



Young Children with Disabilities Component

Children in Residential Care Component

Non-School Organisations Component

PROGRAM GUIDELINES

2017

Please read the *Program Guidelines 2017* carefully before completing your application



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Attachment E: Parent/Carer/Child Certification Form – Use of Personal Information Non-School Organisations

1 The Intervention Support Program

1.1 Description

The Intervention Support Program is administered by the NSW Department of Education and provides grants for programs designed to improve educational outcomes for children with disability by improving their participation and achievement.

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

- The **Young Children with Disabilities Component**: supports learning and educational development opportunities for children with disability who are below school age to prepare them for inclusion into early childhood education programs and school.
- The **Children in Residential Care Component**: assists children with disability living away from their families in residential care.
- The **Non-School Organisations Component**: assists in the provision of services which assist children with severe disability 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 this component.

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 disability.

The **specific objectives of the Young Children with Disabilities Component** are to:

- support the education of children with disability below school age through the provision of individual education programs either at home, in early childhood intervention centres, child care, family day care and occasional care centres.
- support the development of staff working with children with disability below school age in the centres.

The **specific objective of the Children in Residential Care Component** is to:

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

The **specific objective of the Non-School Organisations Component** is to:

- improve educational participation and outcomes for children with severe disability.

1.3 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/learning programs for children with disability; 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:

- 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.

Funds are not available for preschools. Funding for preschools is available from the Department's Preschool Disability Support Program (PDSP). For further information go to <https://pdsp.northcott.com.au/>

1.4 Target groups

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

- The **Young Children with Disabilities Component** targets children with 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 **Children in Residential Care Component** targets children with disability in residential care (birth to 18 years).
- The **Non-School Organisations Component** targets children with severe disability who are of school age (4 to 18 years).

Funding is only provided for children with a written diagnosis of disability. A child with 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 who have a specific learning difficulty and require remedial support or therapy are not eligible.

1.5 **Diagnosis of disability** for the Children in Residential Care and Young Children with Disabilities Components only

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.
- **Severe Language** – relevant medical specialist or speech pathologist. A report must be forwarded to the Intervention Support Program for approval. See "What is Required" below.
- **Physical Disability** – relevant medical specialist or paediatrician. Diagnosis by a physiotherapist or occupational therapist will not be considered.
- **Severe Social/Emotional and Behavioural** – specialist psychologist, psychiatrist or paediatrician. A report must be forwarded to the Intervention Support Program for approval. See "What is Required" 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 have a diagnosis of delayed development.

What is Required?

- **Submission of reports to the Intervention Support Program:** Reports for Severe Language, Severe Social/Emotional/Behavioural Disorders or Special Consideration – Medical Condition must be submitted to the Intervention Support Program on or before

the 28 October 2016. **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.**

Reports for Severe Language, Severe Social/Emotional/Behavioural and Special Consideration-Medical Condition MUST be provided to the ISP every year to support your application.

- **Severe 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 28 October 2016 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.

- **Severe Social/Emotional/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 28 October 2016.
- **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 inclusive early childhood education and care setting for the total period of time that the child is in attendance. The report must be submitted to the Intervention Support Program by the 28 October 2016. 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 28 October 2016 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.

1.6 **Diagnosis of disability** for the Non-School Organisation Component only

Funding under the Non-School Organisation Component requires verification of a severe level of disability and requirements differ in certain respects from those outlined for the Children in Residential Care and Young Children with Disabilities Components.

Diagnosis of a Severe Level of Disability

To meet the 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 have a severe level of disability the following eligibility criteria is provided:

- **Language** - children 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 child entering kindergarten. Difficulties in communication and academic achievement must be the direct result of the disorder.
- **Physical Disability** - children must have a current physical condition involving the motor system that significantly limits their 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 child 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** - children 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** – children must have a current audiogram and report from Australian Hearing which indicates a hearing loss of 70 decibels or greater in the better ear.
 - Vision Impairment** – children 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/Behavioural Disorders** – children 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. Children 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** - children 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 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 disorder.

Decisions on eligibility for funding will be based on the information provided by your organisation. 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 Educational Responsibilities

2.1 Young Children with Disabilities service types

Home Based Program

A university trained 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 the Intervention Support Program will calculate funding for the child for an *Itinerant Support/Consultancy* service.

Early Childhood Inclusion

An additional educator is employed to work in an inclusive early childhood education and care 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 educator means additional personnel beyond the staff required by the Education and Care Services National Regulations for your service.

Early Intervention Centre Based

The child attends an early childhood intervention program weekly/fortnightly for the implementation of their Individual Education/Learning Program (IEP/ILP) by a university trained teacher. As children reach 4 years of age their program would focus on transition to an inclusive setting.

Itinerant Support/Consultancy

A university trained teacher is employed to travel to inclusive early childhood education and care settings at least 3 times per term to work with the staff 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 the Intervention Support Program will choose 2 settings which provide a complementary mix of services. (see Attachment B).

2.2 Teacher qualifications for organisations funded under the Young Children with Disabilities Component only

A university trained teacher, whose qualifications are recognised by the NSW Department of Education, must be involved in supervising the development and implementation of the education program for funded children with disability 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 by email www.teach.nsw.edu.au/contact-us

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

Early Childhood Intervention Services

Organisations funded by the Intervention Support Program to deliver education programs as an early childhood intervention service including the service delivery types – home based, early intervention centre based and itinerant support/consultancy must employ a university trained teacher to deliver the children's programs.

2.3 Approved children and enrolment

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

2.4 Individual Education/Learning Program (IEP or ILP)

A written Individual Education/Learning 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/ILPs.

The IEP/ILP 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 across all settings.

- **Information about the disability and teaching implications.**
- **Documentation of the transition process:** planned to assist in the move to the next environment e.g. early childhood education and care setting or school.
- **Summary of child's strengths and needs.** This can be in dot point form and should highlight what the child can do and what works best for them.
- **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 aspirations, 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. Objectives should be:
 - Specific
 - Measurable
 - Achievable
 - Results-focused
 - Time-bound.
- **Teaching strategies:** developed to address the objectives. Teaching strategies must include what the teacher will provide, encourage and do. If the child's education program includes a therapy component, the therapy should be embedded 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/ILP 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/ILP for each child.

See *Individual Family Service Plans (Attachment A)* for information on IFSPs adapted from *Guidelines and Recommended Practices for the Individual Service Plan, Second Edition (1991)* edited by McGonigel, Kaufmann and Johnson, Association for the Care of Children's Health.

2.5 Transition to school for organisations funded under the Young Children with Disabilities Component only

To promote a positive start to school for young children with disability the NSW Department of Education is committed to the establishment of timely and coordinated processes to guide transition to school. Through collaboration, the family, together with a range of personnel from early childhood education and care 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 28 October 2016**. ISP Online opens **Monday 26 September 2016**.

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/cgpisponline

The *Funding Application Form 2017* requires applicants to provide a range of specific details on:

- the applicant organisation;
- the service;
- the children receiving support;
- the education program to be provided for the children with disability 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 under the:

Young Children with Disabilities 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 first name and last name.
- **Background.** (*This is not a mandatory field*). Indicate each child’s background as follows:
 - Aboriginal background;
 - Torres Strait Islander background;
 - Culturally and linguistically diverse background; or
 - 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.
- **Type of disability.** Indicate each child's disability from the information included in the diagnosis report. For explanatory notes see Section 1.5.
- **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 1.5.
- **Type of service delivery provided for each child.** For explanatory notes see Section 2.1.

Children in Residential Care Component must submit 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:
 - Aboriginal background;
 - Torres Strait Islander background;
 - Culturally and linguistically diverse background; or
 - 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.
- **Length of stay in residence.**
- **Type of disability.** Indicate each child's disability from the information included in the diagnosis report. For explanatory notes see Section 1.5.
- **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 1.5.

Non-School Organisations Component must submit children 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:
 - Aboriginal background;
 - Torres Strait Islander background;
 - Culturally and linguistically diverse background; or
 - 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.

- **Type of disability.** Indicate each child's disability from the information included in the diagnosis report. For explanatory notes see Section 1.6.
- **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.
- **Service delivery location.** Indicate Catholic or Government school.
- **Present school placement.** Indicate each child'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 the staff of the Intervention Support Program.

3.3 Assessment criteria

Decisions on eligibility for funding will be based on the information provided in the *Funding Application Form 2017*.

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

4 Funding

4.1 Funding period and scope

The Intervention Support Program provides annual submission based funding to support educational services for children with disability. 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 2017 to 31 December 2017. 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 activities in the agreed funding period as specified in the letter of offer and the funding agreement.

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

4.2 Funding information

The NSW Department of Education 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 service, 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 changes to the 'Details of Children Funded in 2017' list attached to the Funding Agreement.

4.3 Funding formula

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

Young Children with Disabilities Component 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.

Children in Residential Care Component the level of funding each year is determined by the number of eligible children.

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 children.

4.4 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.

Organisations funded under the Children in Residential Care Component will also receive a list of approved education programs for implementation 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.

4.5 Payment of funds

For organisations 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 2017* 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 2017* 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).

Any unexpended funds must be returned to the Department immediately upon receipt of advice from the Intervention Support Program.

4.6 Grant expenditure

For each of the program components, 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 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 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 Department 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 Management responsibilities

Organisations are responsible for:

- the organisation administration and financial management of the service;
- ensuring all conditions in the Funding Agreement are met;
- setting up an effective management structure to oversight the service;
- accepting all legal and other responsibilities as employers of service staff, including adherence to industrial awards, where they apply;
- recruiting and supervising staff to operate the service;

- monitoring staff to ensure all responsibilities are met;
- fulfilling the necessary reporting requirements specified by the Department; and
- implementing the agreed activities.

5.4 Organisation records

Organisations will be required to maintain internal records to support data requirements as outlined in this document and in the terms and conditions of the Funding Agreement. These records will need to be made available for monitoring visits and Departmental audits.

Organisations also need to ensure that the following records are kept for a period of 7 years:

Young Children with Disabilities 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 disability 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 funded child with disability 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.

Children in Residential Care Component

- The Parent/Carer/Child Certification Form - Use of Personal Information (Attachment D) or its equivalent is to be signed by the child/parent/carer for each child included in the application for funding for children with disability 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.

Non-School Organisations Component

- The Parent/Carer/Child Certification Form - Use of Personal Information (Attachment E) or its equivalent is to be signed by the parent/carer/child for each child included in the application for funding for children with disability 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 every year. Organisations who fail to maintain current records for children on their application and for whom they receive funding will be required to return funding for those children.

5.5 Performance and financial reporting

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

5.6 Educational accountability (Half-Yearly and Annual)

Young Children with Disabilities and Children in Residential Care Components

- the list of the children funded for the current year, where applicable;
- 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.

Non-School Organisations Component

- the list of the children funded for the current year;
- the children funded who no longer attend the program;
- the replacement children now attending the program, including details of each child's diagnosis of disability;
- information on education programs being implemented; and
- method/s of monitoring children's progress.

5.7 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 \geq \$50,000.

5.8 Financial responsibilities

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

- 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.

5.9 Goods and services tax (GST)

Goods and Services Tax on funds received from the NSW Department of Education must be paid

to the Australian Taxation Office in accordance with the Funding Agreement. The Department will generate a Recipient Created Tax Invoice (RCTI) in respect of the services made by the funded organisation.

5.10 Technical requirements

Organisations applying for funding must submit applications using ISP 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 organisation information

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

The NSW Department of Education liaises with other government agencies such as Ageing, Disability and Home Care supporting children with disability.

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

‘This organisation is funded by the NSW Government and administered by the NSW Department of Education’.

6.5 Privacy and evaluation

The NSW Department of Education 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 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 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 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 Children and Young Persons (Care and Protection) Act 1998 underpins the Government's child protection policies and the development of individual agency policies, practices and procedures.

The NSW Department of Education 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 requirements.

6.7 Disability legislation

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

- NSW Anti-Discrimination Act 1977;
- NSW Disability Inclusion Act 2014; and
- Disability Discrimination Act 1992.

6.8 Fraud provisions

The NSW Department of Education 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 organisation activities will be monitored by the staff of the *Intervention Support Program* by means of:

- visits to organisations;
- analysis of organisation 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 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 organisations, which may require assistance to improve their performance.

7.2 Electronic support

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

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 organisation staff. Where there are serious concerns about the implementation or financial management of the organisation and/or matters of a legal nature, communication will be with the Management Committee.

Intervention Support Program

Senior Intervention Support Officer:	Tracey Quick	(02) 9266 8222
Project Support Officer:	Thilak Gamage	(02) 9266 8142
Tollfree:	1800 064 767	
Fax:	(02) 9244 5744	
E-mail:	interventionsupport@det.nsw.edu.au	
Website:	www.det.nsw.edu.au/cgpisponline	
Postal Address:	Intervention Support Program Early Childhood Education and Care Directorate NSW Department of Education Locked Bag 53 DARLINGHURST NSW 1300	
Street Address:	Intervention Support Program Early Childhood Education and Care Directorate NSW Department of Education Level 11 1 Oxford Street DARLINGHURST NSW 2010	

Attachment A: Individual Family Service Plans (IFSPs)

This information applies to applications for funding for **children with disability 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:

Guralnik, M.J. (Ed.). (2005) *The Developmental Systems Approach to Early Intervention*. Baltimore: Paul H. Brookes Publishing Co.

Learning Disabilities Association of America (2002) Guidelines for the individualised family service plan (IFSP). Retrieved April 20, 2009 from www.idantl.org/aboutld/professionals/guidelines/asp

National Early Childhood Technical Assistance Centre (no date) Family-Centred Services. Retrieved April 20, 2009 from www.nectac.org/topics/families/families.asp

The National Dissemination Centre for Children with Disabilities (no date) How to Write a Services Plan. Retrieved April 20, 2009 from www.nichy.org/babies/IFSP/Pages/default.aspx

An IFSP is a process and a written document 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 disability.

A team leader, 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 or service coordinator 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 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, aunts, neighbours, friends, 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 a familiar component of service delivery for early childhood intervention professionals.

The process is essentially to help a family identify its strengths and needs in relation to the development of their child with disability. The process should be natural and supportive.

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. The best way to assist children and meet their needs is to support and build upon the individual strengths of their family.

formal and informal evaluation of the IFSP and IEP process

Evaluation is a crucial component of the IFSP process. Evaluation should be ongoing (at least every six months and updated at least twice a year) 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 Component

1. Child Details

Applicant Organisation:

Name of Child:

I have been advised by the Organisation above that the details about my child, provided in 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.

Signature of Parent/Carer: _____

Date: _____

Please note: This form is to be kept on each child's file and must be available to the ISP on request.



2017

Attachment C: Parent/Carer Certification Form

Education Program and Transition to School

Intervention Support Program
Young Children with Disabilities Component

Parents/carers should sign this form in Term 1 (or equivalent), 2017.

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.

I understand that my child's funding will not be affected if I do not authorise the release of their details to other departmental personnel.

[] 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 the ISP on request.





2017

Attachment D: Parent/Carer/Child Certification Form

Use of Personal Information

Intervention Support Program Children in Residential Care Component

Child Details

Applicant Organisation:

Name of Child:

I have been advised by the organisation above that the details about the child, provided on the *Intervention Support Program Funding Application Form*, is 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 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 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).

Signature of Parent/Carer/Child: _____

Date: _____

Please note: This form or its equivalent is to be kept on each child’s file and must be available to the ISP on request.

2017

Attachment E: Parent/Carer/Child Certification Form

Use of Personal Information

Intervention Support Program Non-School Organisations Component

Child Details

Applicant Organisation:

Name of Child:

I have been advised by the organisation above that the details about the child provided on the *Intervention Support Program Funding Application Form*, is 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 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 I/my child will not be funded.

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

Signature of Parent/Carer/Child: _____

Date: _____

Please note: This form or its equivalent is to be kept on each child's file and must be available to the ISP on request.