Process for - Access Requests (AR)

Step 1
The Learning & Support Team Recommends an Access Request

An access request may be submitted for Integration Funding Support (IFS) or Specialist Support Class.

Evidence and data collection required:

- ○ Support meetings
- ○ School Bytes notifications
- ○ LST Referral
- ○ PLP or PLSP
- ○ RAP and/or BSP
- ○ Suspension/ caution history
- ○ APLaS observation/report
- ○ Functional Beh. Assessment
- ○ External Reports
- ○ School Counsellor report
- ○ Intervention program
- ○ Disability Confirmation
- ○ Summary Profile

Step 2
Summary Profile

Based on collected data, levels of need are identified for each area of development.

Areas of development may include:

- Curriculum
- Receptive Language
- Expressive Language
- Social Competence
- Safety
- Hygiene
- Eating and Dietary
- Health Care Procedures
- Mobility and Positioning
- Hand Motor Skills

Step 3
Intervention Programs

Individualised instruction, targeted skill development, explicit, consistent and data driven.

The characteristics of an intervention program include:

- Structured and systematic approach
- Evidence based strategies
- Targeted skill development
- Individualised Instruction
- Assessment and monitoring

The frequency of intervention support and its duration eg weeks, months is required information for an AR.

Step 4
Team Around a School Support (TAaS)

Additional AR information and recommendations may be provided by departmental support personnel.

They include:

- School Counselling Service
- Assistant Principal - Learning and Support
- Learning and Wellbeing Officer
- Learning and Wellbeing Advisor
- Learning and Wellbeing Coordinator
- Home School Liaison Program Manager
- Aboriginal Attendance Program Manager
- Aboriginal Education Coordinator
- Central Integration Funding Officer

https://education.nsw.gov.au/about-us/our-facilities/community-use/externally_funded-service-providers