

Starting School

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



This resource is the property of Early Childhood Intervention Australia (ECIA).
This resource was developed by ECIA WA/NT Alliance.





Starting School A Guide for parents of children with special needs in Western Australia (6th Edition, 2018)

Early Childhood Intervention Australia (ECIA)

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Foreword to the 6th Edition

Dedicated to Penny Bird
Australian Early Intervention Association WA Chapter Chair (1996-1998)
National President Early Childhood Intervention Australia
(Oct 1998 – September 1999)

ECIA WA/NT Alliance is pleased to dedicate the 6th edition of Starting School to Penny Bird, a woman who strived to achieve the best outcomes for children with disability, and their families, through both her paid and unpaid work, locally and nationally.

Penny's background was in Occupational Therapy but she excelled in management and her leadership skills and initiative provided the direction for ECIA WA that is still obvious today – the inclusion of children with disability in their home and community life.

In 1998, the initial Starting School booklet was produced under the guidance of Penny and the project team. This was to be the first of many editions. As Penny stated, back in 1998, 'the purpose of the grant from Non-School Organisations Program (now Non-Government Centre Support - NGCS) was to prepare a booklet which outlined a clear, systematic set of guidelines for the transition of young children with disability from early childhood settings to school'. This is still as relevant today as it was 18 years ago – parents are still required to navigate a maze of education options and supports, striving to make an informed decision for their child and family.

An off-shoot of the Starting School booklet has been the development of Education Options Forums for parents, and more recently professionals, providing another avenue for families to receive clear, objective information to assist in this important transition time.

All of this work, the booklet and the forums, stem from the original work of Penny and the Project Committee.

It is envisaged that this booklet, and therefore Penny's legacy, 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 Penny's foresight and the input of everyone who has participated in the revision of this resource (modified from 1998 foreword).

This current booklet, as has occurred in the past, has been developed and updated with the active involvement of key stakeholders in the transition process, as can be seen from the list of contributors. ECIA WA/NT Alliance thanks everyone for their continued input and support and the support provided through the grants from NGCS.

Denise Luscombe
Chair ECIA WA/NT Alliance (1998-2015), Co-chair (2016-Present)
National President ECIA (2010-2015)

Table of Contents

Introduction	5
What do You Want for Your Child?	7
What Choices do You Have?	8
Government (Public Schools)	8
Independent Public Schools	13
Home Education	14
Non Government	16
Making a Decision	18
You've Made a Decision: Time to Enrol Your Child	19
Experiencing Difficulties?	21
Support Services – Prior to School Entry	23
Transition Planning	23
Early Childhood Intervention Services	23
Support Services – at School	24
Education Supports	27
Therapy Supports	28
Family and Individual Supports	32
Equipment Provision	34
Some Other Points of Interest	35
Preparing Your Child for Starting School	35
What is an Individual Education Plan (IEP)?	36
A Checklist for Parents	37
Notes	38
Useful Contacts	41
Glossary of Acronyms	45
Acknowledgements	47

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 disability. 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.

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, 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.

Good planning takes time! It's 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.

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 education sector/system offers.

Kindergarten programs are available to children who have turned/will turn four by

June 30 in any given year. Typically, a Kindergarten programs will 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 all Western Australian 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 enrolled in that school 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:

<https://www.education.wa.edu.au/web/before-school/when-children-can-start-school>

Using this 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.

There is a section at the back of this booklet to make notes and record information from the people you contact.

Note: this information package contains website addresses. 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?

Choosing a school for your child can be one of the most significant decisions you make for your child in their early years. 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 prepare 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, such as a dedicated bus service?
- 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 Choices Do You Have?

Government Schools

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 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: <https://www.education.gov.au/disability-standards-education>

The physical school environment may be modified so your child can access facilities and maximise their physical, social and academic experiences at school. The school may be able to access funding for the purposes of these modifications.

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

Department of Education website: <http://www.det.wa.edu.au/schoolsonline/home.do>

The government school education facilities for school age children with disability include:

Local Government Schools

All children with disability 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.

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 Support Service.

"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

Education Support Schools

These are separate schools which provide specialist educational programs for children who require intensive support. Some education support schools offer early childhood intervention programs for children with Autism Spectrum Disorders (ASD) and other specific needs. Nursing services are also available. Most Education Support Schools offer pre-primary places, and some also offer kindergarten places.

A complete listing of Education Support Centres and Schools can be found on the Department of Education website:

<http://www.det.wa.edu.au/schoolsonline>



Autism Programs

Students with Autism will be eligible to enroll in 16 new programs designed to support students at significant risk of disengagement, underachievement or who demonstrate challenging behaviours.

These programs began to be rolled out in Western Australia in 2017. As at 2018, programs are being delivered at Gosnells Primary School, Cooina Primary School (Bunbury), Marangaroo Primary School, Heathridge Primary School, Samson Primary School and Southern River College. These programs will reach full implementation by 2020. More information can be found at:

<http://det.wa.edu.au/studentsupport/detcms/navigation/disability-services-and-support/programs-and-initiatives/>

Autism Centres

There are 10 Education Support Centres that deliver system endorsed intervention programs for kindergarten and pre-primary children who have been diagnosed with Autism Spectrum Disorder or Global Developmental Delay.

It is expected that children who are part of this program will enter mainstream schooling with skills that are in line with their same-aged peers.

For further information, please contact the Associate Principal of the Autism Education Service on 9402 6121.

Education Regional Offices	Telephone (08)	Email
GOLDFIELDS	9093 5600	Goldfields.Reo@education.wa.edu.au
KIMBERLEY	9192 0800	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	Southmetro.ERO@education.wa.edu.au
SOUTH WEST	9791 0300	Southwest.ERO@education.wa.edu.au
WHEATBELT	9622 0200	Wheatbelt.reo@education.wa.edu.au

If you need to find out more about any of the options discussed you can contact your local Education Regional Office (ERO) as listed above. 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.

Public schools can access local and specialist support from the Department's Statewide Support Services - Schools of Special Educational Needs (SSEN), which include:

School of Special Educational Needs: Disability (SSEND):

This service provides consultative support to schools for students with disability or learning disability, facilitating inclusion and the delivery of specialized programs for these student. SSEND support can be accessed on the request of the school's Principal.

School of Special Educational Needs: Medical and Mental Health (formerly Hospital School Services) (SSEN:MMH):

This service supports students who have medical or mental health issues that prevent them from participating in education programs.

School of Special Educational Needs: Behaviour and Engagement (SSEN:BE):

This service was developed to support students with extreme, complex and challenging behaviours. Intensive support is provided to students and consultative support to schools delivered through 13 engagement centres and the Midland Learning Academy (the Academy). More information can be found at:

<http://det.wa.edu.au/ssen/detcms/navigation/school-of-special-educational-needs--behaviour-and-engagement/>

School of Special Educational Needs: Sensory (SSENS):

This service provides educational support for students with a sensory loss of either vision or hearing.

Deaf Education

The Department of Education provides a statewide specialist service for children who are deaf and hard of hearing through the Department's Statewide Support Service, School of Special Educational Needs: Sensory: Deaf Education. 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 mainstream 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.

Deaf Education administers education support services for children with hearing impairment across Western Australia, with specialist programs running in several schools in Perth.

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.

Shenton College Deaf Education Centre:

This is a specialist facility that has embedded facilities into Shenton College to facilitate an inclusive learning environment.

Belmont City College:

Belmont City College provides deaf and hard of hearing students with an inclusive learning environment.

"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

Sensory: Vision Education

Provides support to students with vision impairment across WA. Assistance is delivered in government and non-government schools. Vision Education also provide statewide support to young children with vision impairment who are under kindergarten-age who live outside of the Perth Metropolitan area.

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 3 who have been diagnosed with Specific Language Impairment by a speech pathologist. Referral to Language Development

Centres (LDCs) and School require assessment and referral from a speech pathologist, as well as an age-appropriate psychological assessment, adaptive behaviour assessment and a completed parent/ teacher questionnaire. 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:

<http://www.det.wa.edu.au/studentsupport/detcms/school-support-programs/student-support/general-articles/speech-and-language-service.en>



What Choices Do You Have?

Independent Public Schools

An Independent Public School is a public school where the Principal has a greater responsibility and flexibility to make local decisions relating to school operations to enhance the educational outcomes for all children. Principals have the freedom to make important decisions regarding staff recruitment, school financials, accountability and governance and student support.

Like all public schools, the Principal must comply with relevant legislation, industrial agreements and a range of government policies and initiatives.

An Independent Public School caters to the specific needs of its students by determining the curriculum and specialist teachers required that best support them. Independent Public Schools may work in clusters, which enables them to effectively combine ideas and resources to create even greater flexibility and opportunities for each school.

Applying to become an Independent Public School is a decision made by each school, in consultation with the school council and local community. The school community must consider its capacity to take on the additional accountabilities of being an Independent Public School, the

local community's support for change and the school's operational performance.

Independent Public Schools are supported by the full range of resources and infrastructure that comes with being part of the Western Australian public school system. A list of the current Independent Public Schools in Western Australia is available at:

<https://www.education.wa.edu.au/web/our-schools/independent-public-schools/current-independent-public-schools>

What Choices Do You Have?

Home Education

You may feel as though educating your child at home is the best educational option for your child. Parents have the right to educate their child at home, and in order to do so, must register as a home educator. This means that as the parent you are accepting the responsibility of educating your child during their compulsory years of schooling. A child must be enrolled in full time school when they turn 5 years and 6 months. The compulsory education period is from the beginning of the year in which the child reaches the age of 5 and 6 months until the end of the year in which the child reaches the age of 17 and 6 months or the child reaches the age of 18, whichever comes first.

Under the 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. The Act requires 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. Parents are able to individually tailor the learning experiences and educational program to meet the Australian curriculum.

Important points to note are:

- Parents have the right to provide home education to their children – they do not need to seek permission 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
- Parents must ensure that the education program that they deliver follows that of the Australian Curriculum and covers all the core subject areas

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. See the Department of Education website:

<http://www.det.wa.edu.au/homeeducation/detcms/portal/>



14

Home Education WA:

An organisation that supports home based learning. There is a fee to become a member, which gives educators access to social events, discounts to seminars, workshops and subscriptions to learning websites, as well as provide social support and connection to a wider community of home based learners. Go to their website to find out more:

<https://hbln.org.au/>

Home Education Association:

A website for sharing tips, resources and advice. This website sells books to support lesson development and specific to subject areas. See the website for more information:

<http://www.hea.edu.au/>

“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.” Caroline

The Educating Parent:

This is a detailed website focusing on homeschooling in Australia. The website assists with registering as an educator, developing a curriculum and identifies local supports. The site also sells books related to homeschooling, the curriculum and subject areas, as well as diaries, checklists and portfolios to assist with record keeping, documentation and assessment of learning.

<http://homeschoolaustralia.com/index.htm>
!

Home Schooling Down Under:

A website for sharing tips, resources and advice. This website sells books to support lesson development specific to subject areas.

<https://www.homeschoolingdownunder.com/>



What Choices Do You Have?

Non Government Schools

Catholic Education Western Australia

Catholic Education Western Australia (CEWA) supports the inclusion of students with disability in all Catholic schools.

School enrolment procedures are non-discriminatory. The majority of children within the Catholic system attend their local parish school. Parents should contact the Principal of their local parish school of choice to discuss their child's enrolment. Early enrolment is encouraged as places can be limited.

School enrolment procedures are non – discriminatory. Acceptance of enrolment is subject to normal school enrolment criteria. Regardless of ability or disability, every student is enrolled in a Catholic school according to the Catholic Education Commission of Western Australia Policy.

For more information refer to the CEWA policy document on student enrolment, available from the Catholic Education website:

<http://www.ceo.wa.edu.au/AboutUs/Governance/Policies/Documents/Community/2-D5%20Student%20Enrolment.pdf>

Special Education Support Centres have been established in designated primary and secondary Catholic schools. They offer educational service provision for children whose disability might limit their ability to gain access to the regular curriculum without specialist support.

The Students with Disability (SWD) Team support students in schools to access funding and resources for students. They help the school community meet the spiritual, educational, social and physical needs of the child. The SWD Team and the Catholic Education Psychology Team are available to assist and support schools to provide for students with disability.

As with all enrolment applications in Catholic schools, applications for enrolment for students with disability are subject to normal school enrolment criteria. See the CEWA brochure – Students with Disability in Catholic Schools available online at:

<http://www.ceo.wa.edu.au/ReligiousEducationCurriculum/StudentswithDisabilities/Documents/Students%20with%20Disability.pdf>

If you need to find out more about any of the above information, contact the Team Leader, Students Services, Catholic Education Office of Western Australia, on 6380 5316.

What Choices Do You Have?

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. Full information is requested on enrolment application to enable the school to inform parents what the school can offer regarding programs and support, and not to determine enrolment.

AISWA's member schools total over 155, and account for over 16% of Western Australian school enrolments.

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

To search for an Independent school, go to: <https://www.ais.wa.edu.au/search-for-a-school>



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 diagnosed speech, language or hearing disability and you would like further information about the above programs, contact the centre on 9387 9888, to discuss your requirements.

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.
- Contact the Department of Education consulting teacher service at School of Special Educational Needs (SSEN). Your child may have already been referred by the school or your child’s therapy agency, with your prior permission.
- Find out if an assessment by the school psychologist is needed to determine your child’s school placement or to support a funding application.
- For Catholic schools, ask to speak to the specialist consultants at the Students with Disability team, the Learning Support Coordinator or school psychologist working in your school district.
- Take a walk around selected schools to determine the accessibility of the facilities. Some schools may offer “Open Days” or school tours.
- 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 from page 19 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.
- Talk to your local Disability Services Commission Local 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, your child and family feel visiting the school.

You've Made a Decision

Time to Enrol Your Child

Begin by contacting your chosen school to discuss their enrolment procedure. If possible, make an appointment with the school Principal and discuss your wish to enrol your child at the school.

Depending on the school, you may be invited for an interview with the Principal, Deputy, Head of Junior School or the Learning Support Coordinator to discuss your child's needs and the programs that the school can offer.

- Will a documented plan be written for your child? Who will be involved? How much say will you have? How often will they be reviewed?
- 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?

"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

Some points you may like to discuss with the school 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.

- How will camps, school excursions and swimming lessons be available for your child?
- What are the procedures for the administration of medication?
- How can the curriculum be modified?
- What transport assistance is available? Can you find information about transportation, e.g., timetables, supervision and modifications to the bus to meet safety requirements?
- Do the staff have an understanding of your child's particular needs? Will staff be able to attend in-service education or professional development opportunities? 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?
- 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.)
- If your child has therapists involved, is it possible for them to see your child in the school environment for observe your child in the school environment? Will the classroom teacher and other relevant staff collaborate with your child's therapist and work on shared goals?
- The availability of the most recent information from your child's speech pathologist, occupational therapist, physiotherapist, psychologist, and/or a 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.

"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

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 for your region are on page 10.

Non-Government Schools

Catholic Education Western Australia

Contact the Disability Support Consultant for your area to personally discuss your difficulties on 6380 5316.

Independent Schools

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 Inclusive Education Consultant for information and/or support.

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 Equal Opportunity 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.

Other Support Services

- Disability organisations relevant to your child's needs (see Useful Contacts).
- Disability Services (Department of Communities): Local Coordinators (LC) if you live in an eligible area.
- 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).

Remember – think ahead, but don't cross bridges before you come to them.

Anticipation is often worse than reality!

"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

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:
 - a. work, accommodation, education, access to premises, clubs and sport;
 - b. the provision of goods, facilities, services and land;
 - c. existing laws; and
 - d. 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.

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 disability 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.

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.

A 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 can change when your child reaches the age of eight, enters year 2 or if they attend an Education Support School. It is a good idea to find out from your child's current therapy agency where your child may be eligible to access therapy services once they begin school, and how you may register or access this agency if your current agency does not have a School Age Service. Your child's therapy team can provide support by working with you and your child's teachers and education assistants to help your child best access the curriculum.

"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."

Gina

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 disability. 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 what sector/ system your child attends. It is at the discretion of the school how additional funding is allocated to provide support. Support may look different at different schools, for different students.

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 funding applications, 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 or Learning Support Coordinator can help determine your child's progress and provide support if needed.

The Department of Education also provides support from the Statewide Support Services, which provides support for students with disability and those with diverse learning needs through specialist teachers. It is important to note that the services of the School of Special Educational Needs are provided at the invitation of the school.

There are four 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 Support Services via the School of Special Educational Needs (SSEN).

1. SSEN: Disability (SSEND):

This service provides support to schools to be inclusive and deliver specialised programs to students, supporting children with disability and learning disabilities. SSEND is committed to delivering support to schools and teachers to enable school communities to value student diversity and build inclusive environments.

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 and equipment.

SSEND can be contacted on 9402 6185.

2. SSEN: Sensory (SSENS):

Once a child has met the criteria for this service, the school that they attend is supported to provide accessible, inclusive learning environments and curriculum support for the student.

SSENS is comprised of the visiting teacher services of Vision Education, focusing on supporting schools with students who have vision impairment, and Deaf Education, which assists students and schools with a student who have a hearing impairment to access the curriculum. SSENS can be contacted on 9402 6409.

- Vision Education (SSENS):

This service provides support statewide to students with vision impairment. This assistance is in both government and non-government schools, and in the home for children under the age of 4 who live outside of the Perth Metropolitan area. Vision Education can be contacted on 9426 7122.

- Deaf Education (SSENS):

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. Deaf Education can be contacted on 9402 6409.

3. School of Special Educational Needs - Medical and Mental Health (SSEN:MMH)

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. SSEN:MMH deliver over 50 teaching and liaison programs across WA, all in partnership with the Department of Health. Referrals to programs are through the Department of Health with parent consent.

Home and Hospital Teaching referrals are made via schools with parent consent and an appropriate medical certificate. Where appropriate a referral can be made to the school psychologist for support. For further details contact 9340 8529 or see:

<http://ssenmmh.wa.edu.au/>

4. School of Special Educational Needs - Behaviour and Engagement (SSEN:BE):

This service supports students with extreme, complex and challenging behaviours, which is available to all public schools.

Intensive support is provided to students and consultative support to schools delivered through 14 engagement centres including the Midland Learning Academy (the Academy).

This service is available to all public schools. More information can be found at: <http://det.wa.edu.au/ssen/detcms/navigation/school-of-special-educational-needs--behaviour-and-engagement/>

Non-government Schools

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

Independent Schools

The Inclusive Education Consultant from AISWA provides schools with assistance which may include: teacher support; parent education; professional development and training and guidance in preparation of submissions for funding. This is at the invitation of the school.

Catholic Schools

Students with disability 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 Consulting Teacher School of Special Educational Needs. Additionally, the Disability Support Consultant may advise and assist parents with enrolment procedures, placement options and school programs.

Education Assistant/Teacher Assistant

Sometimes, students with disability may be supported by an 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 individual needs of your child; and
- working with your child's 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. The way in which your child's school distributes funding is at the discretion of the school.



Therapy Support

State Funded Therapy Agencies

The following section and the information provided relates to therapy for children with disability who live in areas of Western Australia that are not covered by the National Disability Insurance Scheme (NDIS). See more on NDIS on page 30.

Most school children with disability have access to a therapy service. A number of agencies in Western Australia receive government funding to provide a service for children with a diagnosed disability or learning/language difficulty.

The Department of Communities, Disability Services (formerly, Disability Services Commission, or DSC) website has listings of all the agencies that receive state government funding in Western Australia. See the website details below for Early Childhood Intervention Services (birth to eight years of age):

<http://www.disability.wa.gov.au/individuals-families-and-carers/for-individuals-families-and-carers/services-supports-and-eligibility-new/services/directory-of-service-providers-/types-of-services/therapy-services---early-childhood/>

A number of agencies also receive state government funding to provide School Age therapy services for eligible students from age nine to eighteen. Depending on the agency, your child may have to change services or therapists when they start year two, or turn nine years of age, attend pre-primary in an Education Support School, or if your current therapy agency does not have a place in School Age Intervention Services.

With your permission, team members working with your child in the Early Childhood Intervention service will provide information about your child's needs to the School-Age Intervention 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 agency of your choice in order to check your child's eligibility to access services. See the website details below for School Age Services (nine to eighteen years of age):

<http://www.disability.wa.gov.au/individuals-families-and-carers/for-individuals-families-and-carers/services-supports-and-eligibility-new/services/directory-of-service-providers-/types-of-services/therapy-services---school-age/>

There are a number of agencies that provide support to students in Western Australia. Some provide both Early Intervention and School-Age services while other agencies provide Early Childhood Intervention services only. Contact information for each agency is listed under 'Useful Contacts' on page 41.

All therapy agencies 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.

If your child does not have a current therapy agency, you can contact your Local Coordinator, if you live in an eligible area, for information on choices and availability or services and supports or how to access this information via the Disability Services website:

<http://www.disability.wa.gov.au/individuals-families-and-carers/for-individuals-families-and-carers/local-area-coordination/>

Note: families who fall under the National Disability Insurance Scheme are not eligible for the support of a Local Coordinator.

Private Therapy Providers

Families have the option of accessing private therapy to support their child.



National Disability Insurance Scheme:

Students living in certain parts of Western Australia may be eligible to enrol in the National Disability Insurance Scheme.

The National Disability Insurance Scheme (NDIS) is an individualised approach to providing support to people with disability across Australia. The NDIS is a flexible and personal approach to ensuring that individuals, their families and their carers have access to the support they need to pursue their goals and participate in everyday life. The scheme is designed to offer individuals choice and control about the services and supports they receive, and provide security for their future.

The NDIS ensures that all individuals in WA with disability will have access to all of the reasonable and necessary supports that they require, just as all other individuals with disability across Australia are under the national scheme.

In December 2017, it was announced that Western Australia would be joining the Commonwealth initiative which will be delivered by the National Disability Insurance Agency, or NDIA. The Federally-run NDIS will commence 1st July 2018. All WA NDIS participants will transfer to the Commonwealth scheme between April 2018 and 31st December 2018. Individuals who are transferring from the WA NDIS to the Commonwealth scheme will be contacted by the Western Australian Government to advise them of the next steps that they need to take.

The NDIS will continue to roll out on a geographic basis and will be in full operation in Western Australia by 2020.

- From 1st July 2018, the NDIS will be available to new participants in the Wheatbelt and Central South Metro regions
- From 1st October 2018, the NDIS will be available in the Goldfields-Esperance, North Metro regions and to new participants in the South West region.
- From 1st July 2019, the NDIS will begin to be available to the Midwest Gascoyne, Great Southern, Central North Metro and South East Metro regions
- From 1st July 2020, the NDIS will begin to be available in Christmas Island and the Cocos (Keeling) Islands.

By 2023, all eligible individuals will be able to join the NDIS.

The NDIS as delivered by the NDIA is currently available in the following Local Government Authorities:

- Mundaring, Kalamunda and Swan
- Bassendean and Bayswater
- Toodyay, Chittering, Northam and York

People living in these areas can call 1800 800 110 to enquire about eligibility, or to ask for an Access Request Form. If your child is already receiving any disability support services, you will be contacted by the National Disability Insurance Agency (NDIA) as the NDIS becomes available in your area.

Funding Supports

Better Start for Children with Disability:

The Better Start initiative provides children 0-7 years of age with up to \$12 000 of funding for early intervention services and prescribed equipment. Families may choose to use this funding with private therapy providers. This support is not available to families receiving funding from the NDIS. See the website:

<http://www.betterstart.net.au/>

Helping Children with Autism:

The Helping Children with Autism (HCWA) package is an Australian Government initiative for children aged 0-7 years with a diagnosis of autism providing up to \$12 000 to assist in the provision of early intervention services.

See the website for more information:

<https://www.dss.gov.au/our-responsibilities/disability-and-carers/program-services/for-people-with-disability/helping-children-with-autism/providers>

Note: Children who are receiving support from the National Disability Insurance Scheme and are on a plan are not eligible for support through the Better Start or Helping Children with Autism initiatives.

Chronic Disease Management Plan (CDMP):

For children with a recognised chronic medical condition, Medicare provides rebates for speech pathology, occupational therapy and/or physiotherapy services. Eligible children can claim a maximum of five sessions per calendar year under the program.



Family and Individual Supports

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

Families may receive extra support through their therapy agency. 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 Coordinators.

In addition to your current service agency, a Local Coordinator (LC) from Disability Services may be able to provide eligible families with advice and support. You can find more information about Local Coordinators at:

<http://www.disability.wa.gov.au/individuals-families-and-carers/for-individuals-families-and-carers/local-area-coordination/>

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 EAL/D (English as an Additional Language/ Dialect) team may be able to provide assistance. Interpreter services are available for families and children from culturally and linguistically diverse backgrounds. The EAL/D Team provides support to the educators of EAL/D students statewide through the provision of advice, information and curriculum support. See the website for more information:

<http://www.det.wa.edu.au/curriculumsupport/eald/detcms/portal/>



AGENCY	ELIGIBILITY
Ability Centre	Students with any disability type who are eligible to receive specialist disability services from birth to 18 years, with specialisation in cerebral palsy in the Perth Metropolitan area. Also servicing 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.
Autism Association	Children with a diagnosis of autism spectrum disorder from birth up to 18 years.
Department of Health WA	Some children with disabilities may be eligible for therapy support through the following: Child and Adolescent Health Service (CAHS), Princess Margaret Hospital, Country Regional Hospitals. Ask your health practitioner for further information about Department of Health services.
Department of Communities: Disability Services	Early Years Metropolitan Team - Students vulnerable to intellectual disability, and multiple disabilities, including autism, physical and sensory disabilities, up to the age of 8. (NB: Children with autism who are not vulnerable to intellectual disability are not eligible for services). Metropolitan and Country Resource & Consultancy Team support therapists and other professionals working with students with disabilities throughout WA, including rural and remote areas.
Hear at Home	Children with a diagnosis of permanent hearing loss, aged 0 – 7 years of age.
ISADD WA	Children with a diagnosis of autism spectrum disorders or developmental delay, offering early intervention and school age services.
Kids Are Kids	Children who are eligible to receive specialist disability services up to the age of eight.
Next Challenge	Children who are eligible to receive specialist disability services up to the age of eight.
Nulsen Disability Services	Nulsen Disability Services provides comprehensive therapy services to children eight years and over who are eligible to receive specialist disability services, enrolled in a fulltime school program, including home education.
Rocky Bay Inc.	Rocky Bay offers specialised services to children from birth to 18 years with any disability. Services are provided in a range of locations (i.e. home, school, community and Rocky Bay centres) across the metropolitan area including the Peel district.
Senses Australia	Children from birth to 18 years 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 eight years of age.
VisAbility	Children with vision impairment from birth up to 18 years of age. As well as a generalist service providing therapy services to children with any disability.
Therapy Focus	Children who are eligible to receive specialist disability services, up to the age of six, or up to the age of eight with a diagnosis of global developmental delay. Children who are eligible to receive specialist disability services, enrolled in a fulltime school program, including home education in the Perth Metropolitan area, as well as the Peel/ Waroona region.
Wize Therapy	Children with any disability type who are eligible to receive specialist disability services from birth to 18 years.

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. See <http://www.disability.wa.gov.au/services-support-and-eligibility/services-supports-and-eligibility-new/services/services-provided-by-the-commission/therapy-services/> for more information about School Age Therapy Providers in Western Australia.

Equipment Provision

If your child requires specialised equipment that will be used at home and at school, for example a 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 your child's therapy agency. Your child's therapist will assist with acquiring this equipment. Most equipment related to your child's medical and therapy needs can be supplied by an agency or hospital, funded by Disability Services through the Community Aids and Equipment Program (CAEP). It is expected that these items will be used both at home and in school. If transporting of equipment between home and school is an issue, please discuss this with your child's teacher and therapist. Please note that specific arrangements relating to equipment apply to children living in the NDIS regions.

At school your child may need additional specialised equipment to access the curriculum or physical 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. Your child's occupational therapist, physiotherapist or speech pathologist may be consulted prior to modification of the environment or purchase of specialised equipment.

Government Schools (Public Schools)

Most education support schools provide equipment for students with physical disabilities. Education Support Centres and mainstream schools can access specialist equipment and environmental modifications needed for students to access the curriculum through the School of Special Educational Needs: Disability (SSEND). This is done on application by the school Principal.

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.

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 disability. 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.

- 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;

“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

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;
- learning self advocacy skills - knowing how and when to seek help from a peer or teacher;
- practising opening lunch containers and food wrappers; and
- ask the school Principal and classroom teacher if you can take photographs of the environment so that you can prepare a social story for your child about starting school.

What is an Individual Education Plan or IEP?

An Individual Education Plan (IEP), or Documented Plan, is a way of establishing educational goals, recognising 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/or emotional needs. It outlines a continuing plan to meet the student's needs, strategies to assist 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.

Your involvement in the creation 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, consulting 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.



A Checklist for Parents:

Things to Consider when Enrolling my Child

- Are there any structural/ physical 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?
- How will camps, school excursions and swimming lessons be modified 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 readily available to provide to the school to assist them in preparing a funding application?

Notes

Notes

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: info@activ.asn.au	9387 0555	www.activ.asn.au
Association of Independent Schools of WA (AISWA)	3/41 Walters Drive OSBORNE PARK Email: reception@ais.wa.edu.au	9441 1600	www.ais.wa.edu.au
Association of Special Education (AASE) WA Branch	PO Box 507 LEEDERVILLE Email: office@aase.edu.au	9212 9212	www.aase.edu.au
Autism Association of WA (Inc.)	215 Stubbs Terrace SHENTON PARK autismwa@autism.org.au	9489 8900	www.autism.org.au/
Catholic Education Western Australia	50 Ruislip Street LEEDERVILLE Email: swd@ceo.wa.edu.au	6380 5200	www.ceo.wa.edu.au
Child Australia	5 Carson Road MALAGA Email: admin@childaustralia.org.au	9260 6666	www.childaustralia.org.au
Child Development Service (Formerly, State Child Development Centre)	4-16 Rheola Street WEST PERTH E-mail: childdevelopmentservice@health.wa.gov.au	1300 551 827 9426 9444	http://www.pmh.health.wa.gov.au/services/child_development_service/
Cystic Fibrosis Western Australia	11 Aberdare Road NEDLANDS Email: info@cysticfibrosiswa.org	9346 7333	https://www.cysticfibrosis.org.au/wa/
Department of Education	151 Royal Street EAST PERTH	9264 4111	www.education.wa.edu.au
Developmental Disability WA (DDWA)	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 6253 9500	http://www.sscls.asn.au/

AGENCY	ADDRESS	TELEPHONE (08)	WEBSITE
Disability Services	146-160 Colin Street WEST PERTH	9426 9200 1800 998 214	www.dsc.wa.gov.au
Disability Services – Country Resource and Consultancy Team (CRCT)	15 Hill View Terrace EAST VICTORIA PARK Email: crct.admin@dsc.wa.gov.au	6104 9524	www.dsc.wa.gov.au
Disability Services – Early Years Metro Team	71-73 Norma Road MYAREE	9329 2300	www.dsc.wa.gov.au
Disability Services – Metropolitan Consultancy Team	15 Hill View Terrace EAST VICTORIA PARK Email: metroconsultancy@dsc.wa.gov.au	6104 9524	www.dsc.wa.gov.au
Down Syndrome Association of WA	Suite 3, 2 Canning Highway, SOUTH PERTH Email: admin@dsawa.asn.au	1800 623 544 9368 4002	www.dsawa.asn.au
English as a Second Language Team	Department of Education 151 Royal Street EAST PERTH Email: LiteracyandNumeracy.EALD@education.wa.edu.au	9402 6294	www.det.wa.edu.au
Friends of Autism	Shop 3, 77 Wanneroo Rd TUART HILL foa@friendsofautism.org.au	9440 6800	friendsofautism.org.au
Home Education WA	PO Box 1893, MIDLAND W.A. 6936 Email: coordinator@hbIn.org.au	NA	www.hbIn.org.au
Independent Living Centre of WA	The Niche Suite A 11 Aberdare Road NEDLANDS Email: general@ilc.com.au	1300 885 886 9381 0600	www.ilc.com.au
ISAAD	50 Angove St NORTH PERTH Email: isaad@isaad.org	9227 6888	www.isadd.org
Kalparrin Centre “Parent Link”	Princess Margaret Hospital Thomas Street SUBIACO Email: kalparrinwa@health.wa.gov.au	1800 066 413 9340 8094	www.kalparrin.org.au

AGENCY	ADDRESS	TELEPHONE (08)	WEBSITE
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@cnswa.com	9346 7544	www.ladswa.com.au
Meerilinga Young Children's Foundation	22 Southport Street WEST LEEDERVILLE Email: mycf@meerilinga.org.au	9489 4022	www.meerilinga.org.au
National Disability Services	12 Lindsay St PERTH Email: ndswa@nds.org.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	5 Bookham Street MORLEY Email: help@noahsarkwa.org.au	9328 1598	www.natl.org.au
Perth Children's Hospital	Queen Elizabeth II Medical Centre (QEIMC) Cnr Winthrop Ave and Monash Ave NEDLANDS		www.perthchildrenshospitalproject.health.wa.gov.au
Princess Margaret Hospital for Children	Roberts Road SUBIACO	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-Behaviour and Engagement (SEEN:BE)	Statewide Specialist Services Centre 33 Giles Avenue, PADBURY Email: SEENBE.Admin@education.wa.edu.au	9402 6200	www.det.wa.edu.au/ssen/detcms/navigation/school-of-special-educational-needs-behaviour-and-engagement/
School of Special Educational Needs-Disability (SEND)	Statewide Specialist Services Centre 33 Giles Avenue, PADBURY Email: admin.team.SSEND@education.wa.edu.au	9402 6141	http://www.det.wa.edu.au/ssen/detcms/navigation/school-of-special-educational-needs-disability-ssend/?oid=MultiPartArticle-id-8026117

AGENCY	ADDRESS	TELEPHONE (08)	WEBSITE
School of Special Educational Needs- Medical and Mental Health (SSEN-MMH)	Princess Margaret Hospital Level 2 General Services Building Roberts Road, SUBIACO Email: ssenmmh@education.wa.edu.au	9340 8529	http://det.wa.edu.au/ssen/detcms/navigation/school-of-special-educational-needs-medical-and-mental-health/
School of Special Educational Needs: Sensory (SSENS) Vision Education and Deaf Education	Statewide Specialist Services Centre 33 Giles Avenue, PADBURY Email: sensory@education.wa.edu.au	9402 6409	http://www.ssens.wa.edu.au/
Senses Australia	11 Kitchener Avenue BURSWOOD Email: admin@senses.org.au	9473 5400	www.senses.org.au
Spina Bifida and Hydrocephalus Association of WA (Inc.)	Centre for Neurological Support - The Niche Suite B 11 Aberdare Road NEDLANDS WA 6009 Email: csc@sbhawa.com.au	9346 7520	www.sbhawa.com.au
Telethon Speech and Hearing Centre	36 Dodd Street WEMBLEY Email: hearing@tsh.org.au	9387 9888	www.tsh.org.au
Therapy Focus	5/1140 Albany Hwy BENTLEY	1300 135 373 9478 9500	www.therapyfocus.org.au
VisAbility	61 Kitchener Avenue VICTORIA PARK Email: info@visability.com.au	1800 847 466 9311 8202	www.visability.com.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

Acronyms

AASE	Association of Special Education
AISWA	Association of Independent Schools of Western Australia
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAEP	Community Aids and Equipment Program
CEWA	Catholic Education Western Australia
CP	Cerebral Palsy
CT	Consulting Teacher
DDA	Disability Discrimination Act
DoE	Department of Education Western Australia
DoH	Department of Health Western Australia
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
LC	Local Coordinator
LDC	Language Development Centre
NDIA	National Disability Insurance Agency
NDIS	National Disability Insurance Scheme
NGO	Non-government Organisation
NGSPS	Non-government Schools Psychology Service
NATL	Noah's Ark Toy Library
OT	Occupational Therapy/Occupational Therapist
PT	Physiotherapy/Physiotherapist
PCH	Perth Children's Hospital

Acronyms

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 Educational Needs
SSEN:BE	School of Special Educational Needs – Behaviour and Engagement
SSEND	School of Special Educational Needs – Disability
SSEN:MMH	School of Special Educational Needs – Medical and Mental Health
SSENS	School of Special Educational Needs - Sensory
VI	Vision Impairment
WA NDIS	Western Australian National Disability Insurance Scheme



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