



ACT
Government
Education

Student Centred Appraisal of Need

Booklet for parents, carers, school principals and staff

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INTRODUCTION

The Student Centred Appraisal of Need provides a consistent approach in determining the educational needs of individual students, to ensure additional resources to support students with a disability, are allocated to schools on an equitable basis. The specific needs of each student and the support they require to access school programs and participate in the curriculum are considered through this process. You will be guided through the appraisal by a trained ACT Education Directorate moderator. At the end of your appraisal meeting you will receive a copy of the meeting record form detailing the student profile.

The current schedule for verifying resource allocations allows for four appraisals throughout the years of schooling; kindergarten, Years 3, 7, and 11.

ABOUT THE BOOKLET

This booklet is designed to assist parents, carers and staff to prepare for the Student Centred Appraisal of Need meeting. It contains information about the process and the groups of descriptors that have been divided into ten areas of educational need. It is these ten areas that will be discussed in detail at the appraisal meeting.

The booklet is divided into two parts, reflecting two major dimensions of educational need.

Part A, ACCESS, describes the broad needs a child may have in order to access the school program. The ACCESS section is divided into five areas:

- Communication
- Mobility
- Personal Care: Health & Well-being
- Personal Care: Dietary & Medical Conditions
- Safety

Part B, PARTICIPATION, takes a closer look at the student and describes their educational support needs in the context of the classroom and the Individual Learning Plan (ILP). PARTICIPATION is divided into the following five areas:

- Social Development
- Curriculum Participation
- Communication
- Behaviours
- Literacy & Numeracy

APPRAISALS AND THE INDIVIDUAL LEARNING PLAN (ILP)

Every student who is supported with additional resources through Disability Education requires an Individual Learning Plan (ILP). The Appraisal meeting is closely linked to educational planning. To strengthen this link, the meeting will be held together with a review of the ILP for each student wherever possible. This has two benefits; firstly, that parents are not required to attend a further meeting at their child's school, and secondly the educational support needs of each student with a disability are discussed at the same time as the ILP is being reviewed. Adjustments to the specific learning goals and priorities for learning are identified during the appraisal and are recorded on the form. This information is an important contribution to the student's appraisal.

HOW TO PREPARE FOR THE APPRAISAL MEETING

In preparation for the meeting, read this booklet carefully and consider the students needs in each of the ten areas. Some students will only have needs in one area while others may have needs in some or all areas. Turn to each relevant page and choose the descriptors that best describe your child's support needs. You may wish to circle or highlight the group or make comments in the margin. Choose the **best match** to your child's needs, keeping in mind that not every descriptor in each group need apply. Please note that when identifying the appropriate descriptor, the whole sentence must be considered, not selected phrases from the sentence. During the meeting the moderator will invite discussion about each area, and facilitate agreement on descriptors and a grouping.

The school will notify parents and carers of the appointment times available. Some flexibility can be accommodated and should be discussed with the Principal. If you are able to attend the meeting, bring this booklet with you to help during the discussion. If you are unable to attend, you may like to make a separate appointment with the Principal, or return the booklet to the school prior to the meeting with the relevant pages marked with your comments, so that your views can be fully considered.

THE APPRAISAL MEETING

The Principal or Principal's delegate, parent and classroom teacher must attend the Appraisal meeting. The school psychologist, directorate staff and other staff who work with the student may also attend the meeting. The student may also be involved in the appraisal meeting. Parents and carers may invite an advocate or friend to attend. The meeting is an important opportunity for parents and carers to contribute to the educational program of their child.

The roles of the Principal, classroom teacher and moderator have been defined below:

1. The Principal chairs the meeting and brings a whole school perspective
2. The classroom teacher provides evidence about educational adjustments made in the classroom
3. The moderator ensures the process is followed equitably and that the descriptors are applied consistently for all students in ACT schools

During the meeting the moderator will provide clarification of the descriptors and will ask for sufficient evidence to be provided when determining a grouping. They can provide guidance as necessary to ensure a common interpretation of the levels of need described in each group. Everyone at the meeting has the opportunity to contribute their view on the student's needs that best match the descriptors. When a consensus cannot be achieved the final decision on specific grouping will be made by the moderator.

SUPPORTING DOCUMENTS

To assist the moderator to ensure consistent application of the descriptors across all schools and disability education programs, Principals must ensure that a copy of the current ILP, and any other supporting documents that specify adjustments for the students in areas such as healthcare, personal care, eating and drinking support, manual handling, behaviour management and social skills, are presented at the meeting. Some groupings require evidence of specifically planned adjustments in the student's ILP. In the same way some groupings require written plans that detail a coordinated and consistent approach to management of particular features of the students' interactions or health needs for example group 2-4 in Behaviours require a written behaviour plan.

NOTIFICATION OF COLLECTION OF PERSONAL INFORMATION

The ACT Education Directorate is obliged to handle your personal information openly, transparently and in accordance with the Territory Privacy Principles set out in the Information Privacy Act 2014.

We explain how we collect, use, share, and store your personal information and how you can access and correct it in our privacy policy. You can view our privacy policy on the [About Us](#) page of the Directorate's website (<http://www.det.act.gov.au/about-us>).

The collection of this personal information is required under the Information Privacy Act 2014. Normally, we will not use or disclose this information for another purpose, without your consent, unless you would reasonably expect us to use or disclose the information for a related purpose. You can access the *Information Privacy Act 2014* at the [ACT Legislation Register](#) website (www.legislation.act.gov.au)

If you believe that your personal information has not been handled appropriately or that we have breached the Territory Privacy Principles you can contact us to make a complaint. Refer to the Directorates Complaints Policy which is located on the Policies page of the Directorate's website, (http://www.education.act.gov.au/publications_and_policies).

You can contact us for general privacy enquiries at:

ACT Education Directorate
Privacy Contact Officer
Governance and Legal Liaison Section
Governance and Assurance Branch
Post: GPO Box 158, CANBERRA ACT 2601
Email: DET.legal.liaison@act.gov.au
Phone: (02) 6205 9159

FEEDBACK

Input from parents and carers about the Appraisal meeting is highly valued by the Education Directorate. Should you have any feedback on your child's meeting, please contact Disability Education on 6205 4633.

Information about review and appeal processes is available from the school office, and is also on the Directorates website at <http://www.det.act.gov.au> in the publications and resources section. Parents and carers are encouraged to discuss any issues of concern about the educational program with the school Principal in the first instance, as a satisfactory resolution can often be achieved at the school level.

Parents/carers can lodge a formal appeal with the Directorate on either of the following two grounds;

1. Where an unsatisfactory level of achievement of the agreed ILP goals seems to be a direct result from insufficient support being provided,

or

2. There is strong disagreement with the groupings recorded on the profile at the Appraisal meeting.

Principals can request a formal review of the Appraisal on either of the following two grounds;

1. That exceptional circumstances exist within the school which result in the allocation not being sufficient to support the student

or

2. The profile is no longer an appropriate reflection of the student's needs.

COMMUNICATION

This area describes the way the student communicates with others, such as with spoken language, sign or an augmented system, and the degree of support that is needed to be understood and/or to understand the communications of others at school.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> • Distractions in the environment eg loud noise, bright lights, influence the extent to which the student can understand information or engage in communication. • Processing and understanding verbal language presents some difficulty. • The student communicates independently but occasionally uses augmented supports such as gesture, pictures or signs.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> • The student uses some language but requires assistance in the form of verbal or visual aids on most occasions to assist communication. • Explicit teaching is needed to foster expressive communication skills, to improve understanding or to assist the student to access communication activities.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> • The student's spoken language is supported by alternative technologies such as a voice output device. • To supplement the student's spoken language, systematic instruction in the use of a picture symbol system is needed. • The student uses sign language and requires some ongoing instruction in this communication method.
<input type="checkbox"/> Group 4	<ul style="list-style-type: none"> • All written work needs to be modified eg, text enlargements, transcribed to Braille, to enable access on the same basis as classmates. • The student uses a picture-based communication system at all times. • Requires a support person to stimulate and interpret all communication eg non- standardised gestures, vocalisations and facial expressions. • The student communicates using sign language and requires significant ongoing instruction in this communication method. • The student relies on Braille and requires extensive, ongoing instruction in this communication method.

☐ This area is not applicable

MOBILITY

This area describes how the student moves around the school. It refers to both physical capacity for movement and the level of understanding required to access the facilities at the school.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> Minimal assistance for mobility or balance such as handrails, ramp, tactile markings, a lift or staff support is needed. Independently mobile using specialised mobility equipment and requires minimal supervision. Requires intermittent assistance to move between classes or school activities due to anxiety or limited understanding of school routines and processes.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> To move around the school environment, the student requires adult support or training in the use of specialised equipment eg walking frame, callipers and wheelchair. Has some independence with mobility but requires support to use specialised equipment eg walking frame or wheelchair.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> Requires a wheel chair for mobility and needs assistance to transfer to other pieces of equipment or activities eg, wheelchair to seating, to pool, to toilet, wheelchair to trampoline etc. Requires assistance for most movement or transfers. The student is independent within the classroom, but requires frequent support when moving around the school environment due to extreme anxiety or significant difficulty understanding school routines and processes. The student is mobile but requires support when moving around the school due to balance or coordination issues, or supervision whilst using mobility aids.
<input type="checkbox"/> Group 4	<ul style="list-style-type: none"> Requires intensive and long term orientation and mobility training. Requires intensive and frequent support to maintain posture. In order to access the school curriculum and environment, the student frequently requires assistance of more than one staff member for mobility and transfers. Constant physical support and instructions from a close range are needed at all times when the student is moving around the classroom and the school.

☐ This area is not applicable

PERSONAL CARE: HEALTH AND WELL-BEING

This area focuses on the support students need to manage personal care requirements whilst at school. It includes toileting and hygiene needs. Mealtimes assistance and medication are covered in the next area.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> Requires some assistance by a staff member for toileting procedures at regular times during the school day. Is relatively independent but requires some modifications to the school environment or class activities to allow access with dignity eg being near appropriately equipped toilets, supervision to reach or use changing facilities.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> Requires supervision and assistance with toileting, showering and bathing procedures throughout the school day. Requires intervention by appropriately trained staff to assist in undertaking personal care routines hygienically.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> Intensive supervision and assistance of two adults is required for toileting, showering and bathing procedures. Comprehensive support and supervision with toileting is required due to the unpredictable nature of hygiene needs. Intensive support is required for complex toileting and personal care requirements, including the use of medical appliances associated with personal hygiene.

☐ This area is not applicable

Note: A Personal Health Care Plan and/or a Manual Handling Plan will need to be sighted by the moderator for ALL students who are described as Group 2 or 3.

PERSONAL CARE: DIETARY AND MEDICAL CONDITIONS

This area covers any additional needs associated with the disability the student has, which affects food intake and medical conditions at school.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> • Assistance is required for a medical condition or in the use of specialised medical equipment at specific times of the day eg, blood testing equipment, breathing apparatus. • Medication is taken at meal times with the supervision and assistance of an adult. • Is able to eat independently at meal times but requires some adult supervision for health and safety reasons. • Is at risk of allergic reactions to food or chemicals, food avoidance or intolerance requiring some adult supervision and assistance during meal times.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> • Requires assistance from trained staff for the use or fitting of equipment or appliances. • Requires frequent daily intervention by specifically trained staff to manage a medical condition. • Is able to eat independently at meal times but requires significant adult assistance. • Is at risk of allergic reactions to food or chemicals, food avoidance or intolerance requiring regular adult supervision and assistance during meal times and potentially at other times during the school day.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> • Ongoing and intensive monitoring is required to address emergency and life threatening situations. • Emergency equipment such as resuscitators etc, need to be on hand within the school at all times with appropriately trained staff available to administer. • Total support from an adult is required at mealtimes. • Is at risk of allergic reactions to food or chemicals, food avoidance or intolerance requiring constant adult supervision and assistance at all times of the school day.

☐ This area is not applicable

Note: A Medical and/or Eating or Drinking Support Plan must be sighted by the moderator at the appraisal meeting for ALL students allocated a grouping in this area.

SAFETY

This area focuses on safety supports needed for students whilst at school. The behaviour needs of the student will be discussed in detail in Part B: Participation.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> • Is at risk from some hazards in the environment as a direct result of the student's disability. • Does not understand boundaries and may wander into other parts of the school requiring particular playground monitoring programs. • Is at risk of injuring self or others at particular times during the school day requiring some supervision. • Cannot hear, understand or comply with verbal warnings and requires some additional supervision to maintain safety.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> • Absconds regularly and requires extra supervision by staff during recess and lunch times. • Is at risk of injuring self or others requiring a moderate level of supervision during the school day.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> • Is at high risk from environmental hazards requiring significant levels of supervision at regular times during the school day. • Will abscond and requires significant supervision by staff throughout the school day. • Requires specially designed programs in order to develop appropriate play and social interactions and to better understand the possible consequences of inappropriate social contact. • Requires significant supervision as the student is at risk of injuring self.
<input type="checkbox"/> Group 4	<ul style="list-style-type: none"> • Is at high risk from environmental hazards and requires constant supervision. • Requires constant supervision to prevent injury to self or others.

☐ This area is not applicable

SOCIAL DEVELOPMENT AND PARTICIPATION

This area focuses on the way students interact with those around them and the support they need to manage relationships with others. It includes descriptions of the support needed to participate in classroom and school routines effectively.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> • Has difficulty in forming and maintaining relationships, developing friendships and/or being included in playground activities, requiring a focus on this issue in class programs and the ILP. • The student has some difficulty with the dynamics of relationships and does not respond appropriately in social situations requiring social skills programs in the classroom. • Requires strategies to ensure appropriate reactions when dealing with other students or teachers. • Needs prompting to cope with daily routines eg times for various school activities, transportation requirements.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> • Has difficulties organising daily routines, tasks and materials without significant support. • Has some awareness of the demands, expectations and restrictions of the school and wider community but requires significant support. • Individualised instruction needed to assist student to develop and maintain appropriate friendships and relationships. • Requires considerable support in unfamiliar situations. • Significant preparation is needed to enable the student to understand new situations. • Requires a personal development program designed with input from school personnel, parents/carers and other key people.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> • The student experiences extremely poor attention or is very withdrawn and requires a specific program developed by the school, the student's parents/carers and other key people. • Is dependent on an adult to interpret demands, expectations and restrictions of the school environment and the wider community. • Requires continual monitoring from an adult in less structured situations to encourage participation. • Requires ongoing and explicit instruction in order to develop appropriate responses to social situations and interactions.
<input type="checkbox"/> Group 4	<ul style="list-style-type: none"> • Requires intensive and ongoing supervision in all activities to enable participation and successful interaction with others. • Requires delivery of an intensive and individualised social development program, with high levels of support in order to manage interactions with peers and adults. • Additional and intensive supervision is required at all times of the day due to unpredictable or socially provocative tendencies.

☐ This area is not applicable

CURRICULUM PARTICIPATION

This area indicates support needed to participate in a meaningful learning program. It details the degree of curriculum adaptation the teacher must provide for learning to occur.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> • Will attempt structured tasks in all curriculum areas but has difficulty with concentration and completion. • Can learn new skills and concepts with repeated individual instruction. • The curriculum needs to be adapted in some specific areas. • Requires a range of assessment practices to demonstrate learning outcomes. • Needs close supervision to remain on task.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> • Can undertake learning activities in all areas if presented in small steps, but some support is needed to stay on task. • Hand writing is more difficult for the student than for age-peers and some adaptations to the curriculum are required. • Can acquire new skills after repeated individual instruction, with significant curriculum adaptations.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> • Copes with structured tasks in very small steps for a limited time with constant assistance. • Requires modification and direct assistance due to significantly delayed fine motor skills. • May acquire new skills after intensive individual instruction, but has difficulty retaining them. • Simple verbal instructions, concrete demonstrations and initial 'hand over hand' assistance are required to support learning. • Significant support and individualised strategies or materials are needed to ensure engagement in most curriculum areas. • A high level of adaptation to the curriculum and program delivery within a highly structured classroom environment is needed. • Individually tailored assessment practices are needed to demonstrate learning outcomes.
<input type="checkbox"/> Group 4	<ul style="list-style-type: none"> • Total support and hands on assistance is required for basic sensory and cognitive stimulation. • Requires high level adaptations in all areas of the curriculum and intensive support to enable participation in class activities. • Requires constant adult intervention and highly individualised strategies to participate in the learning program and to demonstrate learning outcomes.

☐ This area is not applicable

COMMUNICATION

This area builds on information previously given in Part A: Communication. It focuses on specific language/communication development of the student, and the level and type of programs needed.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> • Has a program developed with input from a Speech Pathologist or Itinerant Teacher to reinforce and practise some communication skills; verbal or augmented, receptive or expressive or pragmatic skills. • Some teaching of vocabulary and speech patterns is needed to develop appropriate use of language. • Requires prompts to maintain a reciprocal conversation.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> • Has an individualised program developed with input from a Speech Pathologist or Itinerant Teacher to develop communication skills: verbal or augmented, receptive or expressive and pragmatic understandings. • Ongoing training and support is needed in the use of a communication system to supplement spoken language eg, picture symbols, signing. • Explicit teaching and modelling is needed to develop basic speech and/or language structures and support the meaningful use of language.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> • A highly intensive and individualised program designed with input from a Speech Pathologist or Itinerant Teacher is needed to promote communication with other students, to communicate needs and choices and to allow participation in learning. • Requires ongoing training and support in the use of another communication method due to limited spoken language.
<input type="checkbox"/> Group 4	<ul style="list-style-type: none"> • Communication occurs using an alternative communication method and the student requires intensive and ongoing training and support in its use. • Unable to understand the pragmatics of communication and requires intensive support to interpret instruction and communicate effectively in the school situation. • Highly intensive, individualised and long-term instruction with input from a speech pathologist or itinerant teacher is needed for the student to acquire the basic communication skills required to participate in their learning program.

☐ This area is not applicable

BEHAVIOURS

This area focuses on the behaviours students may engage in that result in a need for additional support. It refers to behaviours that impact on learning.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> • Specific correction is required because the student sometimes displays inappropriate or immature social behaviours. • Has obsessions or compulsions which require support to ensure that the student is included in the activities and life of the school community. • Needs assistance to deal with conflict appropriately. • Requires some support due to behaviour needs.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> • Has a behaviour management program developed by a school counsellor, specialist teacher or other professional to address episodes of anti-social behaviour such as self-stimulation, non-compliance or aggression. • A very structured class environment is needed to assist the student to display appropriate behaviour. • Requires regular intervention and separation from others due to behaviour needs. • Is withdrawn and requires ongoing intervention to participate effectively. • Occasionally engages in anti-social behaviour eg, self-stimulation, non-compliance, aggression.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> • Requires a highly structured behaviour management program developed by a team of school and other professionals delivered within a highly structured school environment to develop and maintain appropriate behaviour. • Highly individualised strategies are required to manage repetitive or unpredictable behaviours, or atypical interests in objects, that impede learning or participation in activities at school. • Significant support is required to limit behaviours that are extremely disruptive to their own learning environment, and that of others. • Frequently engages in anti-social behaviour eg, self-stimulation, non-compliance, aggression.
<input type="checkbox"/> Group 4	<ul style="list-style-type: none"> • Constant support is needed due to extreme levels of aggressive behaviour. • Frequently displays behaviours that are both socially unacceptable and distressing to others, requiring significant support and modifications to class routines. • Behaviours require ongoing support from external agencies such as juvenile justice, disability support agencies or medical support. • Intensive and constant supervision and support from an adult in a highly structured educational environment is needed to allow participation in the school program due to extreme withdrawal.

☐ This area is not applicable

Note: A Behaviour Plan must be sighted by the moderator at the appraisal meeting for ALL students who are described by groups 2, 3 or 4

LITERACY AND NUMERACY

This area focuses specifically on the student's learning in literacy and numeracy. Remember to use as a guide the skills that the student's age-peers are acquiring when discussing the level of support needed to achieve outcomes in this area. In this section, record the area of greatest need.

This student's needs are best described by the following group -

<input type="checkbox"/> Group 1	<ul style="list-style-type: none"> • The student's ILP outlines adjustments to literacy and/or numeracy curriculum content or format to enable achievement within the range of peers. • Requires a range of assessment practices to demonstrate learning outcomes.
<input type="checkbox"/> Group 2	<ul style="list-style-type: none"> • Can undertake some structured literacy and numeracy tasks independently when presented in small steps. • Requires simple verbal instructions and concrete demonstrations to participate in literacy and numeracy activities. • Acquires literacy and numeracy skills after repeated individual or small group instruction. • Is developing literacy and/or numeracy skills after repeated instruction but is well below benchmark for age.
<input type="checkbox"/> Group 3	<ul style="list-style-type: none"> • The student's ILP details significant adaptations to literacy and numeracy programs. • Can undertake individually adapted literacy and numeracy tasks when presented in small steps with assistance. • May acquire new skills after repeated and continual instruction on an individual basis.
<input type="checkbox"/> Group 4	<ul style="list-style-type: none"> • The student requires intensive and constant support to achieve outcomes in the areas of literacy and numeracy. • Has total reliance on key people for all literacy and numeracy activities.

☐ This area is not applicable

Thank you for your participation.