

# Information and application kit for kindergarten inclusion support services for children with severe disabilities 2012



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Information and application kit for the  
kindergarten inclusion support packages  
program for children with severe  
disabilities 2012

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# 1. Introduction

**It is important that you take time to read and consider all the information contained in this kit. The kit contains:**

- **Information**
- **Guidelines**
- **Application form**
- **Details of where to send the completed form.**

All relevant areas of the application form need to be completed in full. The information provided will be used to determine eligibility for supplementary support.

The Kindergarten Inclusion Support packages program is funded by the Victorian Department of Education and Early Childhood Development (referred to as the Department), and the Commonwealth National Education Agreement.

The objective of the Kindergarten Inclusion Support packages program is to support the access and participation of children with severe disabilities by building on the existing range of services and providing flexible, individually tailored support in an inclusive kindergarten program.

Kindergarten programs are eligible to apply for supplementary support from the Kindergarten Inclusion Support packages program to ensure that children with severe disabilities have access to, and are fully included in, their local kindergarten program.

A limited number of support packages for children who do not have a severe disability but who have complex medical needs in funded kindergarten programs have been funded in the 2011–12 State budget. The Department is developing interim guidelines for the 2012 kindergarten year. Future guidelines will be developed as part of the Early Childhood Intervention Services Reform Project. For information contact Early Childhood Intervention Services, Programs and Partnerships Division phone: 03 9651 3383.

## Kindergarten program

Kindergarten education aims to advance each child's learning and to optimise the development of key skills. Kindergarten programs are designed to engage each child as an effective learner, promoting communication; learning and thinking; positive relationships and identity.

Participation in a kindergarten program gives parents and families the chance to be part of a community focused on children's wellbeing. The kindergarten program also provides a place for parents to get to know other families and to share their experiences and information with early childhood professionals.

Experienced, knowledgeable and sensitive professionals are able to encourage and support parents in their child's development. Professionals benefit from the wisdom of families, and children benefit when parents and professionals work in partnership on their behalf.

Kindergarten participation also helps to identify children who may need extra support for their development and offers links to targeted support services. This helps to ensure that children receive this assistance as early as possible. Kindergarten also provides an opportunity for families to develop links within their communities and other supports.

A range of options is available for families and service providers to enhance the inclusion

of children with additional needs in funded kindergarten programs. Inclusion fosters a sense of belonging and accepts and respects individuality and diversity. Inclusive programs encourage and allow all children genuine opportunities to access and participate in kindergarten programs. (Victorian kindergarten policy, procedures and funding criteria 2010–12).

Funded programs are required to ensure that they have policies and procedures that promote equality of opportunity for all children and their families. This will include policies assisting enrolment, access and inclusion that are clear, fair and comply with the:

- Disability Discrimination Act 1992 (Commonwealth)
- Equal Opportunity Act 1995 (Victoria)
- Child Wellbeing and Safety Act 2005 (Victoria)
- Victorian Charter of Human Rights and Responsibilities 2006.

## Focus

The Kindergarten Inclusion Support packages program focuses on:

- responding to the child's abilities and strengths as well as their needs
- utilising the kindergarten in order to enhance children's skills and wellbeing
- recognising that children need varying levels and types of additional support and environmental adaptation to address individual needs and promote maximum participation
- promoting a coordinated approach between the family and services supporting the child's education and care
- providing support to complement staff knowledge and skills, while acknowledging their expertise in working with young children
- identifying the core practices that are effective in meeting the needs of all young children with or without a disability or developmental delay.

## Support

The Kindergarten Inclusion Support packages facilitate the inclusion of children with severe disabilities in kindergarten programs. The packages of support may provide:

- specialist training for kindergarten staff
- additional resources to support the child's participation in the kindergarten program
- specialised assistance for kindergarten staff to identify program adjustments to further support the access and participation of the child
- support to foster social relationships between all children
- additional staffing support
- minor building modifications (ramps, grip rails, lifting aids and other relevant equipment).

The resources allocated to the kindergarten programs are intended to support the needs of the whole group during the kindergarten year. Support is available to assist all staff and all children to:

- engage with each other and their community
- enjoy a quality program that responds to the individual needs of the child with a severe disability
- ensure an inclusive program.

## The Auspice Organisation

Across all Departmental regions, the management of the Kindergarten Inclusion Support packages program for children with severe disabilities has been auspiced to non-government organisations. These organisations offer kindergarten programs additional resources to support the access and participation of children with severe disabilities, assisting programs to meet the needs of individual children, while focusing on the needs of all children in the group. These organisational arrangements support the provision of services that:

- reflect the diversity of local communities
- maximise linkages with relevant community and specialist services
- promote a partnership approach with parents and families
- enable strong integration of the additional support with the kindergarten program
- provide effective use of available resources
- promote links with other universal child and family services.

The auspice organisation's program or policy handbook details its roles and responsibilities and relationship with families and children's services in providing support. The auspice organisation is required to undertake an annual survey of parents to determine user satisfaction with the service.

## 2. Eligibility criteria

This program offers assistance for children with severe disabilities who require additional support to access and participate in a kindergarten program funded by the Department.

To be eligible for the Kindergarten Inclusion Support packages program for children with severe disabilities ALL of the criteria outlined below must be met.

### Criteria

#### **A. The child has a severe disability and requires support to access and participate in a kindergarten program**

### Additional information

A severe disability is defined as:

A significant and long-term functional limitation in one or more of the following areas of development:

- receptive and expressive language
- cognitive development
- fine and gross motor development
- self-care and independence skills
- behaviour
- social development.

For the purpose of this program, a child with a disability means one who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, social or emotional impairment, or more than one of those impairments,

Examples of a person with relevant qualifications include a paediatrician, psychologist, allied health professional and special education practitioner.

It must be demonstrated that the child meets at least one of the following criteria:

- they are at significant risk of serious injury to self or others and/or
- they are extremely restricted in their capacity for movement and/or
- they have exceptional support needs that require immediate medical intervention for life-threatening situations.



**B. The child:**

- is eligible to attend a kindergarten program funded by the Department; this means that the child is at least four years on 30 April of the year in which the child is enrolled to attend the funded kindergarten program.

or

- attends a kindergarten program and is eligible for Early Start funding at the service. This means the child must be aged at least three years of age on or before 30 April of the year enrolled to attend. Early Start Kindergarten funding is available to three-year-old Aboriginal or Torres Strait Islander children and three-year-old children known to Child Protection where abuse has been substantiated or those children are referred from Child Protection to Child FIRST.

or

- attends a special developmental school early education program (the child is below school entry age and does not attract the 'Program for Students with Disabilities' funding).

For more information contact your local kindergarten or the Department on 1300 731 947 or refer to: <http://www.education.vic.gov.au/ecsmanagement/careankinder/funding/default.htm>

### 3. Regional information sessions

Before applying or completing the application form, parents or guardians, early childhood staff and all relevant people involved with the child are advised to attend an information session in their region. The information session will provide information to assist the application process.

Information sessions explain the eligibility criteria for support and the application process and provide an opportunity for questions and discussion. It is recommended that Program Support Group members are invited to the information sessions which will assist them to:

- understand the eligibility criteria
- understand what information is necessary for the application
- meet others who may be directly working with the child and parent or guardian, for example, if the child is to attend both a kindergarten and early childhood intervention service during the same year.

It is recommended that the early childhood teacher informs the Regional Advisory Group Convenor prior to the information session of any families needing additional assistance to participate in the information session. Where special circumstances exclude attendance at an information session, for example distance, then other ways of receiving this information can be organised. Contact the Department's Early Years Programs regional office for more information (refer to Appendix B page 23).

To find out when and where these sessions will be held ask your Department Early Years Programs regional office or auspice organisation for the Kindergarten Inclusion Support packages program. Refer to Section 7 (page 15) for these contact details.

## 4. The program support group

The Program Support Group has an important and ongoing role in supporting the child's inclusion in the kindergarten program. A Program Support Group may be established to support the inclusion of any child with a disability or developmental delay, whether or not an application for the Kindergarten Inclusion Support packages program is required.

### Membership

In consultation with the parent or guardian, the early childhood teacher is responsible for:

- establishing the Program Support Group before enrolment or attendance at the service
- convening the Program Support Group, to plan and review the child's attendance and participation in the kindergarten program.

The Program Support Group consists of:

- parent or guardian
- carer of the child (if applicable)
- early childhood teacher
- staff from an early childhood intervention service, where applicable
- kindergarten support program staff and/or a preschool field officer, where applicable
- others, as appropriate, for example family services coordinator, therapist or medical practitioner.

### Roles of program support group

The Program Support Group:

- meets at least once per term
- promotes the achievement of quality outcomes and experiences for the child in the kindergarten program
- identifies, plans and reviews the child's needs and sets goals for the child's access and participation in the kindergarten program.
- assists the family in the transition to kindergarten
- decides whether an application for the Kindergarten Inclusion Support packages program is required
- coordinate services and supports for the child at kindergarten
- assists the family in the transition to school (For further information refer to Sharing Our Journey resource kit for parents and protocol for professionals, Glossary page 28).

### The Program Support Group's Role in the Application Process

If the Program Support Group determines that an application for the Kindergarten Inclusion Support packages program is required, the role of the group is to:

- assist the early childhood teacher to complete the application form, specifying the resources required
- plan for the child's needs, by developing and reviewing the Kindergarten Inclusion Support Plan that identifies the level of support required and monitors the implementation of the plan
- provide additional information to the Regional Advisory Group in an appeal (refer to Sections 11 page 20).

The information needed to complete the application form requires information about the child from parents or guardian and professionals working with the child, and information from the child's early childhood teacher for the following year (and current year if applicable).

To improve access to and participation in a kindergarten program, it is important that information relating to the child is an accurate reflection of the child's strengths and anticipated needs within a kindergarten setting.

## The Kindergarten Inclusion Support Plan

The Kindergarten Inclusion Support Plan is developed by the Program Support Group to plan how the kindergarten program will respond to the child's identified needs (refer to Part 4 page 13 of the Application form). The plan will:

- identify the child's strengths and areas for development
- identify strategies to ensure the child's access and participation in all areas of the kindergarten program
- facilitate the child's inclusion within the kindergarten
- plan achievable and specific objectives for the child which build awareness of strengths and consider the child's individual needs
- reflect the skills and knowledge of those planning the child's program
- clarify the roles and responsibilities of professional staff
- identify innovative programming strategies, other resources, training or equipment that could assist the implementation of the support plan
- monitor the child's development
- be reviewed once per term
- be submitted to the Regional Advisory Group, if an adjustment to the level of support is sought, via the appeal process (Section 11, page 20)

## 5. How to complete the application form

The application form is included in the centre of this document. The pages are perforated for easy removal.

The application form is completed by the early childhood teacher in consultation with the parent or guardian, and with the assistance of the Program Support Group members. The information provided is confidential (refer to the Privacy Notice in the Application form, pages 5 and 6).

### Privacy

The Department is committed to protecting the privacy of personal information by complying with the Information Privacy Act 2000, the Health Records Act 2001 and other relevant legislation.

The completed application form will be placed on file by the Department and/or the auspice organisation responsible for administering the Kindergarten Inclusion Support packages program funding and by the early childhood teacher lodging the application form on behalf of the parent or guardian (refer to the Privacy Notice in the Application form, pages 5 and 6).

### General information

1. All requests for the Kindergarten Inclusion Support packages in 2012 must use the enclosed application form.
2. If more than one child with severe disabilities will be attending a particular children's service, a separate application form should be submitted for each child.
3. Seven copies (the original and six copies), are required for the Regional Advisory Group members.
4. Faxed applications are not accepted.

### Filling in the application form

Refer to part numbers on the Application form.

#### Part 1: Details of the child and children's service

##### Applicant details

The registered name of the children's service, current early childhood teacher, and the early childhood teacher for 2012 (if known) is required.

##### Late Applications

For late applications, complete the date of commencement and days and times of sessions.

Include a brief reason for the submission of a late application (refer to Section 12 page 20).

### Child details

This section seeks information about the child for whom inclusion support is requested. Please indicate:

- whether the child is of Aboriginal or Torres Strait Islander origin. Information on the Indigenous status of the child is a reporting requirement of the Department .
- if the child is receiving Early Start kindergarten funding at this service.
- if the application is for support in a funded program for 4 year old children in the year prior to school.

### Program service details for 2011 and 2012

For 2011 list the early childhood programs that the child attends.

For 2012, list the proposed early childhood programs that the child is expected to attend.

For a kindergarten program, list:

- the total hours of the program available per week
- the total hours the child will attend per week.

For other early childhood programs, list:

- the name of the program e.g. Early Childhood Intervention Service, child care centre
- the contact person and phone number
- the total hours the child will attend per week.

## Part 2: Details of all persons completing the application

List the members of the Program Support Group, their role, the organisation they represent (if applicable) and their contact details (refer to Application Form part 2 pages 8 and 9).

Please note that all persons involved in completing the Application Form must sign Part 2

The application form will not be considered if it is not signed by the parent or guardian, early childhood teacher and all members of the Program Support Group (refer to Application form pages 8 and 9).

Copies of assessment reports are generally not required. However, in exceptional circumstances the Program Support Group may want to include a copy with the application form as the information relates specifically to the child's kindergarten participation.

Do not send original documents. If copies are submitted, the parent or guardian must initial these.

If the Program Support Group submits additional attachments please note this on the front page of the application form.

## Part 3: Eligibility criteria

### 3.1

Child's diagnosis (refer to Criteria A page 6).

### 3.2

The child may be eligible under more than one section. Indicate all criteria that are relevant by ticking the corresponding box/es.

### 3.3, 3.4 and 3.5

Complete the sections that relate to the nominated areas ticked in 3.2. Specific information is required.

The Regional Advisory Group checklist provides indicators that the Program Support Group is encouraged to consider when completing the application.

## Part 4: The Kindergarten Inclusion Support Plan

The Kindergarten Inclusion Support Plan must be completed for the application to be considered.

Using the Kindergarten Inclusion Support Plan, describe the strategies that the Program Support Group has identified to increase the child's access, participation, learning and development in the kindergarten program.

Identification of the child's skills and strengths will be part of the ongoing planning between the parents or guardians and the kindergarten staff prior to and throughout the kindergarten year.

Please photocopy and attach additional sheets if necessary.

## 6. Checklist – for the early childhood teacher

Before mailing the application form please ensure the following:

- All sections of the application form have been completed
- The application form has been signed by the parent or guardian and all Program Support Group members
- The parent or guardian has signed the privacy declaration
- A copy of the application form has been kept for the kindergarten's records
- A copy of the application form has been provided to the parent or guardian
- If additional attachments are provided all copies are initialled by the parent or guardian and noted on the application form.

When all of the above have been completed, mail the original application form plus six copies to the Regional Advisory Group convenor (refer to Section 7, page 15).

### Completion of the Application Process

Every effort has been made to make the application form clear and easy to use. We welcome your comments and suggestions – please forward to the Regional Advisory Group convenor in your region.



OFFICE USE ONLY
DEECD file no. _____
Agency file no. _____
Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No
Awaiting information: _____
Review date(s):
...../...../.....
...../...../.....

## Application to support inclusion of children with severe disabilities in kindergarten 2012



## Part 1: Applicant details

---

Name of Children's Service the child will attend in 2012: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Postal Address: \_\_\_\_\_

Location Address: \_\_\_\_\_

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Name of early childhood teacher completing this form (in consultation with the Program Support Group):

\_\_\_\_\_

Name of early childhood teacher for 2012 (if known): \_\_\_\_\_

Have additional attachments been included?  Yes  No If yes, please list \_\_\_\_\_

\_\_\_\_\_

---

<p>If late application: date of commencement ...../...../.....</p>	<p>If late application: days and times of sessions: _____ _____ Reason for late application: _____</p>
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## Child details

Child's family name: \_\_\_\_\_ Child's given name: \_\_\_\_\_

Child's date of birth: ...../...../.....  Male  Female  
(day, month, year)

Street address: \_\_\_\_\_ Suburb: \_\_\_\_\_ Postcode: \_\_\_\_\_

In which country was the child born?  Australia  Other (please specify): \_\_\_\_\_

Does the child speak a language other than English at home?  Yes  No

If yes, please specify: \_\_\_\_\_

Is the child of Australian Aboriginal or Torres Strait Islander origin? (tick only one box)

- |  |  |
|--|--|
| <input type="checkbox"/> Yes, Torres Strait Islander | <input type="checkbox"/> Yes, both Aboriginal and Torres Strait Islander |
| <input type="checkbox"/> Yes, Aboriginal             | <input type="checkbox"/> No, not Aboriginal nor Torres Strait Islander   |

## In 2011

• Did the child receive a Kindergarten Inclusion Support package?  Yes  No

## In 2012

• Will the child be receiving Early Start kindergarten funding at this service?  Yes  No

• Is this application for support for this child in a funded program for four year old children in the year prior to school?  Yes  No

If yes,

• will 2012 be the child's second year of a funded program for four year old children in the year prior to school?  Yes  No

Please describe the child's strengths, interests and abilities

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## Privacy Notice – for parents/legal guardians

Please read this notice before you complete the application form. You are encouraged to keep this information.

The Department of Education and Early Childhood Development (the Department) will protect your privacy along with the confidentiality and security of personal information you have provided. We comply with the Information Privacy Act 2000, the Health Records Act 2001 and other relevant Acts.

### Why do we ask you for information?

We collect personal information when a kindergarten applies for Kindergarten Inclusion Support (KIS) package to support a child with disabilities to attend kindergarten. This information is collected to clarify:

- a child's eligibility for funding
- the eligible child's needs
- the TYPE of additional supports to be provided to the kindergarten
- the LEVEL of additional supports to be provided to the kindergarten.

Information about your child is collected from you and the people you have approved to be members of your child's Kindergarten Program Support Group. This information assists the Regional Advisory Group to make an informed decision about your child's eligibility and support needs at kindergarten.

### The Regional Advisory Group has representatives from:

- the Department
- the non-government organisation which delivers the Kindergarten Inclusion Support packages program for children with severe disabilities
- a parent representative and
- other relevant professionals (Early Childhood Intervention, health and/or education). Refer to page 16 in the *Information and application kit for Kindergarten Inclusion Support Services for children with severe disabilities 2012*, for information regarding the composition of Regional Advisory Group.

The Regional Advisory Group returns the information about each child to the regional office and the community service organisation funded to provide kindergarten inclusion support.

### Disclosure of information

Some information which does not identify individual children is used to:

- report the performance of the program to the Commonwealth National Education Agreement which funds part of the program.
- analyse and report the performance of the program within the and to the Victorian State Government.
- analyse and improve Department funded programs for children with disabilities.

### Security and retention of information

All information about your child is kept secure and confidential. We respect your right to privacy and will only release information about your child with your written consent via the Program Support Group. However, there are times when we are required by law to disclose information about your child. In most circumstances we will let you know if we are required to do this. All Department staff handling information are required by law to respect your privacy. Any information that is not required will be destroyed.

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## Accessing information

A copy of your application is kept at the Department regional office and the organisation funded to provide the Kindergarten Inclusion Support in your region. This can be made available to you on request. Please refer to the *Information and application kit for the Kindergarten Inclusion Support 2012*, page 25 for contact information.

## If you choose not to tell us something

If you choose not to tell us something that we need to know to make decisions about supports for your child, we may be unable to provide your child's kindergarten with the support they seek.

## Privacy declaration

(strike out not applicable words)

I/we DO/DO NOT approve this application being made by the kindergarten to assist the areas and participation of my child at kindergarten.

Name of child: \_\_\_\_\_

I/we DO/DO NOT consent to the people listed on page 7 as members of the Program Support Group.

I/we HAVE/HAVE NOT been given a copy of the information privacy statement that forms part of this application.

Signature of parent/guardian 1: \_\_\_\_\_

Name of parent/guardian 1 (please print): \_\_\_\_\_

Date:...../...../.....  
(day, month, year)

Signature of parent/guardian 2: \_\_\_\_\_

Name of parent/guardian 2 (please print): \_\_\_\_\_

Date:...../...../.....  
(day, month, year)

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## Details of early childhood programs child attends in 2011

For **2011**, list the early childhood programs that the child attends.  
Include a contact person, phone number and attendance details.

Name of children's service:			
Name of contact person (early childhood teacher):			
Phone number:		Email Address:	
Total available hours per week of a funded kindergarten program for four year old children in the year prior to school:			
If applicable, total hours per week of Early Start kindergarten funding:			
Total hours per week attended by the child in a funded kindergarten program for four year old children in the year prior to school:			

<b>Other early childhood programs</b>			
Name of early childhood intervention program/service:			
Contact Person:		Phone number:	
Total hours attended by child per week:			
Other (for example Early Start, three year old activity group/child care/occasional care):			
Contact Person:		Phone number:	
Total hours attended by child per week:			
Other (for example Early Start, three year old activity group/child care/occasional care):			
Contact Person:		Phone number:	
Total hours attended by child per week:			
Other (for example Early Start, three year old activity group/child care/occasional care):			
Contact Person:		Phone number:	
Total hours attended by child per week:			
Other (for example Early Start, three year old activity group/child care/occasional care):			
Contact Person:		Phone number:	

**Total hours attended by child per week:**

## Details of early childhood programs child will attend in 2012

For 2012, list the proposed early childhood programs that the child is expected to attend.

### Kindergarten Program

Total available hours per week of a funded kindergarten program for four year old children in the year prior to school:

If applicable, total hours per week of Early Start kindergarten funding:

### Proposed sessions the child will attend

Proposed session times the child will attend:

Monday

Tuesday

Wednesday

Thursday

Friday

### Other early childhood programs

Name of early childhood intervention program/ service:

Contact Person:

Phone number:

Total hours attended by child per week:

**Other** (for example Early Start, three year old activity group/child care/occasional care):

Contact Person:

Phone number:

Total hours attended by child per week:

**Other** (for example Early Start, three year old activity group/child care/occasional care):

Contact Person:

Phone number:

Total hours attended by child per week:

**Other** (for example Early Start, three year old activity group/child care/occasional care):

Contact Person:

Phone number:

Total hours attended by child per week:



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## Part 2: Details of all persons completing this application

By signing this form I agree to be a member of the Program Support Group; and

I declare that to the best of my knowledge this application

- is complete
- addresses all relevant guidelines in the Information Kit for Kindergarten Inclusion Support packages program
- has been completed to accurately represent the developmental abilities and needs of the child

**Name of parent or guardian 1: Mr/Mrs/Ms** \_\_\_\_\_

Street address: \_\_\_\_\_

Suburb: \_\_\_\_\_ Postcode: \_\_\_\_\_

Phone number (home): \_\_\_\_\_ Mobile: \_\_\_\_\_ Phone (business): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: ...../...../.....  
(day, month, year)

**Name of parent or guardian 2: Mr/Mrs/Ms** \_\_\_\_\_

Street address: \_\_\_\_\_

Suburb: \_\_\_\_\_ Postcode: \_\_\_\_\_

Phone number (home): \_\_\_\_\_ Mobile: \_\_\_\_\_ Phone (business): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: ...../...../.....  
(day, month, year)

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## Part 2: Details of all persons completing this application – continued

Name of professional 1: \_\_\_\_\_

Service/Agency Name: \_\_\_\_\_

Role: : \_\_\_\_\_ Phone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: ...../...../.....  
(day, month, year)

Name of professional 2: \_\_\_\_\_

Service/Agency Name: \_\_\_\_\_

Role: : \_\_\_\_\_ Phone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: ...../...../.....  
(day, month, year)

Name of professional 3: \_\_\_\_\_

Service/Agency Name: \_\_\_\_\_

Role: : \_\_\_\_\_ Phone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: ...../...../.....  
(day, month, year)

Name of professional 4: \_\_\_\_\_

Service/Agency Name: \_\_\_\_\_

Role: : \_\_\_\_\_ Phone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: ...../...../.....  
(day, month, year)

Name of professional 5: \_\_\_\_\_

Service/Agency Name: \_\_\_\_\_

Role: : \_\_\_\_\_ Phone: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: ...../...../.....  
(day, month, year)

Please copy this page and attach to the application if further details and signatures are required.

# SFo8

## Part 3: Eligibility criteria

Please refer to the checklist indicators in the *Information and Application Kit 2012* (page 6), which describes the child’s need for support in the following areas.

**3.1 Child’s diagnosis/areas of developmental delay** \_\_\_\_\_  
\_\_\_\_\_

**3.2 Reasons for support (please tick)**  
If the child is eligible under more than one section, tick the corresponding boxes. Complete only questions that are relevant.

- Child is at significant risk of injury to self or others (complete 3.3 below)
- Child is extremely restricted in their capacity for movement (complete 3.4 below)
- Child has exceptional support needs which require immediate medical intervention for life threatening situations (complete 3.5 below).

**3.3 Child is at significant risk of injury to self or others**  
Describe the child’s behaviour that will need to be taken into account by the kindergarten program to ensure that the child is included in the program; that he/she and others are safe and the risk of injury is minimised?

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When might the child require extra supervision in the kindergarten program? What behaviours are predictable? Are there any known “triggers” for those behaviours? What works well in managing those behaviours?

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# SFo8

## 3.4 Child is extremely restricted in their capacity for movement

Describe the child's physical abilities.

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What equipment will be used by the child to help them move around the kindergarten and participate in the program?

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When will the child require assistance to move at the kindergarten?

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Give examples of any other support required to help the child to participate in the kindergarten program.

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# SFo8

### 3.5 Child has exceptional support needs – medical

Describe the child's medical condition.

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What kind of support will the child need at kindergarten?

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How often and when will the child require medical intervention at kindergarten?

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Give examples of any other support required to help the child's to participate in the kindergarten program.

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**You are required to submit SEVEN copies, the original plus SIX copies to:**

Regional Advisory Group Convenor  
Kindergarten Inclusion Support Services

See the *Information kit* (page 15) for addresses.

Applications close Friday 17 September 2010.

**FAXES WILL NOT BE ACCEPTED.**

### Part 4: Kindergarten Inclusion Support Plan

A Kindergarten Inclusion Support Plan contains information to support the child's development and any assistance needed. The plan identifies realistic goals and the resources, strategies, services and actions. The plan will consider the child's learning and developmental support needs described in the application for support and is to be reviewed and updated throughout the year by the Program Support Group.

**Date:** ...../...../.....

**Participants:** \_\_\_\_\_

**Date of next meeting:** ...../...../.....

Goals (child's name)	What we will do to achieve them?	Who does what?	By when? (end of term date)	Outcomes
<input style="width: 100%; height: 20px;" type="text"/>				

Resource: 'Guidelines for completing a Kindergarten Inclusion Support Plan (Section 4 page 10, Information and application kit for Kindergarten Inclusion Support package program for children with severe disabilities 2012).



## Office use only

Date application received: Date: ...../...../.....

Is this a late application? (tick only one box)  Yes  No Date:...../...../.....

Date application directed to: Regional Advisory Group Date:...../...../.....

Date application assessed by Regional Advisory Group Date:...../...../.....

Outcome of assessment: (tick one box only)  Eligible  Not eligible Date:...../...../.....

Appeal lodged: (tick one box only)  Yes  No Date:...../...../.....

If yes, date appeal finalised: Date:...../...../.....

Was the appeal upheld? (tick one box only)  Yes  No Date:...../...../.....

Letters advising outcome of application sent to:

Parent or guardian Date:...../...../.....

Teacher Date:...../...../.....

### Comments:

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# 7. Where to send the application form

Regional Advisory Group Convenor contact details are listed below.

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## Barwon South West Region

The Kindergarten Inclusion Support packages program

Department of Education and Early Childhood Development

PO Box 2086  
GEELONG 3220  
Tel: (03) 5225 1000

## Loddon Mallee Region

The Kindergarten Inclusion Support packages program

Department of Education and Early Childhood Development

PO Box 422  
BENDIGO 3552  
Tel: (03) 5440 3111

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## Eastern Metropolitan Region

The Kindergarten Inclusion Support packages program

Connections  
1–3 Pitt Street  
RINGWOOD 3134  
Tel: (03) 9871 0215

## Northern Metropolitan Region

The Kindergarten Inclusion Support packages program

Broadmeadows Uniting Care  
413–419 Camp Rd  
BROADMEADOWS 3047  
Tel: (03) 9351 3600

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## Gippsland Region

The Kindergarten Inclusion Support packages program

Department of Education and Early Childhood Development

Cnr Kirk and Haigh Streets  
MOE 3825  
(PO Box 381 MOE 3825)  
Tel: (03) 5127 0400

## Southern Metropolitan Region

The Kindergarten Inclusion Support packages program

Yooralla Society of Victoria  
PO Box 1010  
CLAYTON SOUTH 3169  
Tel: (03) 9551 8438

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## Grampians Region

The Kindergarten Inclusion Support packages program

Department of Education and Early Childhood Development

109 Armstrong Street North  
BALLARAT 3350  
Tel: (03) 5337 8444

## Western Metropolitan Region

The Kindergarten Inclusion Support packages program

Broadmeadows Uniting Care  
413–419 Camp Rd  
BROADMEADOWS 3047  
Tel: (03) 9351 3600

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## Hume Region

The Kindergarten Inclusion Support packages program

Scope (Vic) Hume Region  
PO Box 128  
BENALLA 3672  
(03) 5762 7121

# 8. How the application is considered

## Regional Advisory Group

The Regional Advisory Group will determine the eligibility of the application. This group includes representatives from the Department and non-government organisations that deliver early childhood services in the region. The Regional Advisory Group convenor is a nominee of the Department's Regional Director or the approved auspice organisation.

The Regional Advisory Group consists of a minimum of four, and up to a maximum of nine, regional representatives. The Regional Advisory Group will include:

- a parent of a child with a severe disability
- Regional Advisory Group convenor (the Department's representative or auspice organisation provider)
- auspice organisation representative

And up to 5 additional members with a range of expertise from the following areas:

- preschool field officer
- children's services adviser
- early childhood teacher
- paediatric therapist
- early childhood intervention service representative
- maternal and child health nurse
- community representative
- medical practitioner.

Regional Advisory Group members are required to declare any direct involvement with any application. In the event that a Regional Advisory Group member has worked with the child or knows the child and a conflict of interest is identified, they are required to discuss the issue with the convenor who will determine how the conflict of interest will be addressed to ensure that the application is considered objectively.

Applications received by 23 September 2011 (end of term three), will be considered by the Regional Advisory Group during October 2011 and recommendations made as to the eligibility of the application.

The kindergarten and the parent or guardian will be notified of the outcome of their application by the convenor within 14 days, following the decision of the Regional Advisory Group. If the application is deemed ineligible, the children's service or parent or guardian can request an appeal (refer to Section 11, page 20).

For applications received after 23 September 2011 (late applications), both the parent or guardian and kindergarten will be advised of the outcome within four weeks of an application being lodged. Where an application is lodged in late December or at the beginning of the New Year the notification timeline may require some adjustment to accommodate the Christmas/New Year holiday period.

The Regional Advisory Group Guidelines can be accessed on the Department's website <http://www.education.vic.gov.au/ecsmanagement/careankinder/inclusion/disabilities.htm>

# 9. Regional Advisory Group checklists

This checklist should be used as a guide to assist in determining eligibility for the Kindergarten Inclusion Support packages program for children with severe disabilities.

It is included as a useful reference tool for the Program Support Group when completing the application form. This checklist has not been designed as a resource allocation tool.

## Regional Advisory Group checklist

### Child is at significant risk of injury to self or others

#### (Part 3.3 on the Application form)

Indicators include but are not limited to:

- the level of support required by staff in planning behaviour management or safety strategies
- the modifications that could be or have been made to the environment and program to support the needs of all children
- how the child’s behaviours/support needs differ from those of other children of a similar age
- the frequency of the child’s behaviours/support needs occurring during a children’s program
- the length of time required to settle the child into positive behaviours or a safe situation
- the predictability of the child’s behaviours/support needs and known triggers
- the type of strategies to which the child responds
- the level of the child’s skills in other developmental areas
- the experiences and situations in which the child requires additional supervision
- the level of assistance required for the safe implementation of a planned program for independence in self care routines
- the level of support required to enable the child to communicate his/her needs.

	1	2	3	4	5
Child requires <b>intensive</b> supervision to monitor safety indoors.					
Child requires <b>intensive</b> supervision to monitor safety outdoors.					
Child’s risk of injury to self.					
Child’s behaviour is of a significant level to seriously injure others.					

**Comments:**

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**Key:**

5 – constantly throughout session

4 – often during session

3 – occasionally for specific task

2 – rarely

1 – never

# Regional Advisory Group checklist

This checklist should be used as a guide to assist in determining eligibility for the Kindergarten Inclusion Support packages program for children with severe disabilities.

It is included as a useful reference tool for the Program Support Group when completing the application form. This checklist has not been designed as a resource allocation tool.

## Child is extremely restricted in their capacity for movement (Part 3.4 on the Application form)

Indicators include but are not limited to the:

- level of support required by staff in planning strategies to assist the child’s mobility/physical skills
- modifications that could be or have been made to the environment and program to support the needs of all children
- type of support or equipment the child uses to assist their mobility or to engage in activities
- level of support required for the child to change their physical position
- frequency of the support the child requires to assist their mobility
- assistance a child requires to use their mobility aids
- level of the child’s physical independence and level of independence in other developmental areas
- experiences and situations in which the child requires additional assistance with mobility
- level of assistance required for the safe implementation of a planned program for independence in self care routines
- level of support required to enable the child to communicate his/her needs.

	1	2	3	4	5
Child requires adult assistance to move outdoors.					
Child requires adult assistance to move indoors.					
Child requires assistance to <b>physically</b> engage in activities.					
Child requires positioning in equipment such as a standing frame or a corner chair to engage with other children or to engage in activities.					
Child requires assistance for planned self care programs.					

**Comments:**

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<p><b>Key:</b>            5 – constantly throughout session            4 – often during session            3 – occasionally for specific task            2 – rarely            1 – never</p>
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# Regional Advisory Group checklist

This checklist should be used as a guide to assist in determining eligibility for the Kindergarten Inclusion Support packages program for children with severe disabilities.

It is included as a useful reference tool for the Program Support Group when completing the application form. This checklist has not been designed as a resource allocation tool.

## Child has exceptional support needs – medical (Part 3.5 on the Application form)

Indicators include but are not limited to the:

- level of support required by staff in planning management or safety strategies
- modifications that could be or have been made to the environment and program to support the needs of all children
- predictability of the medical event/procedure
- frequency of the medical event/procedure
- severity of the medical event and level of treatment required
- monitoring required of the child to observe the onset of the medical event
- complexity of the plan required to ensure the welfare of all children during the medical event/procedure
- experiences and situations in which the child requires additional supervision.
- child’s skills in other developmental areas, if relevant to this application (for example, the child is non-verbal)

	1	2	3	4	5
Child has a life threatening condition and requires <b>immediate</b> medical intervention, for example, severe seizure.					
Child requires specialised support for ongoing complex medical procedures <b>that will occur during the kindergarten session.</b>					

Other:

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Comments:

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**Key:**  
 5 – constantly throughout session  
 4 – often during session  
 3 – occasionally for specific task  
 2 – rarely  
 1 – never

## 10. How support is allocated

The Regional Advisory Group will consider each application for eligibility and make recommendations to the Kindergarten Inclusion Support package program auspice organisation in the region. If the application is successful, recommendations are made as to the level of support needed to provide access to the kindergarten program.

The Department allocates funding for eligible children to the organisations responsible for providing the Kindergarten Inclusion Support packages program. These organisations assist kindergartens to provide a flexible, innovative and inclusive program for children with severe disabilities who require significant support to participate in the kindergarten program. Support will be tailored to meet the individual needs of the child with a severe disability and all children in the group.

## 11. Appeal process

Applicants may request an appeal of decisions regarding eligibility or level of support provided.

Appeals will be conducted only on the basis of new or additional relevant information, which may not have been available at the time of application, or if circumstances have changed. Members of the same Regional Advisory Group that made the initial assessment usually assess appeal requests. Appeal requests will only be approved if the Regional Advisory Group determines that new or additional relevant information is provided.

Appeal requests received after 1 June 2012 will be processed by the convenor in consultation with other Regional Advisory Group members.

Appeal requests will only be accepted up until 21 September 2012 (the last day of term 3). All appeals must be marked confidential and addressed to the Regional Advisory Group Convenor. For contact information, refer to Section 7 page 15.

## 12. Late applications

Late applications are those received after Friday 23 September 2011.

### Process to 1 June 2012

Late applications and appeal requests will be considered up to 1 June 2012. An appeal on a decision received by the applicant on or after the 1 June 2012, can be lodged.

Appeal requests will only be upheld if the Regional Advisory Group determines that new or additional relevant information is provided.

## Process after 1 June 2012

No late applications will be accepted after 1 June 2012 unless there are extenuating circumstances. For example, if the child has:

- moved to Victoria from interstate or overseas
- acquired a disability
- a condition that has deteriorated.

Please contact the Regional Advisory Group convenor to discuss your eligibility to submit a late application on the grounds of extenuating circumstances (for contact details refer to Section 7 page 15).

Applications on the grounds of extenuating circumstances will only be accepted until the 21 September 2012 (last day of term 3). They will be processed by the convenor.

Applications for support are accepted and considered at any time for a child who has a serious medical condition and for whom a rapid deterioration of their physical condition is life threatening.

## 13. Timelines

### 2011

23 September 2011	Applications close. Acknowledgement of receipt of applications.
26 September to 21 October 2011	Eligibility determined by Regional Advisory Group.
24 October to 28 October 2011	Notification of eligibility to parents or guardians and kindergartens.
31 October 2011 to 1 June 2012	Late applications/reviews will be accepted. Notification of eligibility within four weeks of application receipt.
Ongoing until 21 September 2012	Consideration of late applications will be accepted only where there are extenuating circumstances, (Refer to section 12, above). No applications will be accepted for consideration after the 23 September 2012. Applications for support will be considered at any time for a child with a deteriorating condition.

## 14. Appendices

### Appendix A: Department of Education and Early Childhood Development – Early Childhood contacts

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#### Head office

**Department of Education and Early Childhood Development (Early childhood)**

GPO Box 4367 MELBOURNE 3001  
(03) 9637 2000 or  
freecall: 1800 809 834  
Fax: (03) 9637 2626

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#### Regional offices

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**Barwon South West Region**

5A Little Ryrie Street  
GEELONG 3220  
(PO Box 2086 GEELONG VIC 3220)  
Tel: (03) 5225 1000

**Loddon Mallee Region**

7–15 McLaren Street  
BENDIGO 3552  
(PO Box 442 BENDIGO VIC 3502)  
Tel: (03) 5440 3111

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**Eastern Metropolitan Region**

Level 3  
295 Springvale Road  
GLEN WAVERLEY 3150  
Tel: (03) 9265 2400

**Northern Metropolitan Region**

4 Harrington Street  
GLENROY 3046  
Tel: (03) 9304 0799

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**Gippsland Region**

Cnr Kirk and Haigh Streets  
MOE 3825  
(PO Box 381 MOE 3825)  
Ph: (03) 5127 0400  
Tel: (03) 5177 2500

**Southern Metropolitan Region**

280 Thomas Street  
DANDENONG 3175  
Mail to be sent to:  
PO Box 692 DANDENONG VIC 3175  
Tel: (03) 9096 9555

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**Grampians Region**

109 Armstrong Street North  
BALLARAT 3350  
Tel: (03) 5337 8444

**Western Metropolitan Region**

71 Moreland Street  
FOOTSCRAY 3011  
(PO Box 224 FOOTSCRAY VIC 3011)  
Tel: (03) 9275 7000

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**Hume Region**

Arundel Street  
BENALLA 3672  
(PO Box 403, BENALLA VIC 3671)  
Tel: (03) 5761 2100

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# Appendix B: Department of Education and Early Childhood Development – Schools contacts

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## Head office

### Department of Education and Early Childhood Development (Schools)

GPO Box 4367 MELBOURNE 3001  
(03) 9637 2000 or  
Freecall: 1800 809 834  
Fax: (03) 9637 2626

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## Regional offices

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### Barwon South Western Region

5A Little Rynie Street  
GEELONG 3220  
(PO Box 2086 GEELONG 3220)  
Ph: (03) 5225 1000  
Fax: 5225 1099  
Email: bswr@edumail.vic.gov.au

### Hume Region

50 Arundel Street  
BENALLA 3672  
(PO Box 403 BENALLA 3672)  
Ph: (03) 5761 2100  
Fax: 5762 5039  
Email: hume.region@edumail.vic.gov.au

### Western Metropolitan Region

Level 3, Whitten Oval  
417 Barkly Street  
WEST FOOTSCRAY 3012  
Ph: (03) 9291 6500  
Fax: 9291 6565  
Email: wmro@edumail.vic.gov.au

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### Eastern Metropolitan Region

295 Springvale Road  
GLEN WAVERLEY 3150  
Ph: (03) 9265 2400  
Fax: 9265 2444  
Email: emr@edumail.vic.gov.au

### Loddon Mallee Region

7–15 Mc Laren Street East,  
BENDIGO 3550  
Ph: (03) 5440 3111  
Fax: 5442 5321  
Email: co988331@edumail.vic.gov.au

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### Gippsland Region

Cnr Kirk and Haigh Streets  
MOE 3825  
(PO Box 381 MOE 3825)  
Ph: (03) 5127 0400  
Fax: 5126 1933  
Email: gippsmail@edumail.vic.gov.au

### Northern Metropolitan Region

Level 2, 189 Urquhart Street  
COBURG 3058  
(Locked Bag 2001 COBURG 3058)  
Ph: (03) 9488 9488  
Fax: 9488 9440  
Email: co989601@edumail.vic.gov.au

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### Grampians Region

109 Armstrong Street North  
BALLARAT 3350  
Ph: (03) 5337 8444  
Fax: 5333 2135  
Email: co988311@edumail.vic.gov.au

### Southern Metropolitan Region

33 Princess Highway  
DANDENONG 3175  
(PO Box 5 DANDENONG 3175)  
Ph: (03) 9794 3555  
Fax: 9794 3500  
Email: co988341@edumail.vic.gov.au

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# Appendix C: The Kindergarten Inclusion Support Plan — sample

The Kindergarten Inclusion Support Plan outlines the child's learning and developmental support needs described in the application for support and is to be reviewed and updated throughout the year by the Program Support Group. A copy must be included with the application form and with any appeals to the level of support.

Date: ...../...../.....

Participants: \_\_\_\_\_

Date of next meeting: ...../...../.....

Goals (child's name)	What we will do to achieve them?	Who does what	By when? (end of term date)	Outcomes

## Appendix D: Auspice Organisation Contact Details — the Kindergarten Inclusion Support

<b>Barwon South West Region</b>	<b>Eastern Metropolitan</b>	<b>Hume Region</b>
Gateways Support Services Inc 10–12 Albert St GEELONG WEST 3218 (03) 5221 2984	Connections 1–3 Pitt Street RINGWOOD 3134 (03) 9871 0215	Scope (Vic) Hume Region PO Box 128 BENALLA 3672 (03) 5762 7121
<b>Northern Metropolitan</b>	<b>Southern Metropolitan</b>	<b>Western Metropolitan</b>
Broadmeadows Uniting Care 413–419 Camp Rd BROADMEADOWS 3047 (03) 9351 3600	Yooralla Society of Victoria PO Box 1010 CLAYTON SOUTH 3169 (03) 9551 8438	Broadmeadows Uniting Care 413–419 Camp Rd BROADMEADOWS 3047 (03) 9351 3600
<b>Gippsland Region</b>		
UnitingCare Gippsland (Shires of Baw Baw, Bass Coast, East Gippsland and South Gippsland) 710 Lanes Road BAIRNSDALE 3875 (03) 5153 1113	Latrobe City Council (City of Latrobe) 141 Commercial Road MORWELL 3840 1300 367 700	
<b>Grampians Region</b>		
PINARC Support Services (Shires of Golden Plains, Hepburn Moorabool and Pyrenees, City of Ballarat and Rural City of Ararat). Cnr King and Gent Streets BALLARAT 3354 PO Box 1841 Bakery Hill Mail Centre BALLARAT 3354 (03) 5329 1300	Wimmera Uniting Care (Shires of Hindmarsh, Nth Grampians, West Wimmera, Yarriambiack and Rural City of Horsham). 185 Baillie Street HORSHAM 3400 PO Box 442 Horsham 3402 (03) 5382 6789	
<b>Loddon Mallee Region</b>		
Department of Education and Early Childhood Development (Shires of Campaspe, Loddon, Central Goldfields, Mt Alexander, Macedon Ranges and City of Greater Bendigo) PO Box 442 BENDIGO 3552 (03) 5440311	Mallee Family Care (Rural City of Mildura) PO Box 1870 MILDURA 3502 (03) 5023 9038	Noah's Ark Inc (Shires of Gannawarra, Buloke & Rural City of Swan Hill) 13 Maple Street Golden Square 3555 (03) 5434 4500

## 15. Glossary

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Additional support	<p>Support that enables all children to access the kindergarten program and participate in play and learning experiences, and which is not provided by agencies already existing within the community. This may be:</p> <ul style="list-style-type: none"><li>• provision of a supportive environment to facilitate the learning potential through adaptation of environment, adaptation of materials, adult and peer support</li><li>• specialised training</li><li>• specialised resources</li><li>• an additional assistant who works as a member of the teaching team to ensure that the kindergarten program is able to effectively meet the needs of all children. The additional assistant also assists in the implementation of the kindergarten program within the context of principles and philosophy of kindergarten inclusion.</li></ul>
Auspice organisation	<p>This is a non-government organisation that administers the Kindergarten Inclusion Support packages program.</p>
Early Childhood Intervention	<p>Early Childhood Intervention Services provide a range of services for children from birth to school entry with a disability or developmental delay, and their families who require a range of coordinated services and a level of support not available through universal services.</p>
Early Start Kindergarten	<p>The Early Start kindergarten initiative provides targeted funding for vulnerable three-year-old children to access a kindergarten program for up to 10.75 hours per week free of charge. Early Start Kindergarten is available for three-year old Aboriginal and/or Torres Strait Islander children and three-year-old children known to Child Protection (including three-year-old children referred from Child Protection to Child FIRST). This funding is available in all licensed children’s services where the kindergarten program is being taught by a qualified early childhood teacher.</p>
Exceptional support needs	<p>Relates to children with severe disabilities who require immediate medical intervention for life threatening medical conditions. Generally, children fall into one of two categories:</p> <ul style="list-style-type: none"><li>• requiring ongoing physical care/medical procedures on a day-to-day basis, for example, child with colostomy, child requiring tube feeding</li><li>• requiring constant supervision and whose condition may deteriorate at any time and could be life threatening, for example, severe epilepsy.</li></ul>

Inclusive practice	The provision of a flexible, innovative and responsive service that supports the learning needs and meaningful participation of all children within the kindergarten program.
Funded Kindergarten Program	<p>The Victorian Government provides funding for all eligible children to access a kindergarten program in the year before school entry (two years before Grade One).</p> <p>Funded kindergarten programs are provided by a range of organisations, including local government, community based organisations, independent and government schools, and private child care providers, with programs offered in a variety of settings, such as long day care centres, stand alone community-based settings and schools.</p> <p>Children attending a kindergarten program receive a developmentally appropriate program, planned and delivered by a qualified early childhood teacher. A funded kindergarten program complies with the requirements of the Victorian kindergarten policy, procedures and funding criteria.</p>
The Kindergarten Inclusion Support packages program	Provides resource packages to support the inclusion of children with severe disabilities in a kindergarten program.
Preschool Field Officer Service	<p>The Preschool Field Officer Service supports the access and participation of children with additional needs in a kindergarten program.</p> <p>The Preschool Field Officer Service program is a locally responsive approach to providing kindergarten services and staff with practical advice and support in including children with additional needs into a quality kindergarten program.</p>
Severe disability	<p>A significant and long-term functional limitation in one or more of the following areas of development:</p> <ul style="list-style-type: none"> <li>• receptive and expressive language</li> <li>• cognitive development</li> <li>• fine and gross motor development</li> <li>• self-care and independence skills</li> <li>• behaviour</li> <li>• social development; and</li> <li>• when it can be demonstrated that the child has at least one of the following: <ul style="list-style-type: none"> <li>– is at significant risk of serious injury to self or others</li> <li>– is extremely restricted in their capacity for movement</li> <li>– has exceptional support needs.</li> </ul> </li> </ul>
School exemption	Children who will turn six during the kindergarten year must be granted an exemption from school entry age requirements by their regional office of the Department (Schools), (refer to Appendix C, page 24).

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Sharing Our Journey	<p>The Sharing Our Journey initiative includes a protocol for the enhanced transition of children receiving the Kindergarten Inclusion Support package.</p> <p>The protocol sets out a plan for the kindergarten, early childhood intervention service and school professionals to support the enhanced transition from kindergarten to school of children in receipt of the Kindergarten Inclusion Support packages.</p> <p>The protocol: acknowledges the important role that parents, early childhood services and schools play in a child’s life; builds on the transition process in place for all children; recognises that extra planning and additional supports need to be in place for children and their families to ensure a smooth transition, and; ensures that children with severe disabilities are prioritised for assessment for the school’s Program for Students with Disabilities.</p> <p>The protocol is available from the Department’s website  <a href="http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/healthwellbeing/sharingourjourneyprotocol.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/healthwellbeing/sharingourjourneyprotocol.pdf</a></p> <p><b>Sharing Our Journey Parent Kit</b></p> <p>A kit for parents whose child has a severe disability and receives a Kindergarten Inclusion Support package.</p> <p>The kit includes suggestions for parents in regard to questions they may wish to ask the school, activity suggestions in the months leading up to starting school, a planner outlining actions to assist the move from kindergarten to school and opportunities for families to provide information to the school regarding their child’s abilities, strengths and needs.</p> <p>Early Childhood Educators are requested to provide the kit to families of children with severe disabilities in receipt of a Kindergarten Inclusion Support package.</p> <p>The kit is available for printing from the Department’s website  <a href="http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/healthwellbeing/sharingourjourneykit.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/healthwellbeing/sharingourjourneykit.pdf</a></p>
Specialist staff	<p>Includes staff from Early Childhood Intervention Services who provide specialised support to assist in the planning and implementation of the child’s individual and group Kindergarten Inclusion Support Plan.</p>

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