HUME CENTRAL SECONDARY COLLEGE
PROGRAM FOR STUDENTS WITH DISABILITY (PSD)
LEARNING AND HEALTH CONSIDERATION (LHC) POLICY

RATIONALE

Hume Central Secondary College takes pride in supporting all students to learn effectively and to develop positive attitudes and behaviours. We endeavour to provide an environment that will effectively nurture students' development and a feeling of connectedness to the College.

At Hume Central Secondary College, we also acknowledge that students possess a wide range of talents and abilities, including students who may have a variety of learning and health difficulties. These individual differences among students are valued, and considered in students' individual learning pathways. Whether it be intellectual, social/emotional or physical development that needs support, Hume Central Secondary College strives to accommodate all student needs through ongoing support.

Hume Central Secondary College is committed to delivering an inclusive education program that ensures all students have access to a quality education that meets their needs. The College provides a range of programs and resources to support the delivery of a high quality learning experience for all students, including students with disabilities.

The College refers to the principles provided by the Department of Education and Training policy regarding the Program for Students with a Disability (PSD) to guide processes involved in supporting students who qualify for the Program for Students with Disability (PSD).

The Program for Students with Disabilities is a targeted supplementary funding program for schools which provides resources for a defined population of students with disabilities and with moderate to severe needs, who meet criteria for one of seven program categories:

▪ physical disability	▪ severe behaviour disorder	▪ hearing impairment
▪ visual impairment	▪ intellectual disability	▪ autism spectrum disorder
▪ severe language disorder with critical educational needs		

The College also provides support for students who do not meet the criteria for the PSD Program but who possess a range of other learning, health, and/or behavioural needs; encompassed within a Learning and Health Considerations (LHC) category.

This policy assists with providing supports both in and out of the classroom, in the modification of learning tasks and assessments, and in the reporting of learning progress.

GUIDING PRINCIPLES

1. Identifies areas of need and strives to improve the learning outcomes of students by providing professional development and specialist support staff to aid the classroom teacher in catering for individual differences.
2. Encourages and supports subject teachers in their endeavour to adapt teaching styles, adjust programs and in some cases modify curriculum to ensure all students have access to all subject areas.
3. Provides support for all staff, encouraging and sharing of knowledge and expertise, experience, strategies and ideas for catering for individual differences.
4. Supplies resources, environmental change (structural and social), and technical assistance to ensure those with learning difficulties are supported in their learning.
5. Supports all staff to cater for individual differences by providing achievable and challenging learning outcomes for all students.
6. Supports all staff to refine their teaching and learning programs as they support individual students to develop their capabilities and learning styles.
7. Ensures that strategies to support students with additional learning needs are implemented across the College including individualised Learning Programs (ILP's), Student Support Groups (SSG's), English as an Additional Language (EAL) assistance, New Arrivals programs and school counselling are areas of focus.

Teacher Responsibilities

All staff are responsible for:

▪ Catering for individual differences by providing appropriate assessment of learning outcomes for all students.
▪ Liaising with the PSD Leader at their campus to help identify the educational needs of each student and then deliver an unbiased curriculum using a range of teaching and learning strategies.
▪ Ensuring that all students are treated with respect and that students at the College learn to value individual differences and embrace diversity.
▪ Refining their teaching and learning processes as they understand more about how individual students develop their capabilities and learning styles.

REVIEW

This policy will be reviewed as required or due to changes in regulations or circumstances.

Date Reviewed	To Be Reviewed	College Council
September 2019	Annually	Not required to be endorsed at College Council

IMPLEMENTATION GUIDELINES

POLICY PURPOSE

The College uses the Program for Students with a Disability (PSD), Leaming and Health Consideration (LHC) Policy to guide processes involved in supporting students that have a disability, and those that do not qualify for the Program for Students with Disability (PSD) but who have a cognitive learning difficulty, a learning disability/difficulty, severe health impairment and/or significant physical difficulty. The policy assists with providing supports both in and out of the classroom, in the modification of learning tasks and assessments, and in the reporting of learning progress.

Learning Support Criteria

1. PSD Funded: DET approved and funded

Students are classified based on an IQ assessment range of 69 and below. Students whom are PSD funded may receive Level 1 - 4 funding, based on their assessed needs. Categories of PSD funding are listed below.

1.1 Categories:

a.	Physical Disability	**b.**	Visual Impairment	**c.**	Hearing Impairment
d.	Severe Behaviour Disorder	**e.**	Intellectual Disability	**f.**	Autism Spectrum Disorder
g.	Severe language disorder with critical educational needs				

1.2 Learning and Assessment Support Strategies

- PSD Leader to follow up with all teachers, to ensure that the goals have been entered in Compass and communicated to the student by the end of Week 3 of Terms 1 and 3. PSD Leader to sign-off on goals.
- PSD Leader to conduct SSG face-to-face with the parents/guardians of identified students and all relevant teachers/SWC/TLC teams, to establish the goals for each learning area/subject at the beginning of each semester, and completed by Week 4 of Terms 1 and 3.
- Time to be allocated within Campus Staff or Campus Learning Team meetings in Weeks 2-3 of Terms 1 and 3, to provide staff with support in creating and uploading learning goals. Student Wellbeing, Health, & Engagement Leader to liaise with Campus Principals to initiate.
- PSD Coordinator to oversee the construction and dissemination of student's Individual Education Plan (IEP), which will incorporate goals and previous learning recommendations. IEP to be uploaded onto Compass.
- Any student with recommendations available will be indicated with a 'pink dot' on their Compass dashboard. All learning recommendations obtained via prior testing and assessments will be accessible on Compass under a pinned entry on the student's dashboard.
- Termly SSGs with parents/guardians are to be held, to ensure an ongoing review of students' progress, and to provide feedback regarding the achievement of goals and related strategies, and to update IEP If required.

2. Learning and Health Considerations (non-funded)

Learning and Health Considerations (LHC) is an overarching term to encompass the wide range of learning needs that students may have, outside of those whom are identified within the PSD program.

2.1 Categories:

Students within the LHC category may fall into the following areas:
- a. Cognitive learning difficulty/disorder (an IQ assessment in the range of 70- 79)
- b. A learning difficulty (an IQ of 80 or above, but with identified developmental/academic skills significantly below the expected level)
- c. Health or behavioural impairment or a significant physical disability.

2.2 Learning and Assessment Support Strategies:

Cognitive learning difficulty
- PSD Leader to conduct SSG face-to-face with the parents/guardians of identified students and all relevant teachers and SWC/TLC teams, to determine the units that the student will be able to undertake and be assessed against The Victorian Curriculum/VCE, and also the units to work towards Long-Term Goals assessment (6 months with review as per Abilities Based Learning & Education Support ABLES documentation). Above actions must be completed by Week 4 of Term 1.
- Modified instruction and assessment can occur with support from PSD Leaders, Speech Therapist, and PLC Leaders, in conjunction with students' individual learning recommendations. PSD Leader to keep documentation of agreements pertaining to modified instruction and assessments.
- PSD Leader and/or Speech Therapist to provide detailed information and guidance to the appropriate staff (teachers/SWC/TLC) about the cognitive learning difficulty of each student and suggestions about how to best meet their learning needs.
- PSD Coordinator to oversee the construction and dissemination of student's Individual Education Plan (IEP), which will incorporate goals and previous learning recommendations. IEP to be uploaded onto Compass.

- Any student with recommendations available will be indicated with a 'pink dot' on their Compass dashboard. All learning recommendations obtained via prior testing and assessments to be accessible on Compass under a pinned entry on the student's dashboard.
- Termly SSGs with parents/guardians are to be held, to ensure an ongoing review of students' progress, and to provide feedback regarding the achievement of goals and related strategies, and to update IEP If required.

Learning Difficulty
- PSD Leader to conduct SSG via phone or face-to-face with the parents/guardians of identified students, relevant teachers, and SWC/TLC teams to determine units that students may need modified instruction and assessment. Students will be assessed against The Victorian Curriculum/ VCE.
- Modified instruction and assessment can occur with support from PSD Leaders, Speech Therapist, and PLC Leaders, in conjunction with students' individual learning recommendations. PSD Leader to keep documentation of agreements pertaining to modified instruction and assessments.
- PSD Leader and/or Speech Therapist to provide detailed information and guidance to the appropriate staff (teachers/SWC/TLC) about the cognitive learning difficulty of each student and suggestions about how to best meet their learning needs.
- Any student with recommendations available will be indicated with a 'pink dot' on their Compass dashboard. All learning recommendations obtained via prior testing and assessments to be accessible on Compass under a pinned entry on the student's dashboard.

Some examples of modifications for students with a learning difficulty/disorder may include, but are not limited to:
- Use of scaffolds in homework tasks
- Extra time and/or rest breaks CATs / SACs
- SACs/CATs completed using digital technology
- SACs/CATs broken into smaller parts

Health or behavioural impairment or a significant physical disability
- PSD Leader to conduct SSG via phone or face-to-face with the parents/guardians of identified students and relevant teachers, SWC/TLC teams to determine Units that students may need modified conditions for instruction and/or assessment. Will be assessed against The Victorian Curriculum/VCE.
- Any student with recommendations available will be indicated with a 'pink dot' on their Compass dashboard. All learning recommendations obtained via prior testing and assessments to be accessible on Compass under a pinned entry on the student's dashboard.

Some examples of modifications for students with a health or behaviour impairment may include, but are not limited to:

• Use of a scribe	• Extra time and/or rest breaks for CATs / SACs	• SACs/CATs completed using digital technology	• CATs/SACs administered and supervised in a separate learning space

NB: All parents/guardians that decide their child will work towards Long Term goals assessment rather than The Victorian Curriculum assessment will be made aware that before they make a decision regarding their senior pathway, a review of their skill and knowledge development will take place. Team Leaders, PSD leaders, Speech Therapists, pathway leaders, and psychologists will meet with parents/guardians to discuss the student's options, and the most appropriate recommendations will be put forward.

3. Student Needs Identification
3.1 Although some students will enrol at Hume Central Secondary College with previously identified learning needs, others may be identified during their time at the College, as requiring support and possible inquiry into their specific learning needs. The College is guided by DET in pursuing this further inquiry, and is outlined in the flowchart (Appendix)

Students may be identified by teachers, Team Leaders, or Wellbeing Teams as requiring further inquiry into their individual learning needs. Such inquiry is facilitated by the school's allocated Student Support Services Officer (SSSO). Prior to engaging the support of the school's SSSO, the school is required to complete the pre-referral documents, as stipulated by the steps outlined by the Department of Education and Training. The collated information includes, but is not limited to:

Student's existing IEP	Prior testing history and reports	Classroom teacher feedback	School reports	Any other relevant information

Once all relevant information has been collated, SWC and PSD Leaders will discuss the case with the SSSO, and further action will be determined regarding whether the referral will be accepted, or whether the referral is not accepted. Once a referral is accepted, SSSO will guide the next steps, as outlined within the Referral Process Flowchart.

All cases are considered on an individual basis, and thus time frames will vary depending on the students' needs.

Parents and guardians may also seek professional advice and learning assessments outside of the College. In such cases, the College will endeavour to communicate with any relevant external professionals where possible, to support this process.

3.2 Assessment

All students must be assessed in order to formally meet the criteria for a learning or health disability. The assessments that may be administered, include, but are not limited to:

- Wechsler Intelligence Scale for Children (WISC-IV)
- Child Behaviour Check List (CBCL 6-18)
- Wide Range Achievement Test-fourth edition (WRAT4)
- Wechsler Individual Achievement Test- second edition (WIAT-I1)
- Kaufman Brief Intelligence Test- second addition (KBIT 2)
- Vineland 2 Adaptive Behaviour Scale Children's Memory Scale (CMS)
- Clinical Evaluation of Language Fundamentals - fourth/fifth edition (CELF-4/5)
- Test of Everyday Attention for Children (TEA-Ch)
- Peabody Picture Vocabulary Test- third edition
- Ravens Progressive Matrices
- Wechsler Adult Intelligence Scale (WAIS-IV)
- York Assessment of Reading for Comprehension (YARC)
- South Australian Spelling Test
- Wide Range Assessment of Memory and Learning (WRAML-2)
- Medical practitioners report

4. Satisfactory Completion Policy and Summative Assessment Procedures

4.1 Satisfactory Completion Policy

Hume Central Secondary College Satisfactory Completion Policy (SCP) states:

Consistency with regards to the summative assessment task for each unit is expected across all classes. Modifications to the task may be necessary however, in order to cater for students with additional learning needs. At Years 11 and 12, assessment tasks will not be modified for students with additional learning needs, however special provisions (such as time extensions) can be made.

PSD students are assessed by teachers using individualised learning goals, and are thus not required to formally redeem summative assessment tasks. Teachers may use judgement however, with regards to whether the student has completed an assessment task to the best of their ability or in line with the student's respective goals, and if necessary, have the student finish or re-write components of their assessment task. Hurdle tasks and other formative assessment tasks may also be used to support a teacher's judgement in such circumstances.

For students listed within the Learning and Health Considerations category, once appropriate modification to the instruction and/or assessment has occurred, then if the student still receives less than 50% on a CAT, they will be required to redeem as per the SCP. Where a student is required to redeem, the teacher should review the requirements of the CAT/SAC and make adjustments as appropriate.

4.2 Assessment Procedures

For students in Years 7-10 who are funded under the Program for Students with Disabilities, and those students whom are assessed against individual learning goals, the following guidelines have been created to ensure appropriate support is provided during exam periods.

Where possible, teachers should endeavour to set tasks/exam papers that are both accessible to students and take their learning needs into account. Therefore, in line with the College's responsibility to ensure that reasonable adjustments are made, teachers should appropriately modify exam tasks to ensure the task is accessible, while also aligning with the students' learning goals. Students who are assessed against individual learning goals should be informed by their individual subject teachers, that they are expected to attend all scheduled assessments during the exam period, in order to complete the tasks in line with their learning subject goals.

Where possible, students completing modified assessment tasks, will sit their exams with their class/year level, to promote inclusivity. In some circumstances, there may be cause to remove one or more students in order to provide appropriate support or exam conditions that align with a student's needs. These circumstances should be discussed and arranged with PSD Leaders prior to the commencement of the exam period.

Time will be allocated in PLC meetings in the first two weeks of Terms 2 and 4, to provide opportunities for staff to collaborate in the creation of modified tasks during the exam period.

PSD Leaders and Speech Therapists will provide support where required to assist with the creation of learning tasks that are appropriate to students needs and will lead the coordination of this process during exam periods.

PSD/LHC Policy Appendices

The following samples of individualised student goals reflect the professional recommendations listed on students' respective cognitive assessment documents; available to teachers via Compass.

1. PSD Funded: DET approved and funded
Recommendation:
Continue to break down complex instructions and task requirements, and pair with pictorial and visual cues. It may also help to break down complex visual materials, pieces, and representations into smaller components.

Sample goals:
- Khalid will use an illustrated recipe to prepare ingredients, and follow cooking instructions to prepare a healthy meal
- With use of a colour-coded checklist, Khalid will construct paragraphs using a 'TEEL' format

Recommendation:
Use assistive technology and word processing to assist with written tasks. Where essential, consider using speech-to-text tools to translate Khalid's speech into writing. For assessment purposes and written tasks, continue to allow Khalid to use technology to record his work eg: digital means, audio and video.

Sample goals:
- Using an audio recorder, Khalid will describe the features of an artwork, and explain its intended meaning
- Using a C-Pen Reader, Khalid will identify words within his textbook of which he is unfamiliar

2. A cognitive learning difficulty/disorder
Recommendation:
When Grace comes across a word she does not understand, have her look the word up and write down the definition.

Sample goals:
- Grace will keep a glossary of new words in the back of her notebook each term.
- While reading her novel, Grace will highlight unfamiliar words, and record their definitions during independent practice.

Recommendation:
As Grace struggles with changes to routines, retaining information, and following instructions, it would be useful for her to be provided with weekly timetables/planners and/or visual guides within the classroom. This will help her to deal with changes to routine, complete daily tasks independently, and be aware of what is expected of her.

Sample Goals:
- Using a diary, Grace will record all upcoming homework and assessment tasks, including CFATS, CATs, and Hurdle Tasks
- Grace will use a colour-coded system to assist her in organizing her knowledge book

The following sample recommendations are for students with an identified learning difficulty, or a health or behaviour impairment or significant physical disability. Although most students within these categories are not assessed against individual goals, their recommendations can support you in modifying assessments or adapting your teaching to support them

3. Learning difficulty
Recommendation:
Consider modifications to task requirements, for example, giving a PowerPoint or visual presentation instead of writing an essay. Sometimes diagrammatic or mind-map form may be appropriate.

Raj should continue to benefit from one-to-one and small group assistance to support his literacy and numeracy, and build independence in his work.

4. A health or behaviour impairment or significant physical disability
Recommendation:
Avoid talking while writing on the whiteboard, as Maryam will not be able to lip read you or clearly hear what you are saying, as you are speaking away from her. (For a hearing impairment)

As a result of Jaden's short stature and limbs, there may be safety concerns in practical classes if equipment is not the appropriate size. Teachers should make adaptations to work-spaces and equipment where possible. {For a bone dysplasia condition)

As a result of significant trauma, Helen's anxiety attacks can be triggered when others walking or standing behind her while she is working in class. It is recommended that Helen sit in position at the back of the room, where she will feel safer. (For a student with diagnosed Post-traumatic Stress Disorder).

SSS Referral Process

PRE-REFERRAL PAPERWORK: prepared by School Key Contact prior to Key Contact Meeting	
☐ Wellbeing Consultation Checklist	
Plus additional Information (if relevant)	
☐ Individual Learning Plan (ILP)	☐ Behaviour Management Plan (BMP)
☐ Previous professional reports	☐ Hearing / vision assessment
☐ Details of previous assessments and interventions	☐ Details of school-based support & assessments
☐ Recent school reports	☐ Other relevant documents

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KEY CONTACT MEETING: School & SSS Key Contacts

Discussion of potential referrals & agreed outcomes/actions. Meeting minutes updated by SSS Key Contact.

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REFERRAL ACCEPTED (Evidence of school-based need / concern established)	REFERRAL NOT ACCEPTED AT THIS STAGE

REFERRAL NOT ACCEPTED AT THIS STAGE
- Referral not appropriate at this stage (eg: already receiving support for presenting issue)
- Referral to another service recommended (eg: Assessments Australia)
- School-based support/strategies recommended (eg: Language Support Program)
- Further information, monitoring or follow up needed first

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PARENT/GUARDIAN CONSENT GAINED

☐ SSS Privacy Information & Consent Form (SOCS Form)

☐ SSS Parent/Guardian Information Form

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REFERRAL SUBMITTED ON SOCS
(with Parent/Guardian Consent)
ALL REFERRAL DOCUMENTATION SCANNED ONTO SOCS

Re-referral if presenting issue worsens or further evidence of need obtained by school

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SSS ALLOCATION: Network Team Leader & SSS Team

Priority 1: Critical Incidents Priority 2: Acute issues, complex cases & urgent assessments Priority 3: Preventative & capability building Priority 4: Short-term intervention	Referrals submitted on SOCS allocated according to DET state-wide priorities & network capacity

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REFERRAL ASSIGNED TO SSSO NB: The assigned SSSO may not be the SSS Key Contact	**REFERRAL REMAINS ON WAITING LIST** To be allocated as caseload and priorities allow

For urgent support or information, please contact Hume South Network Team Leader on 0437921034

VICTORIA State Government

Education and Training

North- Western Victoria Region • Student Support Services

STUDENT SUPPORT SERVICES
CLASSROOM TEACHER INFORMATION FORM

STUDENT DETAILS	
Student name	
School	
Class teacher	Year level:

PRESENTING PROBLEM				
Area(s) of Concern	**Reading**	**Spelling**	**Mathematics**	**Writing**
	Intellectual	**Developmental**	**Behavioural**	**Social**
	Oral language	**Fluency**	**Articulation**	**Emotional**
Main reason for referral (please outline your concerns)				
How long has this been a concern?				
Action taken by the school in response to the concern(s)				
Strategies in place to manage the problem				
Other professionals consulted (please attach reports and/or contact details)	Psychologist	Speech Pathologist	Social Worker	Counsellor
	Paediatrician	General practitioner	Audiologist	Optometrist
	Psychiatrist	Occupational therapist	Physiotherapist	Dietician
	Other:			

Previous assessments	Date	Test	Results	

Comments:

EDUCATIONAL HISTORY	
Did the student attend kindergarten?	No/Yes, facility:
	3 year old, year: 4 year old, year:
Was kindergarten repeated?	No/Yes, 3 year old/4 year old
Previous school(s) attended	Primary:
	Secondary:
Grade(s) repeated	No/Yes, grade(s):
Has the student participated in a remedial program?	No/Yes, reading/maths/other:
	Year(s):
Has the student received home/external tutoring?	No/Yes, subject:
	Year(s):
Has the student missed a lot of school?	No/Yes: weeks/months/years
	Reason:
Comments:	

CURRENT SCHOOL PERFORMANCE			
Subject	**Below Average**	**Average**	**Above Average**
Reading/literacy	0	0	0
Spelling	0	0	0
Mathematics/numeracy	0	0	0
Other:	0	0	0
Other:	0	0	0
Comments:			

MEDICAL HISTORY	
Does the student have a significant medical problem or illness?	No/Yes, please describe:
Does the student use visual, hearing or physical aides?	No/Yes, please describe:
Has the student had his/her hearing tested?	No/Yes, year:
	Outcome:
Has the student had his/her vision tested?	No/Yes, year:
	Outcome:
Is the student currently taking medication?	No/Yes, name:
	Reason:
Comments:	

STUDENT ATTRIBUTES (Please tick those that apply)		
Cognitive		Requires a modified curriculum
		Requires frequent teacher assistance
		Learns at a slower rate compared with same-age peers
		Requires a highly directive and structured learning environment
		Requires complex tasks to be broken into smaller, sequential steps
		Requires frequent prompting to stay on-task
		Requires constant repetition of information
Speech/language		Has difficulty following instructions
		Experiences word finding difficulties
		Repetitions are evident (e.g., repeats sounds, syllables, words, or phrases)
		Has difficulty expressing him or herself
		Has a limited vocabulary
		Poor intelligibility of speech
		Finds it difficult to sequence ideas so what is said makes sense
		Has difficulty understanding the meaning of many words
		Gets "stuck" on words and unable to produce them (e .g., blocking)
		Provides insufficient information when communicating
		Uses augmentative or alternative communication aids (e .g ., Makaton)
		Has repetitive and stereotyped speech (e.g. , echolalia)
Social/pragmatics		Finds it difficult to initiate conversation
		Poor topic maintenance (e .g ., ability to maintain the conversation)
		Forgets to greet or farewell others
		Poor eye contact
		Poor peer relations
		Has difficulty interpreting social cues (e.g., body language/facial expressions)
		Shows little interest in the activities of other children
		Shows preference for much older or younger friends
		Plays alone in the schoolyard
		Has difficulty following the rules of games (e . g., taking turns/sharing)
		Lacks make-believe or social-imitative play
		Appears to lack empathy
		Lacks social and emotional reciprocity
		Poor comprehension (literal) (e .g., "pull your socks up")
Motor skills		Clumsy or uncoordinated
		Poor muscle tone
		Has difficulty with tasks requiring hand-eye coordination (e.g., cutting)
		Immature pencil grip (e.g., fist grip not tripod grip)
		Poorly formed handwriting
		Requires hand-over-hand assistance to undertake fine motor tasks
		Uses specialised equipment to assist with fine motor tasks

HUME CENTRAL
Secondary College

BEHAVIOUR CHECKLIST (please rate how often these occur)	Never	Sometimes	Often
Unwilling or reluctant to speak	0	0	0
Poor attention or concentration	0	0	0
Restless or overactive	0	0	0
Forgetful or absentminded	0	0	0
Prefers to be alone/own company	0	0	0
Preoccupied with a special interest or object	0	0	0
More interested in objects than people	0	0	0
Engages in stereotyped or repetitive behaviour	0	0	0
Shy or timid	0	0	0
Anxious or worried	0	0	0
Sad or depressed	0	0	0
Hears or sees things that are not there	0	0	0
Attempted or threatened to harm self or others	0	0	0
Engages in dangerous or risk taking behaviour	0	0	0
Unexplained and/or dramatic changes in behaviour	0	0	0
Aggressive or cruel	0	0	0
Loses temper or has bouts of anger	0	0	0
Swears or uses inappropriate language	0	0	0
Impulsive or unpredictable	0	0	0
Distracts or annoys others	0	0	0
Deceitful or dishonest	0	0	0
Inappropriate sexual behaviour	0	0	0
Wets or soils self	0	0	0
Other:	0	0	0
Comments:			

OTHER PROFESSIONALS/AGENCIES INVOLVED		
Professional/ Agency	**Contact Person**	**Telephone**

Signature: _____   Date: _____

Thank you for your time and comments.

VICTORIA
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**Education
and Training**

STUDENT SUPPORT SERVICES PARENT/GUARDIAN INFORMATION FORM

INFORMANT DETAILS	
Person completing form	
Relationship to child	
Date completed	

CHILD DETAILS			
Child's name			
Home address			
Resides with	Both parents/mother/father/other:		
Gender		Age in years	
Date of birth		Country of birth	
Nationality		Languages) spoken	
Years living in Australia		Preferred language	
Current school			
Previous school(s)			

FAMILY DETAILS	PARENT/GUARDIAN	PARENT/GUARDIAN
Name		
Home address		
Home phone		
Work phone		
Mobile phone		
Country of birth		
Nationality		
Preferred language		
Interpreter required?	No/Yes, dialect:	No/Yes, dialect:
Occupation		
Separated/divorced	No/Yes, year:	

PERSONS LIVING IN THE SAME HOUSEHOLD AS THE CHILD		
Name	Relationship to child	Age

IMMEDIATE FAMILY MEMBERS NOT LIVING WITH THE CHILD		
Name	Relationship to child	Age

PRESENTING PROBLEM				
Area(s) of concern	**Reading**	**Spelling**	**Mathematics**	**Writing**
	Intellectual	Developmental	Behavioural	Social
	Oral language	Fluency	Articulation	Emotional
Main reason for referral (please outline your concerns)				
How long has this been a concern?				
What strategies are in place to manage the problem?				

	Specialty	**Name**	**Telephone**
Other professionals consulted [please attach reports]	Paediatrician		
	Psychiatrist		
	Psychologist		
	Social worker		
	Speech pathologist		
	Occupational therapist		
	Other :		
	Other :		

	Date	**Test**	**Results**
Previous assessments			

Comments:

DEVELOPMENT AL HISTORY	
Was the pregnancy full-term?	Yes/No, weeks premature:
Birth weight	
How was the child delivered?	Natural birth/planned caesarean/emergency caesarean
Were there any complications with the pregnancy, labour, delivery or immediately after birth?	No/Yes, please describe:
Were there any special problems with the child's growth or development?	No/ Yes , please describe:

At what age were the following milestones achieved?		
	Rolled over	months/years
	Sat upright	months/years
	Crawled	months/years
	Walked unassisted	months/years
	Spoke first word	months/years
	Put several words together	months/years
	Toilet trained during the day	months/years
	Stayed dry overnight	months/years
	Fed self	months/years
	Dressed self	months/years

Comments:

FAMILY HISTORY	
Are there any medical problems that run in the child's family?	No/Yes, Please describe:
Are there any learning problems that run in the child's family?	No/Yes, Please describe:
Are there any mental health problems that run in the child's family?	No/Yes, Please describe:

Comments:

MEDICAL HISTORY			
Does the child have a significant medical problem or illness?			No/Yes, please describe:
Does the child use visual, hearing or physical aides?			No/Yes, please describe:
Has the child hearing tested?	had	his/her	No/Yes, year:
			Outcome:
Has the child vision tested?	had	his/her	No / Yes , year:
			Outcome:
Is the child currently taking medication?			No/Yes, name :
			Reason:
Comments:			

EDUCATIONAL HISTORY	
Did the child attend kindergarten?	No/Yes, facility:
	3 year old, year: 4 year old, year:
Was kindergarten repeated?	No/Yes, 3 year old/4 year old
Previous school(s) attended	Primary:
	Secondary:
Grade(s) repeated	No/Yes, grade(s):
Has the child participated in a remedial school program?	No/Yes, reading/maths/other:
	Year(s):
Has the child received home/external tutoring?	No/Yes, subject:
	Year(s):
Has the child missed a lot of school?	No/Yes: weeks/months/years When:
	Reason:
Comments:	

BEHAVIOUR CHECKLIST (please note how often these occur)	Never	Sometimes	Often
Unwilling or reluctant to speak	0	0	0
Poor attention or concentration	0	0	0
Restless or overactive	0	0	0
Forgetful or absentminded	0	0	0
Prefers to be alone/own company	0	0	0
Preoccupied with a special interest or object (please comment)	0	0	0
More interested in objects than people	0	0	0
Engages in stereotyped or repetitive behaviour	0	0	0
Shy or timid	0	0	0
Anxious or worried	0	0	0
Sad or depressed	0	0	0
Hears or sees things that are not there	0	0	0
Attempted or threatened to harm self or others	0	0	0
Engages in dangerous or risk taking behaviour	0	0	0
Unexplained and/or dramatic changes in behaviour	0	0	0
Aggressive or cruel	0	0	0
Loses temper or has bouts of anger	0	0	0
Swears or uses inappropriate language	0	0	0
Impulsive or unpredictable	0	0	0
Distracts or annoys others	0	0	0
Deceitful or dishonest	0	0	0
Inappropriate sexual behaviour	0	0	0
Wets or soils self	0	0	0
Other:	0	0	0
Comments:			

PERSONAL STRENGTHS	
What are the child's favourite activities?	
Is there something the child is particularly good at doing?	
Comments:	

Signature: _____   Date: _____

Thank you for your time and comments.

WELLBEING CONSULTATION CHECKLIST

Date:	
School Name:	
School Contact:	**Phone:**
SSS Key Contact:	**Phone:**
Referrer:	

This checklist is to be used as part of the pre-referral process

Part A - Student Details			
Student name			Year level:
Date of birth			
Country of birth		Koori/Torres Strait Islander: No/Yes	
Language background			
Previously referred to SSS	No/Yes	Details :	
Relevant medical information			
Previous assessment results			
Current or previous PSD funding	No/Yes	Category:	Level:
Description of current concern			

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PART B CHECKLIST - BACKGROUND INFORMATION AND PREVIOUS ASSESSMENTS				
CHILD/YOUNG PERSON		**Assessments/PSD/ Diagnoses**		**NOTES** *(Please add recommendations/comments or indicate if this is an area of concern)*
		Date	**Result**	
ID/Learning Difficulties	☐		*FSIQ*	*(WISC, WIAT)*
Speech/Language	☐			*(CELF)*
Hearing	☐			
Vision	☐			
ASD and/or other diagnoses	☐			*Has a referral been made for Autism Connect?*
Health/Physical	☐			
Severe/Challenging Behaviour	☐			
Mental Health	☐			
Medication	☐			
Trauma	☐			
Other	☐			

CHECKLIST - SCHOOL-BASED INTERVENTION		
SCHOOL-BASED STRATEGIES		**NOTES** *{Include relevant dates if applicable)*
Background Information	☐	*e.g. contact with previous school/parents*
Data collection	☐	*e.g. tracking behaviours, including frequency, intensity, context*
SSG	☐	
IEP	☐	*e.g. modification of curriculum, adaption of learning environment*
Behaviour Support Plan	☐	
Safety Plan	☐	
Professional Learning	☐	*e.g. Disability Standards, Inclusion Online*

CHECKLIST - EXTERNAL AGENGIES		
EXTERNAL SUPPORTS		**NOTES** *(Please include contact details of professionals involved if known)*
Mental Health Professional/Services	☐	*e.g CAMHS/Private Psychologist/Mental Health Worker*
Health Professionals	☐	*e.g. GP/Paediatrician/Specialist*