

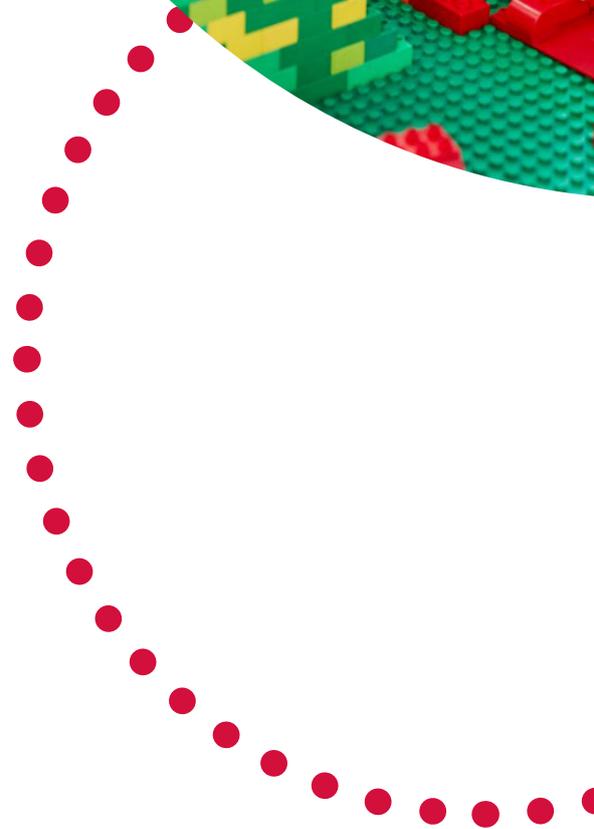


Early intervention

Operational guidelines

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Introduction

Early intervention is specialised support provided for young children who have a disability or learning support need and their families. It promotes each child's development and meaningful participation in all aspects of their life.

These guidelines apply to the operation of two specialist early intervention support services provided by the department:

- 1. Early intervention support classes** provide specialist support through
 - **early intervention support class sessions** where children attend for a minimum of two and a half hours, two or three times a week
 - **resource support** where the early intervention teacher provides regular support to a child attending a childcare centre or preschool.
- 2. Transition support teachers, early intervention** (formerly known as the Itinerant support teachers, early intervention) support local schools to provide strong and successful transitions for children with disability or significant support need.

The NSW Department of Education specialist early intervention support services are a small component of the total provision of early intervention in NSW and complement programs provided by other government and non-government agencies.



Operational support for early intervention

Early intervention is a cross-department resource that is not limited by School Performance Directorate or Network boundaries. The table below briefly outlines support for early intervention across the department.

Principal	The principal of the base school where the early intervention program is located has responsibility for the supervision and support of the early intervention program and staff.
Learning Improvement	<p>Specialist Support Services, Inclusive Education manage state-wide resource allocation, and the access request process.</p> <p>Early Learning, Curriculum Early Years and Primary Learners unit is responsible for early intervention operational guidelines and provides professional learning support for early intervention staff.</p> <p>Strategic Delivery, Teaching Quality and Impact, learning teaching and leading teams provide early childhood curriculum support and networking through the P-2 initiatives officers.</p>
School Performance - North	Delivery support, Student Support and Specialist Programs, learning and wellbeing teams manage early intervention placement panel and monitor the provision and operation of support provided by the transition support teacher, early intervention.

Early intervention support class

The department operates early intervention support classes in a limited number of primary schools across the state.

Purpose

Department early intervention support class teachers provide specialist support for children prior to school entry who have a confirmed disability. Early intervention staff work together with families, other early childhood educators, therapists, health professionals, other agencies and schools to support each child's development and meaningful participation in all aspects of their life. There is a strong focus on supporting each child's inclusion in early childhood education and on supporting successful transitions.

Model of operation

Early intervention teachers provide support class sessions and resource support as described below.

Support class sessions

Early intervention support class sessions operate for at least 50% of the school week for each full time equivalent early intervention teacher position. Each support class session is staffed by a teacher and a school learning support officer.

Each session operates for a minimum of two and a half hours and includes five to eight children depending on the individual needs of the children in the group.

Each child usually attends for two or three sessions per week.

The principal, in consultation with other stakeholders, is responsible for determining the times that these sessions operate, based on local need. The sessions should not start earlier or finish later than the school's operating hours. The times that the sessions start and finish vary across schools but they should finish no less than two and a half hours after the session commences.

In addition, the support class teacher will be involved in ongoing collaborative support for each child enrolled in the sessions. This may be in person or through virtual meetings. These meetings should include the family, and other relevant early childhood and specialist support personnel and local school staff where possible and appropriate. The focus of these meetings may include:

- transition to early intervention planning
- individual education planning
- formal review meetings at least once per year for each child
- transition to school planning.

Department preschool and early intervention on same site

A limited number of early intervention support classes are located on the same site as department mainstream preschools. These sites present an excellent opportunity for the early intervention and preschool staff to plan and work together to support successful inclusion.

Resource support

Resource support is support for children in preschool and long day care centre-based services that are regulated under the [Education and Care Services National Regulations](#). Early intervention teachers do not provide resource support in family day care or in private homes.

Resource support is a collaborative approach aimed at promoting continuity of learning at home, successful inclusion in mainstream early childhood education settings and a smooth transition to school. An important part of the role is to support the capacity of others involved in working with the child so that they can provide ongoing support for successful inclusion. It involves the early intervention teacher working with the child and together with the family, centre staff, other agencies and schools and includes:

- regular support for five to eight children on a weekly to fortnightly basis for children who do not attend support class sessions
- collaboration either by visiting the site or through remote communication, at least once a term with early childhood settings for each child who attends the early intervention support class sessions
- support delivered in person through visits to local mainstream early childhood services or delivered using technology, such as via a virtual meeting platform, communication app or email
- transition planning and support.

Flexibility in local models of operation

These guidelines allow for some flexibility in local models of operation, as outlined below. Decisions about the operation of each early intervention program are made by the principal, in consultation with the early intervention support class staff, local learning and wellbeing teams and the school community.

Schools may consider the options listed below and incorporate them into the early intervention support class teacher's program.

Option 1: Additional early intervention support class group

In this option there are three support class groups of five to eight children for each full time equivalent early intervention teacher position.

Under this model, each child would usually attend either one or two class sessions per week. There will usually be two groups attending two sessions and one group attending one session.

There is likely to be no resource caseload when choosing this model. However, schools may consider running three support class groups while still providing resource support to a small number of children, should the resource model work best for individual children and their families.

In this option, support class sessions run for at least 50% of the school week. Teachers use the rest of the time available in the school week to support the children attending these support class sessions.

The focus of this program is to work closely with the family and other professionals involved to build:

- a collaborative team working together to support each child
- successful inclusion in mainstream services
- strong and successful transitions
- the capacity of parents and educators to support outcomes in the home and other environments, where appropriate.

It will be important for schools to consider managing the impact of this model on the caseload of the school counselling service at the school.

The learning and wellbeing teams supporting schools who wish to move to option 1 should contact [Inclusive Education](#) and request an adjustment to the early intervention support class numbers to allow up to 21 enrolments per full time equivalent early intervention teacher position.

Option 2: Five-hour session

In this option schools may run two half day sessions consecutively to create a five-hour support class session. School principals are responsible for ensuring adherence to the industrial entitlements for early intervention staff if implementing this option.

A five-hour session may work well for some families, especially if children are engaged in early childhood education and care services or other early intervention supports across the week.

Option 3: Supported playgroup

In this option schools may offer supported playgroup/s:

- in place of, or as a supplement to resource support
- to children who are enrolled in and attending the support class program and their family, in addition to the regular session attendance
- to a combination of children in the class or resource program.

Supported playgroups can encourage stronger parenting skills and levels of family support. They can enhance parent-child relationships and increase parents understanding and skill in supporting their child's development. Supported playgroups offer a positive social experience and can increase parents' confidence.

When running a supported playgroup, at least one parent or carer must attend with the child. Prior to school aged siblings may also attend.

Other models of operation

Individual schools may consider other models of operation outside these guidelines, arising due to local need. Other models are subject to approval from the early learning team, Curriculum, Early Years and Primary Learners.

Contact earlylearning@det.nsw.edu.au

Eligibility

Children aged from three years old to school entry who meet the department criteria for disability and have a current Disability Confirmation Sheet are eligible to apply for early intervention support class or resource support.

It is strongly encouraged that a child attending an early intervention support class also attend a mainstream early childhood education program. Supporting successful inclusion is an important focus of the early intervention program.

Children attending an early intervention support class can also apply to enrol in a department preschool on the same basis as all children and are eligible for funding through the local learning and wellbeing team.

Access

Access to an early intervention support class or to resource support is through the access request and the placement panel process. Student Support Services manage [access requests for early intervention and kindergarten PDF 280 KB](#).

The local public school manages and submits an access request on behalf of the family where the student is new to the department.

Contact your [local learning and wellbeing team](#) should you require information regarding the access request process.

Priority of access

The placement panel gives eligible children priority of access as listed below.

1. Children in an early intervention support class whose parents seek another year of enrolment, provided the child is still below school entry age and continues to meet eligibility criteria. As a result of review, the child's enrolment in the early intervention class can be continued for the following year. A new access request is not required. The learning and wellbeing advisor changes the child's enrolment status to "repeat" before December in preparation for the following year. For children in the resource program whose parents seek another year in resource no access request is required. (Note: Children in resource support whose parents seek a class position will need to apply through the access request process.)

2. Children already in a department early intervention support class or resource program whose family seek a transfer to the same placement at another school due to change of address. Transfer of eligible children from one department early intervention program to another, does not need to go to panel and can take place at any time, where there is a vacancy.
3. Children with the highest level of need, as determined by considering the disability confirmation and functional information provided in the access request, in the following order
 - Children in a vulnerable population group such as Aboriginal learners or children in out of home care
 - Children enrolled to attend a NSW Department of Education preschool
 - Children who will be compulsory school age following one year in an early intervention program
 - Children who may not be compulsory school age but will be eligible to enrol in Kindergarten following one year in an early intervention program.
 - Children who will be three years or older when they start early intervention.

Caseload

The maximum caseload for a full-time early intervention support class teacher position, including children in class and resource support is 21 children.

Each early intervention support class has five to eight children, depending on individual support needs. The placement panel determines the number of children allocated to the support class and resource program. As a guide, the placement panel would count individual children with severe disability or significant physical or behaviour support need as a 1.5 enrolment against the support class limit of eight children.

The resource caseload for each full-time early intervention support class teacher is five to eight children, depending on distances that the teacher would need to travel and the number of early childhood education and care settings involved. Children accessing the resource program always count as one against caseload, even if they have a severe disability or significant physical or behaviour support need. Placement panels and schools should consider the potential to use technology to provide resource support, rather than teachers always travelling to the preschool or childcare centre.

Hours of operation

Early intervention support classes and resource support operate during school terms. Early intervention is operational every day that the school operates.

At the commencement of each new school year, the school may stagger the start dates for new children over the first couple of weeks. The principal should ensure that enrolments proceed as quickly as possible in a manner that is in the best interests of the children.

The transition to early intervention can be a significant step and schools work collaboratively with parents, carers and other relevant personnel to facilitate planning for a strong and successful transition to an early intervention support class.

Assisted school travel

All families are responsible for the transport of their children to and from the early intervention support class. Some children attending early intervention support class sessions may be eligible for transport through the [Assisted School Travel Program \(ASTP\)](#). The program provides free transport to and from school where parents and carers are unable to provide or arrange transport for the child, either fully or in part.

The principal or delegate of the school where a child's family has accepted an early intervention support class placement is responsible for managing Assisted School Travel Program (ASTP) applications for eligible children.

Program

The Early Years Learning Framework

The Early Years Learning Framework (EYLF) provides the basis for early intervention curriculum in accordance with the Disability Standards for Education (2005). The Standards state that education providers have legal obligations to ensure that every student can participate in the curriculum on the same basis as their peers.

Belonging, Being and Becoming: The Early Years Learning Framework for Australia describes the principles, practices and outcomes that support and enhance children's learning from birth to five years of age. It is relevant to all children, including children with disability or support needs. It supports Aboriginal and Torres Strait Islander learners to reach their potential and to supporting all young Australians at risk of educational disadvantage including those from low socioeconomic backgrounds, those from regional, rural and remote areas, migrants and refugees, learners in out of home care, and children with disability.

The Early Years Learning Framework:

- provides a vision for children's learning and draws on conclusive international evidence that early childhood is a vital period in children's learning and development
- forms the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning
- emphasises play-based learning and recognises the importance of communication and language and social and emotional development
- is designed for use by early childhood educators working in partnership with families
- is characterised by the key concepts of belonging, being and becoming.

Individualised planning

Each child attending an early intervention support class or on resource support has individualised planning that includes evidence of:

- the assessed individual education needs of the child
- the provision of adjustments and support focussing on strengths and achievements, learning needs, interests, long and short-term goals and strategies
- monitoring and review of the impact of the adjustments, strategies and support provided for the child and ongoing learning
- consultation and collaboration of teachers with families, support staff including Aboriginal support staff where appropriate and other professionals and agencies.

Inclusion support

Support for each child to be meaningfully included in early childhood education and care settings, their home and other community settings is an important focus of the department's policy and early intervention programs.

Support for children to be included in early childhood settings aims to ensure that children access the benefits of high-quality early childhood programs.

[The Inclusive Education Statement for students with disability](#) highlights the department's commitment to building a more inclusive education system for students with disability.

Early intervention staff work with the families of the children in their support classes and with other early childhood service providers to:

- encourage and support access to mainstream early childhood education and care services and community activities
- explore strategies and adjustments to support meaningful participation
- identify and develop the skills that each child needs to be meaningfully included
- build on each child's strengths and interests
- develop positive attitudes, interactions and relationships.

Transition support

Personalised transition planning into early intervention, mainstream early childhood education and care services and to school is an important focus of early intervention.

Coordination activities

Coordination activities are an important part of the early intervention teacher's role. These activities support individualised planning, inclusion and transitions and include:

- collaboration to share information and develop individual learning and transition plans with each child's family, other professionals and agencies
- at least one formal annual review meeting for each child, which is an integral part of the educational planning process for special education placement
- participation in department or interagency network meetings and school learning and support team meetings
- information sessions for parents and staff from other agencies around transition to early intervention or to Kindergarten
- sessions to build the families' knowledge and skill to support the child's learning through everyday activities

Where appropriate, support will also include:

- connection with targeted support for Aboriginal children and families, children in out of home care, children from migrant or refugee backgrounds and children living in low socio-economic circumstances.

Roles and responsibilities

The school principal

The principal of the school where the early intervention support class is located has over-riding responsibility for the supervision and support of the early intervention program and staff. Another member of the executive staff may support the principal in this role, as the delegated supervisor of early intervention.

The principal:

- includes the early intervention programs as an integral and visible component of the school planning and improvement cycle
- includes feedback from early intervention class staff in the [school evaluation processes](#)
- provides equitable access to professional learning for early intervention staff
- manages the provision of a suitable working and learning space and equipment for early intervention programs
- supports early intervention staff [breaks](#) in line with industrial requirements
- supports early intervention release from face to face entitlements, with this release taken outside session times and therefore not requiring a relief teacher
- ensures that in undertaking their work, the early intervention teacher's time is not used to provide relief for teachers / executive or to establish a separate class
- supports the [performance and development process](#) for early intervention teachers and support staff
- applies the [Early Childhood Evidence Guide PDF 3,192 KB](#) for early intervention teachers working towards or maintaining accreditation and evidencing the Australian Professional Standards for Teachers
- supports the evaluation and continuous improvement of early intervention programs
- ensures that all aspects of early intervention operate in line with the department's early intervention operational guidelines
- manages Assisted School Travel Program (ASTP) applications for eligible children in the early intervention support class
- collaborates with local learning and wellbeing teams
- supports placement panel and formal review meeting processes
- responds to the annual Centre for Educational Statistics and Evaluation (CESE) Early Intervention Mid-year Census.

Early intervention teacher

The early intervention teacher is professionally and administratively responsible to the principal of the school and is part of the school community.

The early intervention teacher:

- develops, documents, implements and evaluates learning programs that reflect the principles, practices and outcomes of the EYLF
- develops, documents, implements and evaluates Individual Education Plans (IEPs) in collaboration with families, the school learning support officer, outside agencies and professionals
- develops, documents, implements and evaluates individual transition plans to early intervention and to Kindergarten in collaboration with families, the school learning and support team, the school learning support officer the school counsellor/psychologist, outside agencies and professionals
- supports the inclusion and meaningful participation of children in the support class into mainstream early childhood education and care services
- organises and delivers relevant workshops for parents and the community in collaboration with other professionals and according to need
- participates in at least one formal review meeting for each child per year
- facilitates the completion of access requests where required.

The school learning support officer

The school learning support officer is responsible to the principal of the school and is part of the school community.

The school learning support officer:

- works under the direct supervision of the early intervention teacher to assist with routines, learning activities and the care and management of children in the early intervention support class
- assists the teacher to develop, implement and evaluate individualised learning and support plans and class programs in line with the Early Years Learning Framework.

Learning and support team

The school learning and support team plays a key role in meeting the specific needs of children in the early intervention programs.

The learning and support team:

- supports staff in responding to the learning and support needs of the children in early intervention
- develops collaborative partnerships with families, other schools, other professionals and the wider school community
- facilitates and coordinates a whole school approach to improving the learning outcomes of children
- supports early intervention planning, processes and resourcing
- supports processes to build staff capacity so that all children access quality learning and support
- is aware of and supports early learning curriculum and the early intervention guidelines.

School counsellor/school psychologist

The school counsellor/school psychologist allocated to the school where the early intervention support class operates provides support to early intervention as part of their overall service to that school.

In consultation with and as part of the learning and support team, school counselling service responsibilities include:

- liaising with families, including identifying any areas of additional support the family may require and assisting with accessing external agencies
- identifying children needing assessment and carrying out these assessments, including psychometric assessment and/or adaptive measures (teacher and parent)
- providing feedback of assessments and discussing appropriate department support provisions with the parents
- updating the Disability Confirmation Sheet for each child
- participating in review meetings for each child
- supporting the access request process
- liaising with the school counsellor/school psychologist at the school where the child will transition to for Kindergarten and transferring the child's counselling file.

Where children are supported through the early intervention resource program, the school counsellor/school psychologist for the child's local school is responsible for maintaining the counselling file and assisting with the relevant sections of the access request process for that child.

Where schools are considering a model where all children attend class sessions, the school would need to consider managing the impact of this model on the caseload of the school counselling service at the school.

Student Support and Specialist Programs

Student Support and Specialist Programs support early intervention through the learning and wellbeing team.

The learning and wellbeing team:

- provides advice to parents and carers and to schools on department early intervention resources, eligibility, access and the placement panel process
- coordinates and administers the placement panel process for early intervention support classes and resource support
- determine early intervention support class and resource caseloads within the limits of the guidelines
- supports coordination of early intervention resources within and across operational directorates
- supports early intervention class review meetings annually or as required
- identifies any need for relocation of early intervention support classes and provides advice to the Inclusive Education Directorate

Teaching Quality and Impact

The learning, teaching and leading team:

- delivers and coordinates local tailored strategic, operational and responsive support through P-2 Initiatives Officers to department early intervention and preschool programs with the aim of building the capacity of teachers and leaders to improve and support student learning
- supports local network groups of early childhood and early intervention staff.

Curriculum Early Years and Primary Learners

The early learning team:

- develops and updates the early intervention operational guidelines
- develops and supports professional learning for early childhood staff, including early intervention staff
- supports schools considering other models of operation outside the guidelines
- supports P-2 initiatives officers to provide early childhood curriculum support to early intervention staff
- supports schools to respond to the annual Centre for Educational Statistics and Evaluation Early Intervention Mid-year Census.

Inclusive Education

The specialist support services team:

- develops, updates and maintains the access request processes for early intervention support class programs, including resource support
- maintains data on early intervention support classes
- manages relocation of early intervention services where required.

Centre for Educational Statistics and Evaluation

The Centre for Educational Statistics and Evaluation (CESE) collects data for state and national planning and reporting, including annual school reports and reporting on national Early Childhood Education and Care targets.



Transition support teacher, early intervention

There are a limited number of transition support teacher, early intervention positions (formerly known as itinerant support teacher, early intervention) based in a small number of primary schools across the state.

Purpose

Transition support teachers, early intervention support, individualised, coordinated and systematic transitions for children below school age who have a disability or learning support need. They work with local schools and families, other professionals and agencies to support transition to early intervention or to school. They also assist families to access relevant early intervention programs outside the department, prior to school entry.

Model of operation

Each local school is responsible for the successful transition of children in their local area and for children that they have accepted for out of area enrolment. This includes responsibility for transition of children who have a disability or support need to department early intervention support class or resource support or to school.

The transition support teacher, early intervention supports local schools to:

- identify children who may need additional support to make a successful transition due to disability or additional support needs. Where possible, this should happen by
 - Term 2 in the year before starting school or preschool and/or early intervention
 - Term 2, two years before starting school or preschool for a child needing help with access or mobility, such as for wheelchair access or other significant changes to the school's environment.
- get to know the child and the family by
 - collaborating with the family and with local early childhood and early intervention services, and other agencies and professionals
 - gathering information such as information from the family and from early childhood staff and observing the child in their early childhood education service, with prior approval from the family
- working with the school counselling staff to access documentation such as reports from medical specialists, paediatricians, psychologists, audiologists, optometrists and therapists including speech and occupational therapists
- connect with targeted support for Aboriginal children and families, children in out of home care, children from migrant or refugee backgrounds and children living in low socio-economic circumstances.
- assist the family to know about programs and services available in department schools to help children with disability or support needs by
 - supporting parents with information about the full range of [programs and services](#) available in schools to help students needing additional support
 - supporting parents and carers to use the [school finder](#) to locate their local school and access information about local specialist support programs and services
 - arranging meetings with the local public school to discuss support programs with the family and other relevant stakeholders
 - delivering information sessions for parents and for staff from other agencies about support for children with a disability or support needs
 - supporting timely application for additional learning and support provisions, including the access request process, as agreed to by the family.
- assist the family to know about and access local early intervention and early childhood education and care services outside the department by
 - developing knowledge of these services and building strong relationships with them
 - working closely in collaborative relationships with outside agencies for the benefit of children and their families.
- develop individualised transition support, in consultation with the family and other relevant stakeholders based on assessed strengths and needs.

Eligibility

Children with a diagnosed disability or significant support needs may be referred for transition support, early intervention.

No disability confirmation is required for children to access this support.

NOTE: Children already accessing a department preschool or department early intervention specialist service are not eligible for transition support teacher, early intervention support. The department staff already working with the child will manage their transition.

Access

Access to support from a transition support teacher, early intervention is via referral. No access request is required.

A sample referral form is in Appendix B.

Support from the transition support teacher, early intervention is a limited resource. Local learning and wellbeing teams manage the referral process and monitor the operation of the transition support teacher, early intervention service.

Parents, early childhood education and care services staff, other support people, professionals or agencies may initiate a referral for individual support from the transition support teacher, early intervention. All referrals require the signed permission of the child's parent or carer. It is important to advise the local school principal as soon as possible when a referral is made for a child in their local area.

The department recommends that parents of a child with a disability who are seeking transition support for their child first contact their local school. Local schools have the responsibility for the successful transition of children in their local area, including children with a disability or additional support need. It is the role of the transition support teacher, early intervention to support local schools with this process.

Priority of access is given to eligible children with the highest level of need on the following basis.

1. Children who may need changes made to the local department preschool or school environment to accommodate for physical disability.
2. Children who are in out of home care.
3. Children who are from Aboriginal or Torres Strait Islander backgrounds, refugee or non-English speaking backgrounds or whose families have complex support needs.

4. Children whose family is seeking access to the department's early intervention support class or resource support.
5. Children whose family is seeking support as they transition to school.

Caseload

Transition support for each child is ultimately the responsibility of the local school.

The caseload allocation for the transition support teacher is flexible as the support needs of individual schools and families vary. The local learning and wellbeing team monitors the transition support teacher, early intervention's caseload. Where referrals exceed capacity, the learning and wellbeing team determine priority for individual transition support.

Each transition teacher maintains a data base of individual children with whom they work.

Roles and responsibilities

The principal of the school where the transition support teacher, early intervention is based

The principal has overriding responsibility for the supervision and support of the transition support teacher, early intervention. Another member of the executive staff may support the principal in this role, as delegated supervisor.

The principal:

- manages the provision of a suitable working space and equipment
- provides equitable access to relevant professional learning
- supports the [performance and development](#) process for the transition support teacher, early intervention
- supports the transition support teacher, early intervention to work in cooperation with the local learning and wellbeing team
- ensures that the transition support teacher early intervention program operates in line with the department's early intervention operational guidelines
- supports feedback from the transition support teacher, early intervention in school evaluation processes.

The school principal where the transition support teacher, early intervention provides support

The principal of each local school is ultimately responsible for the transition of children with a disability or learning support need in their local area and for children who they have accepted as out of area enrolments. This includes responsibility for the access request process for these children, where required.

Transition support teacher, early intervention

The transition support teacher, early intervention is professionally and administratively responsible to the principal of the base school and is part of the school community.

The transition support teacher, early intervention:

- works closely with Student Support and Specialist Programs local learning and wellbeing team who manage the referral process and monitor the operation of the transition support teacher, early intervention service
- supports local schools to plan smooth transitions for young children in collaboration with families and relevant professionals
- organises and delivers relevant workshops and information sessions for parents and the community in collaboration with other professionals
- connects with targeted support for Aboriginal children and families, children in out of home care, children from migrant or refugee backgrounds and children living in low socio-economic circumstances
- facilitates the submission of access requests in collaboration with local schools
- networks with other early intervention professionals
- maintains a data base of individual children supported and provides data to Student Support Services, learning and wellbeing team, as required

- provides general advice and support to parents to assist them to
 - access support through the National Disability Insurance Scheme or through local early intervention or early childhood education and care services
 - contact and engage with their local school to progress the transition process
 - know about the support for children with disability or support needs provided in NSW public schools and targeted specialist support, where relevant
 - access information about disability support provided through other school education systems.

The learning and support team where the transition support teacher, early intervention provides support

The school learning and support team plays a key role in meeting the specific needs of children with disability or support needs as they transition to early intervention, preschool or to school.

The learning and support team:

- plans for smooth transitions, in collaboration with the transition support teacher, early intervention and with parents, other professionals and the wider school community
- supports the staff in responding to the learning and support needs of the children who have been supported by the transition support teacher early intervention
- supports and monitors transition planning, processes and resourcing
- supports processes to build staff capacity so that all children access quality learning and support
- support the access request process for children who are local to the school.



The school counsellor/school psychologist where the transition support teacher, early intervention provides support

The school counsellor/school psychologist allocated to the local school provides transition support as part of their overall service to that school.

In consultation with and as part of the learning and support team, school counselling service responsibilities include:

- liaising with families to
 - review reports of assessments undertaken by external providers
 - work with the school and family regarding any further assessment needs
 - identify any areas of additional support the family may require
 - assisting with accessing support from external agencies
 - discussing appropriate department support provisions
- completing the disability confirmation process, where appropriate
- supporting the access request process
- establishing and maintaining the child's school counselling file.

Student Support and Specialist programs

The learning and wellbeing team:

- provides advice to parents and carers, schools and other agencies regarding support available through the transition support teacher, early intervention
- provides support to transition support teachers, early intervention and their principals
- manages the referral process and monitors the operation of the transition support teacher, early intervention service
- supports professional learning and networking opportunities.

Teaching Quality and Impact

The learning, teaching and leading team:

- delivers and coordinates local tailored strategic, operational and responsive support through P-2 Initiatives Officers to department early intervention and preschool programs with the aim of building the capacity of teachers and leaders to improve and support student learning
- supports local network groups of early childhood and early intervention staff.

Curriculum Early Years and Primary Learners

The early learning team:

- develops and updates the early intervention operational guidelines
- develops and supports professional learning for early childhood staff, including early intervention staff
- supports P-2 initiatives officers to provide early childhood curriculum support to early intervention staff
- supports schools to respond to the annual Centre for Educational Statistics and Evaluation early intervention mid-year census.

Inclusive Education

The specialist support services team manages

- state-wide early intervention resource allocation
- the access request process.

Contact information

If you require further information or support you can contact Student Support Services in your local area or contact the early learning team via phone on 1300 083 698 or email earlylearning@det.nsw.edu.au

Appendix A

National Disability Insurance Scheme - Early Childhood Early Intervention approach

The National Disability Insurance Scheme (NDIS) Early Childhood Early Intervention (ECEI) approach supports children aged 0-6 years who have a developmental delay or disability. The aim of the NDIS ECEI approach is to provide supports to children early so that they have the best chance of achieving their potential.

NDIS Early Childhood Partners provides tailored support for a child's individual needs and circumstances. They may connect families with appropriate local support services, provide short-term early intervention, and help families to request access to the NDIS for longer-term early childhood intervention supports. If a child becomes an NDIS participant, the ECEI partner will work with the family to develop an NDIS plan. A child receiving NDIS ECEI supports may not be automatically eligible for an NDIS individual funding package when they turn 7 years of age.

Where staff at a NSW public school believe that a child may benefit from NDIS ECEI supports (or an individual NDIS funding package) talk with the child's family about how they can apply to access these supports. Families can speak with a doctor, child health nurse or other health professional, call the National Disability Insurance Agency on 1800 800 110, visit their [local NDIS partner](#) or visit the [NDIS website](#).

NDIS-funded early childhood or disability supports may be delivered at the school, including within a school early intervention support class, where the support aligns with the child's educational goals. This should include supporting the child's transition to school. Families should make their request in writing to the school principal and discuss their proposal with the school. The department's [External Provider Information Package](#) provides advice on the department's policies and procedures around NDIS-funded supports delivered in schools

Should the school principal not agree to the family's request, school staff may still work with the NDIS early intervention or disability service provider about how these services can align with the child's educational goals while being delivered outside of the school setting.

Find more information about the NDIS ECEI approach [here](#).



Appendix B

Transition support teacher, early intervention referral

Local learning and wellbeing teams determine the referral process for transition support that best suits their needs and the needs of the community.

Below is a sample of content that may be included in a referral form for transition support to school or to early intervention.

NSW Department of Education

Transition support teacher, early intervention referral form

Please forward the referral to

Name:

Address:

Email address:

Phone:

Seeking transition support to:

- early intervention
- school
- not sure yet

Child's details

Child's family name:

Child's first name:

Date of Birth:

Gender:

Home address:

Is the child of Aboriginal background and/or Torres Strait Islander background?

Is the child from a refugee background?

Is the child in out of home care?

Languages other than English spoken at home:



Parent/carer details

Parent/carer name/s:

Relationship to child:

Phone:

email:

Address for correspondence

Would the family like an interpreter?

If yes what language?

Best times to contact:

Referrer's details

Name of person making the referral (if not the parent/carer):

Relationship to child:

Phone:

Email:

Basis of referral

Disability or support need:

Details of any assessments completed:

Type of assessment:

Name/agency who did the assessment:

Address:

Phone:

Email:

Type of assessment:

Name/agency who did the assessment:

Address:

Phone:

Email:

Type of assessment:

Name/agency who did the assessment:

Address:

Phone:

Email:



Current preschool and/or childcare information

Name:

Address:

Contact person:

Phone:

Email:

Days and times attending

Other support agencies

Name:

Address:

Contact person:

Service provided:

Phone:

Email:

Days and times attending:

Parent/carer consent

I give my consent for this information to be forwarded to my local area school and the learning and wellbeing team from the Department of Education and to the transition support teacher, early intervention. These personnel have my consent to contact the service providers listed above to assist in transition planning for my child.

I consent to attachment of the following reports to this referral:

Report from

Report from

Report from

Copies of assessment reports may only be attached, with parental permission.

Parent/carer name:

Signature:

Date:

The information provided on this form will be used by the Department of Education to assist in early intervention/ transition planning. It will be stored securely.



Appendix C

Sample early intervention support class timetables

Early intervention support class timetables will vary according to local need and due to the flexibility in models of operation contained within the guidelines.

The principal approves the early intervention support class timetable and is responsible for ensuring that the early intervention teacher is fully allocated to the early intervention role and is not used to cover other teacher's roles or release from face to face teaching or to establish a separate class within the school.

The broad timetables below show examples of how timetables may be organised, incorporating the various operational options within the guidelines. These sample timetables are not prescriptive and represent a small sample of how early intervention may operate.

Note: Collaborative planning refers to:

- collaborative planning meetings with parents and other agencies, as agreed to by the parents
- individual Education Plan (IEP) meetings
- inclusion support meetings
- formal review meetings
- planning for and supporting strong transitions for each child into early intervention and to school.

In addition, staff are required to attend school staff meetings scheduled outside of the timetable.

Early intervention support class and resource support model

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Support class session Group A	Support class session Group A	Support class session Group A	Support class session Group B	Support class session Group B
Break	Break	Break	Break	Break	Break
Afternoon	Resource support/ collaborative planning	Resource support/ collaborative planning	Resource support/ collaborative planning	Collaborative planning / information sessions	RFF Network meetings – department and/or other agencies

Option 1: Three early intervention support class groups

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Support class session Group A	Support class session Group A	Support class session Group A	Support class session Group B	Support class session Group B
Break	Break	Break	Break	Break	Break
Afternoon	Resource support/ collaborative planning	Resource support/ collaborative planning	Resource support/ collaborative planning	Collaborative planning / information sessions	RFF Network meetings – department and/or other agencies

NOTE: This model may accommodate some children on resource support only. Attending a support class session may not work for every child or family.

Option 2: Five-hour session

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Support class session – Five hours Group A	Support class session Group B two and half hours	Support class session Group B two and half hours	Support class session Group B two and half hours	Resource support
Breaks	Break later in the day	Break	Break	Break	Break
Afternoon	Collaborative planning / information sessions	Resource support/ collaborative planning	Resource support/ collaborative planning	Collaborative planning / information sessions	RFF Network meetings – department and/or other agencies

Option 3: Supported playgroup

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Support class session Group A	Support class session Group A	Support class session Group A	Support class session Group B	Support class session Group B
Break	Break	Break	Break	Break	Break
Afternoon	Supported Playgroup – as an alternative to resource support	Collaborative planning for children in support class and supported playgroup	Collaborative planning for children in support class and supported playgroup	Collaborative planning for children in support class and supported playgroup / information sessions	RFF Network meetings – department and/or other agencies

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

Say hello

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GPO Box 33, Sydney NSW 2001,
Australia
T 1300 679 332

