These two equity loadings allow us to support students with additional learning needs related to low level adjustment for disability and limited English language proficiency.

**How is the loading for low level adjustment for disability determined?**

This loading is based on the number of students who have low level disability and who have additional learning and support needs in a school. This loading takes into account students who are performing in the lowest 10% on NAPLAN over the last three years. This loading is consistent with the current Every Student, Every School initiative.

The number of students in schools with additional learning and support needs has increased considerably in recent years. The majority of these students have low level additional learning and support needs and are enrolled in our regular classes.

We have established a new way of providing funding for students with additional learning and support needs, one which responds to the changing profile of students in our schools and meets contemporary expectations about support for students with disability.

The model provides access to a specialist teacher and funding in every regular school. It supports students with disability and low levels of additional learning and support needs and their classroom teachers.

**What does this mean for schools in 2014?**

Every regular NSW public school has immediate access to a specialist teacher and flexible funding to support students with disability who have additional learning and support needs.

Schools have the flexibility to determine when and where support is needed, with more students able to access support without the need for a confirmation of disability or formal application outside school.

Principals, through their learning and support teams, are responsible for determining how their school’s resources are used to best meet the learning and support needs of their students.

**How is the loading for English language proficiency determined?**

Funding will be provided to schools to support students with limited English language proficiency.

It is based on a moderated assessment of student proficiency levels, as measured by the English as a Second Language (ESL) phases, to identify relative needs.

The equity loading for English language proficiency in the new RAM will retain many elements of the current qualification process and assessment framework. Currently, students are assessed annually at 30 June as being in ESL phases 1, 2 or 3, with students in Phase 1 requiring the highest level of support. The data to inform the resourcing for each of the different categories of students will continue to be provided by the relevant business area within the Department’s Early Learning and Primary Education Directorate.

The annual ESL survey will continue to be used to provide data on ESL needs for resource allocation purposes. The equity loading for English language proficiency will be based on school assessment of ESL phases and length of time spent in an Australian school.

This approach has been accepted nationally.

**What does this mean for schools in 2014?**

Funding available to support students participating in intensive English programs will continue. The system recognises the fluctuating nature of enrolments for this group of students. It will continue to have the flexibility to respond in ways that best meet the needs of students with intensive English learning needs.