tasks are highly structured and all teaching requires modelling, prompting and consistent reinforcement to ensure the student's engagement and participation
- a range of other professionals support the development of the adjustments in order to focus on meaningful outcomes for the student
- daily routines and functional skills are taught using explicit instruction within a KLA framework.

Typical Students

The student has a significant intellectual disability and a detailed program assists learning to occur. The student has a number of priority goals that have been developed with parents and carers. These goals relate to key learning area outcomes and have been set out in the student's program. There is a strong focus on the development of functional skills, for example, following timetables.

A specialist support teacher works with the class teacher in planning the student's program. Each goal is broken down and teaching occurs in small steps, with many opportunities for practice and repetition with assistance.

The student needs a great deal of time to learn new skills, concepts and routines. Modelling (sometimes with physical help), prompting, and much encouragement and support are features of the teaching program. A way of keeping close (almost daily) records of the student's progress towards specific goals is being used. There are strong links between home and school to ensure that skills taught are practised and applied consistently.

Communication

Receptive Language

Select the level which best describes the student or 0 if not applicable

Level 1

For the student to receive and understand information it is essential that:

- adjustments recommended by a speech pathologist or specialist teacher are designed and delivered with intensive input and involvement from a specialist teacher to increase receptive language skills
- visual aids are provided which guide the student through the sequences of instruction, for example, charts to support vocabulary, picture prompts for organisation and routines
- explicit teaching of language concepts occurs, with frequent checking to ensure understanding of information
- explicit instruction is provided in listening to others in conversation and understanding how others think and feel
- regular structured practice is provided to develop understanding of language and the skills to respond appropriately.

Typical Students

The student has significant difficulties in understanding what others are saying and in following instructions and routines.

The student has limited understanding of what others think and feel

A specific program, developed with involvement from specialist personnel, is being used at school and at home.

As part of the program, the teacher frequently checks that the student understands the instructions and the information provided.

Visual aids, for example visual timetables and picture prompts for organisation, are used to assist in the development of routines.

Other visual aids such as vocabulary charts are used to support the retention of vocabulary.

Level 2

For the student to receive and understand information it is essential that:

- visual formats or other augmentative communications accompany verbal instructions and are used to teach vocabulary and essential routines such as toileting sequence
- regular, planned, explicit instruction is provided in relation to interpreting the meaning of non-verbal and verbal components of language used by others in interpreting meaning
- all receptive language interactions involve both verbal and augmentative communication.

Typical Students

The student has very limited understanding of what is being conveyed.

A language system using symbols or pictures is used with verbal language as a basis for a carefully planned program to develop receptive language. This system may be used to teach an essential routine or skills such as turn taking as cues for instructions.

Some students require visual cues such as social stories or visuals lanyards to develop appropriate and acceptable ways of communicating with and responding to other students.

Level 3

For the student to receive and understand information it is essential that:

- a sign interpreter, note taker or electronic medium facilitates the student's ability to receive information
- significant others are trained to interpret and develop the student's nonverbal responses which demonstrate receptive understanding, for example, pointing to object or picture representations, gestures, directed eye gaze, head turning, reaching and vocalizations

- instruction is provided in very small steps to develop the critical skills needed to interpret communication and interact with others.

Typical Students

The student has extreme difficulty in receiving and understanding information. This may be linked with another disability. For example, a student with severe to profound hearing impairment may require extensive assistance through a sign interpreter or note taker.

A step-by-step program to develop skills for communicating and interacting in everyday situations has been developed in consultation with other professionals and is being implemented in the classroom.

Other students in the class and school staff have been made aware of the ways in which the student demonstrates that information has been received and understood, e.g. through a directed eye gaze, gesturing or technology.

Expressive Language

Select the level which best describes the student or 0 if not applicable

Level 1

For the student to convey information and interact with others it is essential that:

- adjustments recommended by a speech pathologist or specialist teacher are designed and delivered with intensive input and involvement from a specialist teacher to increase expressive language skills
- regular structured practice is provided to develop intelligibility of speech and facilitate spoken communication
- explicit teaching of vocabulary and speech patterns occurs to develop the appropriate use of language according to context.

Typical Students

The student has difficulty talking with known adults and other students. The student is quite hard to understand because of very limited vocabulary,

immature language patterns or significant articulation difficulties. The student is usually unable to use language which is appropriate to the setting.

Planning has occurred with other professionals to adjust the program which is being implemented within the classroom throughout the day. The adjustments are very specific and target the development and use of sentences and ways of expressing needs and wants in a variety of school situations.

Level 2

For the student to convey information and interact with others it is essential that:

- adjustments recommended by a speech pathologist or specialist teacher are designed and delivered with intensive input from a specialist teacher to increase expressive language skills
- systematic teaching and modelling occurs in order to expand the length and appropriateness of the student's language beyond very basic utterances
- extensive, explicit and systematic instruction is provided in the use of a sign or pictorial symbol system to supplement the student's spoken language
- assistive technology is used to enable participation in the communication process
- explicit teaching of vocabulary and basic language structures occurs to support the meaningful use of language.

Typical Students

The student has very limited spoken language. Conveying meaning is very difficult and affects the student's ability to socialise with other students.

Specialist personnel have recommended that an augmentative program such as technology, a sign or pictorial system is used to supplement and support the student's spoken language.

A program to develop the length of sentences and to enable the student to develop a functional vocabulary is needed.

Level 3

For the student to convey information and interact with others it is essential that:

- a plan incorporating recommendations from a speech pathologist or specialist teacher, is designed and delivered with intensive input and involvement from a specialist teacher to increase the student's communication with others
- a sign interpreter or note taking alternative facilitates the student's ability to give information.
- systematic and explicit teaching occurs to develop the critical skills needed for the student to successfully interact and participate in everyday situations
- a nonverbal language or communication system is used by the student to communicate with others, for example, object or picture representations, gestures, directed eye gaze, head turning, signing, reaching and vocalisations.

Typical Students

This level may relate, for example, to a student who is deaf and who requires a sign interpreter to communicate with others, or a student with a severe physical or intellectual disability.

The student generally has very high support needs and little or no spoken language. The student expresses needs to others through directed eye gaze, gesturing, technology, or pictorial system.

The student requires an alternative or augmentative language or communication system to participate in all learning activities. A carefully planned step-by-step program to develop communication skills for use in everyday situations has been developed with input from specialist personnel and is implemented in the classroom.

Participation

Social Competence

Select the level which best describes the student or 0 if not applicable

Level 1

For the student to engage successfully in social interactions and participate effectively in learning activities it is essential that:

- explicit teaching of specific skills is provided to develop friendships and increase participation in playground and group activities and is supported by the school counsellor or specialist teacher
- explicit teaching occurs about how to respond according to the situation, adapt to changes in routines and manage transitions between activities
- a careful record of the student's patterns of interactions and behaviours is maintained and regularly discussed with the student and monitored by a specialist teacher for example, a self-monitoring program, observation records, data collection.

Typical Students

The student is experiencing difficulty interacting with other students and/or adults. Typically the student has few friends and is not accepted by peers when trying to join activities.

The student often finds it difficult to make eye contact and needs to be taught skills in making social contact. The class teacher has consulted with the school counsellor and specialist teacher to develop an adjustment to help the student to successfully interact with peers and participate in classroom activities.

Information about the student's progress is being collected and is used to help with planning to teach new skills. The student usually requires close supervision during changes to routines and while moving between lessons.

Level 2

For the student to engage successfully in social interactions and participate effectively in learning activities it is essential that:

- school support personnel with specialist expertise are involved in the collection and analysis of data, development of appropriate strategies, implementation, monitoring and evaluation of adjustments to develop essential social competencies across settings
- the behaviour plan specifies the agreed goals, negotiated adjustments and responses designed to increase student participation
- specific strategies are developed and implemented to ensure that skills taught are applied in different contexts and environments.

Typical Students

The student has significant behaviour difficulties in class, at school and at home. These difficulties may include refusal to do as asked, and saying and doing things that are not acceptable.

The learning and support team and school support personnel have put in place a behaviour support plan. They are collecting information about the student's progress and about situations which are negative behaviour 'triggers' for the student. This information is used to modify the plan to address the student's needs.

The student needs planned and evaluated support and encouragement to behave in an acceptable way and to get on with other people.

Level 3

For the student to engage successfully in social interactions and participate effectively in learning activities it is essential that:

- the behaviour plan is developed in consultation with school support personnel and relevant professionals, such as paediatrician, psychiatrist, or a registered psychologist with appropriate clinical experience to address significant behaviours of concern which occur daily

- a highly structured management program is implemented which involves strategies to increase student engagement and participation
- parents and carers are in regular contact with the case manager to support the development, implementation and co-ordination of negotiated strategies across home and school environments.

Typical Students

The student has very significant difficulties in behaviour and in participating appropriately at school and in other settings.

The student may lack self-control, have unpredictable behaviour, be very depressed, do the same things over and over, or become fixed on things during much of the day. The student does best in situations that are ordered and based on well-established routines.

School support personnel are working with the learning and support team. The team has done a full assessment and developed a program to address key areas of concern, including the welfare and learning environment of other students in the class. The program is designed to help the student to participate. Specialist support teachers provide extensive assistance and advice.

Health professionals and parents or carers have developed a program for use at home or respite care.

Information is collected about the types of behaviours and the settings in which they occur. This is used to develop the management plan that sets out clear steps for managing behaviours and dealing with emergency situations. This is regularly reviewed.

Level 4

For the student to engage successfully in social interactions and participate effectively in learning activities it is essential that:

- there is ongoing and frequent input from other relevant professionals such as a paediatrician, psychiatrist, or registered psychologist with appropriate clinical experience to address very challenging behaviours

- a controlled environment across settings is established to support the student, and is monitored by the multi-disciplinary team who maintains a high level of contact with the family. The behaviour management plan is evaluated at least weekly and may be frequently adjusted
- intensive supervision occurs for all activities and a highly structured program is provided to address the student's needs and maintain participation in the school program.

Typical Students

The student has very challenging behaviours and requires a secure environment in all settings. Intensive supervision is required to manage the behaviours and prevent serious harm or accidents. Careful planning and support strategies are required to encourage participation.

A multi-disciplinary team, (which includes relevant professionals such as a paediatrician, psychiatrist, or registered psychologist with appropriate clinical experience), is usually involved in the development and on-going implementation of a management plan for the student.

Information is collected about the types of behaviours and the settings in which they occur. This is used to develop the management plan that sets out clear steps for managing behaviours and dealing with emergency situations. There is daily checking of the student's behaviour and the actions being taken by the adults involved, so that, if necessary, changes can be made to the plan. Interventions are generally long term and extensive.

Safety

Select the level which best describes the student or 0 if not applicable.

Level 1

For the student to participate safely in the school setting it is essential that:

- supervision is provided to enable safe participation in specific school activities, for example, playground activities, physical education activities and sport, practical subjects
- a program is planned and implemented to develop independence and responsible, safe behaviours in some specific school situations
- staff are trained in emergency care and in the specific strategies for managing this student at times of potential risk.

Typical Students

The student is at risk of self-injury because of behavioural difficulties associated with the identified disability, poor mobility function or a significant health condition (which may become acute or from which the student is recovering).

Regular supervision may be necessary during specific times at school, for example, recess or lunch, arrival at and departure from school, PE or practical activities.

The student has a history of absconding from the playground or classroom. The student may need supervision and specific instruction to safely use mobility aids, prosthetic devices or specialised equipment in specific school activities such as sport, practical subjects, or in specialist areas of the school.

A specific program is implemented to support students in developing more appropriate and responsible behaviours, to understand and respond to rules and safety warnings at school, home or in the community. Some assistance may be required to implement strategies, monitor progress and provide urgent intervention or emergency care.

There is a strong likelihood that support can be reduced over time

Level 2

For the student to participate safely in the school setting it is essential that:

- frequent supervision is provided to ensure safe participation across a range of school and community environments
- a detailed program, designed to develop safe behaviours, is planned and implemented with the assistance of specialist support staff
- training in the safe use of adaptive and specialised equipment is required, for example, motorised wheelchair, walking frame or sticks, adapted machinery or workplace equipment
- staff are trained in emergency care and in the specific strategies for managing this student at times of potential risk.

Typical Students

The student is at significant risk of injury or harm because of behavioural difficulties, poor mobility or a health status which may alter very rapidly, requiring emergency care and advanced medical support.

Staff will implement a specific program across most school and community environments and activities to develop appropriate, safe behaviours and support the safe use of specialised and adaptive equipment. Therapists and health professionals will often need to be involved in the development of the plan.

Students will require long term monitoring of behaviour in environments that present a higher risk.

Level 3

For the student to participate safely in the school setting it is essential that:

- intensive supervision and direct support are provided in all environments to protect the student from serious harm or danger

- a support program is developed and implemented with the input of specialist personnel which includes alternative activities to enable the student to participate in the educational program offered by the school
- frequent collaboration between home and school occurs to ensure consistency of management strategies which have been designed by a transdisciplinary team
- significant monitoring and data collection inform adjustments to enhance safety
- staff are trained in emergency care and in the specific strategies for managing this student at times of potential risk.

Typical Students

The student is at high risk of serious harm or injury. This may be because of a life-threatening health condition, severe self-injurious behaviour or inability to self-protect in dangerous situations. The student requires constant, close supervision during the school day.

A plan to deal with all situations and environments where incidents are highly likely to occur has been developed with parents or carers and specialist personnel who are working with the student, for example, specialist health professionals, specialist teachers. The plan has been developed following comprehensive collection of information, observation and analysis of data on the student's behaviour or reactions under specific risk circumstances.

Specific training is provided to school staff and others working with the student to minimise the risk of harm or injury. Support will generally be required for a significant period of time, well beyond the current school year.

Personal Care

Hygiene

Select the level which best describes the student or 0 if not applicable

Level 1

For the student to participate with dignity in the school setting and develop independence, it is essential that:

- a plan is in place to develop or extend independence in personal care which has been developed with advice from educational, health and allied health professionals, for example, continence self-management, menstruation self-management
- support is available at regular times during the day to assist with personal hygiene routines, for example, toileting procedures.

Typical Students

The student is not yet independent in personal hygiene routines. Parents, educational and health professionals consider that the student will be able to eventually manage their own personal care needs and use appropriate hygiene routines following implementation of a structured training program, for example, toilet timing or training.

Some assistance is required for the student to perform various aspects of personal hygiene during the day, for example, changing soiled clothing, changing continence or menstruation material.

The student may require specific training in the physical skills required to independently perform hygiene routines.

Level 2

For the student to participate with dignity in the school setting, it is essential that:

- a program to develop partial participation and cooperative behaviours in personal care and hygiene routines is developed and implemented with

advice from educational, health and allied health professionals, for example, toileting, management of colostomy and ileostomy pouches, bathing and showering

- frequent support is provided to ensure that appropriate levels of personal hygiene are maintained and infection is prevented
- strategies are implemented which aid in the development of required motor function to enable the student to frequently use regular and adaptive equipment to participate in general hygiene routines, for example, toilet adaptations, modified taps and shower chairs.

Typical Students

The student's plan is designed to develop increased levels of participation and improved cooperative behaviours in personal care routines, for example, performing some aspects of the routine, cooperating with changing of clothing or incontinence material. A structured program will be developed incorporating advice from parents, health professionals and allied health professionals.

The student may use adaptive equipment to participate in hygiene routines thus enabling the student to develop increased independence. Staff will need training in the safe use of such equipment.

The student will have hygiene needs that are specific to certain parts of the school day. These needs will be frequent and reasonably predictable.

Instruction is needed to teach the physical skills required to participate in the routines.

Level 3

For the student to participate with dignity in the school setting, it is essential that:

- educational, health and allied health professionals provide intensive and ongoing support regarding the management of all personal care and hygiene routines and procedures
- intensive support and supervision are provided to ensure the student's personal hygiene needs are met at all times of the school day, for example,

incontinence management, specific infection prevention such as washing after soiling, care of stomas such as with tracheotomy, enteral tube feeding and colostomy and ileostomy

- full and direct support is provided when using specialised and adaptive equipment to facilitate the student's mobility, transferring and positioning during hygiene routines, for example, hoists, change tables, adapted shower and bathing facilities
- hygiene needs are unpredictable and require extensive adult support across the school day
- a detailed health and emergency care plan is in place.

Typical Students

The student requires full assistance for all personal hygiene needs. This level of support is expected to be required long-term.

Typically the student will have one or more specific health conditions which require attention to prevent infection, for example, bladder and bowel incontinence, stoma for enteral tube feeding, tracheotomy. The health care plan will include specific detail for 'best practice' strategies to undertake the procedures.

Staff require advice and training in the techniques required to assist the student during personal hygiene routines in order to ensure the confidence and safety of both student and staff.

Staff will need to provide support using specialised and adaptive equipment to ensure safe and comfortable completion of personal care routines. Staff supporting students will require training in the use of equipment and safe physical management.

Eating and Dietary

Select the level which best describes the student or 0 if not applicable

Level 1

For the student to participate at meal times in the school setting it is essential that:

- specific strategies incorporating advice from health professionals are put in place to develop independence and appropriate meal time behaviours and skills
- regular prompting and supervision are provided to ensure nutritional intake during meal times (to cater for food avoidance, food intolerance or serious allergic reactions)
- a health and emergency care plan is in place, for example, for students with known risks of emergencies during meal times such as choking.

Typical Students

The student requires support and specific strategies to develop independence in eating and drinking at recess and lunch time and to ensure adequate nutritional and fluid intake. In some cases, supervision is required to avoid eating mishaps or to ensure that students do not eat foods to which they are intolerant or allergic.

The student will require some support to participate in meal time at school, including frequent monitoring of eating and drinking rates, use of modified or adapted utensils. Specialised positioning equipment may be used to ensure correct posture for eating and drinking or for having the meal through a tube. Trained staff will be required to manage and monitor bolus, pump/drip and gavage bag tube feeding.

Level 2

For the student to participate at meal times in the school setting it is essential that:

- direct support is required for meal time management and supervision of individual nutritional needs of the student, for example, implementing special dietary requirements such as continuous pump/drip, gavage bag and enteral tube feeding
- a meal time program is developed and implemented requiring close monitoring of food intake and all meal time activities
- a health and emergency care plan is in place, for example, for students with known risks of emergencies during meal times such as aspiration or swallowing problems such as dysphagia.

Typical Students

The student requires intensive support during all eating and drinking procedures. The student is not independent and any sustenance will need to be given either orally or via enteral or naso-gastric tube feeding several times each day. Assistance and close supervision is essential due to the risk of aspiration of food and swallowing problems. A detailed emergency plan is in place.

Careful preparation of food and specialised equipment will be required. Close supervision and trained staff will be necessary to manage and monitor bolus, pump/drip and gavage bag tube feeding.

Students at this level require considerable support and supervision during eating and drinking procedures which are very time consuming.

Health Care Procedures

Select the level which best describes the student or 0 if not applicable

Level 1

For the student to participate in the school setting it is essential that:

- support is provided so that strategies and procedures are taught to achieve or extend the student's independence in self-monitoring and to meet the specific needs of health conditions which are reasonably stable, for example, self-testing of blood glucose levels, monitoring body temperature
- assistance is scheduled at a specific time during the school day
- regular collaboration occurs between school, family and medical professionals with regard to the monitoring of specific health care procedures undertaken at school
- a detailed health and emergency care plan is in place.

Typical Students

A student at this level will have a health and emergency care plan which has been developed co-operatively by the school, in consultation with the family and medical professionals.

Typically, the student will have one or more chronic health conditions or health care needs which are generally stable or controlled, but will need some routine health care procedure that needs monitoring and supervision.

Students at this level will generally be considered capable of managing their health care needs with minimal supervision at school at a later age or following a short training program, for example self-testing of blood glucose levels for diabetes.

Procedures required are routine, planned and predictable and usually occur once or twice per day. They involve providing opportunities for the student to gain independence in managing their own procedures.

Level 2

For the student to participate in the school setting it is essential that:

- frequent support is provided to directly assist the student to monitor health status, or to teach the student to perform health care procedures, which are

of a significant nature, for example, suctioning of fluids, tracheotomy care, clean intermittent catheterisation, seizure management assistance is available frequently throughout the school day

- extensive contact occurs between school, family and medical professionals to address chronic health conditions which have the potential, and are very likely, to become acute or unstable during the school day
- a detailed health and emergency care plan is in place.

Typical Students

There will be a detailed health care plan that specifies the necessary steps to be taken to provide a routine health procedure, monitor student health status and respond to acute health conditions. An emergency action plan is required and school staff have been trained to provide emergency care as an immediate response while more advanced medical support is obtained.

The student cannot perform the required routine health care procedures independently. Procedures typically required include clean intermittent catheterisation, suctioning of fluids, tracheotomy care and monitoring of respiration. Support is required during the school day at frequent intervals.

Level 3

For the student to participate in the school setting it is essential that:

- intensive support is provided for chronic and unstable health conditions, where the condition may cause the student's medical status to alter very rapidly, necessitating the administration of prescribed medication and emergency care, e.g. seizure management for intractable epilepsy, respiratory failure, tracheotomy blockage, severe unstable diabetes
- assistance is constantly available to provide frequent routine and emergency care procedures such as suctioning of tracheotomy and emergency care procedures to address life threatening conditions
- there is cohesive and coordinated delivery of health care in home, school and community environments which has been planned with extensive input of medical professionals
- a detailed health and emergency care plan is in place.

Typical Students

The student has one or more chronic health conditions that require routine and emergency care. It is likely that there is a long history of specialist medical support. The student will often be described as ‘medically fragile’, requiring close supervision and monitoring of health status. The student’s health status may alter very rapidly creating a life-threatening situation such as suctioning of tracheotomy.

The health and emergency care plan will include both detailed steps for routine performance of health care procedures and specific emergency care procedures to be followed by trained school staff, including the process for obtaining advanced medical support.

The student may require the emergency administration of prescribed medication as part of the emergency care provided by school staff.

Intensive support and monitoring is required for the majority of every day, in addition to other school based strategies.

Movement

Mobility and Positioning

Select the level which best describes the student or 0 if not applicable

Level 1

For the student to function successfully in learning activities and social interactions it is essential that:

- a physical management routine is in place to enable safe and independent movement between classrooms and around the school
- a plan is in place to develop independence in movement around the school, for example, orientation programs
- strategies are implemented to support the development of independence in the use of specialised equipment, for example, walking frame.

Typical Students

The student will probably be unsteady when walking some distance without support. A walking frame may be used in the playground but probably not in the classroom.

The occupational therapist or physiotherapist has provided advice on 'best practice' strategies for use at school and has helped with the development of a program which will lead to the student being more independent by the end of the year. Some equipment to facilitate independent positioning may also be used in the classroom.

In other cases a student who has a vision impairment and is new to the school may require support for an orientation/mobility program until they are confident in moving around the school.

Modifications have been made to provide railings, ramps, or to highlight hazards, for example, edges of stairs, where required within the school.

Level 2

For the student to function successfully in learning activities and social interactions it is essential that:

- support is provided for the use of specialised or adaptive equipment or movement at critical times throughout the day, for example, use of a stair climbing device when changing classes, individual supervision when moving between class and playground
- strategies are developed to enable partial participation in routine transfers between pieces of specialised or adaptive equipment, for example, wheel chair to seating.

Typical Students

Supervision and assistance are required for movement between different classrooms and between buildings and the playground several times during the day. The student may be having training in the use of a wheelchair, lift or a stair climbing device.

During particular lessons the student may need full or partial assistance to transfer from a wheelchair to classroom seating. This may involve training to increase the student's involvement and independence. The student may use modified furniture and specialised equipment to assist with mobility and positioning when accessing learning activities.

Some support to ensure appropriate positioning throughout the day may be required.

Level 3

For the student to function successfully in learning activities and social interactions it is essential that:

- extensive assistance is available for mobility and postural support to enable interaction in the school setting
- regular monitoring of customised seating systems and frequent support for positioning changes occurs throughout the day, for example, wheel chair to standing frame.

Typical Students

The student has very high support needs in this area with very limited independent or controlled movement. Full assistance is required for the student to be transferred between pieces of equipment, for example, from a wheelchair to a standing frame.

Training has been provided in the use of correct movement and positioning procedures to avoid injuries to the staff and the student. Equipment such as a hoist may be required for transferring the student from one piece of seating equipment to another.

Students at this level require long term, intensive and specialised support.

Hand Motor Skills

Select the level which best describes the student or 0 if not applicable

Level 1

For the student to participate in learning activities it is essential that:

- advice from a therapist is provided on the adjustments and strategies required to promote participation in tasks requiring manipulative skills
- a specific program is in place to develop adaptive skills and the use of technology or specialised techniques, for example, modified keyboard and typing program
- some teaching and learning activities are adjusted to enable participation in physical components of activities requiring hand-motor function.

Typical Students

The student has great difficulty in undertaking tasks in their educational program involving hand movement or control, such as handwriting, cutting and practical activities. The student writes extremely slowly and writing may be illegible.

A program has been developed by an occupational therapist to assist in developing hand-motor skills, for example, the student may have difficulty with

many activities in PE and an occupational therapist will have provided strategies to develop hand-motor coordination, for example, catching a ball.

In the classroom, the student may require assistive equipment to hold a pen. The student may also use a text entry device to allow participation in class activities.

Level 2

For the student to participate in learning activities it is essential that:

- ongoing assistance is provided in the use of adaptive equipment to support participation in essential learning activities
- ongoing support is provided for the use of assistive technology such as switches, modified key boards and touch screens
- support is in place to ensure a degree of participation can occur in essential daily routines and learning activities which are dependent on manipulative skills.

Typical Students

The student has extremely restricted hand movement or control which greatly restricts participation in almost all learning activities throughout the day. The student needs support in the use of assistive technology to assist with curriculum access.

Very close supervision and assistance is required for the student to participate in all aspects of school activities. The student also requires assistance at particular times in the day to use the equipment needed to participate in a particular lesson.

Needs in this area impact heavily on independent functioning across a range of focus areas.

A Checklist for the School's Learning and Support Team

The learning and support team should ensure that:

- The full range of resources available within the school has been used.
- There are no further adjustments that the school can reasonably make in the organisation of lessons or staff; or in the teaching or support provided to this student, or support to teachers.
- The input of parents or carers and health professionals has been sought where relevant and their recommendations have been implemented wherever possible.
- All appropriate local support services for schools and funding sources have been accessed.
- Adjustments have been given reasonable time and opportunity to effect change.
- Further support is essential to maximise participation at school.
- It is agreed that teacher or school learning support officer time is the most appropriate resource to support the planned adjustments.
- The student's personalised learning and support planning reflects the intended adjustments from an Integration Funding Support allocation.
- Include all relevant supporting documents for example, behaviour support plans, risk management plans and health care plans.