

Starting School

A guide for parents of children with special needs in Western Australia

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A Guide for parents of children with special needs in Western Australia (4th Edition)

Early Childhood Intervention Australia (WA Chapter)

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Forward to the New Edition

Choosing a school for your child can be one of the most difficult decisions parents need to make. When your child has additional needs, this decision can become even more challenging.

Added to this, it is widely recognised that transition times are very stressful for many families. One effective way of reducing stress at these times is to know as much as possible about the process involved, what you can do and who can help you.

The 'Starting School' booklet was initially developed in 1998 in response to a need for a resource that provided specific information about the education system and services in Western Australia. A revision was completed in 2005. However, due to ongoing changes occurring in the education and disability sector and the need to keep the information in this booklet up-to-date, a further revision was required in 2012. This revision was done in collaboration with key stakeholders involved in the education of children and associated transition processes.

It is envisaged that this booklet will continue to provide families with key information that can assist them in making the transition to school easier and we are extremely grateful for the input of everyone who has participated in the revision of this resource.

Denise Luscombe

October 2012

President Early Childhood Intervention Australia (WA Chapter) 1998-2012 National President Early Childhood Intervention Australia 2010 - 2012

Forward to the Second Edition (2005)

In 2005, Early Childhood Intervention Australia (WA Chapter) (formerly Australian Early Intervention Association) was successful in obtaining a grant for updating and reprinting 'Starting School' through Non-Government Centres Support funding.

This booklet has been distributed widely and is used by many early childhood Intervention organisations and services as a routine component of providing information to families.

Due to changes within the education systems generally as well as alterations to the age children can commence school, an update was required to maintain the usefulness of this resource.

'Starting School' has been updated with input from all key stakeholders to ensure accurate information is provided to families at this often stressful time of transition.

Denise Luscombe

October 2005

President, Early Childhood Intervention Australia (WA Chapter) 1998 - 2005

National Councilor, Early Intervention Australia 1999-2005

Forward to the First Edition (1998)

In November 1998, The Australian Early Intervention Association (WA Chapter) [now known as the early Childhood Intervention Australia (WA Chapter)] was successful in obtaining a grant from the Non-School Organisations Programme, funded through the Commonwealth Special Education Intervention Support Program for 1998. The purpose of the grant was to prepare a booklet which describes a clear, systematic set of guidelines for the transition of young children with disabilities from early childhood settings to school.

Through the course of our lives we all experience change. Some changes may be welcome, others may not. Whether welcome or not, change brings with it inherent stresses for those involved. One effective way of reducing stress is to know as much as possible about what is involved in that change. What might we expect of the new situation? What are we required to do? Who can help?

This booklet provides one avenue for those involved in the transition of young children with disabilities from early childhood settings to school to learn about what is involved, thereby reducing the stress and making the transition smoother. Beginning school is a big step for all children and their families. This transition may present many challenges for a child who had a disability, as well as for the child's family and teachers. Many parents comment that the emotions and problem solving involved in transition are as difficult as those they faced at diagnosis.

The speed and ease of adjustment for all concerned can be facilitated through careful planning and preparation. One method of addressing this need is the use of a set of recommended practices that guide the development of transition plans for families and staff involved in the transition process. The guidelines presented in this booklet describe a systematic and coordinated process which may be adapted to suit the needs of individual families, schools and the range of professionals who may be involved.

This booklet has been prepared with the active involvement of key stakeholders in the transition process. These stakeholders are: families of children with disabilities; the Education Department of WA; the Catholic Education Office of WA; the Australian Association of Independent Schools of WA; the Resource Unit for Children with Special Needs; and service agencies providing professional support to children with disabilities.

This involvement has been of great benefit in making this booklet representative of all views and ensuring the key aspects are covered. It has enabled the development of a set of guidelines and practices that has the full support of these key groups. The project has had the added benefit of providing a forum for these stakeholders to share information and jointly problem solve areas of concern. We are enormously grateful to all the people who participated in the preparation of this booklet and we thank them sincerely.

Penny Bird

November, 1998

President, The Australian Early Intervention Association (WA Chapter) 1996-1998

President, Early Childhood Intervention Australia October 1998-September 1999

Manager, Children's Services, The Cerebral Palsy Association of Western Australia

Table of Contents

Introduction	2
What do you want for your child?	4
What choices do you have?	5
Government (Public Schools)	5
Home schooling	8
Non-government	10
Making a decision	12
You've made a decision: time to enrol your child	14
Experiencing difficulties?	16
Support services – prior to school entry	18
Transition planning	18
Early Childhood Intervention Services	18
Support services – at school	19
Education supports	19
Therapy supports	23
Family and individual supports	24
Equipment provision	26
Some other points of interest	28
Preparing your child for starting school	28
What is an Individual Education Plan (IEP)?	28
A Checklist for Parents	30
Notes	31
Useful contacts	32
Brochures referred to in this package	35
Glossary of acronyms and terms	36

Acknowledgements

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Introduction

Starting school

Starting school is an important step for you and your child.

This information package has been produced to help families look at the options available for children with special needs. It will help guide you through the maze of organisations and services, and introduce you to people who can help your family and your child.

Every family has different needs and aspirations for their children. In Western Australia a range of schooling is available. In order to choose the option you believe will best suit your family, you will need to understand what each school system offers.

Good planning takes time. So it is best to begin at least 12 to 18 months before your child enters kindergarten, and even earlier if you want your child to go to the same pre-primary and primary school or to a private school. It is important to realise that not only do you need time to think about your choices, but schools also need time to prepare for your child's enrolment. For example, schools may need time to submit funding applications if your child has particular needs.

While attendance at kindergarten is not compulsory (in accordance with the *School Education Act 1999*) most Western Australian children attend because it helps give them the best start to school. Unless exceptional circumstances apply, such as lack of accommodation, public schools are required to accept all kindergarten applications for children who reside within its local intake area. If the local school is full, a place in a school as close as possible to the child's home is guaranteed.

Kindergarten programs are available to children who have turned/will turn four by June 30 in any given year.

Kindergarten programs run for 15 hours a week. Talk with your school to find out how the kindergarten program is set up.

Some schools have full days and half days each week, while others have only half days or only full days.

Pre-primary is compulsory for children who have turned/will turn five by June 30 in any given year. All children are guaranteed a place in their local government school for the pre-primary year. Children are then enrolled until year 6 and do not have to re-enrol unless moving to another school.

Pre-primary programs run for five full days. Information about kindergarten and pre-primary is available on the Department of Education website:

(<http://det.wa.edu.au/schoolsandyou/detcms/portal/>).

Using the information package

We suggest you read the whole information package first to gain an overall understanding of the process and all the different things you need to consider. Each page is set out in the same way, with an introductory paragraph and then a list of suggestions for you to think about or do.

When you see this symbol  , it means more detailed information is contained in a separate pamphlet or booklet available from a specific organisation or department. A list of titles and locations where information can be obtained is provided at the end of this document.

Use the back section to make notes and record information from the people you contact.

NB: this information package contains the addresses for numerous websites. While these sites are all current at the time of publication they are subject to change. Please contact your local school for further information if you have difficulty finding the required information online.



What do you want for your child?

There are a number of questions you should ask yourself when considering what you want for your child. You know your child and the particular needs of your family. There may be a number of schools you feel suit your child's needs or you may have already found what you want. Either way, this package can help you in your preparation for your child's enrolment.

If the choice of schooling is not obvious and there are a number of options that could cater for your child's needs, consider making a list of the advantages and disadvantages of each. The following points may help you gather useful information.

- Do you want all of your children to attend the same school?
- Where is the school and how far is it from home?
- Is transport available?
- Do you want your child to attend the same school for primary and high school?
- What educational outcomes do you want for your child?
- How important are social outcomes?
- How important are academic outcomes?
- What specialist programming is available?
- Do you want government, non-government or home schooling?
- How important to you is the school's attitude towards disability?
- Do you prefer a mainstream educational setting or a segregated setting?
- What facilities would be of benefit to your child? For example:
 - medical and therapy services;
 - swimming pool;
 - gymnasium; and
 - information technology.
- Which schools offer all or some of the facilities?

Remember the choice you make at this stage relates to your current circumstances and is the best decision at the time. This is not a commitment for all of your child's school years; your situation can change in later years and it may result in you choosing a different option.

What School Choices Do You Have?

Government

The Department of Education provides a range of educational programs and placement options, from kindergarten to Year 12, for children with disabilities.

All children with a disability are entitled to attend their local kindergarten or pre-primary. The 'Disability Standards for Education 2005' document is available on the Department of Education website(2). Most Education Support Schools offer pre-primary places, and some also offer kindergarten places. The placements are generally 'split', which means that the children also attend their local kindergarten or pre-primary.

A description of the government school education facilities for school age children with special needs is outlined below. For further information see Navigating your Choices: a guide for parents of children with special learning needs (3) available from the Department of Education.

Local schools

All children with disabilities are eligible to attend their local school. Local schools can access specialist services and resources to support your child to participate in educational programs that support their learning.

Schools can access local and specialist support from the Department's Statewide Specialist Services.

This service includes Hospital School Services, Vision Impairment Service, Western Australian Institute for Deaf Education and School of Special Educational Needs (Disability) (SSEND).

SSEND has specialised teams in the areas of Autism Spectrum Disorder, Disabilities – High Support and Assistive Technology. Where appropriate a referral can be made to the school psychologist for support as well. Therapy services may be available from the relevant agencies.

The physical school environment may be modified so your child can access facilities and maximise their physical, social and academic experiences at school.

Education Support Centres

These are located on regular primary and high school campuses and provide specialist educational programs for children with high support needs. The Centres also have access to the Statewide Specialist Service. Therapy services are available from the relevant agencies.

Education Support Schools

These are separate schools which provide specialist educational programs for children who require the most intensive support. Some education support schools offer early intervention programs and specialised programs for children with Autism Spectrum Disorders (ASD) and other specific needs. Therapy and nursing services are available. A complete listing of Education Support Centres and Schools can be found on the Department of Education and website, www.det.wa.edu.au/schoolsonline. Enter the Advance Search and follow the prompts.

Language Development Centres

There is a Language Development Centre in each metropolitan district and a Language Development School in the Peel district.

These centres provide intensive early intervention programs for students in kindergarten to Year 2 who have been diagnosed with Specific Language Impairment. Referral to Language Development Centres (LDCs) and School require assessment and referral from a speech pathologist. Referrals need to be completed prior to September the year before the student starts kindergarten. A small number of places may be available for pre-primary or year one entry.

Following attendance at a LDC or Language Development School, students are transitioned back to their enrolled school amongst their mainstream peers.

A listing of Language Development Centres can be found on the Department of Education website, www.det.wa.edu.au.

Autism Centres

Two Accelerated Learning Centres for Autism are located at Heathridge and Beckenham on-site kindergartens. The Centres provide two years (kindergarten and pre-primary) of intensive intervention based on Applied Behaviour Analysis and the Assessment of Basic Language and Learning Skills (ABLLS) protocol. Students all have a diagnosis of autism and attend for 12 hours per week. For further information, please contact the Associate Principal Autism: School of Special Educational Need (Disability) (Manager Autism Education Service) on 9426 7110.

Western Australian Institute for Deaf Education (WAIDE)

The Department of Education provides a statewide coordinated service for children who are deaf and hard of hearing through the Western Australian Institute for Deaf Education (WAIDE). Based in Cottesloe, WAIDE administers education support services for children with hearing impairments.

Visiting teachers provide assistance to students in mainstream Government, Independent and Catholic schools, and in Education Support facilities. Parents have a choice of educational settings for their children, ranging from an

inclusive placement in a regular school, through to metropolitan specialist schools located in inclusive settings. Parents are provided with the option of either spoken and/or signed communication, at all stages of their child’s education.

Mosman Park School for Deaf Children

This is a Bilingual/Bicultural co-enrolment school that provides specialist educational programs for primary school- aged children with hearing impairment, including a Sign and Oral language program. Referral can be via the Western Australian Institute for Deaf Education (WAIDE) or via your local general practitioner.

Vision Education Service (VES)

The Vision Education Service is part of the Statewide Specialist Service. This service provides support statewide to students with vision impairment. This assistance is delivered in the home and in both government and non-government schools. As part of an early intervention strategy, VES also provides statewide support to young children with vision impairment who are under kindergarten-age.

If you need to find out more about any of the options discussed you can contact your local Education Regional Office (ERO) as listed below. You are also encouraged to visit your local school or any of the specialist facilities to discuss your child’s needs with the school principal.

For location of all government schools’ addresses and phone numbers refer to any of the following sources:

1. Department of Education website: www.det.wa.edu.au/schoolsonline/home.do
2. Current information on enrolment procedures is also available at this site.
3. TELSTRA White Pages – Business and Government www.whitepages.com.au.
 - a. Schools are listed under “Schools” and divided into sections “Schools – Government” – “Primary, Junior Primary & Pre-Primary”, “High Schools”, “Education Support Schools & Centres”.
 - b. Education Regional Offices are listed under “Department of Education”, or at the website, www.det.wa.edu.au

Education Regional Offices	Telephone (08)	Email
GOLDFIELDS	9093 5600	Goldfields.ERO@education.wa.edu.au
KIMBERLEY	9193 6488	Kimberley.ero@education.wa.edu.au
MIDWEST	9956 1600	Midwest.ERO@education.wa.edu.au
NORTH METRO	9285 3600	NorthMetro.REO@education.wa.edu.au
PILBARA	9185 0111	Education.pilbara.reo@education.wa.gov.au
SOUTH METRO	9336 9563	southmetroregionaledoffice@education.wa.edu.au
SOUTH WEST	9791 0300	Southwest.ERO@education.wa.edu.au
WHEATBELT	9622 0200	Wheatbelt.reo@education.wa.edu.au

What School Choices Do You Have?

Home Schooling

You may feel home schooling is the best educational option for your child.

Under the current Education Act 1999, if you wish to educate your child yourself, you must lodge an application with the Department of Education through the local Education Regional Office (2). Registration is automatic upon application.

The Act requires children of compulsory school age to attend a school or receive home education. Parents are required to ensure that their children receive an education either at a government school, a non-government school or at home, from the beginning of the year in which the child turns six, to the end of the year in which the child turns 15.

The Act required parents who choose to provide home education to apply to be registered as a home educator, to have an initial assessment visit within 12 weeks of commencing home education, then one assessment visit in each twelve-month period. The Curriculum Council Act 1997 requires parents providing home education to ensure that the child's educational program complies with the most recent Curriculum framework.

Three important points to note are:

- Parents have the right to provide home education to their children – they do not need to seek permission in order to do so.
- The School Education Act 1999 requires that parents apply to be registered as a home educator, within fourteen days of a child's non-attendance at school.
- Parents are free to tailor education programs to meet the individual needs of children.

Your Education Regional Office will provide information and put you in contact with the person who will visit within three months of registration to assess the program.

More information on home schooling is available from the following sources.

1. Your local Education Regional Office (see contacts listed on page 4).
2. Home Based Learning Network WA, PO Box 1893, MIDLAND W.A. 6936, www.hbln.org.au

Home Based Learning Network of Western Australia

The Home Based Learning Network WA (3) is an independent organisation set up to provide

advice and support for parents choosing to educate their children at home.

A joining fee provides a bi-monthly newsletter giving information on seminars, conferences, relevant articles on alternative education and social outings. Educational excursions are organised by the parents.

The Network offers advocacy for parents who may have difficulty negotiating home schooling with their local Education Regional Office and is an active voice in changing the profile of home schooling in WA.



Parent Perspective

Home schooling has proved to be the most successful option for our son who has mild Autism. We feel that being at home with parents, siblings and friends is the best place to teach social skills, such as kindness, helpfulness, sharing and friendly competitiveness. His success in reading and comprehension has been an added bonus.

What School Choices Do You Have?

Non-government

Catholic Education Western Australia

Catholic Education Western Australia supports the inclusion of students with special needs in all Catholic schools. School enrolment procedures are non-discriminatory. The majority of children with special needs within the Catholic system attend their local parish school. Parents should contact the principal of their school of choice to discuss their child's enrolment. For more information refer (5) CECWA Policy Statement – STUDENT ENROLMENT available from the Catholic Education website: www.ceo.wa.edu.au/OurSchools/InformationforFamilies/Pages/Enrolment.aspx

As with all enrolment applications in Catholic schools, applications for enrolment for students with special needs are subject to normal school enrolment criteria (Refer to (6) Catholic Education Western Australia brochure – *Students with Disabilities in Catholic Schools* available from Catholic Education Western Australia or your local school) or download from the Catholic Education website www.ceo.wa.edu.au/. Early enrolment is encouraged as places are limited.

Disability Support Consultants are available to assist and support schools to provide for students

with special needs. They can assist parents and schools with placements for children with special needs in a number of ways. See brochure *Students with Disabilities in Catholic Schools in WA*.

Several Catholic schools operate Special Education Support Centres for students who require additional support (for locations of Centres refer to information sheet entitled – (7) *Catholic Schools with Special Education Centres* www.ceo.wa.edu.au/ReligiousEducationCurriculum/StudentswithDisabilities/Pages/Special-Education-Support-Centres.aspx .

If you need to find out more about any of the above information, contact the Coordinator, Students with Disability Team, Catholic Education Western Australia, 50 Ruislip Street, Leederville, phone (08) 63805317.

Catholic schools are listed in the TELSTRA White Pages – Business and Government under *Catholic Church: Educational Institutes (Kindergartens, Primary Schools and Secondary Schools)*. They can also be found at the Catholic Education Office of WA website, www.ceo.wa.edu.au.

Association of Independent Schools of Western Australia (AISWA)

AISWA is an association of schools in which each school operates independently and has its own enrolment policy. Parents wanting to enrol their child in an Independent school must approach the individual school for enrolment details and information on specific programs relating to the needs of their child. The decision for enrolment is made by the principal. Enrolment may need to be done many years in advance.

AISWA has four Inclusive Education Consultants, based at the Secretariat Office, who are available to provide information on supplementary funding, program support and assistance to all non-Catholic independent schools, at the school's invitation.

An *AISWA Directory of Schools* (8) is available on the website www.ais.wa.edu.au. Independent schools are listed in the TELSTRA White Pages – Business and Government under *Schools: Non-government*. They can also be found at the Association of Independent Schools of WA website, www.ais.wa.edu.au.

Telethon Speech and Hearing

Telethon Speech and Hearing is a specialised independent facility offering a wide range of education services for hearing impaired and language delayed children. These services include:

Centre based early intervention services for:

- children with hearing impairment seeking an oral approach; and
- children with speech and language delay seeking support programs.

School support programs for:

- children at some independent schools, to assist hearing impaired children with speech, language, academic and listening skills.

If your child has a speech, language or hearing problem and you would like further information about the above programs, contact the centre on 9387 9888, to discuss your requirements.

Therapy services at the above mentioned educational settings are provided for eligible children.

Making A Decision

You now have a general idea about what is available and you have thought carefully about what you want for your child. It is time to make a decision and you may find the following list of “things to do” helpful.

- Identify which schools your child can attend and select which schools you would like your child to attend.
- Make appointments with principals of the selected schools to discuss your child’s needs.
- Discuss the various schooling options with people who work with or know your child.
- Talk to friends and parents of children attending schools on your list.
- Through the school, contact the Consulting Teacher (School of Special Educational Needs (SSEND) who is now based close to your school.
- Find out if an assessment by the school psychologist is needed to determine your child’s school placement.
- For Catholic schools, talk to the Special Learning Needs Consultant or school psychologist working in your school district.
- Take a walk around selected schools to determine the accessibility of the facilities.
- Ask the principal to describe programs offered and establish what special equipment is available.
- Find out what support can be made available for your child (see Support Services on page 11 to gain more information).
- Gather written information from each school you visit, for example, policy documents, procedures for enrolment.
- Try to assess the atmosphere/attitudes/tone of schools you visit. Consider the values and beliefs about difference and diversity promoted by the school.
- Attend parent information evenings run by agencies, for example, Early Childhood Intervention Australia.
- Talk to your local Disability Services Commission Local Area Coordinator
- If you feel the local school is not the best for your child, investigate the option of another nearby school. To cross Education District boundaries you will need to work closely with your local Education Regional Office.
- **And finally and most importantly, think about how comfortable and welcome you feel visiting.**

Parent Perspective

Against advice for my daughter to begin Year 1 at a school for deaf and hearing-impaired children, I decided she should repeat pre-primary at the local school. The school supported my decision. After much heartache over the initial decision – I feel I made the right choice. Follow your instincts.

Kylie

Parent Perspective

Give yourself plenty of time to explore schools, both local and other surrounding schools. Visit the school, look at other children, make an appointment to see the principal and ask to meet the teacher(s) likely to be involved with your child.

Kate

Parent perspective

My son, Joel, was three years old when he contracted a viral infection which left him with multiple disabilities. My husband and I spent many hours talking and thinking about what the future held for Joel. Education was a major concern. I felt Joel needed a lot of individual attention. Speech and physiotherapy were very important to us. We chose an education support school, as I was confident this school would give Joel the best start in life.

Lisa

Parent Perspective

During your initial visit with the principal ask him/her what the school may offer your child. Give the principal your child's background information and discuss your child's strengths as well as any learning difficulties. Some principals may be more knowledgeable than others regarding children with special needs. Offer any assistance to the principal and state your child's needs positively. I always present myself as an integral part of the school team as well as Alex's parent. Discuss plans for your child's transition and participation. State clearly your child's learning methods and ask if the teachers and aide may use your preferred techniques, such as, direct instruction with reinforcement.

Kate

Parent Perspective

At my daughter's diagnosis of profound deafness, one of my first thoughts was of schooling. At first we thought that the only option would be a special school. As time went on we discovered many options which only made the decision more difficult. We decided we wanted her to integrate into a regular school. I investigated our local primary school, which I had thought was too big with approximately 900 children. To my surprise the principal and staff were only too keen to accommodate my daughter. The school was very welcoming and I decided this is where I wanted her to go to school.

Kylie

You've Made a Decision

Time to enrol your child

You may apply to enrol your child in more than one school. Begin by making an appointment with the school principal and discuss your wish to enrol your child at the school.

When the principal accepts your child's enrolment, he/she will guide you through the enrolment process.

Some points you may like to discuss with the school principal are listed below. You can also find them in a checklist in the rear of this booklet to use as a guide when talking to the principal of the school of your choice.

- Are any structural changes to the school or specialised equipment required to accommodate your child's access to classrooms, toilets, library, canteen, assembly area, sports/play grounds, and drinking fountains? (Good planning is important here as applications for funding, building modifications and purchase of specialised equipment take time.)
- Are there any safety issues which need addressing? For example:

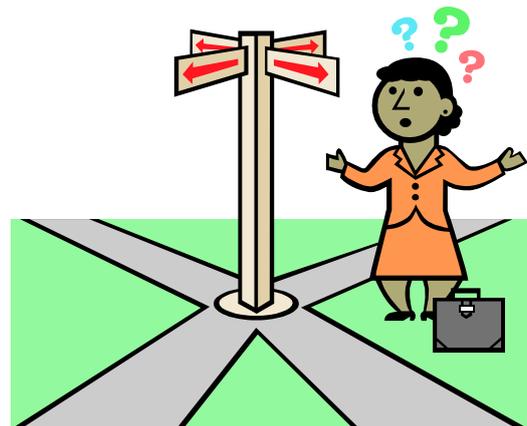
- can the school provide adequate supervision for your child's needs;
- is your child able to negotiate all physical aspects of the school including playgrounds;
- are the school grounds fully fenced and secure; and
- is access to a busy road a problem?

- What transport assistance is available? Where can information be obtained about transportation, for example, timetables, supervision and modifications to the bus to meet safety requirements?
- What are the procedures for the administration of medication?
- Will camps, school excursions and swimming lessons be available for your child?
- Can or will the curriculum be modified?
- Will an Individual Education Plan be written for your child? Who will be involved? How

much say will you have? How often will they be reviewed?

- Do the staff have an understanding of your child's particular needs? Will staff be able to attend in-service education? How is the principal able to support staff?
- What information can you provide for the principal and school staff to help your child's inclusion in school programs? Are there others (who are involved with your child) who may be able to help?
- The availability of the most recent information from your child's speech pathologist, occupational therapist, physiotherapist, psychologist, and/or pediatrician may be beneficial.

A meeting to plan your child's transition, involving school staff and others who know your child, will assist your child's introduction to the school. Discuss this option with the principal.



Parent Perspective

Once you have chosen your child's school, make a follow-up appointment with the principal. Make sure that the enrolment is completed. Ask about Special Education Aides (if applicable) and ask if you can work with the principal to submit an education assistant application. As your child's parent, you are the person who knows him or her best.

Kate

Experiencing Difficulties?

What happens if the principal does not believe his/her school will be able to provide for your child's individual needs?

If this is the situation, and you feel this school is the best option for your child, seek further advice and help from the various support services offered by each of the school systems. The procedures are listed below.

Government Schools (Public Schools)

Contact the Coordinator Regional Operations (CRO) at your Education Regional Office for assistance in resolving the issue. This will involve an independent review of the situation and may include mediation. Contact details are on page 7.

Non-government Schools

Catholic Schools

Contact Disability Support Consultant for your area to personally discuss your difficulties. Ph: 08 63805317.

Independent Schools (Non-Catholic)

Parent enquiries should be directed to the school that you wish your child to attend. The school may then, depending upon the circumstances, contact the AISWA (Association of Independent Schools of Western Australia) Inclusive Education Consultant for information and/or support.

Other Sources of Support (also refer to section on Support Services)

- Disability organisations relevant to your child's needs (see Useful Contacts).
- Disability Services Commission (DSC): Local Area Coordinators (LAC).
- The Kalparrin Centre for information on parent groups, as other parents can often provide support and information about their experiences.
- Disability Discrimination Unit at Sussex Street Community Law Service Inc. which provides information on how to access the Disability Discrimination Act.
- Equal Opportunity Commission in Perth, WA provides information about Impairment Discrimination under the Equal Opportunity Act (1984).

The Equal Opportunity Act states that it is unlawful for an educational authority to discriminate against a person on the ground of the person's impairment –

- By refusing or failing to accept the person/s application for admission as a student; or
- In the terms and conditions on which it is prepared to admit the person as a student.
- By denying the student access or limiting the student's access to any benefit provided by the educational authority.

- By expelling the student; or
- By subjecting the student to any other detriment.

The Commission's enquiry line (08 9216 3900) can provide you with information regarding you or your child's rights in relation to any potential discrimination and the complaint process free of charge. The Commission will also provide legal support for any complaint that is referred by the Commissioner to the State Administrative Tribunal.

Remember – think ahead, but don't cross bridges before you come to them. Anticipation is often worse than reality!



“The objectives of the Disability Discrimination Act 1992 are:

- (a) to eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of:
- work, accommodation, education, access to premises, clubs and sport;
 - the provision of goods, facilities, services and land;
 - existing laws; and
 - the administration of Commonwealth laws and programs;
- (b) to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community; and
- (c) to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.”

(Department of Education website, www.det.wa.edu.au)

Parent Perspective

We decided that we wanted our daughter to integrate into a regular school. We approached the local catholic school. We were not accepted into this school which I took personally, only to find a friend's hearing son was also not accepted, so places it seems really were full.

Kylie

Support Services Prior to School Entry

You have probably already contacted, or are involved with a number of different people and organisations that provide support for children with disabilities and their families. These may include many different support services or health professionals.

If you have not made contact with any support services, and you believe your child needs some assistance, contact your local Doctor, Community Health Nurse, local Child Development Centre or the relevant disability agency to discuss your concerns.

Transition planning

Transition planning is best if it includes you and the staff from both the educational and the disability agencies. You and others who are working with your child are encouraged to meet with staff that will be part of your child's life at school. Many of the disability agencies working with you and your child may help you prepare a transition plan.

A transition plan can include the following:

- your child's abilities, interests, and current goals;

- your child's likes, dislikes and anxieties;
- strategies proven to be successful with your child;
- parent's aspirations for their child; and
- preparation for school attendance.

By addressing these issues, the transition plan can be a valuable tool in assisting program development and supporting school staff.

Early Childhood Intervention Services

Provision of Early Childhood Intervention Services (ECIS) can change when your child reaches grade one or if they attend an Education Support School.

ECIS team members can provide support by working with you and your child's teachers and education assistants to help your child best access the curriculum.

It is a good idea to find out from your current ECIS provider which agencies your child may be eligible for once they begin school, and how you may register or access this agency.

Parent Perspective

We have four children and our third child has Down Syndrome. We registered her with the Disability Services Commission when she was about six months old and for the last five years she has received a variety of individual and small group programs. The therapy from DSC and early intervention has been a strong factor in her ability to cope in the mainstream school environment. I found these to be of immense help, both to our daughter's development and to us as parents.

Support Services At School

When your child begins school it is essential you have a good relationship with your child's school, including your child's teacher(s), principal and support staff. By fostering positive relationships, communication and teamwork, you can help your child receive the best possible support.

Once children start school, there are three main areas of additional support services available:

- education support;
- therapy support; and
- family and individual supports.

Education support

Education services, whether government or non-government, offer a variety of supports for children with special needs. These services may directly support you and your child, or indirectly support your child by assisting the teacher and school. Access to specific services can vary depending on whether your child attends a government school, an independent school (Catholic) or an independent school (non-Catholic).

Government Schools (Public Schools)

Government schools have access to a range of resources to ensure that every student can participate in schooling. This includes, but is not limited to, the school grant, Learning Support

Coordinators, access to Consulting Teachers and specialised equipment.

Education Regional Office staff, including the School Psychologist, will assist students, teachers, parents and school communities to solve a wide range of educational challenges. The major areas of help can include behaviour management, student learning and teacher training. Ideally, ongoing contact with the school psychologist can help determine your child's progress and provide support if needed.

The Department of Education also provides support from the Statewide Specialist Services, which includes the School of Special Education Needs- Disability (SSEND), their services include:

- Metropolitan and regional Visiting Teacher: Disability Teams;
- Autism Education Team;
- Disability High Support Needs Team;
- Assistive Technology Team;
- Learning Difficulties Team; and
- Resource library

Examples of the support SSEND staff may provide are assessment of a child's learning and support needs; assistance with the development of individual education plans; assistance with modification and adaptation of the child's environment; and access to specialised resources.

It is important to note that SSEND services are provided at the invitation of the *school*.

Non-government Schools

Catholic Schools

Students with disabilities are supported through the school culture; provision of teacher support; collaboration with families, the school and other agencies; and through strategies aimed at meeting the individual needs of students.

The Disability Support Consultant from Catholic Education Western Australia provides a similar service to the Visiting Teacher School of Special Educational Needs (Disability). Additionally, the Disability Support Consultant may advise and assist parents with enrolment procedures, placement options and school programs.

Independent Schools (Non-Catholic)

The Inclusive Education Consultant from the Association of Independent Schools WA provides **schools** with assistance which may include: teacher support; parent education; professional development and training and guidance in preparation of submissions for funding.

Non-government schools may have an on-site psychology service or may access the Non-Governments Schools Psychology Service.

There are three support services that are available to students in Western Australia, regardless of which school they attend. These services are

provided by the Department of Education Statewide Specialist Services via the School of Special Education Needs (SSEN).

1. SSEN- Sensory (Vision Education Service)

This service provides support statewide to students with vision impairment. This assistance is delivered in the home and in both government and non-government schools.

2. SSEN-Sensory (Western Australian Institute for Deaf Education (WAIDE))

This organisation administers education support services for children with hearing impairments. Visiting teachers provide assistance to students in mainstream Government, Independent and Catholic schools; and in Education Support facilities.

3. School of Special Education Needs (SSEN)- Medical and Mental Health

- Provides educational services to students whose physical or mental health presents difficulties in accessing their regular education program and to facilitate their entry or return to a program that best meets their ongoing needs.
- Supports over 40 programs across WA, all in partnership with the Department of Health.

- Referrals to programs are through the Department of Health with parent consent.

Teaching in the Home referrals are made via schools with parent consent and an appropriate medical certificate.

For further details please contact: (08) 9340 8529 or email:

www.hospitalschoolservices.wa.edu.au

Sometimes, students with special needs may be supported by an education assistant/teacher assistant.

Education Assistant/Teacher Assistant

An education assistant or teacher assistant may be employed by the school (government or non-government) to assist the teacher to provide the educational program. They are supervised by the class teacher and duties may include:

- directly assisting the student with personal and educational needs to allow their participation in the education program;
- supporting the class and school community to include the student with a disability; and
- working with non-disabled peers to allow the class teacher time to oversee the individual needs of the student with a disability.

Resource levels may vary between Government and Non-government sectors, and school to school.



Therapy support

Most school children with disabilities have access to a therapy service, which is managed by one of several agencies. Each agency receives government funding to provide a service for children with a diagnosed disability or learning/language difficulty.

The Guide to Children's Therapy Services funded by the Disability Services Commission document (9) is available online at: <http://www.disability.wa.gov.au/Global/Publications/Services%20supports%20and%20eligibility/Services%20funded%20by%20the%20Commission/Childrens-therapy-services-funded-by-the-Disability-Services-Commission.pdf>

If your child does not have a current ECIS provider, you can contact your Local Area Coordinator for information on choices and availability or services or access this information via the DSC website.

Therapy services for eligible students in years one to twelve are provided by a School- Age Service Provider. This may mean your child has a change in service provider or therapists when they start year one or attend pre-primary in an Education Support School. With your permission, team members working with your child in an Early Intervention program will provide information about your child's needs to the School- Age service.

Eligibility for services may depend on a child's diagnosis and the area they live in or attend school. As such, you need to contact the service provider of your choice in order to check your eligibility to access services.

There are numerous services that provide support to students in Western Australia. Some provide both Early Intervention *and* School- Age services while other agencies provide Early Intervention services only. Agencies are listed below. Contact information for each agency is listed under 'Useful Contacts'.

All service providers collaborate with schools. Examples of collaboration may include:

- Up-skilling Teachers and Education Assistants;
- Providing strategies, resources & tips;
- Working with teachers to identify if any equipment is needed;
- Attending and providing input into Individual Education Plan (IEP) meetings, as invited; and/or
- Working with specialist teachers to help student access the curriculum.

Private Therapy Providers

Families have the option of accessing private therapy to support their child. Support with funding may be available through the following programs:

- Enhanced Primary Care Program- contact your

general practitioner for information.

- Better Start for Children with Disability Initiative. For further information, see: fahcsia.gov.au/sa/disability/progserv/people/betterstart/Pages/better_start_early_intervention.aspx
- Helping Children with Autism. For further information, see: fahcsia.gov.au/our-responsibilities/disability-and-carers/program-services/for-people-with-disability/helping-children-with-autism.

Family and Individual supports

The service agency or hospital providing support for your child may also be able to offer audiology, podiatry, psychology, dietetics and social work/family systems therapist assistance.

Families may receive extra support through their service provider. This may include:

- Giving you strategies, resources & tips;

- Providing equipment, if required;
- Help to access community services;
- Group therapy programs; and/or
- Working together with *Local Area Coordinators*.

In addition to your current service agency, a *Local Area Coordinator* from Disability Services Commission may be able to provide eligible families with advice and support.

Other support groups, e.g. Down Syndrome Association and Spina Bifida Association, may be able to give advice or support.

For children from culturally and linguistically diverse backgrounds, visiting teachers from the Education Department's E.S.L. (English as Second Language) team may be able to provide assistance. Interpreter services are available for families and children from culturally and linguistically diverse backgrounds.



AGENCY	ELIGIBILITY
VisAbility	Children with vision impairment from birth up to year 12.
Autism Association	Children with a diagnosis of autism spectrum disorder from birth up to year 12.
Department of Health WA	Some children with disabilities may be eligible for therapy support through the following: Child Development Service, Princess Margaret Hospital, Country Regional Hospitals. Ask your health practitioner for further information about Department of Health services.
Disability Services Commission Specialist Services	Metropolitan Specialist Services- Students vulnerable to intellectual disability, and multiple disabilities, including autism, physical and sensory disabilities, up to year 1. (NB: Children with autism who are not vulnerable to intellectual disability are not eligible for services). DSC Country Services- support therapists working with students with disabilities in rural and remote areas.
ISADD WA	Children with a diagnosis of autism spectrum disorders or other developmental disorders, up to year 1.
Kids Are Kids	Children with all disability types, up to year 1 and children eligible for Better Start or Helping Children with Autism funding up to year 12.
Next Challenge	Children who are eligible to receive specialist disability services, up to year 1.
Rocky Bay Inc.	Children with neuromuscular or neurological conditions from birth to year 12. Students with any disability type who are eligible to receive specialist disability services and who attend school (or are being home schooled) within the Fremantle Peel education districts.
Senses Australia	Children from birth to year 12 with all disability types who are eligible to receive specialist disability services, including unique services for those who are deafblind.
Telethon Speech and Hearing Centre	Children with a Permanent Sensory-Neural Hearing Loss up to year 1.
Ability Centre	Children who have a primary diagnosis of cerebral palsy or similar disability from birth up to year 12. Students with any disability type who are eligible to receive specialist disability services. Children, aged zero to 18 years who have cerebral palsy and live in rural or remote Western Australia. These services are provided by a Country Resource Team, in consultation with local therapists.
Therapy Focus Inc.	Children who are eligible to receive specialist disability services, up to year 1. Students in years 1 through to 12 who are eligible to receive specialist disability services and who attend schools in the Perth metropolitan and Peel / Waroona areas.
Wize Therapy	Children who are eligible to receive specialist disability services up to year 1.

NB: the majority of the Perth Metropolitan Disability Sector Organisations do not travel to the Peel and Waroona Region. Families in the Peel and Waroona Region may be able to access services from Perth Metropolitan Disability Sector Organisations if they are willing to travel to the Perth Metropolitan area. Similar criteria may apply to families living in the northern or eastern boundaries of the Perth Metropolitan area.

Equipment Provision

Does your child have special equipment needs?

If your child needs specialised equipment that will be used at home and at school, for example, wheelchair and insert, standing frame, walker, hand splints or communication aids, you should continue to seek funding and supply (including maintenance) of these items through the agency that provides your child's therapy services. Your child's therapist will assist with the procedures for acquiring this equipment. Most equipment related to your child's medical and therapy needs is supplied by an agency or hospital funded by the Disability Services Commission through the Community Aids and Equipment Program (CAEP).

It is expected that these items will be used both at home and in school. If transportation of equipment between home and school is an issue, please discuss this with your child's teacher and therapist.

At school your child may need additional specialised equipment to access the school curriculum. Modifications to the school environment may be necessary. Funding and supply of equipment can follow different procedures. It is best to discuss your needs with the school principal. Your child's occupational therapist, physiotherapist or speech pathologist

may be consulted prior to modification of the environment or purchase of specialised equipment. The following information gives an overview of the different school systems.

Government Schools (Public Schools)

Most education support schools and centres provide for students with physical disabilities. However, where the school environment needs to be modified, application for funding is made by the school's principal to the Department of Education. Any required specialised equipment is funded and provided through the Disabilities High Support Team at the School Of Special Educational Needs (SSEND) which is part of the Statewide Specialist Services.

If transportation of equipment between home and school is an issue, it should be discussed with the school principal and therapist.



Catholic schools

Modification to school facilities and specialised equipment can be funded either through the school or by application from the school to Catholic Education Western Australia.

Independent schools (Non-Catholic)

Individual schools have their own policies in regard to funding specific modifications to school facilities and the purchase of specialist equipment. Schools are able to apply for funding for equipment through the AISWA Australian Government Targeted Programs. Funds, however, are limited.

Please note that provision of equipment and modifications to school buildings takes time and can be expensive. It is important that funding applications are made well in advance of your child commencing school.



Some other points of interest

Preparing your child for starting school

The change from a small group to a larger school community can be overwhelming for all children but the impact may be greater for a child with special needs.

There are a number of things you, and people currently working with your child, can do to help prepare your child for starting school. Preparation will help your child make a successful transition to school.

Suggestions for your child include:

- familiarisation with the school environment; visit the school a few times and talk to your child about what is happening at the time of your visit. Ask the teacher if you can sit in on a lesson, with or without your child;
- gaining an understanding of school routines. You may think about changing your daily routine to simulate a typical school day;
- an opportunity to meet the teacher;
- promoting independence in self-care and toileting;
- practising common classroom behaviours such as turn taking, being quiet while others speak, and waiting;
- learning to organise school books and equipment;
- knowing what to do when work is completed;
- knowing how and when to seek help from a peer or teacher;
- practising opening lunch containers and food wrappers; and
- taking photos of the school environment and teacher so they can be talked about during the holiday break before school starts.

What is an Individual Education Plan or IEP?

“An Individual Education Plan (IEP), or Documented Plan, is a way of establishing educational goals, recognizing that a student has highly individual needs. Requirements vary in different settings.

An IEP is a document that identifies the student’s academic, physical, social and emotional needs. It outlines a continuing plan to meet the student’s needs and specifies the resources required.

An IEP may include:

- an assessment of the student’s present level of educational achievement;
- statement of priorities;
- specific educational objectives;
- names of those responsible for the respective parts of the program;
- monitoring of the student’s progress; and
- review date.”

(Educational Support Package, EDWA, 1998)

Your involvement in the creating of an IEP is valued. You may be asked to attend a teacher/parent interview or complete a questionnaire about your child's strengths, level of functioning in key areas, particular disability and level of independence. The teacher and others, for example, the school principal, psychologist, visiting teacher or therapists, may also be involved, to help formulate appropriate goals.

Consider what you would like your child to achieve during the year and your aspirations for his/her future. Information about how your child best learns new skills is helpful.

If you do not feel comfortable being part of the planning process, discuss your concerns with your child's teacher and endeavour to make alternative arrangements. For example, you may choose to have someone accompany you or you might put your thoughts in writing.

Parent Perspective

Once your child has begun school, be proactive!! I have a close working relationship with Alex's assistant and teachers. This way I can support them and prevent small problems from becoming major disasters. I try and support Alex's teachers and assistant in all ways possible. Because they are doing a good job I like to remember to tell them so occasionally!

Kate



A Checklist For Parents:

Things to consider when enrolling my child in school

- € Are there any structural changes needed to the school so my child can access all of the school's areas and the curriculum? (classrooms, toilets, playgrounds, library, canteen, drinking fountains)
- € Is there any specialised equipment required to accommodate my child's access to school? (mobility aids, communication supports/devices, specialised seating)
- € What transport assistance is available? Where can information be obtained about transportation, for example, timetables, supervision and modifications to the bus to meet safety requirements?
- € Are all safety precautions appropriate and in place for my child? (supervision during recess, negotiation of physical environment, fencing and security of school grounds)
- € What are the procedures for the administration of medication?
- € Will camps, school excursions and swimming lessons be available for my child?
- € How will the school curriculum be modified?
- € Will an Individual Education Plan be written for my child? Who will be involved? How much say will I have? How often will they be reviewed?
- € Will staff be able to attend in-service education relevant to my child's access to the curriculum?
- € Do I have available the most recent reports/information from my child's Early Childhood Intervention Service team and/or paediatrician?

Notes

Useful Contacts

AGENCY	ADDRESS	TELEPHONE (08)	WEBSITE
Ability Centre	106 Bradford Street COOLBINIA Email: info@abilitycentre.com.au	9443 0211	www.AbilityCentre.com.au
Activ Foundation	327 Cambridge Street WEMBLEY Email: records@activ.asn.au	9387 0555	www.activ.asn.au
Association of Independent Schools of WA (AISWA)	3/41 Walters Drive OSBORNE PARK Email: admin@ais.wa.edu.au	9441 1600	www.ais.wa.edu.au
Association of Special Education (AASE) WA Branch	PO Box 507 LEEDERVILLE	9212 9212	www.aase.edu.au
Autism Association of WA (Inc.)	215 Stubbs Terrace SHENTON PARK	9489 8900	www.autism.org.au/
Catholic Education Western Australia	50 Ruislip Street LEEDERVILLE Email: swd@ceo.wa.edu.au	6380 5317	www.ceo.wa.edu.au
Child Australia	5 Carson Road MALAGA Email: admin@childaustralia.org.au	9249 4333	www.childaustralia.org.au
Cystic Fibrosis Association of WA (Inc)	37 Hampton Road NEDLANDS Email: info@cysticfibrosiswa.org	9346 7333	www.cysticfibrosiswa.org
Department of Education	151 Royal Street EAST PERTH	9264 4111	www.det.wa.edu.au
Developmental Disability WA (Inc.)	2 Delhi Street WEST PERTH Email: ddcwa@ddc.org.au	9420 7203	www.ddc.org.au
Disability Discrimination Unit at Sussex Street Community Law Service Inc.	Locked Bag 2 VICTORIA PARK EAST Email: Legal@sscls.asn.au	1300 648 655	
Disability Services Commission NORTH	8 Davidson Terrace JOONDALUP	9301 3800	www.dsc.wa.gov.au
Disability Services Commission SOUTH	71-73 Norma Road MYAREE	9329 2300	www.dsc.wa.gov.au

Disability Services Commission Country Resource and Consultancy Team (CRCT)	146-160 Colin Street WEST PERTH	9426 9397	www.dsc.wa.gov.au
Down Syndrome Association of WA	Suite 3, 2 Canning Highway, SOUTH PERTH Email: admin@dsawa.asn.au	9368 4002	www.dsawa.asn.au
English as a Second Language Team	Department of Education 151 Royal Street EAST PERTH	9264 5320	www.det.wa.edu.au
Friends of Autism	Shop 3, 77 Wanneroo Rd TUART HILL	9440 6800	friendsofautism.org.au
Home-Based Learning Network of WA	PO Box 1893, MIDLAND W.A. 6936	NA	www.hbln.org.au
Independent Living Centre of WA	The Niche Suite A 11 Aberdare Road NEDLANDS Email: enquiries@ilc.com.au	9381 0600	www.ilc.com.au
ISAAD	34 Brisbane St PERTH Email: isaad@isaad.org	9427 0872	www.isadd.org
Kalparrin Centre "Parent Link"	Princess Margaret Hospital Thomas Street SUBIACO Email: kalparrinwa@health.wa.gov.au	9340 8134	www.kalparrin.org.au
Kids Are Kids	26 Parry Ave BATEMAN Email: info@kidsarekids.org.au	9313 6566	www.kidsarekids.org.au
Learning and Attentional Disorder Society (LADS)	The Niche Suite B 11 Aberdare Road NEDLANDS Email: lads@cns.wa.com	9346 7544	www.ladswa.com.au
Meerilinga Young Children's Foundation	15 Cambridge Street WEST LEEDERVILLE Email: mycf@meerlinga.org.au	9489 4022	www.meerilinga.org.au
National Disability Services	Unit 1, 59 Walters Drive OSBORNE PARK WA 6017 Email: ndswa@nds.ort.au	9242 5544	http://www.nds.org.au
Next Challenge	Suite 3-4/14 Main Street OSBORNE PARK Email: enquiries@nextchallenge.com.au	9201 0707	www.nextchallenge.com.au

Noah's Ark Toy Library	5a Bookham Street MORLEY Email: enquiries@noahsarkwa. org.au	9328 1598	www.natl.org.au
Princess Margaret Hospital for Children	Roberts Road SUBIACO WA 6008	9340 8222	www.pmh.health.wa.gov.au
Rocky Bay Inc.	60 McCabe Street MOSMAN PARK Email: admin@rockybay.org.au	9383 5111	www.rockybay.org.au
School of Special Educational Needs- Disability (SEND)	18 Blackboy Way BEECHBORO Email: cis@det.wa.edu.au	9426 7111	www.cis.perthwa.net/
Senses Australia	11 Kitchener Avenue BURSWOOD Email: admin@senses.org.au	9473 5400	www.senses.org.au
Spina Bifida Association of WA (Inc.)	Centre for Neurological Support The Niche Suite B 11 Aberdare Road NEDLANDS WA 6009	9346 7520	www.sbawa.asn.au
State Child Development Centre	Rheola Street WEST PERTH	9426 9444	
Telethon Speech and Hearing Centre	36 Dodd Street WEMBLEY Email: speech@tsh.org.au	9387 9888	www.tsh.org.au
Therapy Focus (Inc.)	5/1140 Albany Hwy BENTLEY	9478 9500	www.therapyfocus.org.au
VisAbility	61 Kitchener Avenue VICTORIA PARK	9311 8202	www.visability.com.au
Vision Education Service	18 Blackboy Way BEECHBORO Email: visioneducation@det.wa. edu.au	9426 7122	www.det.wa.gov.au
WA Institute for Deaf Education (WAIDE)	53 Curtin Avenue COTTESLOE Email: waide@det.wa.edu.au	9286 7000	www.waide.wa.edu.au
Wize Therapy	Lots 4-6, First Floor Booragoon Commercial Centre 175 Davy Street BOORAGOON Email: info@wizetherapy.com.au	9317 7932	www.wizetherapy.com.au

Brochures Referred To In This Package

Title	Location	Phone Number (08)
(1) Disability Standards for Education 2005	Department of Education website, www.det.wa.edu.au ; 151 Royal Street East Perth or Local Education Regional Office	9264 4111
(2) Policy and Procedures for Home Tuition in Western Australia	Department of Education, 151 Royal Street East Perth or Local Education Regional Office	9264 4111
(3) Navigating Your Choices: A guide for parents of children with special learning needs	Department of Education, 151 Royal Street East Perth or Local Education Regional Office	9264 4111
(4) Home Based Learning Network WA Information Package	Home Based Learning Network WA	
(5) CECWA Policy Statement: STUDENT ENROLMENT	Catholic Education Office of WA	6380 5317
(6) Children with Special Needs in Catholic Schools	Catholic Education Office of WA	6380 5317
(7) Catholic Schools with Special Education Centres	Catholic Education Office of WA	6380 5317
(8) AISWA Directory of Schools	Association of Independent Schools of WA	9441 1600
(9) Guide to children's therapy services funded by the Disability Services Commission.	Disability Services Commission	9301 3800 or 9329 2300

Glossary Of Acronyms And Terms

AASE	Association of Special Education
AISWA	Association of Independent Schools of Western Australia
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CAEP	Community Aids and Equipment Program
CP	Cerebral Palsy
DDA	Disability Discrimination Act
DoE	Department of Education Western Australia
DoH	Department of Health Western Australia
DSC	Disability Services Commission
EA	Education Assistant
ECIS	Early Childhood Intervention Service/s
EI	Early Intervention
ESC	Education Support Centre
ESS	Education Support School
HI	Hearing Impaired
ILC	Independent Living Centre
IEP	Individual Education Plan
ID	Intellectual Disability
ISADD	Intervention Services for Autism and Developmental Delay
LADS	Learning and Attentional Disorders Society
LAC	Local Area Coordinator
LDC	Language Development Centre
NGO	Non-government Organisation
NGSPS	Non-government Schools Psychology Service
NATL	Noah's Ark Toy Library
OT	Occupational Therapy/Occupational Therapist
PT	Physiotherapy/Physiotherapist
PMH	Princess Margaret Hospital for Children
Psych	Psychologist
SAIP	School Age Intervention Program
SP	Speech Pathology/Speech Pathologist
SCDC	State Child Development Centre
SSEN	School of Special Education Needs
SSEND	School of Special Educational Needs- Disability
VI	VisionImpairment

