

Integration Funding Support

Management Procedures

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What is Integration Funding Support?

Integration Funding Support (IFS) is a targeted disability program for eligible students enrolled in mainstream classes from Department of Education Preschool to Year 12.

Funding is allocated to the mainstream school for additional teachers and/or school learning support officers (SLSOs) to assist with a student's personalised learning and support where eligible students have additional moderate to high learning and support needs impacted by disability. Most students with disability and additional learning and support needs in public schools are supported from within school resources through school planning, in conjunction with parents or carers.

Principals, in consultation with parents or carers, should consider applying for Integration Funding Support for students when the learning and support team determines that:

- the student is eligible to be considered for targeted disability support provisions *and*
- personalised learning and support for the student requires resources additional to those available through the school *and*
- additional teacher and or school learning support officer time is the most appropriate resource.

Application for Integration Funding Support is made through the online Access Request process. The Access Request is completed by the school's learning and support team in consultation with the parents or carers, with support and advice from the Central Integration Support Funding (Central IFS) team.

Integration Funding Support assists students with disability to access learning opportunities and school experiences on the same basis as students without disability. This is in line with the *Commonwealth Disability Discrimination Act (1992)* and the *Disability Standards for Education (2005)*, and parents' right to choose support options for their child.

For specific advice about the Integration Funding Support program, contact the Central Integration Funding Support team.

Who is eligible?

Mainstream class

A student may be eligible for Integration Funding Support if they:

- are enrolled in a DoE preschool setting, have a disability and meet the requirements for substantial or extensive adjustments as defined by NCCD guidelines, or are enrolled in a mainstream class in a public school and are attending full time
- have continuing school enrolment up to the end of year 12. It is available to students completing a pathways course of study under these circumstances.
- have a moderate or severe intellectual disability, mental health disorder, autism, physical disability or hearing or vision impairment¹
- have personalised learning and support adjustments to access learning opportunities and school experiences as a result of disability and
- have documented adjustments requiring additional resources to those available through the school.

Note that a diagnosis of disability does not mean that a student requires or is eligible for Integration Funding Support.

Support class

Integration Funding Support is not available to students enrolled in support classes in regular schools or schools for specific purposes.

Other educational settings

Intensive English Centre

Students enrolled in an Intensive English Centre may be supported through this program if they have essential needs in the areas of personal care or mobility.

Distance Education Centre

Students enrolled in distance education may be supported through this program where there are essential needs in personal care or mobility when attending a Department of Education setting.

¹ as defined by the [NSW Department of Education Disability Criteria](#)

When a student in a regular setting is studying a distance education subject, the learning and support team from the home (census) school liaises with the relevant distance education centre to determine the proportion of the Integration Funding Support allocation to be used for support in the distance education subject.

Integration Funding Support applications for students accessing distance education should be coordinated by the Central Integration Funding Support team in conjunction with the School Services team for the referring school and forwarded to the Central Integration Funding Support team for confirmation and processing.

Transition to mainstream class

Schools can request Integration Funding Support for the last term of a student's transition from a support class to a mainstream class where the student will have ongoing support through the program.

For most students transitioning to a mainstream class from a support class the Access Request new application process applies.

For students where there has been previous Integration Funding Support, please contact the Central Integration Funding Support team to confirm the process for reinstatement.

Informal advice

The ***Student Profiling - Informal Advice*** request and response for Kindergarten – Year 12 students with characteristics of mental health or autism informs schools if an application would attract Integration Funding Support based on the information on the form. This assists schools to decide whether to pursue a disability confirmation and complete the Access Request process.

A ***Student Profiling - Informal Advice*** form should be completed before applying for Integration Funding Support where students have personalised learning and support needs that are characteristic of mental health or autism spectrum disorder. The profile should reflect levels as described in the Summary Profile of the Access Request. While a diagnosis of disability is not required at this stage, if an eligible disability has been confirmed, please also forward the Disability Confirmation Sheet. No additional information is required at this stage.

Schools should email the completed *Informal Advice* form to **Integration_Funding_Support@det.nsw.edu.au**. The school principal



will generally receive a response within three working days of receipt.

The response to the informal advice is based on the profile provided. If a response shows that an application for Integration Funding Support is appropriate, the information on the Access Request must support the student's submitted Summary Profile (as for any other application).

Contact the Central Integration Funding Support team for support and advice.

How can a school apply?

Schools apply for Integration Funding Support through the online Access Request process. The school's learning and support team, in consultation with parents or carers, should complete the Access Request. Some parents or carers may need access to an interpreter and are welcome to bring a support person.

The principal is responsible for ensuring that the application is complete and accurate before it is submitted.

A complete application for Integration Funding Support:

- includes accurate and consistent information about the student
- clarifies the student's abilities and planned adjustments by assigning levels in each focus area of the Summary Profile and provides relevant information to support each level
- includes relevant attachments, for example:
 - Disability Confirmation Sheet for students K - 12
 - risk/behaviour management plan
 - health care plan
 - audiogram from Hearing Australia or vision report
 - documented evidence of ongoing substantial or extensive adjustments as defined by NCCD guidelines for Department of Education preschool applicants.
- demonstrates that the school has made all possible adjustments to the organisation of environment, teaching and learning, or support provided to the student or for the teachers
- describes how additional teacher or school learning support officer time will be used.

Integration Funding Support is a flexible program. For example, a Kindergarten student may need significant support for a year or two (depending on the disability and student needs) to transition to school but less for the remaining years of primary after they have become used to school and school routines. This same student may again need increased support for the first years of high school. The annual student review, in evaluating the summary profile, should reflect these changing needs and the allocation from the program should then increase and decrease accordingly through a ***School request for a change in Integration Funding Support***.

Contact the Central Integration Funding Support team for support.

Online Access Request information is available at [Access Request User Guide](#).⁸

What are the application timelines?

Applications can be made throughout the year.

For an accessible version of the table use [Application Timeline](#)

Application Type	How to apply	Timelines to Inclusive Education	Notification
New: For the following year	use online Access Request (AR)	by end Term 3	Preliminary schedule Week 9 Term 4 (to schools) Approved allocation schedules emailed to schools at the beginning of the next school year
New: Throughout the year		As required based on need	Preliminary advice sent to the school within 15 days of receiving the completed, supported application.
Continuing students	An Access Request is not required. Confirmation from the school that the student is continuing in a Mainstream class is required	by end Term 3	Approved allocation schedules emailed to schools at the beginning of each school year
Students with Integration Funding Support who transition from Year 6 to Year 7 in mainstream class	An Access Request is not required. Confirm student is continuing in mainstream class and DCSup to date for MH and IN2	by Week 4 Term 4	Approved allocation schedules emailed to schools at the beginning of each school year. Note: interim Measure for DCS in place
Students with Integration Funding Support who transition from Preschool to Kindergarten in mainstream class	An Access Request is not required. Confirm student is continuing in mainstream class and the Term 3 Preschool review document is to be completed. DCS is required by the end of Term 2 to continue with IFS program.	by Week 10 Term 2	Approved allocation schedules emailed to schools at the beginning of each school year.

Students transitioning from Preschool to Kindergarten and year 6 to year 7 will maintain the existing Integration Funding Support allocation into the new setting. A Review is to be undertaken in Term 2 of Kindergarten or Term 2 of year 7 which will confirm the current summary profile is appropriate or that a **School request for a change in Integration Funding Support** is to be completed. A disability confirmation sheet will be required from beginning of Term 3 of Kindergarten for preschool students to continue on the program.

In order for an allocation to be made the student's enrolment status for students in Kindergarten to Year 12 must be at least at the *applied to enrol – risk assessed* stage.

New applications for mainstream students without Integration Funding Support and transitioning from Year 6 to Year 7 requesting Integration Funding Support for Year 7 should be received by the Central Integration Funding Support team by the end of Term 3. Applications sent after this time may not be included in the initial allocation for the following year.

All new applications made in Term 4 will be effective from the start of the following year unless there are essential needs in the areas of personal care or mobility.

New applications for preschool students can only be applied for once the student is enrolled and in attendance.

How are applications assessed?

The Central Integration Funding Support Officer should be contacted for advice on the Summary Profile or to answer any questions prior to the Access Request being submitted.

The Central Integration Funding Support team assess and approve applications for Integration Funding Support on an ongoing basis.

The principal will be contacted by the Central Integration Funding Support team if an application does not meet the eligibility criteria, is incomplete, needs modification or requires further clarification; for example, if the proposed use of funding is unclear. The [Access Request User Guide](#) describes the possible outcomes of all online Access Request applications, including Integration Funding Support.

Allocations to schools

How is the allocation determined?

The school learning and support team, including parents or carers, makes objective consideration of the **Summary Profile** with respect to the student and allocates levels based on adjustments required for each focus area. The level of funding for each student is determined by a statistical formula applied to the summary profile in conjunction with the disability. Students with the same specific profile may have different funding levels based upon the disability type.

The student's personalised learning and support adjustments should be reflected in the summary profile.

How are allocations notified?

New applications throughout the year

The Central Integration Funding Support team emails preliminary advice of the annual funding allocation, and the pro rata allocation to be made for the current school year for each newly funded student, to the local learning and wellbeing advisor and the school account.

The principal should then:

- advise the school's learning and support team of the funding allocation to ensure that the student's personalised learning and support adjustments reflect available resources
- identify the professional learning needs of staff involved and opportunities to enhance their practice
- define roles and responsibilities of all involved
- develop budget and expenditure monitoring procedures
- establish a monitoring and evaluation cycle of student outcomes
- set a tentative annual review date.

An email is sent to the principal when the allocation is imminent. As this may be some weeks later, the principal is advised to act on the preliminary advice to employ the additional staff.

Ongoing students from the previous year

Generally, the Integration Funding Support allocation is determined at the commencement of each year. A preliminary schedule for each school is emailed to the principal in December and a final schedule, listing the students for whom an allocation has been made, is emailed at the start of the new school year. This schedule advises the annual allocation for each student.

How can the allocation be used?

The principal is responsible for determining the most appropriate ways of using the total annual Integration Funding Support allocated to the school for the identified students. The school learning and support team and principal consider the total allocations from the program and the adjustments required for the funded students to determine the best use of the funding.

The Integration Funding Support allocation can be used flexibly to support students through additional teacher and/or school learning support officer time.

Approved uses include:

- additional teacher time
- teacher release for
 - teacher mentoring by staff with specific expertise
 - classroom observation/team teaching opportunities
 - collaborative planning and programming/program co-ordination time
 - related training and development activities
- school learning support officer time

Allocations are for staffing purposes only and cannot be used for any other purpose including, for example, purchasing resources or technology, modifying property or providing therapy or clinical support.

Copies of all preliminary advice, letters and schedules from Inclusive Education should be provided to the School Administrative Manager and the Learning and Support team coordinator.

Can the allocation be changed?

The school's learning and support team may request an increase or decrease if:

- there is a change in the summary profile determined at the student's annual review, or
- there is a significant change in the student's support needs and these changes require a different level of resource, or
- there is a change in disability
- the student has transitioned from Preschool to Kindergarten or Year 6 to Year 7 and the Term 2 review outcome results in a revised Summary Profile

Evidence of the meeting where a change in allocation is being considered must reflect a discussion regarding current use of all available resources and the effectiveness of the current adjustments.

To request a change in funding, the school's learning and support team needs to complete a ***School request for a change in Integration Funding Support*** form and send it to the Central Integration Funding Support team.

The change will be based upon the student's revised Summary Profile and evidence of adjustments in the student's personalised learning and support.

If, for example, further clarification is required or an amendment to the request is appropriate, the Central Integration Funding Support Officer assigned to the school will discuss this with the principal.

Where requests are not supported, the Central Integration Funding Support officer assigned to the school will contact the principal to provide advice.

Preliminary advice about the outcome of a supported request for a change of funding allocation is sent from the Central Integration Funding Support team to the school. Principals should act on the preliminary advice to employ additional support for the student, where an increased allocation is the outcome.

Where the principal wishes to discuss the revised allocation, they should, in the first instance, contact the Central Integration Funding Support officer assigned to the school who will liaise with them

regarding the outcome and any further information that may be provided.

If parents or carers wish to formally appeal a change in funding decision, they should lodge an ***Appeal by Parent or Carer*** form. See **Appeal Process** for further information.

A reduced allocation may result from a change in profile or a change in disability. Where a request for a reduction in funding is made, the Funding Support Advisor will liaise with the principal to implement the reduction.

If a student is no longer eligible due to a change in disability there may be a pro rata payment made for one term to assist the transition to school resources.

Monitoring and evaluating student progress

It is essential to monitor the impact of the support provided by the Integration Funding Support allocation on the student's learning achievements, participation in school activities and wherever possible, increased independence.

Explicit descriptors should be used to define the adjustments and intended outcomes from the additional support.

Written records and observations should be discussed regularly and used to amend the personalised learning and support being provided. This data should be used as the basis for the student's annual review.

Documentation of personalised learning and support also provides evidence for the inclusion of a student in the Nationally Consistent Collection of Data on School Students with Disability. This includes evidence in four key areas that staff address in delivering personalised learning and support over the course of the school year:

- assessed individual needs of the student
- adjustments being provided to the student to address the disability
- ongoing monitoring and review of the adjustments
- consultation and collaboration with the student and/or parents and carers or associates.

Conducting the annual student review

At least one formal annual review involving the parents or carers and the school learning and support team must be conducted each year for each student receiving Integration Funding Support. The Central Integration Funding Support team is available to assist.

For students who have been allocated Integration Funding Support from preschool the review meeting may include personnel from the Central Integration Funding Support team where appropriate to re-evaluate the ongoing appropriateness of the profile levels selected during the transition to school process. The Central Integration Funding Support team may also request to attend specific reviews.

A review should:

- evaluate the student's progress towards the outcomes described and documented for their personalised learning and support
- confirm the student's Summary Profile, or amend where necessary
- confirm ongoing eligibility for Integration Funding Support
- assess the effectiveness of the adjustments and resources used to support the student
- plan for personalised learning and support as appropriate including planning for the next year; for example, excursions.

Where the Summary Profile has changed a ***School request for a change in Integration Funding Support*** should be completed and processed.

Eligibility for, and the need to access assisted student transport, should also be reviewed at this time.

Send a copy of the annual review meeting minutes to the school's Central Integration Funding Support officer.

Appeal Process

1. Principals with concerns regarding a decision about an application or a change in allocation should, in the first instance, discuss the decision with the relevant Central Integration Funding Support officer.
2. If the parents or carers are not satisfied with the outcome of an application for Integration Funding Support or a request for a change in funding, they should discuss this with the principal of the school where their child is enrolled. The 16

principal will contact the relevant Central Integration Funding Support Advisor who will provide advice regarding the recommended provision of support.

3. If after the principal has discussed the outcome of a request for a change in funding with the Central Integration Funding Support Advisor, parents or carers wish to formally appeal the outcome, they should do so in writing to the Director, Inclusive Education who will consult with relevant principals, school counselling and Student Support and Specialist Programs personnel and parents or carers as necessary in order to make a determination. The **Appeal by Parent or Carer** form should be used.

Monitoring of Funding Allocation

Specific advice is in the **Finance in Schools Handbook** (FISH).

When using the Integration Funding Support allocations, it is essential to understand that:

- School financial and administrative records should contain school schedules and/or funding advice for individual students received from Inclusive Education that have been reconciled with the total allocation received for the school calendar year.

Further advice is available at: <https://education.nsw.gov.au/schools-finance>

The allocations include departmental on-costs and vacation pay.

Schools need to manage and monitor the resources to support the student from within the allocated funding.

In exceptional circumstances, the school's learning support team may agree to provide assistance at a more intensive level earlier in the year and reduce support as a student gains skills and independence.

Whilst this option exists, schools need to be cautious about the amount of funds committed in this way as:

- the expected improvement may not occur, leaving the school at risk of not being able to provide essential support later in the year, or
- the student may change schools, thus requiring a transfer of funds to the new school in proportion with the original grant.

Transfer of funded students

When a student transfers to a mainstream class in another public school:

- send a ***Transfer of Funding*** form to **Integration_Funding_Support@det.nsw.edu.au** for all transfers, following the instructions on the form.
- ensure ERN reflects the student's correct enrolment status.

When a student transfers to a support class in a regular or a school for specific purposes, distance education setting, or leaves the public school system:

- send a ***Return of Funding*** form to **Integration_Funding_Support@det.nsw.edu.au**, following the instructions on the form.
- ensure ERN reflects the student's correct enrolment status.

Funds to be transferred or returned, as well as allocations to be adjusted, are calculated as a proportion of the remaining time in that year. For example, if a student leaves the school at the end of Week 7 in Term 2, twenty-three weeks' funding (the remainder of that year) should be sent to the receiving school or returned to Inclusive Education.

Uncommitted funds

Uncommitted funds of more than \$100 remaining from this program at the end of the school year are to be returned to Inclusive Education. Consider outstanding salary invoices for the Integration Funding Support program for the balance of the school year when calculating the funding allocation to return.

Complete an ***Annual Return of Uncommitted Funding*** form and email to **Integration_Funding_Support@det.nsw.edu.au**.

Employing staff

When employing staff, the principal must take into consideration that:

- allocations are made on an annual basis
- a school learning support officer **should not be engaged for periods of less than two hours in a day**, and where possible, should be engaged for a minimum of three hours in a day. Normal hours of work should be structured to avoid broken periods of duty.
- Short-term temporary, long-term temporary and permanent employees attract different rates of pay, conditions, and leave entitlements. For further information on rates of pay refer to (Intranet):
<https://education.nsw.gov.au/industrial-relations/pay-and-allowances/pay-classifications>. School learning support officers employed through Integration Funding Support allocations are generally employed as long-term temporary staff
- any anticipated increases to salaries and allowances, and/or increases in employee increment levels are taken into account
- school learning support officer recruitment requirements for anticipated school excursions are planned from within the Integration Funding Support allocation. Contact the Central Integration Funding Support officer assigned to the school who will liaise with the Funding Support Advisor if essential support during the excursion cannot be met from within the allocation
- the total annual allocation will not be supplemented if funds are exhausted before the end of the school year
- any changes to the school's total funding allocation from this program could have a direct impact on working hours
- When a student transfers between mainstream settings it is a requirement that the full pro rata amount be transferred to the new setting
- the funding allocation is contingent on the student's continued enrolment in mainstream class at the school.

Staff must be engaged according to current NSW Department of Education guidelines and industrial instruments, including awards, agreements, and determinations.

For information about employing casual and temporary teachers, temporary school learning support officers or permanent school learning support officers through the EOI process (Intranet):

<https://education.nsw.gov.au/human-resources/recruitment>

Award:

<https://education.nsw.gov.au/industrial-relations/news/irc-19-06---crown-employees--school-administrative-and-support-s>

Rates of pay and allowances (Intranet):

<https://education.nsw.gov.au/industrial-relations/pay-and-allowances/pay-classifications>

Defining roles and responsibilities

Roles and responsibilities of class teacher and support staff must be clear for effective support.

The class teacher:

- plans and implements the student's personalised learning and support in consultation with the school's learning and support team, parents and carers and, if appropriate, personnel from the School Services team
- works collaboratively and cooperatively with staff employed to support implementation of the student's personalised learning and support
- ensures that the learning and support team coordinator (and school executive, if appropriate) is aware of the student's personalised learning and support progress and informing them of any related issues as they arise
- reports on the student's progress to the parent or carer.

Staff employed using Integration Funding Support:

- assist the teacher to provide personalised learning and support to the student
- provide feedback to the student's teacher on the student's progress towards personalised learning and support outcomes.

The school's learning and support team:

- monitors the student's personalised learning and support implementation

- makes necessary revisions to the student’s personalised learning and support adjustments and resources in consultation with teaching and support staff (where appropriate) as well as the parent or carer.

Employment and working conditions

A school learning support officer funded from Integration Funding Support can be engaged as either a permanent, long-term temporary or short-term temporary employee. School learning support officers employed through Integration Funding Support allocations are generally employed as long-term temporary staff.

For advice about appointing a permanent school learning support officer:

- Contact Human Resources through EDConnect: via the online query form or
Phone: 1300 32 32 32
- <http://www.teach.nsw.edu.au/documents/actstaffprocedureandfaq.pdf>
- Non-teaching staff in schools
 - Permanent school administrative and support staff positions
 - Temporary school administrative and support staff positions
 - <https://education.nsw.gov.au/human-resources/recruitment/non-teaching-staff-in-schools>
 - <https://education.nsw.gov.au/industrial-relations/pay-and-allowances>

Where a school can no longer sustain a permanent position, for example if a student transfers to another setting or funding is reduced or expended, normal recruitment procedures apply to the permanent school learning support officer. It is expected that any temporary positions will be reduced in the first instance to sustain the permanent employment position. Principals will need to advise Human Resources with as much notice as possible to cease or reduce invoicing the school for permanent positions and arrange for the nominated transfer process to be undertaken.

Short-term, temporary employment is less than one term. Long-term, temporary employment is for one term or longer.

Issues regarding pay, leave or working conditions are to be directed to EDConnect on 1300 32 32 32.

Working hours

School learning support officers in regular schools employed through Integration Funding Support generally work a set number of hours per day or on selected days during the week. A full working day is 6 hours and 15 minutes. School learning support officers who work more than four hours per day are entitled to an unpaid break of not less than 30 minutes each day. School learning support officers who work more than two hours from the commencement of the school day are entitled to a paid morning tea break of ten minutes each day.

Temporary school learning support officers should not be engaged for periods of less than two hours in a day and, wherever possible, should be provided with three continuous hours of employment. Normal hours of work should be structured to avoid broken periods of duty.

Starting and finishing times of all temporary school learning support officers are determined by the principal in agreement with that staff member to suit the needs of the school.

Varying working hours and/or duties

Working hours can be varied for all school learning support officers. Notice of at least two weeks (or payment in lieu thereof) must be given prior to a long-term temporary school learning support officer's employment being ceased, reduced, or otherwise varied.

Where it is necessary to vary or cease a temporary engagement, the principal should meet with the employee at the earliest possible occasion to advise them of the change in their working hours or the early cessation of their employment. The employee should also be provided with a copy of the "Appointment/Variation for Long Term Temporary Non-Teaching Staff in Schools" form.

Where two weeks' notice of the variation of hours or early cessation of employment is not provided the employee will be entitled to payment in lieu of notice.

For permanent school learning support officers contact Human Resources through EDConnect on 1300 32 32 32 to discuss specific circumstances.

Student absence

The duties assigned to school learning support officers may vary if the student is absent.

Where a student's absence is expected to be short term (for example, less than one week), the school learning support officer should be engaged in activities related to the program of the student. This may involve the production of teaching resources, preparation of materials for future lessons or related duties as specified by the teacher or principal. If the school learning support officer is employed to support other students in the school, it would be appropriate for the school learning support officer to work with those students during the student's absence.

Where a student is expected to be absent for a longer period (for example, more than one week), the principal should consider the circumstances of the school learning support officer's employment. The principal may decide to vary or cease the school learning support officer's employment.

If the school learning support officer is also employed to support other students, the hours of the school learning support officer's employment will need to be varied. If the school learning support officer is not employed to support other students, their employment may need to be ceased. Notice of at least two weeks (or payment in lieu thereof) must be given prior to a school learning support officer's employment being ceased or varied.

Issues regarding the student's return, including consideration of an increase in hours, should also be discussed with the school learning support officer.

The Industrial Relations Directorate may be contacted on (02) 7814 3510 in relation to this matter.

Prior to the engagement of staff, principals should ensure that applicants understand the nature of the employment, including arrangements for non-attendance of students.

Changes to the funding allocation

There are situations that could affect the funding allocation and, therefore, the working hours of the school learning support officer: for

example, the transfer of a funded student to another setting, or changes to the student's Summary Profile and funding allocation.

Notice of at least two weeks (or payment in lieu thereof) must be given prior to a school learning support officer's employment being ceased or varied.

Issues regarding the student's return, including temporarily increasing hours, if appropriate, should also be negotiated with the school learning support officer.

Contact Human Resources through EDConnect on 1300 32 32 32 to discuss specific circumstances if there are changes to the funding allocation affecting the appointment of permanent school learning support officers appointed against the Integration Funding Support positions.

School learning support officer absences

The relief funding provided by the sick and FACS Leave Model (SFLM) budget is applicable where absences relate to sick or FACS leave.

Contact sflm@det.nsw.edu.au for further details.

Statement of Duties – School learning support officer

Under the supervision and direction of a teacher, A school learning support officer, in respect of students enrolled in mainstream classes, is responsible to the principal or the supervisor.

The full Statement of Duties for School Learning Support Officers can be found at:
<https://education.nsw.gov.au/content/dam/main-education/industrial-relations/media/documents/sass-pay-equity-2019/sIso-sod.pdf>

Further information:

Contact

For Integration Funding Support program advice including assistance with Access Request and Summary Profile

- Your local Central Integration Funding Support officer. Details are on the school contacts database.

For Integration Funding Support policy advice

- Christine.Vandenberg1@det.nsw.edu.au
Ph: 02 7814 2694

For Recruitment advice

- Human Resources through EDConnect on 1300 32 32 32 Or Online query through EDConnect.
EDConnect.HR.Forms@det.nsw.edu.au

For Finance advice

- Schools Finance on 13 10 72, Fax: 1300 300 165 Email: sfs.unit@det.nsw.edu.au

What are the application timelines?

New applications - For the following year

For students who are:

- entering a Department of Education preschool
- transferring from a support class or distance education
- enrolling in the public school system
- enrolled in a public school and requiring additional resources for documented personalised learning and support adjustments.

The final date for submission of the access Request to the Central Integration Funding Support team is by the end of Term 3. Applications forwarded after this date may not be included in the initial allocation for the following year.

New applications - Throughout the year

New applications can be lodged throughout the year for students who are:

- transferring from a support class or distance education setting.
- enrolling in Department of Education preschools and the public school system.
- enrolled in a public school and requiring additional resources for documented personalised learning and support adjustments.
- A preschool application for Integration Funding Support can commence once the student's enrolment status is *enrolled in attendance* in ERN.

Continuing students

Students who have a current allocation from Integration Funding Support do not need to complete a new application.

The Central Integration Funding Support team provides the principal with a schedule of students who are enrolled at the school and receiving Integration Funding Support in Week 8 Term 3. The principal confirms whether each student listed is expected to be enrolled full-time in a mainstream class at that school for the following year. Any changes to a student's enrolment should be noted on the schedule. The completed schedule must be returned to the Central Integration Funding Support team by the end of Week 10 Term 3. Return email details are at the top of each schedule.

Transitioning from Year 6 to Year 7

Students who receive Integration Funding Support and are transitioning from Year 6 to Year 7 do not require new applications. A review will be undertaken in Term 2 of year 7 which will confirm the current summary profile is appropriate or that a ***School request for a change in Integration Funding Support*** is to be completed.

For an allocation of Integration Funding Support to be made to the high school, the student's enrolment status must be at least at the *applied to enrol – risk assessed* stage.

It is essential to plan for transition between these two settings to ensure that appropriate adjustments are being incorporated into the programming in the new setting.

The Central Integration Funding Support team uses information from returned '*continuing students schedules*' sent to schools in Term 3 to record the high school information for year 7 students for the following year and to update any other transfers to new schools or changes on the returned schedule.

Transitioning from Preschool to Kindergarten

Students who receive Integration Funding Support and are transitioning from preschool to Kindergarten do not require a new application. A review will be undertaken in Term 2 of Kindergarten which will confirm the current summary profile is appropriate. A disability confirmation sheet will be required for continued access to the program from Term 3 of Kindergarten.

For an allocation of Integration Funding Support to be made to the mainstream school for Kindergarten, the student's enrolment status must be at least at the *applied to enrol – risk assessed* stage for funding to be allocated.

To return to document use **How are applications assessed?**