Young Children with Disabilities Component (YCWD)

Children in Residential Care Component (CIRC)

Support Services – Non School Organisations Component (NSO)

PROGRAM GUIDELINES

2008

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1 The Intervention Support Program

1.1 Description

The Australian Government, through the Department of Education, Science and Training (DEST) and the Australian Government Programmes for Schools Non-government Centres Support Element – Literacy, Numeracy and Special Learning Needs Programme, works co-operatively with the States and Territories to secure better educational outcomes from schooling.

The Intervention Support Program (ISP) is funded through the Australian Government Programmes for Schools and provides grants for projects that are integral to programs designed to improve educational outcomes for students and children with disabilities by improving their participation and achievement.

The Intervention Support Program has three components under these Program Guidelines:

- The Young Children with Disabilities (YCWD) Component: supports learning and educational development opportunities for children with disabilities who are below school age to prepare them for integration in regular preschools or schools.

- The Children in Residential Care (CIRC) Component: assists children/adolescents with disabilities in residential care.

- The Non School Organisations (NSO) Component: assists in the provision of services which assist students with severe disabilities to access appropriate educational programs in government and catholic schools, e.g. itinerant programs, specialist support staff. This funding is only available to those organisations currently funded under the NSO Component.

1.2 Program aim and objectives

The aim of the ISP is to improve the educational opportunities, learning outcomes and personal development of children with disabilities.

The specific objectives of the YCWD Component are to:

- support the education of children with disabilities below school age through the provision of individual education programs either at home, in early intervention centres, preschools or long day care centres.

- support the development of staff working with children with disabilities below school age in the centres.

The specific objective of the CIRC Component is to:

- provide out-of-school hours education programs targeted to the individual needs of children/adolescents with disabilities in residential care.

The specific objective of the NSO Component is to:

- improve educational participation and outcomes for students with severe disabilities.
1.3 Eligible organisations

Organisations must be legally incorporated or have a parent body that is legally incorporated and be a non-government centre.

A ‘non-government centre’ is defined in the Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004 as a place in a State or Territory that:

- provides education under special programs specifically for children or students with disabilities, or both; and
- is conducted by a body that is not managed or controlled by or on behalf of the Government of a State or Territory; and
- is not conducted for profit; and
- is not a school.

Examples of non-government centres are:

- a preschool; (This may include a preschool which operates as part of a non-government school but is not established as a separate entity. In such cases, the school may apply for funding under the ISP for its preschool special education activities);
- an early intervention centre;
- a non-profit, community based long day care centre;
- a registered charity;
- a religious organisation;
- a local government instrumentality; or
- a community organisation such as a parent group that is legally incorporated.

Funds are not available for services providing before and after school care facilities, vacation care facilities and respite facilities as the prime responsibility of these facilities is one of care rather than education.

1.4 Target groups

The target group for the Intervention Support Program is children with disabilities from birth to 18 years. However, there are some differences between the three components:

- The **YCWD Component** targets children with a disability who are not yet of school age (birth to 6 years). A child is not eligible for funding if they turn 6 years of age before 31 August in the year of funding.

- The **CIRC Component** targets children with a disability in residential care (birth to 18 years).

- The **NSO Component** targets children with a severe disability who are of school age (4 to 18 years).

Funding is only provided for children with a written diagnosis of disability. According to the Guidelines for the Australian Government Programmes for Schools 2005–2008 Non-Government Centres Support, a child with a disability means a child who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, social or emotional impairment or more than one of those impairments to a degree that:
• if the child is of school age, he/she satisfies the criteria for enrolment in special education programs or services provided by the government of the State in which the child resides; or
• if the child is below school age, he/she would satisfy those criteria upon reaching that age.

Children whose only impairments are specific learning difficulties or for whom remedial education or remedial support is appropriate ARE NOT ELIGIBLE.

1.4.1 Diagnosis of disability (CIRC and YCWD Components only)

To meet the Australian Government’s eligibility criteria each child requires a written diagnosis of disability. Verification of a child’s written diagnosis may be sought at any time.

Who Can Diagnose?

A medical specialist in their field can diagnose a child’s disability. The following personnel may also make a diagnosis for specific disabilities:

• Intellectual Disability – paediatrician, registered psychologist, school counsellor or other professionals qualified to administer psychometric assessments.

• Sensory Disability
  • Hearing Impairment – relevant medical specialist or audiologist supported by a report from Australian Hearing.
  • Vision Impairment – ophthalmologist. Diagnosis may also be supported by a report from Vision Australia or the Royal Institute for Deaf and Blind Children (RIDBC).

• Language – relevant medical specialist or speech pathologist.

• Physical Disability – relevant medical specialist or paediatrician. Diagnosis by a physiotherapist or occupational therapist will not be considered.

• Social/Emotional and Behavioural – specialist psychologist, psychiatrist or paediatrician.

• Multiple Disabilities – paediatrician or relevant medical specialist.

• Developmental Delay – paediatrician or psychologist.

Babies and young children (birth to 3 years) are accepted as having a disability if they are not meeting their developmental milestones and therefore have a diagnosis of delayed development.

What is Required?

• Submission of reports to the ISP: Reports for Language, Social/Emotional and Behavioural Disorders or Special Consideration – Medical Conditions must be submitted to the ISP on or before the closing date. If you are applying for funding using
the non-electronic (handwritten) option you must attach all reports to your application. If you are applying for funding using the ISP Online Service you must submit all reports by hardcopy to the ISP. The staff of the ISP will not contact you to request outstanding reports.

- **Language**: Children must have an assessed receptive or expressive language disorder which is documented within a current speech pathologist’s report which is **less than 12 months old**. The report must include the results of at least one relevant standardised language test that allows for the reporting of both receptive and expressive language skills. At least one of the scales (either receptive or expressive) must indicate a standard score of 70 (second percentile) or less. The report must be submitted to the ISP by the closing date and indicate that the disorder significantly affects communication.

  **Please note**: cover sheets of standardised language assessments are not considered to be a report. All reports must include the signature of the speech pathologist who performed the assessment to support the authenticity of the report. Unsigned reports will not be considered.

- **Social/Emotional and Behavioural**: Children must exhibit behaviour(s) at a level of frequency, duration and intensity that seriously affects their educational functioning and emotional well-being in the home, community and early childhood setting. The children must have a current report which is **less than 12 months old** from a specialist medical practitioner or registered psychologist with appropriate clinical experience which details the nature of the behaviour(s). The report must be submitted to the ISP by the closing date.

- **Special Consideration – Medical Conditions**: Children diagnosed with specific medical conditions such as anaphylaxis, diabetes or epilepsy for example, where there are no other diagnosed disabilities may be considered for funding under the Intervention Support Program. The children must have a current report which is **less than 12 months old** from a specialist medical practitioner indicating that the condition is life threatening and requires a high level of supervision within the early childhood setting (preschool or child care centre) for the total period of time that the child is in attendance. The report must be submitted to the ISP by the closing date. Submission of supporting documentation **does not** guarantee that the child will be funded.

  **Please Note**: If there are any special considerations such as rural isolation, which would cause a delay in the information related to the diagnosis of a child’s disability being available before the closing date for applications, please contact the staff of the ISP.

**Decisions on eligibility for funding will be based on the information provided by you in your application. If information on any child is incomplete, funding will not be calculated for that child (see also Section 3).**

The ISP consultants may seek verification of information during their regular visits, during the application assessment process or at any other time. It is advisable that all supporting documentation be available to the Department from the time of application.
1.4.2 Diagnosis of disability (NSO Component only)

Funding under the NSO Component requires verification of severe disability and requirements differ in certain respects from those outlined above for the CIRC and YCWD Components.

According to the Guidelines for the *Australian Government Programmes for Schools 2005-2008 Non-Government Centres Support*, a child with a disability is a child who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, social or emotional impairment or more than one of those impairments to a degree that:

- if the child is of school age, he/she satisfies the criteria for enrolment in special education programs or services provided by the government of the State in which the child resides.

**Diagnosis of a Severe Level of Disability**

To meet the Australian Government eligibility criteria each child requires a written diagnosis of disability. Verification of a child’s diagnosis may be sought at any time.

To ensure that children / students have a severe level of disability the following eligibility criteria is provided:

- **Language** - students must have an assessed receptive or expressive language disorder which is documented within a current speech pathologist’s report (in general, the report should be less than 12 months old). The report must include the results of at least one relevant standardised language test that allows for the reporting of both receptive and expressive language skills. At least one of the scales (either receptive or expressive) must indicate a standard score of 70 (second percentile) or less. The report must indicate that the disorder significantly affects communication and diminishes the capacity to achieve academically. There must also be documented evidence of the development and delivery of an intensive learning program assisted by a support teacher, or relevant specialist in the prior-to-school setting in the case of a student entering kindergarten. Difficulties in communication and academic achievement must be the direct result of the disorder.

- **Physical Disability** - the student must have a current physical condition involving the motor system that significantly limits the student’s level of functioning and independence in mobility, personal care, and/or ability to physically undertake essential learning tasks. A report is required from a specialist medical practitioner, which details the nature of the condition. The educational impact of the condition must not be due to absences from school. To meet the criteria for severe physical disability there must also be evidence that the student is highly dependent on others for mobility and personal care and requires an augmentative or alternative communication system or constant supervision to avert harm.

- **Intellectual Disability** - students must have a full-scale IQ score of approximately four standard deviations or more below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.

- **Sensory Disability**

  - **Hearing Impairment** – the student must have a current audiogram and report from Australian Hearing which indicates a sensori-neural or permanent conductive
hearing loss of 70-90 decibels in both ears.

- **Vision Impairment** – the student must have a current diagnosed vision impairment which details a permanent vision loss of 6/60 or less in the better eye corrected, or less than 20 degrees field of vision.

- **Social/Emotional and Behavioural Disorders** – the student must exhibit behaviour(s) that is characteristic of mental health problems at a level of frequency, duration and intensity that seriously affects their educational functioning and emotional well-being. The behaviour(s) must be evident in the home, school and community environments. The student must have a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience, which details the nature of the behaviour(s). There must also be documented evidence of ongoing individual intervention by a mental health practitioner or school counsellor.

- **Autism** - students with autism must have a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student’s disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication, social interaction and emotional development that significantly affects the child’s ability to learn. There must be information of a functional assessment consistent with the student’s disorder.

Decisions on eligibility for funding will be based on the information provided by your organisation. If information on any child/student is incomplete, funding will not be calculated for that child/student (see also Section 3).

The ISP consultants may seek verification of information during their regular visits, during the application assessment process or at any other time. It is advisable that all supporting documentation be available to the Department from the time of application.

### 2 Projects

#### 2.1 YCWD service types

**Home Based Program**

A teacher visits the child's home, weekly/fortnightly to provide an individual educational program. Home based programs are usually considered an appropriate mode of service for children birth to 3 years. You must include an educational rationale if you wish to provide a home based education program for a child 4 years and over.

**Please note:** submission of an educational rationale does not guarantee that the child will be funded for a home based service. In such cases DET will calculate funding for the child for an Itinerant Support / Consultancy service.

**Early Childhood Integration**

An additional teacher or teacher’s aide is employed to work in a mainstream early childhood setting when the funded child/children attend, i.e. weekly/fortnightly, to support the whole staff
with the implementation of the child/children’s individual education program/s. An additional teacher or teacher’s aide means additional personnel beyond the staff number required by the Department of Community Services for your service.

**Early Intervention Centre Based**

The child attends an early intervention program weekly/fortnightly for the implementation of their Individual Education Program. As children reach 4 years of age their program would focus on transition to an integrated setting.

**Itinerant Support / Consultancy**

A teacher is employed to travel to mainstream settings at least 3 times per term to work with the mainstream early childhood teacher to embed the child’s educational goals into activities and routines.

**Additional information regarding service types**

A child can be funded to receive a maximum of 2 different service types (see Section 2.1) supplied by 2 different organisations. If more than 2 applications for funding are received for a child, staff from DET will choose 2 settings which provide a complementary mix of services. (see Attachment B).

### 2.2 Teacher qualifications (YCWD Component only)

A trained teacher, whose qualifications are recognised by the New South Wales Department of Education and Training (DET) must be involved in supervising the development and implementation of the education program for funded children with disabilities below school age. Ideally the teaching qualifications and/or experience of the teacher would be in the areas of Early Childhood/Special Education. To verify recognition of teaching qualifications by DET contact the Teacher Qualification Assessment Unit on telephone 1300 300 498 or fax (02) 9836 9767.

**Please note:** TAFE early childhood qualifications are not recognised as teaching qualifications by DET.

### 2.3 Educational responsibilities

It is expected that all children approved and funded will be enrolled in your program for the full year.

#### 2.3.1 Individual Education Program (IEP)

A written Individual Education Program **must** be developed for each child approved for funding. The following information is provided to assist organisations to fulfil their responsibilities in developing IEPs.

The IEP should document the following:

- **Assessment information and reports**: may include educational or medical assessments, information provided by the family or carers.
• **Roles and responsibilities of team members**: i.e. teacher, parents, support people, therapists etc as applicable.

• **Evidence of collaboration with parents and others involved in the child’s program**: It is important to document this information to ensure intervention efforts are consistent with parental expectations and professional expertise.

• **Information about the disability and teaching implications.**

• **Documentation of the transition process**: planned to assist in the move to the next environment e.g. preschool or school.

• **Summary of child’s strengths and needs**: This can be in dot point form.

• **Long term outcomes / goals**: long term goals should be developed in consultation with each child’s parents or caregivers. You may need to prioritise outcomes or goals in each developmental area depending on family concerns, priorities or resources.

• **Specific / short term objectives**: short term objectives should be developed from the goals and look at the child’s needs in his or her current and next environments. Short term objectives must be observable and measurable.

• **Teaching strategies**: developed to address the objectives. Teaching strategies must include what the teacher will provide, restrict and do. If the child’s education program includes a therapy component, the therapy should be incorporated into the child’s education program and be implemented as part of the education program.

• **Ongoing evaluation / data / observations**: It is important to monitor the IEP through ongoing evaluations, recording data and observations. Strategies may include the use of curriculum-based assessment, naturalistic observation, checklist, interviews etc. All of these strategies have advantages and limitations.

  Recommended practice suggests that a variety of strategies be used drawing on the unique strengths of each.

*Please Note*: If Individual Family Service Plans (IFSP) are developed, the content of the IFSP should inform the written IEP for each child.


### 2.3.2 Transition to school (YCWD Component only)

To promote a positive start to school for young children with disabilities DET is committed to the establishment of systematic, dependable, timely and coordinated processes to guide transition to school. Through collaboration, the family, together with a range of personnel from early childhood settings and school need to plan for the child’s smooth entry to school and so maximise opportunities for continuity of programs and learning across settings.

As part of the *Parent / Carer Certification Form – Education Program and Transition to School,*...
(Attachment C) parents will be requested to authorise the release of their child’s details to other Departmental personnel to promote successful transition to school processes for children who may attend government schools. Departmental personnel may contact funded organisations to offer assistance in the transition process. Where parents / carers have authorised the release of their child’s details, organisations will be required to indicate this authorisation on a departmental proforma in Term 1, 2008.

A decision by parents not to authorise the release of their child’s details to other Departmental personnel will not affect funding.

3 Grant application and assessment

3.1 Application process

Eligible organisations should telephone the staff of the Intervention Support Program on telephone 1800 064 767 for information regarding the application process. The closing date for applications is 28 SEPTEMBER, 2007.

Organisations applying for funding under the YCWD component are strongly encouraged to submit their applications electronically using ISP Online. Organisations applying for funding under the CIRC and NSO components must submit their applications electronically using ISP Online.

The Funding Application Form 2008 requires applicants to provide a range of specific details on:

- the applicant organisation.
- the service / project.
- children / students / young people receiving support.
- a general description of the education program to be provided for the children / students / young people with disabilities in your application.
- how collaboration with the child’s / student’s / young person’s parents or carers and / or other professionals occurs when developing the individual education program.
- how progress will be monitored in terms of educational outcomes.

Applicants under the:

- **YCWD Component** must submit a range of child details by entering details in the Children List screen of ISP Online. These include:
  - **Child’s full name.** Provide each child’s given name and family name.
  - **Background.** (This is not a mandatory field). Indicate each child’s background as follows:
    - A – Aboriginal background
    - T – Torres Strait Islander background
    - L – Culturally and linguistically diverse background
    - I – Insufficient details provided to your service.
  - **Gender.** List M (male) or F (female).
• **Date of birth.** Provide each child’s date of birth in the format dd/mm/yyyy.

• **Residential postcode.** Postcode of child’s home address. (This is not a mandatory field).

• **Type of disability.** Indicate each child’s disability from the information included in the diagnosis report. For explanatory notes see Section 1.4.1.

• **Who diagnosed the child’s disability?** Give the name of the person diagnosing each child’s disability and their profession / role e.g. Dr Johnson, Paediatrician. For explanatory notes see Section 1.4.1.

• **Type of service delivery provided for each child.** For explanatory notes see Section 2.1.

• **CIRC Component** must submit child / adolescent details by entering details in the Children List screen of ISP Online. These include:
  
  • **Child’s / adolescent’s full name.** Provide each child’s given name and family name.

  • **Background.** (This is not a mandatory field). Indicate each child’s background as follows:
    - A – Aboriginal background
    - T – Torres Strait Islander background
    - L – Culturally and linguistically diverse background
    - I – Insufficient details provided to your service.

  • **Gender.** List M (male) or F (female).

  • **Date of birth.** Provide each child’s / adolescent’s date of birth in the format dd/mm/yyyy.

  • **Length of stay in residence.**

  • **Type of disability.** Indicate each child’s / adolescent’s disability from the information included in the diagnosis report. For explanatory notes see Section 1.4.1.

  • **Who diagnosed the child’s disability?** Give the name of the person diagnosing each child’s disability and their profession / role e.g. Dr Johnson, Paediatrician. For explanatory notes see Section 1.4.1.

• **NSO Component** must submit student details by entering details in the Children List screen of ISP Online. These include:

  • **Student’s full name.** Provide each student’s given name and family name.

  • **Background.** (This is not a mandatory field). Indicate each student’s background as follows:
A – Aboriginal background
T – Torres Strait Islander background
L – Culturally and linguistically diverse background
I – Insufficient details provided to your service.

- **Gender.** List M (male) or F (female).
- **Date of birth.** Provide each student’s date of birth in the format dd/mm/yyyy.
- **Type of disability.** Indicate each student’s disability from the information included in the diagnosis report. For explanatory notes see Section 1.4.2.
- **Who diagnosed the child’s disability?** Give the name of the person diagnosing each student’s disability and their profession / role e.g. Dr Johnson, Paediatrician.
- **Service delivery location.** Indicate Catholic or Government school.
- **Present school placement.** Indicate each student’s placement as follows: Special School Class or Regular School Special Class or Regular School Integrated Class.

### 3.2 Assessment process

Applications are assessed by staff of DET and assisted by members of the *Intervention Support Advisory Committee (ISAC)* where required. The Committee consists of representatives of peak organisations and relevant government departments.

A Schedule of Recommendations is presented to the NSW Minister for Education and Training for consideration and approval.

Organisations will be notified in writing of the outcome of their application and the children who are eligible for funding. All organisations funded will receive a list of the eligible children with the letter of offer.

Organisations funded under the CIRC Component will also receive a list of approved education programs for implementation with the letter of offer.

Decisions on eligibility for funding will be based on the information provided on the *Funding Application Form 2008*.

If information on any child is incomplete, funding will not be calculated for that child. Verification of information may be sought by the ISP consultants during their regular visits, during the application assessment process or at any other time. It is advisable that all supporting documentation be available to the Department from the time of application.
4 Project Funding

4.1 Funding period and scope

The ISP provides annual submission based funding to support educational services for children with disabilities. Grants from the Program are for supplementary support towards the cost of educational services and do not provide the core funding to maintain a service. It is expected that all children approved and funded will be enrolled in the program for the full year.

The approved funding period is 1 January 2008 to 31 December 2008. Funding must be expended within the approved funding period. Organisations are funded for a maximum of 52 weeks. Funding is non-recurrent and is paid to an organisation to operate project activities in the agreed funding period as specified in the letter of offer, Funding Agreement or Form of Acceptance.

There is no automatic refunding of projects.

Any proposal for further funding (other than a variation to the existing conditions under which the grant was accepted) will be subject to a new application, assessment and availability of funds.

4.1.1 Project funding information

Within the 4 year funding period of the Australian Government Programmes for Schools the Department of Education and Training is able to assure applicant organisations that they can expect some funding each year provided the organisation, education programs and children are eligible for funding.

If a child is funded and leaves the program his/her place can be filled by another child with a diagnosed disability. You must advise the staff of the Intervention Support Program immediately of such a change. Details of the children funded who no longer attend the program, and any replacement children attending the program are also to be included in the half-yearly educational accountability documentation due by 31 July 2008.

4.1.2 Late enrolments in mainstream early childhood settings (YCWD Component)

A limited amount of funding has been set aside for funding for children with disabilities who enrol in mainstream early childhood settings for 2008 after the closing date of 28 September 2007. However, as a limited amount of funding is available, mainstream organisations are strongly encouraged to apply for all known enrolments for the following year by the 28 September 2007 closing date. There is no guarantee that all late enrolment applications can be funded.

Mainstream settings for children with disabilities below school age refers to the placement of children with disabilities into educational programs for and with normally developing children.

The late enrolment application process is open to:

- mainstream settings that did not submit an application by the 28 September 2007 closing date, and
mainstream settings that were funded in the main funding round. These applications however, will be considered after all other applications have been processed. These services must ensure that they are supporting the number of children originally funded before a late enrolment application is submitted. That is, children funded in the original funding round that have left your service, must be replaced before applying for additional children. Please note: In previous years additional funding has not been provided to services that were in receipt of funding from the main funding round due to budget constraints.

The closing date for the Late Enrolment Funding round is Friday 7 MARCH 2008.

4.1.3 Funding formula

Distribution of funds under the ISP is based on the principle of sharing the available funds amongst all eligible applicants:

- for the Young Children with Disabilities Component, the level of funding each year is determined by the following factors:
  - the number of eligible children
  - their age
  - the type of service to be provided.

- for the Children in Residential Care Component the level of funding each year is determined by the following factors:
  - the number of eligible children
  - their length of stay in the residence.

- for the Non School Organisations Component the level of funding for each organisation is based on the previous year’s per capita amount and the number of eligible students.

4.2 Funding approval

Details of applications recommended for funding will be forwarded to the Minister for Education and Training for approval. Organisations will be notified in writing of the outcome of their application.

4.3 Payment of funds

For projects for which a grant is approved, funding is paid as follows:

- Grants of $3,000 or less: 100% of the approved funding on acceptance of conditions of the grant in a signed Form of Acceptance of 2008 Funding and satisfying all accountability requirements of the previous year, where applicable.

- Grants exceeding $3,000:
  - 50% of the approved funding (First Payment) on acceptance of conditions of the grant in a signed Form of Acceptance of 2008 Funding or on exchange of a signed Funding Agreement and satisfying all accountability requirements of the previous year, where applicable.
• 50% of the approved funding (Second Payment) on receipt and processing of a satisfactory Half-Yearly Educational and Financial Accountability Report and the Audited Statement of Income and Expenditure for funding for the previous year, where applicable.

All payments will be made by Electronic Funds Transfer (EFT). Organisations may formally request exemption from this method of payment, if required.

Any unexpended funds must be returned to DET immediately upon receipt of advice from DET.

4.4 Grant expenditure

For each of the program components, grants must be expended in the following way

• 90% of the grant on salaries and salary on-costs for direct service provision
• 10% of the grant on administration costs, e.g. equipment, travel, training etc.

5 Requirements for organisations

5.1 Contractual obligations

Organisations who accept the offer of funds will be required to enter into a contract with the Department of Education and Training to fulfil the program’s objectives and requirements. Both parties must sign and retain copies of the contract, known as the Funding Agreement. Grant payments will not be made to organisations unless a formal offer of funding is accepted.

The Funding Agreement includes information about:

• the parties to the contract
• the stipulated level of funding the Department will make to the organisation for the specified purpose
• the method of providing the funding payments
• the timing of payments
• the activities to be carried out
• the organisation’s reporting requirements during and at the completion of the funding period
• the number of children for whom an education program must be provided.

Failure to meet the program requirements and conditions could result in the termination of the Funding Agreement. In such cases, the organisation will be advised and consulted prior to any action being taken. Repayment of funding, in part or in whole, may be required.

5.2 Funding from other government departments

The organisation must notify the DET if it has entered into any other Funding Agreement with the Department of Education and Training (State Government), the Department of Education, Science and Training (Australian Government) or any other state or Australian government department. You may be required to satisfy DET that you have completed or are satisfactorily complying with all the terms of that Agreement. DET does not have to give you any payment until you do so.
5.3 **Project management responsibilities**

Organisations are responsible for:

- the administration and financial management of the project
- ensuring all conditions in the Funding Agreement are met
- setting up an effective management structure to oversight the project
- accepting all legal and other responsibilities as employers of project staff, including adherence to industrial awards, where they apply
- recruiting and supervising staff to operate the project
- monitoring staff to ensure all project responsibilities are met
- fulfilling the necessary reporting requirements specified by DET
- implementing the agreed project.

5.4 **Project records**

Projects will be required to maintain internal records to support data requirements as outlined in this document. These records will need to be made available for monitoring visits and Departmental audits. Projects also need to ensure that the following records are kept for each child/student/young person funded:

- **YCWD component**
  - The Parent / Carer Certification Form - Use of Personal Information (Attachment B). To be signed by the parent/carer of each child included in the application for funding for children with disabilities below school age. Their signature will authorise the organisation to provide child details to the Department for the purpose of assessment of the child’s eligibility for *Intervention Support Program* funds and monitoring the use of those funds.
  
  - The Parent / Carer Certification Form - Education Program and Transition to School (Attachment C). Requests a signature by the parent / carer of each child with disabilities below school age to certify that their child is receiving an education program and to authorise the release of their child’s details to other Departmental personnel. The parents’ / carers’ signature is not to be requested until their child’s education program has commenced. The Parent / Carer Certification Forms are to be kept on each child's file and are to be available to DET on request.

- **CIRC component**
  
  - The Parent / Carer / Self Certification Form - Use of Personal Information (Attachment D) or its equivalent is to be signed by the adolescent / parent / carer for each child/adolescent included in the application for funding for children with disabilities in residential care. Their signature on the attached form will authorise the organisation to provide details to the Department for the purpose of assessment of eligibility for *Intervention Support Program* funds and for monitoring the use of those funds.
• **NSO component**

  • The Parent / Carer / Self Certification Form - Use of Personal Information (Attachment E) or its equivalent is to be signed by the parent / carer / student for each child / student included in the application for funding for children / students with disabilities of school age. Their signature on the attached form will authorise the organisation to provide details to the Department for the purpose of assessment of eligibility for Intervention Support Program funds and for monitoring the use of those funds.

Attachments B, C, D and E **must be updated for each child / student / adolescent every year**. **Organisations who fail to maintain current records for children / students / adolescents on their application for funding will be required to return funding for those children / students / adolescents.**

5.5 **Performance and financial reporting**

Organisations will be required to provide accountability reports on the project. This will include both educational and financial accountability as outlined below.

5.5.1 **Educational accountability (Half-Yearly and Annual)**

  • **YCWD and CIRC Components**
    • the list of the children / adolescents funded for the current year, where applicable
    • the children/adolescents funded who no longer attend the program, where applicable
    • the replacement children/adolescents now attending the program, including details of each child's/adolescent’s diagnosis of disability, where applicable
    • information on education programs being implemented
    • educational outcomes of programs
    • method/s of monitoring children’s/adolescent’s progress.

  • **NSO Component**
    • the list of the students funded for the current year
    • the students funded who no longer attend the program
    • the replacement students now attending the program, including details of each student’s diagnosis of disability
    • information on education programs being implemented
    • method/s of monitoring student’s progress.

5.5.2 **Financial accountability**

  • Half-Yearly Financial Accountability Report signed by an executive member of the Management Committee responsible for management of the funds.

  • Annual Financial Accountability Report signed by an executive member of the Management Committee responsible for management of the funds for organisations receiving less than $20,000. For Local Government Authorities, the report can be signed
by a delegated Officer e.g. Children’s Services Manager, Financial Controller etc.

or

- Audited Statement of Income and Expenditure prepared by an independent suitably qualified person for organisations receiving $20,000 or more.

5.6 Financial responsibilities

Organisations are required to keep funding in an account with one of the following organisations:

- a credit union
- a bank, or
- a building society.

A funding account must be either:

- a separate account
- an independent part of an account you already have, where fund transactions can be identified and audited.

5.7 Goods and services tax (GST)

Organisations which carry on an enterprise may apply to the Australian Taxation Office (ATO) for an Australian Business Number (ABN). An ABN will be required in order to register for the GST. Under the PAYG legislation, where suppliers do not quote an ABN the DET is required by legislation, except in very limited circumstances, to withhold 48.5% of the payment and remit the withheld amount to the ATO. To ensure that monies are not withheld DET suggests that organisations apply for an ABN.

Grants will be ‘grossed up’ by 10% where the recipient is registered for GST and the grant is subject to GST. For those organisations whose funding is ‘grossed up’, 1/11th GST on the funding that is received from DET, must be paid to the ATO.

Subject to the agreement of the funded organisation, the DET will generate a Recipient Created Tax Invoice in respect of the supplies made by the funded organisation.

5.8 Technical requirements

Organisations applying under the YCWD Component are strongly encouraged to submit their application electronically using the ISP Online. Please contact the staff of the ISP if you will experience difficulties submitting your application electronically.

Organisations applying under the NSO and CIRC Components must submit their application using the ISP Online.

The Department may also wish to correspond with organisations electronically and this will require a computer with internet access.
6 Other responsibilities for organisations

6.1 Provision of project information

Requests for contact details and other information on the Intervention Support Program projects are often received from within DET, other government departments and members of the public. Enquiries have also been received from students seeking information for a project or a work experience placement, parents, media interest in producing a story and peak bodies seeking contact with community organisations in their area of interest. As it is in the best interest of the Program to widely promote its existence, DET officers will provide contact information where it will benefit the Program.

6.2 Indemnity and insurance

All personnel employed by the organisation in whatever capacity shall be the sole responsibility of the organisation. DET will not indemnify the organisation in respect of such personnel for any act or claim resulting from such employment. Organisations must take out and maintain Public Liability and Risk Insurance for at least $10 million and any insurance policies that the Workers Compensation Act, and any other law requires.

6.3 Research

Organisations may be required to participate in research projects and evaluation conducted as part of the Program.

6.4 Promotion

The support of the Department of Education and Training and the Minister responsible for the Department must be mentioned in any publications, promotional material, advertising and media publicity, correspondence or reports about the project, except for those that only you or the Department will see. The acknowledgment to be used is:

‘This project is funded by the Minister for Education and Training and administered by the Department of Education and Training’.

6.5 Equity

DET supports the inclusion of equity principles in the design and delivery of its programs and services and promotes equitable practice through adherence to established policies. Equity principles are intended to ensure that all people have fair and reasonable access to services provided through DET funded programs.

In carrying out the project, you should be aware of equity principles and apply those where practicable to your funded project. In your use of funding for project purposes you must not adopt policies and practices which are inconsistent with the equity policies and practices of DET.

Organisations should also ensure that all practices are consistent with the principles of Equal Employment Opportunity, and Anti-Discrimination and Occupational Health and Safety Acts.
6.6 **Privacy and evaluation**

The DET is committed to respecting the privacy of individuals who receive a service through its programs.

In requesting client information from organisations, the Department must be aware of:

- obligations governing storage of information
- rights of individuals to whom the information relates
- obligations of record keepers to limit use
- limits on use to which information can be put.

Organisations should ensure that clients receiving a service from the funded project are advised:

- the purpose for which the information about them is being collected, and
- the people or agencies that may be granted access to the information.

They should also ensure that clients authorise the use of their information for these purposes.

Organisations are required to advise clients that from time to time DET will undertake surveys to determine client satisfaction and to measure performance of the service in meeting the stated objectives.

Organisations are required to make available such client information as is reasonably requested by DET. DET will consult with organisations at the appropriate time regarding the nature of the intended survey and the precise level of information required.

DET policy ensures that wherever personal information is made available, strict confidentiality will be maintained and that the information will be used only by the Program, and only for its stated purpose.

6.7 **Child protection requirements**

Your organisation is required to be familiar with and comply with the provisions of the current Government’s Child Protection legislation. The following acts will underpin the Government’s child protection policies and the development of individual agency policies, practices and procedures:

- The Children and Young Persons (Care and Protection) Act 1998;
- Commission for Children and Young People Act 1998; and

The DET will determine its own policies and procedures to ensure it complies with the legislation. You are required to comply with any requirements of the DET that apply to your organisation. In particular, the child protection employment legislation prohibits convicted sex offenders from working with children and broadens the checking of those who want to work with children.

It is mandatory for all preferred applicants seeking child related employment to be checked by an approved NSW screening agency, and where a person has been the subject of a risk assessment and a risk rating of low-medium or higher has been communicated, the applicant is to
be rejected for employment.

You are required to have procedures in place to ensure compliance with the DET’s requirements.

6.8 Disability legislation

Organisations must comply with the provisions of the following Acts, the:

- Commonwealth Disability Discrimination Act 1992;
- NSW Anti-Discrimination Act 1977; and
- NSW Disability Services Act 1993.

6.9 Fraud provisions

DET is committed to protecting its expenditure and programs from any attempt by members of the public, contractors, grantees, agents, intermediaries or its own employees to gain financial benefit or other benefits by deceit. DET is strongly committed to fraud prevention and control through verification of the accuracy of information provided to DET and of the appropriateness of the use of funds provided by DET. Funded organisations should have policies and procedures in place to ensure risk management and fraud control.

7 Advice and support for organisations

7.1 Provision of advice and support to organisations – monitoring and evaluation

To ensure the Program’s aim and objectives are being achieved project activities will be monitored by the staff of the Intervention Support Program or the Audit Directorate of the DET by means of:

- visits to projects
- analysis of project accountability documentation
- analysis of financial activities reports provided by the organisation
- other information that may be requested from the organisation from time to time.

Performance is assessed by DET against the objectives of the Program, the adherence to the Program Guidelines and the terms and conditions of the Funding Agreement. DET involvement in monitoring activity is integral to advising the Minister on the overall development and performance of the Program. It is also a mechanism for highlighting recommended practice and for identifying projects, which may require assistance to improve their performance.

To assist funded organisations in their development of ‘recommended practice’ in the field of early intervention, staff from the DET visit funded organisations to offer a broad range of educational support to organisations in receipt of grants for children with disabilities below school age under the Intervention Support Program.
7.2 Electronic support

The ISP Online Service is at www.det.nsw.edu.au/cgpisponline

This Internet site provides:

- Guidelines and Applications
- ISP Online applications
- Accountability reports.

7.3 Department contact

In day to day matters of service delivery staff of the ISP will communicate directly with project staff. Where there are serious concerns about the implementation or financial management of the project and/or matters of a legal nature, communication will be with the Management Committee.

Intervention Support Program

Tollfree: 1800 064 767
Fax: (02) 9266 8058
E-mail: interventionsupport@det.nsw.edu.au

Senior Co-ordinator: Tracey Quick (02) 9266 8222
Project Officer: Vera Haikin (02) 9266 8361
Project Support Officer: Thilak Gamage (02) 9266 8142

Postal Address: Intervention Support Program
Community Grants Programs
Department of Education and Training
Locked Bag 53
DARLINGHURST NSW 2010

Street Address: Intervention Support Program
Community Grants Programs
Department of Education and Training
Level 13
1 Oxford Street
DARLINGHURST NSW 2010
Attachment A: Individual Family Service Plans (IFSPs)

This information applies to applications for funding for children with disabilities below school age.

The following information on IFSPs is adapted from a recognised authority, Guidelines and Recommended Practices for the Individual Family Service Plan, Second Edition (1991) edited by McGonigel, Kaufmann and Johnson, Association for the Care of Children’s Health.

An IFSP is a process that supports family-centred early intervention. IFSPs are developed out of, and are a part of, the process of collaboration and partnerships between families and professionals.

The IFSP is not a step-by-step progression. The preferences, desires and choices of an individual family determine the nature and timing of a family’s service plan.

The process can begin at any point at which a child and family come into contact with professionals working with young children with disabilities.

A team leader or a temporary case manager, or service coordinator, can be identified to ensure the IFSP process proceeds smoothly. This is likely to be a professional from the early childhood or early intervention program. It is appropriate in certain cases for the coordinator to be the parent or carer.

As it is probable that the team leader may change at different stages of the child’s program, it is vital to document and file information on assessment, progress, evaluation and implementation.

Overview of the IFSP Process

first contacts between a family and early intervention services

The identification of each family’s agenda for the family and their child with a disability begins during the first contacts between the family and the early intervention professionals.

A family’s preference for how an early intervention program will become involved in its life will affect all aspects of the IFSP process. Since there are many cultures, values and family structures, it is necessary to involve all the important players in a family’s life, which could include siblings, grandparents, aunties, neighbours, friends, tribal elders and others.

assessment planning

The purpose of this component of the process is to allow the family and professionals to plan an assessment that will address family priorities and concerns.

A family-centred assessment approach is one in which the information needs, agenda and preferences of an individual family shape the choice of participants, measures and procedures.

Gaining information should be supportive and not intrusive. Communication is effective when professionals provide explanations for the questions they ask and why they need to ask them.
**child assessment**

This part of the process is usually the most familiar to professionals. Assessment processes will vary from program to program according to the service model, the age and developmental level of the child and other family factors.

The early intervention professionals must gather sufficient information about the child to ensure that appropriate child assessment measures and procedures will be used.

**identification of family concerns, priorities and resources**

The identification of family concerns, priorities and needs is less likely to be a familiar component of service delivery for early intervention professionals.

It is important that this component does not become an assessment of the family itself. The process is essentially to help a family identify its strengths and needs in relation to the development of their child with a disability.

The process should be natural and supportive rather than over-structured and evaluative.

**development of outcomes to meet child and family needs**

The IFSP process should enable families and professionals to share information, discuss options for services and develop strategies to achieve outcomes.

A family-centred approach to the IFSP determines that the outcomes are based on a family’s identified agenda and on a synthesis of all the information gathered and shared by the family and staff throughout the whole process.

**IFSP implementation**

Implementation is the next step in the process.

As the family and professionals carry out the activities and strategies developed to meet IFSP outcomes, they bring the IFSP to life. Case management or service coordination is the key to coordinated IFSP implementation.

Implementation should support and strengthen family functioning.

**formal and informal evaluation of the IFSP and IEP process**

Evaluation is a crucial component of the IFSP process. Evaluation should be ongoing and inform actions relating to the appropriateness of the outcomes and the effectiveness of the plan in meeting the needs of the child and the family.
2008

Attachment B: Parent/Carer Certification Form

Use of Personal Information

Department of Education and Training
Intervention Support Program
Young Children with Disabilities (YCWD) Component

1. Child Details

I have been advised by

……………………………………………………………..(applicant organisation)

that the child details information about………………………………(child’s name) provided on the Intervention Support Program (ISP) Funding Application Form 2008 is used for the purpose of applying for and monitoring funding under the ISP. It will be used by the Department of Education and Training (DET) for assessment of child eligibility and monitoring of program implementation. I have been advised that DET will be granted access to the information, that provision of this information is voluntary and that it will be stored securely.

I am aware that if I do not provide all or any of this information my child will not be funded.

(You may correct any personal information provided at any time by contacting the organisation providing support to your child).

2. Parent/Carer Choice of Services Funded

I acknowledge that my child can be funded under the ISP for a maximum of 2 different types of service (as per the ISP Program Guidelines) provided by 2 different organisations.

If I authorise the inclusion of ………………………………………… (child’s name) in more than 2 applications for ISP funding, I acknowledge that DET will choose 2 settings which provide a complementary mix of services.

I understand that the funded organisation must provide an educational program for my child for the full year.

Signed: __________________________________________________________ (Parent/Carer)

Date: ___________________________________________________________

Please note: This form is to be kept on each child’s file and must be available to DET on request. (Refer to 5.4 Project records)
Parents/carers should not sign the following certification / authorisation until their child’s education program has commenced.

1. **Education Program**

I/we ………………………………………………………………………….. certify that my/our child ………………………………………………………………………………………………….

is receiving an education program from ……………………………………………………………………………………………….. (applicant organisation)

I understand that the funded organisation must provide an educational program for my child for the full year.

2. **Transition to School**

I/we authorise the release of my/our child’s details to other departmental personnel to promote successful transition to school processes for my/our child who may attend a government school.

☐ Yes or ☐ No (Please tick one)

Signed: ___________________________________________________________ (Parent/Carer)

Date: ___________________________________________________________

Please note: This form is to be kept on each child’s file and must be available to DET on request. (Refer to 5.4 Project records)
Use of Personal Information

Department of Education and Training
Intervention Support Program
Children in Residential Care (CIRC) Component

Child/Adolescent Details

I have been advised by

………………………………………………………………..(applicant organisation)

that the information about………………………………………………….(me/child’s name) provided on the Intervention Support Program (ISP) Funding Application Form 2008 is used for the purpose of applying for and monitoring funding under the ISP. It will be used by the Department of Education and Training (DET) for assessment of eligibility and monitoring of program implementation. I have been advised that DET will be granted access to the information, that provision of this information is voluntary and that it will be stored securely.

I am aware that if I do not provide all or any of this information I/my child will not be funded.

(You may correct any personal information provided at any time by contacting the service providing support to yourself/your child).

Signed: ________________________________________________________ (Parent/Carer/Self)

Date: ____________________________________________________________

Please note: This form is to be kept on each child’s file and must be available to DET on request. (Refer to 5.4 Project records)
Use of Personal Information

Department of Education and Training
Intervention Support Program
Non School Organisations (NSO) Component

Student Details

I have been advised by

…………………………………………………………………..(applicant organisation)

that the information about………………………………….(me/student’s name)

provided on the Intervention Support Program (ISP) Funding Application Form 2008 is used for the purpose of applying for and monitoring funding under the ISP. It will be used by the Department of Education and Training (DET) for assessment of eligibility and monitoring of program implementation. I have been advised that DET will be granted access to the information, that provision of this information is voluntary and that it will be stored securely.

I am aware that if I do not provide all or any of this information I/my child will not be funded.

(You may correct any personal information provided at any time by contacting the service providing support to yourself/your child).

Signed: _____________________________________________________ (Parent/Carer/Self)

Date: ____________________________________________________________________

Please note: This form is to be kept on each child’s file and must be available to DET on request. (Refer to 5.4 Project records)