Young Children with Disabilities Component (YCWD)

LATE FUNDING ROUND
(mainstream (inclusive) early childhood services only)

PROGRAM GUIDELINES
2011
# TABLE OF CONTENTS

1. **The Intervention Support Program**
   - Description ................................................................. 4
   - Program aim and objectives .................................................. 4
   - Late enrolments in mainstream early childhood settings .......... 4
   - Eligible organisations .......................................................... 5
   - Target group ........................................................................ 5
   - Diagnosis of disability for projects under the Young Children with Disabilities Component ...... 6

2. **Projects**
   - YCWD service type for preschools and child care centres .......... 8
   - Teacher qualifications .......................................................... 8
   - Educational responsibilities ..................................................... 8
   - Individual Education Program (IEP) ........................................... 8
   - Transition to school for projects under the Young Children with Disabilities Component .......... 9

3. **Grant application and assessment** ........................................ 10
   - Application process .............................................................. 10
   - Assessment process .............................................................. 11
   - Assessment criteria .............................................................. 11

4. **Project Funding** ................................................................. 11
   - Funding period and scope ...................................................... 11
   - Project funding information .................................................... 11
   - Funding formula ..................................................................... 12
   - Funding approval .................................................................... 12
   - Payment of funds .................................................................... 12
   - Grant expenditure ................................................................... 12

5. **Requirements for organisations** ............................................ 13
   - Contractual obligations .......................................................... 13
   - Funding from other government departments ............................. 13
   - Project management responsibilities .......................................... 13
   - Project records ....................................................................... 13
   - Performance and financial reporting .......................................... 14
   - Educational accountability (Half-Yearly and Annual) ..................... 14
   - Financial accountability ........................................................... 14
   - Financial responsibilities ........................................................ 15
   - Goods and services tax (GST) .................................................... 15
   - Technical requirements ........................................................... 15
<table>
<thead>
<tr>
<th></th>
<th>Other responsibilities for organisations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Provision of project information</td>
<td>15</td>
</tr>
<tr>
<td>6.2</td>
<td>Indemnity and insurance</td>
<td>16</td>
</tr>
<tr>
<td>6.3</td>
<td>Research</td>
<td>16</td>
</tr>
<tr>
<td>6.4</td>
<td>Promotion</td>
<td>16</td>
</tr>
<tr>
<td>6.5</td>
<td>Privacy and evaluation</td>
<td>16</td>
</tr>
<tr>
<td>6.6</td>
<td>Child protection requirements</td>
<td>17</td>
</tr>
<tr>
<td>6.7</td>
<td>Disability legislation</td>
<td>17</td>
</tr>
<tr>
<td>6.8</td>
<td>Fraud provisions</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Advice and support for organisations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Provision of advice and support to organisations – monitoring and evaluation</td>
<td>17</td>
</tr>
<tr>
<td>7.2</td>
<td>Electronic support</td>
<td>18</td>
</tr>
<tr>
<td>7.3</td>
<td>Department contact</td>
<td>19</td>
</tr>
</tbody>
</table>

**Attachment A:** Individual Family Service Plans (IFSPs)

**Attachment B:** Parent/Carer Certification Form - Use of Personal Information

**Attachment C:** Parent/Carer Certification Form – Education Program and Transition to School
1 The Intervention Support Program

1.1 Description

The Intervention Support Program (ISP) is administered by the NSW Department of Education and Training 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.

Under these Program Guidelines the Intervention Support Program funds the Young Children with Disabilities Component which supports learning and educational development opportunities for children with disabilities who are below school age to prepare them for inclusion into early childhood programs or schools.

1.2 Program aim and objectives

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

The specific objectives of the Young Children with Disabilities 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.

1.3 Late enrolments in mainstream early childhood settings

A limited amount of funding has been set aside for funding for children with disabilities who enrol in mainstream early childhood settings for 2011 after the closing date of 24 September 2010. However, as a limited amount of funding is available organisations are strongly encouraged to apply for funding in the main funding round. There is no guarantee that all late funding round applications can be funded.

Mainstream (inclusive) early childhood settings for children below school age refers to the placement of children with disabilities into educational programs for and with children without disabilities.

The late enrolment application process is open to:

- mainstream (inclusive) early childhood settings that did not submit an application by the 24 September 2010 closing date, and

- mainstream (inclusive) early childhood 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:** Additional funding cannot be guaranteed to services in receipt of funding from the main funding round.

The minimum grant will remain at $3,000.

**The closing date for the Late Funding Round is Friday 4 March 2011.**

1.4 Eligible organisations

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

**Definition of a non-government centre**

A non-government centre:

- provides individual education programs for children with disabilities; 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.

For example, a non-government centre may be:

- a community based preschool;
- an early childhood intervention program;
- a community based child 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.**

1.5 Target group

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

Funding is only provided for children with a written diagnosis of disability. A child with a disability means a child who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, language, 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.

1.5.1 Diagnosis of disability for projects under the Young Children with Disabilities Component

To meet the eligibility criteria each child requires a written diagnosis of disability from a medical specialist. 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). Diagnosis by an orthoptist or optometrist will not be considered.

• **Language** – relevant medical specialist or speech pathologist. A report must be forwarded to the Intervention Support Program for approval. See below.

• **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. A report must be forwarded to the Intervention Support Program for approval. See below.

• **Multiple Disabilities** – paediatrician or relevant medical specialist.

• **Developmental Delay** – paediatrician, registered psychologist, school counsellor or other professionals qualified to administer psychometric assessments.

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 Intervention Support Program**: Reports for Language, Social/Emotional and Behavioural Disorders or Special Consideration – Medical Condition must be submitted by mail to the Intervention Support Program on or before the closing date. The staff of the Intervention Support Program will not contact you to
request outstanding reports. Decisions on eligibility for funding will be based on the information provided by you in your application.

- **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 Intervention Support Program 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 Intervention Support Program by the closing date.

- **Special Consideration – Medical Condition**: 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 Intervention Support Program 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 Intervention Support Program.

**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 Intervention Support Program may seek verification of information. It is advisable that all supporting documentation be available from the time of application.
2 Projects

2.1 YCWD service type for preschools and child care centres

Early Childhood Integration

An additional university trained 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 university trained teacher or teacher’s aide means additional personnel beyond the staff number required by the Department of Human Services NSW - Community Services for your service.

2.2 Teacher qualifications

A university trained teacher, whose qualifications are recognised by the NSW Department of Education and Training 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 the Department contact the Teacher Qualification Assessment Unit at Teach NSW on telephone 1300 300 498 or fax 02 9836 9767.

Please note: TAFE early childhood qualifications are not recognised as teaching qualifications by the Department.

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 for projects under the Young Children with Disabilities Component

To promote a positive start to school for young children with disabilities the NSW Department of Education and Training 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, if requested.
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

The completed application form, together with any additional information as required by the Guidelines, must be submitted by the closing date of Friday 4 March 2011. ISP Online opens Tuesday 1 February 2011.

Late applications will not be considered.

Organisations applying for funding must submit their application/s using the Intervention Support Program (ISP) Online Service at www.det.nsw.edu.au/cgisponline

The Late Funding Round Application Form 2011 requires applicants to provide a range of specific details on:

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

Applicants 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 – Language background other than English; or
  - 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.** *(This is not a mandatory field).* Postcode of child’s home address;

- **Type of disability.** Indicate each child’s disability from the information included in the diagnosis report. For explanatory notes see Section 1.5.1; and

- **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
N.B.: You may be requested to provide additional information to support your application if the Intervention Support Program has already deemed a child eligible in the main funding round with another preschool, child care centre or early childhood intervention service.

3.2 Assessment process

Applications are assessed by staff of the Intervention Support Program.

3.3 Assessment criteria

Decisions on eligibility for funding will be based on the information provided on the Late Funding Round Application Form 2011.

If information on any child is incomplete, funding will not be calculated for that child.

4 Project Funding

4.1 Funding period and scope

The Intervention Support Program 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 2011 to 31 December 2011. 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 and the funding agreement.

There is no automatic refunding of projects. Any proposal for further funding will be subject to a new application, assessment and availability of funds.

4.1.1 Project funding information

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 the end of July each year.
4.1.2 Funding formula

Distribution of funds under the Intervention Support Program is based on the principle of sharing the available funds amongst all eligible applicants. The level of funding each year is determined by the following factors:

- the number of eligible children;
- their age; and
- the type of service to be provided.

4.2 Funding approval

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

The organisation accepts the offer of funds and enters into a contract with the NSW Government to fulfil the objectives and requirements stipulated in these Guidelines.

A Funding Agreement is prepared which both parties must sign. A copy of the signed Agreement is retained by both parties.

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 Intervention Support Program Funding Agreement 2011 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 Intervention Support Program Funding Agreement 2011 and satisfying all accountability requirements of the previous year, where applicable.

- 50% of the approved funding (Second Payment) on receipt and processing of satisfactory Half-Yearly Educational and Financial Accountability Reports and an Annual 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 the Department immediately upon receipt of advice from the Intervention Support Program.

4.4 Grant expenditure

Grants must be expended in the following way:

- at least 90% of the grant on salaries and salary on-costs for direct service provision; and
- no more than 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 NSW 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; and
- 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 NSW Department of Education and Training if it has entered into any other Funding Agreement with it or any other State or Australian Government department. You may be required to satisfy the NSW Department of Education and Training that you have completed or are satisfactorily complying with all the terms of that Agreement. The Department 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 the Department; and
- 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 a period
of 7 years for each child funded:

- The *Parent / Carer Certification Form - Use of Personal Information* (Attachment B). To be signed by the parent(s)/carers 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(s) / carers 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 the Intervention Support Program on request.

Attachments B and C must be updated for each child every year. Organisations who fail to maintain current records for children on their application for funding will be required to return funding for those children.

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)

- the list of the children funded for the current year;
- the children funded who no longer attend the program, where applicable;
- the replacement children now attending the program, including details of each child's diagnosis of disability, where applicable;
- information on education programs being implemented;
- educational outcomes of programs; and
- method/s of monitoring children’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 < $50,000. 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 all organisations receiving ≥ $50,000.
5.6 Financial responsibilities

Organisations are required to keep funding in an account with one of the following organisations until used for the project:
- a credit union;
- a bank; or
- a building society.

A funding account must be either:
- a separate account; or
- 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 Department 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 the Department 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 the Department must be paid to the ATO.

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

5.8 Technical requirements

Organisations applying for funding should submit the application(s) using the ISP Online Service. Please contact the staff of the Intervention Support Program if you will experience difficulties submitting your application online.

The Intervention Support Program may wish to correspond with organisations electronically. This will require a computer with internet access.

6 Other responsibilities for organisations

6.1 Provision of project information

Contact details and information on the Intervention Support Program projects may be provided to other Government Departments and members of the public if information is sought.

The NSW Department of Education and Training liaises with other government agencies such as the Department of Human Services - Community Services and Ageing, Disability and Home Care supporting children with disabilities.
6.2 Indemnity and insurance

All personnel employed by the organisation in whatever capacity shall be the sole responsibility of the organisation. The Department 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 NSW Department of Education and Training 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 NSW Government and administered by the NSW Department of Education and Training’.

6.5 Privacy and evaluation

The NSW Department of Education and Training 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; and
- 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 the NSW Department of Education and Training 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 the Department. The Department will consult with organisations at the appropriate time regarding the nature of the intended survey and the precise level of information required.
The NSW Department of Education and Training 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.

6.6 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 Commission for Children and Young People Act 1998 underpins the Government’s child protection policies and the development of individual agency policies, practices and procedures.

The NSW Department of Education and Training will determine its own policies and procedures to ensure it complies with the legislation. You are required to comply with any requirements of the Department 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 an estimate of risk and a risk rating of some or significant risk has been communicated, the applicant is to be rejected for employment.

You are required to have procedures in place to ensure compliance with the NSW Department of Education and Training’s requirements.

6.7 Disability legislation

You must comply with the provisions of the following Acts:

- NSW Anti-Discrimination Act 1977; and

6.8 Fraud provisions

The NSW Department of Education and Training 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. The Department is strongly committed to fraud prevention and control through verification of the accuracy of information provided to it and of the appropriateness of the use of funds provided. 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 NSW Department of Education and Training by means of:
visits to projects;

analysis of project accountability documentation;

analysis of financial activities reports provided by the organisation; and

other information that may be requested from the organisation from time to time.

Performance is assessed by the NSW Department of Education and Training against the objectives of the Program, the adherence to the Program Guidelines and the terms and conditions of the Funding Agreement. The Department’s 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 childhood intervention, staff from the Intervention Support Program 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/cgisponline

This Internet site provides:

- Program Guidelines;
- ISP Online applications; and
- Accountability reports.
7.3 Department contact

In day to day matters of service delivery staff of the Intervention Support Program 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
Websites: www.det.nsw.edu.au/eas/isp
          www.det.nsw.edu.au/cgpisponline

Senior Coordinator: 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 1300

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 was adapted from 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. The original text has also been updated using information from the following sources:


An IFSP is a process that supports family-centred early childhood 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 childhood 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 childhood 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 childhood intervention professionals.

A family’s preference for how an early childhood 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 childhood 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 childhood 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.
# Attachment B: Parent/Carer Certification Form

## Use of Personal Information

### Intervention Support Program

**Young Children with Disabilities (YCWD) Component**

### 1. Child Details

<table>
<thead>
<tr>
<th>Applicant Organisation:</th>
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<tbody>
<tr>
<td>Name of Child:</td>
<td>……………………………………………………………………………………………………</td>
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</table>

I have been advised by the Organisation above that the details about my child, provided on the *Intervention Support Program Funding Application Form*, are used for the purpose of applying for and monitoring funding under the Intervention Support Program. It will be used by the Intervention Support Program for assessment of child eligibility and monitoring of program implementation. I have been advised that the Intervention Support Program 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 Intervention Support Program for a maximum of 2 different types of service (as per the Intervention Support Program Guidelines) provided by 2 different organisations.

If I authorise the inclusion of my child, whose name appears above, in more than 2 applications for Intervention Support Program funding, I acknowledge that the Intervention Support Program will choose 2 settings which provide a complementary mix of services.

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

<table>
<thead>
<tr>
<th>Signature of Parent/Carer:</th>
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</thead>
<tbody>
<tr>
<td>Date:</td>
<td>……………………………………………………………………………………………………</td>
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</tbody>
</table>

Please note: This form is to be kept on each child’s file and must be available to the Intervention Support Program 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.

Applicant Organisation: …………………………………………………………………………

Name of Child: ………………………………………………………………………………….

1. Education Program

I certify that the child whose name appears above is receiving an education program from the applicant organisation stated above.

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

2. Transition to School

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

☐ Yes or ☐ No (Please tick one)

Signature of 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)