Integration Funding Support

Management Procedures
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What is Integration Funding Support?

Integration Funding Support (IFS) is a targeted disability program for students enrolled in mainstream classes from Kindergarten to Year 12. It is for eligible students through compulsory school age and will continue support for those students with continuing enrolment up to the end of year 12. It is available to students completing a pathways course of study under these circumstances.

Funding is allocated to schools for additional teachers and/or school learning support officers (SLSOs) to assist with a student’s personalised learning and support where eligible students have additional moderate to high learning and support needs impacted by disability. The majority of students with disability and additional learning and support needs in public schools are supported from within school resources through school planning, in conjunction with parents or carers.

Principals, in consultation with parents or carers, should consider applying for Integration Funding Support for students when the learning and support team determines that:

- the student is eligible to be considered for targeted disability specialist support provisions and
- personalised learning and support for the student requires resources additional to those available through the school and
- additional teacher and or school learning support officer time is the most appropriate resource.

Application for Integration Funding Support is made through the online Access Request process. The Access Request is completed by the school’s learning and support team in consultation with the parents or carers, with support and advice from School Services personnel.

Integration Funding Support assists students with disability to access learning opportunities and school experiences on the same basis as students without disability. This is in line with the Commonwealth Disability Discrimination Act (1992) and the Disability Standards for Education (2005), and parents’ right to choose support options for their child.

For specific advice about the Integration Funding Support program, contact the School Services team on 131 536.
Who is eligible?

Mainstream class

A student can be eligible for Integration Funding Support if they:

- are enrolled in a mainstream class in a public school and attending full time
- are enrolled from Kindergarten through compulsory school age and have continuous enrolment to year 12 if post compulsory school age.
- have a moderate or severe intellectual disability, mental health disorder, autism, physical disability or hearing or vision impairment\(^1\)
- have personalised learning and support adjustments to access learning opportunities and school experiences as a result of disability and
- have documented adjustments requiring additional resources to those available through the school.

Note that a diagnosis of disability does not mean that a student requires or is eligible for Integration Funding Support.

Specialist Support class

Integration Funding Support is not available to students enrolled in specialist support classes in regular or special schools.

Other specialist educational settings

Intensive English Centre

Students enrolled in an Intensive English Centre may be supported through this program if they have essential needs in the areas of personal care or mobility.

Distance Education Centre

Students enrolled in distance education may be supported through this program where there are essential needs in personal care or mobility when attending a Department of Education setting.

When a student in a regular setting is studying a distance education subject, the learning and support team from the home (census) school liaises with the relevant

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\(^1\) as defined by the [NSW Department of Education Disability Criteria](#)
distance education centre to determine the proportion of the Integration Funding Support allocation to be used for support in the distance education subject.

Integration Funding Support applications for students accessing distance education should be coordinated by the School Services team for the referring school and forwarded to Disability, Learning and Support for confirmation and processing.

Transition to mainstream class

Schools can request Integration Funding Support for the last term of a student’s transition from a specialist educational setting to a mainstream class where the student will have ongoing support through the program.

For the majority of students transitioning to a mainstream class from a specialist educational setting the Access Request new application process applies.

For students where there has been previous Integration Funding Support please contact the learning and wellbeing advisor to confirm the process for reinstatement with the funding support advisor.

Informal advice

The Student Profiling - Informal Advice request and response for students with characteristics of mental health or autism informs schools if an application would attract Integration Funding Support based on the information on the form. This assists schools to decide whether to pursue a disability confirmation and complete the Access Request process.

A Student Profiling - Informal Advice form should be completed before applying for Integration Funding Support where students have personalised learning and support needs that are characteristic of mental health or autism spectrum disorder. The profile should reflect levels as described in the Summary Profile of the Access Request. While a diagnosis of disability is not required at this stage, if an eligible disability has been confirmed, please also forward the Disability Confirmation Sheet. No additional information is required at this stage.

Schools should email the completed Informal Advice form to Integration_Funding_Support@det.nsw.edu.au. The school principal and
learning and wellbeing advisor will generally receive a response within three working days of receipt.

The response to the informal advice is based on the profile provided. If a response shows that an application for Integration Funding Support is appropriate, the information on the Access Request must support the student’s submitted Summary Profile (as for any other application).

Contact the School Services team on 131 535 for support and advice.
How can a school apply?

Schools apply for Integration Funding Support through the online Access Request process. The school’s learning and support team, in consultation with parents or carers, should complete the Access Request. Some parents or carers may need access to an interpreter and are welcome to bring a support person.

The principal is responsible for ensuring that the application is complete and accurate before it is submitted.

A complete application for Integration Funding Support:

- includes accurate and consistent information about the student
- clarifies the student’s abilities and planned adjustments by assigning levels in each focus area of the Summary Profile and provides relevant information to support each level
- includes relevant attachments, for example:
  - Disability Confirmation Sheet
  - risk/behaviour management plan
  - health care plan
  - audigram from Australian Hearing or vision report.
- demonstrates that the school has made all possible adjustments to the organisation of environment, teaching and learning, or support provided to the student or for the teachers
- describes how additional teacher or school learning support officer time will be used.

Integration Funding Support is a flexible program. For example a Kindergarten student may need significant support for a year or two (depending on the disability and student needs) to transition to school but less for the remaining years of primary after they have become used to school and school routines. This same student may again need increased support for the first years of high school. The annual student review, in evaluating the summary profile, should reflect these changing needs and the allocation from the program should then increase and decrease accordingly through a School request for a change in Integration Funding Support.

Contact the School Services team on 131536 for support.

Online Access Request information is available at Access Request User Guide.
What are the application timelines?

Applications can be made throughout the year.

For an accessible version of the table use Application Timeline

<table>
<thead>
<tr>
<th>Application Type</th>
<th>How to apply</th>
<th>Timelines</th>
<th>Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td>New: For the following year</td>
<td>use online Access Request (AR)</td>
<td>by mid Term 3</td>
<td>Preliminary schedule Week 9 Term 4 (to the learning and wellbeing advisor for immediate distribution to schools) Approved allocation schedules posted to schools at the beginning of next school year</td>
</tr>
<tr>
<td>New: Throughout the year</td>
<td>Throughout the year</td>
<td>within 10 days of receiving where no follow up is required</td>
<td>Preliminary advice sent to the learning and wellbeing advisor within 15 days of receiving the completed, supported application. The advisor will advise the school of the outcome</td>
</tr>
<tr>
<td>Continuing students</td>
<td>An Access Request is not required. Confirm DCS up to date and student is continuing in mainstream class.</td>
<td>by Week 10 Term 3</td>
<td>Approved allocation schedules posted to schools at the beginning of each school year</td>
</tr>
</tbody>
</table>
Students transitioning from year 6 to year 7 will maintain the existing Integration Funding Support allocation into high school. A Review will be undertaken in Term 2 of year 7 which will confirm the current summary profile is appropriate or that a *School request for a change in Integration Funding Support* is to be completed.

For high school, the student’s enrolment status must be at least at the *applied to enrol – risk assessed* stage for an allocation to be made.

The School Services team determines the timeline for new applications for mainstream students without Integration Funding Support and transitioning from Year 6 to Year 7 requesting Integration Funding Support for Year 7. However, the final date for submission to Disability, Learning and Support is by Week 4 Term 4. Applications sent after this time may not be included in the initial allocation for the following year.

All new applications made in term 4 will be effective from the start of the following year unless there are essential needs in the areas of personal care or mobility.
How are applications assessed?

A learning and wellbeing officer should be contacted for advice on the Summary Profile or to answer any questions prior to the Access Request being submitted.

School Services teams assess and approve applications for Integration Funding Support on an ongoing basis. Supported applications are forwarded to Disability, Learning and Support for confirmation and processing.

The principal will be contacted prior to an application being forwarded if it does not meet the eligibility criteria, is incomplete, needs modification or requires further clarification; for example, if the proposed use of funding is unclear. The Access Request User Guide describes the possible outcomes of all online Access Request applications, including Integration Funding Support.
Allocations to schools

How is the allocation determined?

The school learning and support team, including parents or carers, makes objective consideration of the Summary Profile with respect to the student and allocates levels based on adjustments required for each focus area. The level of funding for each student is determined by a statistical formula applied to the summary profile in conjunction with the disability. Students with the same specific profile may have different funding levels based upon the disability type.

The student's personalised learning and support adjustments should be reflected in the summary profile.

How are allocations notified?

New applications throughout the year

Disability, Learning and Support emails preliminary advice of the annual funding allocation, and the pro rata allocation to be made for the current school year for each newly-funded student, to the learning and wellbeing advisor. The learning and wellbeing advisor provides this preliminary advice to the principal.

The principal should then:

- advise the school’s learning and support team of the funding allocation to ensure that the student’s personalised learning and support adjustments reflect available resources
- identify the professional learning needs of staff involved and opportunities to enhance their practice
- define roles and responsibilities of all involved
- develop budget and expenditure monitoring procedures
- establish a monitoring and evaluation cycle of student outcomes
- set a tentative annual review date.

A letter is sent to the principal confirming the preliminary advice. As this may be some weeks later, the principal is advised to act on the preliminary advice to employ the additional staff.
Ongoing students from the previous year

Generally, the Integration Funding Support allocation is determined at the commencement of each year. A Disability, Learning and Support preliminary schedule is emailed to the principal in December and a final schedule, listing the students for whom an allocation has been made, is emailed at the start of the new year. This schedule advises the anticipated annual allocation for each student.

How can the allocation be used?

The principal is responsible for determining the most appropriate ways of using the total annual Integration Funding Support allocated to the school for the identified students. The school learning and support team and principal consider the total allocations from the program and the adjustments required for the funded students to determine the best use of the funding.

The Integration Funding Support allocation can be used flexibly to support students through additional teacher and/or school learning support officer time.

Approved uses include:

- additional teacher time
- teacher release for
  - teacher mentoring by staff with specific expertise
  - classroom observation/team teaching opportunities
  - collaborative planning and programming/program co-ordination time
  - related training and development activities
- school learning support officer time

Allocations are for staffing purposes only and cannot be used for any other purpose including, for example, purchasing resources or technology, modifying property or providing therapy or clinical support.

Copies of all preliminary advice, letters and schedules from Disability, Learning and Support should be provided to the School Administrative Manager and the Learning and Support team coordinator.
Can the allocation be changed?

The school’s learning and support team may request an increase or decrease if:

- there is a change in the summary profile determined at the student’s annual review, or
- there is a significant change in the student’s support needs and these changes require a different level of resource, or
- there is a change in disability
- the student has transitioned from Year 6 to Year 7 and the Term 2 review outcome has a revised Summary Profile.

Evidence of the meeting where a change in allocation is being considered must reflect a discussion regarding current use of all available resources.

To request a change in funding, the school’s learning and support team needs to complete a School request for a change in Integration Funding Support form and send it to the School Services team.

The change will be based upon the student’s revised Summary Profile and evidence of adjustments in the student’s personalised learning and support.

If, for example, further clarification is required or an amendment to the request is appropriate, a learning and wellbeing officer will discuss this with the principal.

Where requests are not supported, a member of the School Services team will contact the principal to provide advice.

Supported requests for a change in funding allocation are forwarded to Disability, Learning and Support for confirmation and processing.

Preliminary advice about the outcome of a supported request for a change of funding allocation is sent from Disability, Learning and Support to the learning and wellbeing advisor. This advice is then forwarded to the principal and a confirmation letter is sent by Disability, Learning and Support when additional funding is allocated to the school. Principals should act on the preliminary advice to employ additional support for the student, where an increased allocation is the outcome.

Where the principal wishes to discuss the revised allocation they should, in the first instance, contact the learning and wellbeing advisor who will liaise with the
funding support advisor regarding the outcome and any further information that may be provided.

If parents or carers wish to formally appeal a change in funding decision, they should lodge an *Appeal by Parent or Carer* form. See *Appeal Process* for further information.

A reduced allocation may result from a change in profile or a change in disability. Where a request for a reduction in funding is made, the funding support advisor will liaise with the learning and wellbeing advisor to implement the reduction.

If a student is no longer eligible due to a change in disability there may be a pro rata payment made for one term to assist the transition to school resources.

**Monitoring and evaluating student progress**

It is essential to monitor the impact of the support provided by the Integration Funding Support allocation on the student’s learning achievements, participation in school activities and wherever possible, increased independence.

Explicit descriptors should be used to define the adjustments and intended outcomes from the additional support.

Written records and observations should be discussed regularly, and used to amend the personalised learning and support being provided. This data should be used as the basis for the student’s annual review.

Documentation of personalised learning and support also provides evidence for the inclusion of a student in the Nationally Consistent Collection of Data on School Students with Disability. This includes evidence in four key areas that staff address in delivering personalised learning and support over the course of the school year:

- assessed individual needs of the student
- adjustments being provided to the student to address the disability
- ongoing monitoring and review of the adjustments
- consultation and collaboration with the student and/or parents and carers or associates.
Conducting the annual student review

At least one formal annual review involving the parents or carers and the school learning and support team must be conducted each year for each student receiving Integration Funding Support. The School Services team is available to assist.

For students who have been allocated Integration Funding Support from Kindergarten, the review meeting may include personnel from the School Services team where appropriate to re-evaluate the on-going appropriateness of the profile levels selected during the transition to school process. Disability, Learning and Support may also request School Services’ attendance at specific reviews.

A review should:

- evaluate the student’s progress towards the outcomes described and documented for their personalised learning and support
- confirm the student’s Summary Profile, or amend where necessary
- assess the effectiveness of the adjustment and resources used to support the student
- plan for personalised learning and support as appropriate including planning for the next year; for example, excursions.

Where the Summary Profile has changed a **School request for a change in Integration Funding Support** should be completed and processed.

Eligibility for, and the need to access assisted student transport, should also be reviewed at this time.

Send a copy of the annual review meeting minutes to the learning and wellbeing advisor.

Appeal Process

1. Principals with concerns regarding a decision about an application or a change in allocation should, in the first instance, discuss the decision with the relevant learning and wellbeing advisor.
2. If the parents or carers are not satisfied with the outcome of an application for Integration Funding Support or a request for a change in funding, they should discuss this with the principal of the school where their child is enrolled. The
principal will contact the relevant learning and wellbeing advisor who will provide advice regarding the recommended provision of support.

3. If after the principal has discussed the outcome with the learning and wellbeing advisor, parents or carers wish to formally appeal the outcome of an application for Integration Funding Support or a request for a change in funding, they should do so in writing to the Director, Student Engagement and Interagency Partnerships who will consult with relevant principals, School Service teams and parents or carers as necessary and make a determination. An *Appeal by Parent or Carer* form should be used.

### Monitoring of Funding Allocation

Specific advice is in the [Finance in Schools Handbook](#) (FISH).

When using the Integration Funding Support allocations, it is essential to understand that:

- School financial and administrative records should contain school schedules and/or funding advice for individual students received from Disability, Learning and Support that have been reconciled with the total allocation received for the school calendar year.


The allocations include departmental on-costs and vacation pay.

### Transfer of funded students

When a student transfers to a mainstream class in another public school:

- send a *Transfer of Funding* form to [Integration_Funding_Support@det.nsw.edu.au](mailto:Integration_Funding_Support@det.nsw.edu.au) for all transfers, following the instructions on the form.
- ensure ERN reflects the student's correct enrolment status.

When a student transfers to a specialist support class in a regular or special school, distance education setting, or leaves the public school system:

- send a *Return of Funding* form to [Integration_Funding_Support@det.nsw.edu.au](mailto:Integration_Funding_Support@det.nsw.edu.au), following the instructions on the form.
• ensure ERN reflects the student’s correct enrolment status.

Funds to be transferred or returned, as well as allocations to be adjusted, are calculated as a proportion of the remaining time in that year. For example, if a student leaves the school at the end of Week 7 in Term 2, twenty three weeks’ funding (the remainder of that year) should be sent to the receiving school or returned to Disability, Learning and Support.

Uncommitted funds

Uncommitted funds of more than $100 remaining from this program at the end of the school year are to be returned to Disability, Learning and Support. Take into account outstanding salary invoices for the Integration Funding Support program for the balance of the school year when calculating the funding allocation to return.

Complete an Annual Return of Uncommitted Funding form to and email to Integration_Funding_Support@det.nsw.edu.au.
Employing staff

When employing staff, the principal must take into consideration that:

- allocations are made on an annual basis
- a school learning support officer should not be engaged for periods of less than two hours in a day, and where possible, should be engaged for a minimum of three hours in a day. Normal hours of work should be structured to avoid broken periods of duty.
- Short-term temporary, long-term temporary and permanent employees attract different rates of pay, conditions, and leave entitlements. For further information on rates of pay refer to (Intranet): https://education.nsw.gov.au/industrial-relations/pay-and-allowances/pay-classifications. School learning support officers employed through Integration Funding Support allocations are generally employed as long term temporary staff
- any anticipated increases to salaries and allowances, and/or increases in employee increment levels are taken into account
- school learning support officer recruitment requirements for anticipated school excursions are planned from within the Integration Funding Support allocation. Contact the learning and wellbeing advisor who will liaise with the funding support advisor if essential support during the excursion cannot be met from within the allocation
- the total annual allocation will not be supplemented if funds are exhausted before the end of the school year
- any changes to the school’s total funding allocation from this program could have a direct impact on working hours
- the funding allocation is contingent on the student’s continued enrolment in mainstream class at the school.

Staff must be engaged according to current NSW Department of Education guidelines and industrial instruments, including awards, agreements, and determinations.
For information about employing casual and temporary teachers, temporary school learning support officers or permanent school learning support officers through the EOI process (Intranet):


Award:


Rates of pay and allowances (Intranet):


Defining roles and responsibilities

Roles and responsibilities of class teacher and support staff must be clear for effective support.

The class teacher:

- plans and implements the student’s personalised learning and support in consultation with the school’s learning and support team, parents and carers and, if appropriate, personnel from the School Services team
- works collaboratively and cooperatively with staff employed to support implementation of the student’s personalised learning and support
- ensures that the learning and support team coordinator (and school executive, if appropriate) is aware of the student’s personalised learning and support progress and informing them of any related issues as they arise
- reports on the student’s progress to the parent or carer.

Staff employed using Integration Funding Support:

- assist the teacher to provide personalised learning and support to the student
- provide feedback to the student’s teacher on the student’s progress towards personalised learning and support outcomes.

The school’s learning and support team:

- monitors the student’s personalised learning and support implementation
• makes necessary revisions to the student’s personalised learning and support adjustments and resources in consultation with teaching and support staff (where appropriate) as well as the parent or carer.

Employment and working conditions

A school learning support officer funded from Integration Funding Support can be engaged as either a permanent, long-term temporary or short-term temporary employee. School learning support officers employed through Integration Funding Support allocations are generally employed as long term temporary staff.

For advice about appointing a permanent school learning support officer:
• Contact Human Resources through EDConnect: via the online query form or Phone: 1300 32 32 32
• Non teaching staff in schools
  – Permanent school administrative and support staff positions
  – Temporary school administrative and support staff positions

Where a school can no longer sustain a permanent position, for example if a student transfers to another setting or funding is reduced or expended, normal recruitment procedures apply to the permanent school learning support officer. It is expected that any temporary positions will be reduced in the first instance to sustain the permanent employment position. Principals will need to advise Human Resources with as much notice as possible to cease or reduce invoicing the school for permanent positions and arrange for the nominated transfer process to be undertaken.

Short-term, temporary employment is less than one term. Long-term, temporary employment is for one term or longer.

Issues regarding pay, leave or working conditions are to be directed to EDConnect on 1300 32 32 32.
Working hours

School learning support officers in regular schools employed through Integration Funding Support generally work a set number of hours per day or on selected days during the week. A full working day is 6 hours and 15 minutes. School learning support officers who work more than four hours per day are entitled to an unpaid break of not less than 30 minutes each day. School learning support officers who work more than two hours from the commencement of the school day are entitled to a paid morning tea break of ten minutes each day.

Temporary school learning support officers should not be engaged for periods of less than two hours in a day and, wherever possible, should be provided with three continuous hours of employment. Normal hours of work should be structured to avoid broken periods of duty.

Starting and finishing times of all temporary school learning support officers are determined by the principal in agreement with that staff member to suit the needs of the school.

Varying working hours and/or duties

Working hours can be varied for all school learning support officers. Notice of at least two weeks (or payment in lieu thereof) must be given prior to a long-term temporary school learning support officer’s employment being ceased, reduced, or otherwise varied.

Where it is necessary to vary or cease a temporary engagement, the Principal should meet with the employee at the earliest possible occasion to advise them of the change in their working hours or the early cessation of their employment. The employee should also be provided with a copy of the “Appointment/Variation for Long Term Temporary Non-Teaching Staff in Schools” form.

Where two weeks’ notice of the variation of hours or early cessation of employment is not provided the employee will be entitled to payment in lieu of notice.

For permanent school learning support officers contact Human Resources through EDCConnect on 1300 32 32 32 to discuss specific circumstances.
Student absence

The duties assigned to school learning support officers may vary if the student is absent.

Where a student’s absence is expected to be short term (for example, less than one week), the school learning support officer should be engaged in activities related to the program of the student. This may involve the production of teaching resources, preparation of materials for future lessons or related duties as specified by the teacher or principal. If the school learning support officer is employed to support other students in the school, it would be appropriate for the school learning support officer to work with those students during the student’s absence.

Where a student is expected to be absent for a longer period of time (for example, more than one week), the principal should give consideration to the circumstances of the school learning support officer’s employment. The principal may decide to vary or cease the school learning support officer’s employment.

If the school learning support officer is also employed to support other students, the hours of the school learning support officer’s employment will need to be varied. If the school learning support officer is not employed to support other students, their employment may need to be ceased. Notice of at least two weeks (or payment in lieu thereof) must be given prior to a school learning support officer’s employment being ceased or varied.

Issues regarding the student’s return, including consideration of an increase in hours, should also be discussed with the school learning support officer.

The Industrial Relations Directorate may be contacted on (02) 9561 8780 in relation to this matter.

Prior to the engagement of staff, principals should ensure that applicants understand the nature of the employment, including arrangements for non-attendance of students.

Changes to the funding allocation

There are a number of different situations that could affect the funding allocation and, therefore, the working hours of the school learning support officer: for
example, the transfer of a funded student to another setting; or changes to the student’s Summary Profile and funding allocation.

Notice of at least two weeks (or payment in lieu thereof) must be given prior to a school learning support officer’s employment being ceased or varied.

Issues regarding the student’s return, including temporarily increasing hours, if appropriate, should also be negotiated with the school learning support officer.

Contact Human Resources through EDConnect on 1300 32 32 32 to discuss specific circumstances if there are changes to the funding allocation affecting the appointment of permanent school learning support officers appointed against the Integration Funding Support positions.

School learning support officer absences

The relief funding provided by the sick and FACS Leave Model (SFLM) budget is applicable where absences relate to sick or FACS leave.

Contact sfm@det.nsw.edu.au for further details.
Statement of Duties – School learning support officer

Under the supervision and direction of a teacher, a school learning support officer, in respect of students enrolled in mainstream classes, is responsible to the principal or the supervisor for:

- providing assistance in school routines
- classroom activities
- the care and management of students with disability and behaviour disorders.

A school learning support officer is required to assist teachers in school and community settings in:

- the implementation of individual education programs and individual transition programs
- providing opportunities for students to develop personal, social, independent living and pre-vocational skills
- toileting and personal care needs of students at all age and dependency levels, to include washing, bathing, showering and changing
- washing of soiled items of clothing and nappies and in the disposal of used sanitary items
- direct food preparation and assisting students with eating and drinking
- the implementation of travel training programs
- the supervision of students on excursion, work experience and travel training programs
- the supervision of students with severe and/or multiple, physical and/or intellectual disability which can involve:
  - frequent physical lifting, also involving changing students from one piece of equipment to another
  - therapy or nursing type duties (which include duties carried out under the guidance of professional staff)
  - administering medication, keeping medication register
  - minor maintenance of physical and/or electronic equipment used by students
  - organising the regular servicing of physical and/or electronic equipment used by students
  - serving as part of a transdisciplinary (educational/therapy) team in the development and implementation of individual educational programs
  - communicating with students using an augmentative communication system most appropriate to the needs of students
taking performance data during the implementation of individual educational programs.

Administration

- operating audio-visual aids, computers and other teaching equipment
  - recording school broadcasts and telecasts and maintaining a catalogue of records, cassettes, video tapes and other audio-visual software
  - duplicating materials and photocopying
  - issuing learning materials from resource rooms
  - arranging furniture within classrooms where required
  - managing lost property and clothing pools
  - performing minor clerical duties
  - caring for sick students and, when in receipt of a first aid allowance, administering minor first aid.

Other Duties

- undertaking other related duties as determined by the principal or the supervisor.
Further information:

Contact

For Integration Funding Support program advice including assistance with Access Request and Summary Profile

- Your local learning and wellbeing officer or learning and wellbeing advisor at School Services: telephone 131 536.

For Recruitment advice

- Human Resources through EDConnect on 1300 32 32 32
  Or Online query through EDConnect.
  EDConnect.HR.Forms@det.nsw.edu.au

For Finance advice

- Schools Finance on 13 10 72, Fax: 1300 300 165
  Email: sfs.unit@det.nsw.edu.au
What are the application timelines?

New applications - For the following year

For students who are:
- entering kindergarten
- transferring from a support class or distance education
- enrolling in the public school system
- enrolled in a public school and requiring additional resources for documented personalised learning and support adjustments.

The School Services team determines the timeline for new applications to be submitted for the following school year. However, the final date for submission to Disability, Learning and Support is by Week 4 Term 4. Applications forwarded after this date may not be included in the initial allocation for the following year.

New applications - Throughout the year

New applications can be lodged throughout the year for students who are:
- transferring from a specialist support class or distance education setting
- enrolling in the public school system
- enrolled in a public school and requiring additional resources for documented personalised learning and support adjustments.

Continuing students

Students who have a current allocation from Integration Funding Support do not need to complete a new application.

Disability, Learning and Support provides the principal with a schedule of students who are enrolled at the school and receiving Integration Funding Support in Week 8 Term 3. The principal confirms whether each student listed is expected to be enrolled full-time in a mainstream class at that school for the following year. Any changes to a student’s enrolment should be noted on the schedule. The completed schedule must be returned to School Services by the end of Week 10 Term 3. Return email details for the relevant learning and wellbeing advisor are at the top of each schedule.
Transitioning from Year 6 to Year 7

Students who receive Integration Funding Support and are transitioning from Year 6 to Year 7 no longer require new applications. A review will be undertaken in Term 2 of year 7 which will confirm the current summary profile is appropriate or that a School request for a change in Integration Funding Support is to be completed.

Until the end of 2021 the Senior Psychologist Education/District Guidance Officer must confirm the student’s ongoing eligibility for students with Mental Health or Moderate Intellectual Disability only.

For an allocation of Integration Funding Support to be made to the high school, the student’s enrolment status must be at least at the applied to enrol – risk assessed stage.

It is essential to plan for transition between these two settings to ensure that appropriate adjustments are being incorporated into the programming in the new setting.

The School Services team uses information from returned ‘continuing students schedules’ sent to schools in Term 3 to complete a spreadsheet sent to Disability, Learning and Support by Week 4 Term 4. It is important the high school information is included on the returned schedule and spreadsheet.

To return to document use How are applications assessed?