

Key Questions for Schools

| Question | What to look for | Policy Reference |
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| School culture and capability | | |
| Does your school have experience in learning diversity? | <ul style="list-style-type: none"> School has teachers with significant experience in learning diversity, The number of teachers aides, experience and availability. | |
| What training and support do teachers and support staff receive for learning diversity? | <ul style="list-style-type: none"> Teacher professional development is focused on learning diversity. Teachers are enrolled or have completed further education in learning diversity. School is aware of Positive Partnerships program | Positive Partnerships Victoria Autism Strategy |
| Student Support Services& Funding | | |
| <p>What services and support can the school access to support children, specifically around:</p> <ul style="list-style-type: none"> What services are available (e.g. student support services) What are the wait times for these services? What is the eligibility and referral process? Who at the school is responsible for brokering support services and what experience do they have? | <ul style="list-style-type: none"> Realistic information about wait times. For example in Victoria these services can have wait times in excess of 12 months. | Students with a Disability Reasonable Adjustments |
| Has the school implemented the disability inclusion funding in Victoria? What experience and outcomes has the school had in applying and using for this funding. | <ul style="list-style-type: none"> School has experience in Implementing the funding and can reference multiple specific examples of this process. | Program for Student with Disabilities Disability Inclusion Profile |
| Learning Challenges (e.g. dyslexia) | | |
| How are children with Learning disorders, delays or challenges supported? | <ul style="list-style-type: none"> School uses evidence based explicit literacy instruction. | Individual Education Plan Abilities Based Learning |

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| <ul style="list-style-type: none"> I am aware that the school has access to the Abilities Based Learning Education Support. <p>Can you please confirm that we have an Individual Education Plan and provide me a copy of this? A</p> | <ul style="list-style-type: none"> School has literacy and numeracy intervention programs. Dedicated teachers aides with capacity for additional students. | <p>(ABLES)</p> |
| <p>What reasonable adjustments has the school deployed for children with learning disorders?</p> | <ul style="list-style-type: none"> Look for specific examples of how the school has provided adjustments for children. Seek to understand how these are determined (e.g. does the school request medical advice or is this based on teacher judgement). Is this consistent across the entire faculty or is this at the teachers discretion. | <p>Students with a Disability</p> |
| <p>How are children with learning challenges assessed and supported</p> | <ul style="list-style-type: none"> All teachers are trained to identify if a child may be delayed in a learning area. Ask specifically how the school will respond if teachers identify issues. Ask how the school will respond if a parent flags a learning issue. Ask for the referral process to access support services and the turnaround timeframes. | <p>Students with a Disability</p> |
| <p>Therapy & Interventions</p> | | |
| <p>My child requires additional interventions and therapy's, whilst we are making reasonable attempts to conduct these out of school, there may be requirements for this to be undertaken at school, can you please confirm:</p> <ul style="list-style-type: none"> What is the process for these therapists to apply for the school? Who approves this request | <ul style="list-style-type: none"> Ask what the schools policy for NDIS funded therapy on site is. Ask what the supervision requirements are for these therapies or if the school is comfortable with these therapies being delivered without supervision. Understand the timeframe for accessing these therapies onsite. | <p>Students with a Disability</p> |