ACCESS REQUEST

Disability Programs Directorate
# THE ACCESS REQUEST PROCESS

## 1.0 Overview

1.1 Introducing the Access Request  
1.2 The Role of the Principal  
1.3 The Role of the Author  
1.4 The Role of the Participant  
1.5 Setting up the Access Request  
1.6 Access Request Workflow  
1.7 Personnel Involved in the Access Request  
1.8 Workflow (Status) of Access Request  
1.9 Flowchart for Lodgment & Outcome of an Access Request  
1.10 Processes to Support an Access Request  

## 2.0 Access Request at the School Level

2.1 Author and Participant  
2.2 Validation/Verification  

## 3.0 The Role of the Author

3.1 How to Login into Enrolment & Registration Number (ERN)  
3.2 Accessing My Access Request  
3.3 Setup of New Access Request  

## 4.0 Navigating through the Access Request

4.1 Provisions; Disability Confirmation & Support  
4.2 Summary Profile & ESL; Support Documents  
4.3 School Management of submitted Access Request  

## 5.0 Appendices

*Appendix A:* Access Request – Online Help Document  
*Appendix B:* Access Management Utility: providing school staff with access to the Access Request  
*Appendix C:* The Access Request Application  
*Appendix D:* Frequently Asked Questions
1.0 OVERVIEW

1.1 Introducing the Access Request

The Access Request is an online form used when applying for additional Student Support provision/s for a particular student. These include:

- Support Class in Regular or Special School
- Integration, Funding Support Program
- Itinerant / Outreach Support
- Learning Assistance Program (other than school Based Support Teacher Learning Assistance); and
- Distance Education for students with significant needs.

The Access Request will be implemented in two phases, and will allow:

- the creation of an online application form which is part of Enrolment Registration Number (ERN)
- the Principal to assign Author and Participant roles through the Access Management Utility (AMU)
- a variety of users to simultaneously Author, manage and administer an Access Request process and its workflow order
- Participants to be notified via email of workflow responsibilities and Access Request events
- a PDF file of the Access Request to be generated and printed at any point during the process
- the Principal to submit the Access Request by email automatically to the region after all Participants have completed their sections
- a region to create an outcome against an Access Request (in phase 2)
- a range of panel reports to be generated (in phase 2).

1.2 The Role of the Principal

The Principal assigns role responsibilities as Author and/or Participant to each staff member through the school’s Access Management Utility (AMU) – (See Appendix B).

The Principal also has the role of accepting all sections, supporting the application, confirming the disability and submitting the Access Request to the region.
1.3 The Role of the Author

A person assigned as Author is a member of staff from the Learning Support Team (which can include the Principal, Assistant Principal, School Counsellor etc.). The Author can perform the following tasks:

**Student Registration**
- Registration Search
- Quick Registration
- View Student Registration

**Access Request**
- Create a new Access Request
- Add attachment selections to the form
- Remove attachment selection from the form
- Assign roles to Participants
- Remove assignees from the Access Request process
- Produce a PDF report of the Access Request

**My Access Requests**
- View My Access Requests

1.4 The Role of the Participant

The Author assigns to Participants, designated by the Principal, a specific part of the responsibility for completing the Access Request. The Participants can be any staff member including the Principal, Year Advisor, and Assistant Principals Hearing/Vision. They would have specific and detailed knowledge about an aspect of the student required for the completion of the Access Request. A Participant can perform the following tasks:

**Access Request**
- Complete assigned section of Access Request
- View all sections of the Access Request (Read Only)

**My Access Requests**
- View My Access Requests
1.5 Setting up the Access Request

To set up an Access Request two initial steps need to be taken: (put picture)

Step 1

The Principal assigns role responsibilities as Author and/or Participant to each staff member through the school’s Access Management Utility (AMU).

- The Author is responsible for creating a new Access Request. This person may be a Supervisor, Executive or Coordinator role in the school and is responsible for overseeing the Access Request process.
- The Participants are responsible for completing a workflow component of the Access Request. Participants would have specific and detailed knowledge about an aspect of the student required for the completion of the Access Request.

Step 2

An Author sets up the Access Request from the Access Request tab on the School Enrolment Number (ERN) menu link by clicking on New Access Request tab.
1.6 Access Request Workflow

The workflow ensures that the right work is assigned in the correct sequence to the right person.
## 1.7 Personnel Involved in the Access Request

<table>
<thead>
<tr>
<th>Section</th>
<th>Sub Section</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Access Request</td>
<td>Create Access request</td>
<td>Author</td>
</tr>
<tr>
<td></td>
<td>Select attachments</td>
<td></td>
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<tr>
<td></td>
<td>Assign Roles</td>
<td></td>
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<tr>
<td>Provisions</td>
<td>Provision Request</td>
<td>Learning Support Team Coordinator (LSTC)</td>
</tr>
<tr>
<td></td>
<td>Student Details</td>
<td>Populated from ERN</td>
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<tr>
<td></td>
<td>Parent/Carer Details</td>
<td>Populated from ERN</td>
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<tr>
<td></td>
<td>School Details</td>
<td>LSTC</td>
</tr>
<tr>
<td>Disability Confirmation and</td>
<td>Disability Confirmation</td>
<td>LSTC</td>
</tr>
<tr>
<td>Support Access</td>
<td>Access to Facilities and Specialised Equipment</td>
<td>LSTC</td>
</tr>
<tr>
<td></td>
<td>Travel Support Needs</td>
<td>LSTC</td>
</tr>
<tr>
<td></td>
<td>Risk Management</td>
<td>LSTC</td>
</tr>
<tr>
<td></td>
<td>DET Support Accessed</td>
<td>LSTC</td>
</tr>
<tr>
<td></td>
<td>Non DET Support Accessed</td>
<td>LSTC</td>
</tr>
<tr>
<td>Summary Profile and ESL</td>
<td>Summary Profile K-6</td>
<td>Class Teacher</td>
</tr>
<tr>
<td></td>
<td>Summary Profile 7-10</td>
<td>Year Advisor</td>
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<td></td>
<td>Summary Profile 11-12</td>
<td>Year Advisor</td>
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<tr>
<td></td>
<td>Summary Profile Early Intervention</td>
<td>LSTC</td>
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<tr>
<td></td>
<td>Summary Profile newly enrolling in Kindergarten</td>
<td>LSTC</td>
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<tr>
<td></td>
<td>English as a Second Language (ESL)</td>
<td>ESL Teacher</td>
</tr>
<tr>
<td></td>
<td>Student Comment</td>
<td>Class Teacher</td>
</tr>
<tr>
<td></td>
<td>Year Advisor</td>
<td></td>
</tr>
<tr>
<td>Support Documents</td>
<td>MH/ED/BD support</td>
<td>LSTC</td>
</tr>
<tr>
<td></td>
<td>Autism support</td>
<td>LSTC</td>
</tr>
<tr>
<td></td>
<td>Hearing Support</td>
<td>Assistant Principal Hearing</td>
</tr>
<tr>
<td></td>
<td>Vision Support</td>
<td>Assistant Principal Vision</td>
</tr>
<tr>
<td></td>
<td>Learning Assistance Program</td>
<td>Class Teacher / Year Advisor</td>
</tr>
<tr>
<td></td>
<td>Verification</td>
<td>LSTC or Principal</td>
</tr>
<tr>
<td></td>
<td>Parent/Carer Principal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td></td>
</tr>
</tbody>
</table>

The Learning Support Team Coordinator must visit the mandatory screens below for all students (for a new student and for an existing student) and click <SAVE> or <SAVE & Exit>.

- Provision Request
- School Details
- Disability Confirmation
1.8 Workflow (Status) of Access Request

An Access Request goes through several stages both at a school level and at a regional level. The various stages are defined below.

**Cancelled**
Access Request has been cancelled and inactive.

**Draft**
Access Request has been created by the Author for a student (including a SRN for a new student) but not yet setup i.e. no roles assigned, sections/attachments selected.

**Open**
Access Request section/s selected and roles have been assigned. Email notifications have been sent to Participant/s to complete their assigned section/s.

**Validated**
All sections have been completed and “confirmed” by Participant/s except the Principal. The Access Request is now ready for the Principal to accept all sections and submit to the panel. Once all sections have been validated by all Participants, it can no longer be modified.
Submitted (to the Region)
Once the Principal has:

- accepted all sections
- supported the application
- checked the disability confirmation
- selected to confirm
- ticked the checkbox that a hard copy of the Access Request has been stored securely
- signed/dated; and
- clicked <Save & Exit>

the Access Request will be submitted automatically by email to the region as a PDF file. The Principal is the only person who is able to change the status of an Access Request from Submitted to Validated if the placement panel needs further clarification or if the school decides to modify the application.

Assigned to Panel Collection (Phase 2)
Access Request has been assigned to an upcoming panel meeting. When a panel agenda report is printed, various requests for support will be included in the report. In addition, the report may include

- region sends back Access Request for more information
- school withdraws application

Supported (Phase 2)
Access Request has been flagged as supported. This could result in a registration (offer) into a support class, access to the Integration, Funding Support Program, or placed on an itinerant teacher caseload.

Access Request is now inactive.

Declined (Phase 2)
Access Request has been flagged as declined.

Access Request is now inactive.

If there is a need to raise a new Access Request, the existing ‘Declined’ Access Request can be duplicated to create a new Access Request.

Deferred (Phase 2)
Access Request has been flagged as deferred.

More information may be required from the school or there are no available vacancies and the Access Request will be considered at the next panel meeting.
1.10 Processes to support an Access Request

An Access Request must be lodged at the school where the student has a census registration. For example if a student is enrolled at a particular school, then the Access Request for that student must be lodged at that school by the Principal. If the student is shared into another setting such as a Behaviour School, the shared school is the non-census school, and as such, the Access Request cannot be lodged from that school.

It is possible, with agreement from the non census school, to include a staff member from that school as a Participant through the census school’s AMU. Specific role/s can then be assigned to that person to assist in the completion of the Access Request.
If a student arrives at a DET school seeking access to a regular class and there is no census registration at that school, but the student has a census registration at a different DET school then the student must be enrolled at the new school prior to the commencement of the Access Request Process.

If a student is new to DET, then the student will first require the creation of a SRN using the ERN quick registration, usually at the student’s local school.

In most cases a school based Access Request will be compiled at the school by the designated Participant/s and then submitted to the region. For various reasons, students may have their Access Request completed through a regional office. In this scenario, a Student Services Officer (SSO) at the regional office can create the Access Request using a nominated school.

Completed Access Requests are submitted from a school to its regional office. This Access Request submission will occur automatically via email to a specific purpose inbox at the region.

Where a student has a behaviour support plan, healthcare plan, and/or disability confirmation, these are to be attached and emailed to the same email address used for submitting the completed Access Request. Where there is an application for hearing or vision impairment support, an audiogram or vision report is also required to be emailed as an attachment. The name of the school and the name of the student should be entered as the subject of the email.

A nominated student services officer/s (SSO) will be responsible for compiling the requests for the next scheduled panel meeting.

Before a panel meeting, a nominated SSO can print an Access Request summary report as well as all the Access Requests associated with a panel meeting (phase 2).

During the meeting, any outcomes such as placements can be documented on the printed agenda report (phase 2).

After (or during) the meeting, a nominated SSO can transcribe the outcomes into a management screen where the Access Request status can be changed to reflect its new status – such as “declined”, “offered”, “supported”, ‘deferred’ (phase 2).

Any offer will then be processed as registered (offered) or applied to enrol (validated) as they are now currently done. As part of phase 2, the Access Request will be automatically emailed to the new school.

Once a region has marked the Access Request as having an outcome, it is considered non active and can no longer be re-opened (phase 2).
2.0 ACCESS REQUEST AT THE SCHOOL LEVEL

Prior to setting up an Access Request, the Principal will have assigned Access Request Author and Participant role responsibilities to each staff member through the school’s Access Management Utility (AMU).

2.1 Author and Participant

- The process of creating the Access Request is known as the “setup” and is the responsibility of the Access Request Author.

- The setup process comprises the following:
  - finding the student details to create the Access Request
  - if the student does not exist on the Enrolment Registration Number system (ERN), then a quick registration will provide the student with a Student Registration Number (SRN)
  - selecting the sections that are applicable for that student’s Access Request
  - assigning roles to Participants who are responsible for completing the selected section/s.
  - For online help on any screen, click on the icon in the top right hand corner of the screen.

- A Participant can be assigned more than one role.

- If a role has been assigned, an Author can re-assign the role to a different Participant, but in doing so will remove the confirmation sign date of the previous Participant. The content (if any) as entered by the previously assigned staff member will remain with a new sign date. Students can have more than one Access Request created for them in a calendar year; however a student can only have one active Access Request at any one time.

- If the Access Request for a student includes the hearing, vision, autism or mental health attachment, the Principal must confirm the names of the Assistant Principal Hearing, Assistant Principal Vision, School Counsellor and District Guidance Officer with the student support coordinator/s (by email) and...
then include these names in the school’s AMU.

- An Author may need to add or remove an attachment of the Access Request. By doing this, any information relating to the section will also be removed.

- Staff members assigned a role are known as Access Request Participants, and will be responsible for the completion of their assigned section/s. A Participant can view the entire Access Request (read only) and write only in the section/s assigned to them. A Participant can be assigned to more than one role. If a Participant is assigned to a role, then that role must sign date to confirm that section.

- When a Participant sign dates to confirm and then saves the section, an automatic email notification is sent to the next Participant as a part of the workflow process. For example:
  - the autism attachment: once the LSTC completes the section, sign dates to confirm and saves, an automatic email is sent to the school counsellor to confirm their section;
  - when the counsellor completes the section, sign dates to confirm and saves, an automatic email is sent to the DGO to confirm their section.
  - when all sections have been confirmed, an automatic email is sent to the Principal that all sections have been validated (confirmed).

- There are 3 email notifications to Participants as a reminder to complete their section – 2 working days from setup, 5 working days from setup and 10 working days from setup.

### 2.2 Validation/Verification

#### 2.2.1 Participant

- When a Participant has completed their section, the Participant confirms (sign dates) their section/s and saves. The status of that section is then validated and becomes read only when all Participants have confirmed their sections. Once all sections have been confirmed (sign dated), the Access Request changes from ‘Open’ to ‘Validated’ automatically. The Access Request becomes available to the Principal for approval and submitting to the region.

#### 2.2.2 Principal

- The verification details are only available to the Principal as read and write once all sections have been confirmed (sign dated) by the Participants, i.e. the Access Request is in ‘Validated’ status.
To submit to the region, the Principal must tick the checkboxes.

If there is any section/s that the Principal does not accept, the Principal can

- tick the checkbox [ ] All to decline all sections, or
- tick the checkbox [ ] of the section/s to decline

The status of the Access Request moves back from ‘Validated’ status to ‘Open’ until the declined section/s have been confirmed again.

If the Principal declines a section/s, they will need to contact the relevant Participant/s to ask them to look at the particular section/s again. Depending on what section/s of the Access Request has been declined, this may impact on one Participant or it may also impact on Participants of later section/s.

- For example, the autism attachment: if the Principal declines a comment by the LSTC, the Principal contacts the LSTC. Once the LSTC has reconsidered the section, an automatic email is sent to the school counsellor to confirm their section again; when completed an automatic email is sent to the DGO to confirm their section again. When all sections
have been confirmed, an automatic email is sent to the Principal that all sections have been validated.

- If the Principal declines the comments of the DGO, then the Principal contacts the DGO and no action is required by any other Participant.
- The Participant(s) will review/revise and confirm (sign dates) their section(s) if applicable. Once all the Participants have confirmed (sign dated) their section(s), the status of the Access Request changes again from ‘Open’ to ‘Validated’. The Access Request becomes again available to the Principal for approval and submitting to the region.

The Principal is responsible for the final sign off and submission of the application to the region. This can only be done after all the assigned roles have completed their respective assigned section/s.

The Access Request when submitted will be compiled into a PDF document and sent to an email address identified by the region in which the application was created. The Access Request is saved on the server as a PDF document and a hard copy including all attachments is stored securely at the school.

<table>
<thead>
<tr>
<th>Region</th>
<th>Public Folder Name</th>
<th>Primary SMTP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunter /Central Coast</td>
<td>accessrequest_HunterCentralCoast</td>
<td><a href="mailto:accessrequest_HunterCentralCoast@DET.NSW.EDU.AU">accessrequest_HunterCentralCoast@DET.NSW.EDU.AU</a></td>
</tr>
<tr>
<td>Illawarra And South East</td>
<td>accessrequest_IllawarraAndSouthEast</td>
<td><a href="mailto:accessrequest_IllawarraAndSouthEast@DET.NSW.EDU.AU">accessrequest_IllawarraAndSouthEast@DET.NSW.EDU.AU</a></td>
</tr>
<tr>
<td>New England</td>
<td>accessrequest_NewEngland</td>
<td><a href="mailto:accessrequest_NewEngland@DET.NSW.EDU.AU">accessrequest_NewEngland@DET.NSW.EDU.AU</a></td>
</tr>
<tr>
<td>North Coast</td>
<td>accessrequest_NorthCoast</td>
<td><a href="mailto:accessrequest_NorthCoast@DET.NSW.EDU.AU">accessrequest_NorthCoast@DET.NSW.EDU.AU</a></td>
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<td>Northern Sydney</td>
<td>accessrequest_NorthernSydney</td>
<td><a href="mailto:accessrequest_NorthernSydney@DET.NSW.EDU.AU">accessrequest_NorthernSydney@DET.NSW.EDU.AU</a></td>
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<tr>
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<td>accessrequest_Riverina</td>
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<tr>
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</tr>
</tbody>
</table>
A submitted Access Request can be re-opened by the Principal for revision for the purpose of amending mistakes or providing more information to the region.

- In *My Access Requests* screen, the Principal can change the status from submitted to validated by using the Change Status filter.
- The Principal then goes back to the Principal verification section and declines whichever section needs further work.

All information associated with an Access Request is automatically stored by the ERN database. It is not accessible to schools and only under certain circumstances can be retrieved.
3.0 THE ROLE OF THE AUTHOR

3.1 How to login into Enrolment and Registration Number

Complete the following steps 1 – 4 as shown in figure 3.1a and steps 5 – 6 shown in figure 3.1b.

Figure 3.1a
Figure 3.1b
### 3.2 Accessing My Access Request

<table>
<thead>
<tr>
<th>Step</th>
<th>Screen</th>
<th>More information</th>
</tr>
</thead>
</table>
| 1    | ![Step 1 Screen](image1.png) | - Complete steps 1-6 to log in to ERN School Enrolment.  
- Author and Participant have access to the Access Request tab. |
| 2    | ![Step 2 Screen](image2.png) | - Click on the role (author or participant) as assigned to you by the Principal. |
Author and Participant can view requests that currently require action by them, or requests that they were involved with but not having any outstanding sections.

Principal can change status (from submitted to validated) from the My Access Requests screen.

Click on student’s name to open an Access Request.

A “to do” of assigned tasks.
### 3.3 Setup of New Access Request

<table>
<thead>
<tr>
<th>Step</th>
<th>Screen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image" alt="Screen Shot" /></td>
</tr>
</tbody>
</table>

**More information**
- Complete steps 1-6 to log in to ERN School Enrolment.
- Click on new Access Request tab.
- The Author is responsible for the setup section of the Access Request.
- A draft Access Request may be cancelled by the Author.
If the Author has access to only one school, that school will appear.

To default to one particular school, change default school in my profile tab.

If date of birth is not known, give an approximate date.

All mandatory fields are indicated by an *. A mandatory section cannot be confirmed if its contents are incomplete. An error message will appear.

The Author must identify the student to confirm whether they currently exist (i.e. does the student have a SRN?).

When a search is made for a student, and the student is located, click Help is available at any point. Simple click and a help screen will appear.

A PDF version of the report can be generated and printed at any time from any screen.
If a student does not exist in ERN, the Author needs to create an SRN for the student by entering the student's details into the quick registration form by clicking

Once the Author completes the relevant information, the setup screen appears.

Where new student information is entered and the Access Request does not proceed at this stage, the student can be located on the My Access Requests screen. When ready to proceed, click on the student's name. This Access Request is in draft status.
This step Access Request Attachment Selection is used to create an individual Access Request for a student.

1. **School is the default setting**
2. Summary profile captures curriculum details of a student, and will vary depending on the learning stage of the student.
   - If there is a match for the student, the system will automatically select the summary profile to be used by the Author in the setup screen.
   - If the curriculum does not exist (because the student is new or has not had data setup in ERN) then a generic summary profile template will be used based on the profile attachment selected by the Author.
3. ESL attachment may be selected to provide additional information for a student.
   - No attachment is required for intellectual or physical.
4. Shared enrolment is selected for those students where the provision requested requires that the student remains enrolled in the referring school.
   - Integration Funding Support Application (student transitioning from years 6-7) is selected where a student is transitioning to year 7 the following year.
The Author selects the Participant/s based on the attachments selected in the previous step.

Only those roles to be assigned to Participants will appear in the screen. For example, the Author setting up an Access Request for a Summary Profile K-6 will only need to assign three roles, the class teacher, LSTC and Principal (if there are no attachments).

A Participant can be assigned more than one role.

Only the Principal’s name or another person delegated that role will appear when clicking.

When the Author has finished assigning roles and has clicked this window will appear.
Once the Author has clicked an automatically generated email is sent to the Participant/s notifying them of their role in the Access Request.
4.0 NAVIGATING THROUGH THE ACCESS REQUEST

4.1 Provisions; Disability Confirmation & Support Access

<table>
<thead>
<tr>
<th>Step</th>
<th>Screen</th>
<th>More information</th>
</tr>
</thead>
</table>
| 1    | ![Provision Request Screen](image) | - Provision Request
- Sections are divided into sub sections.
- Each section is represented by a tab, such as ![Provisions Tab](image)
- Clicking on a tab will display the Access Request sub sections within that section.
- To proceed to another sub section or section click on the tabs at the top of the screen. |
Provision Request

1. Selecting more than one program for each priority area will result in the field being highlighted with an error message.

In exceptional circumstances, for example:
- parent may require a specific location
- sibling attending a particular school
- request for a provision in another region where 2 priorities are to be considered together, e.g. Integration Funding Support and Outreach

If the character count box is red, the comment will not be saved because the character count has been exceeded. This is a Spelling tool.

After completing a sub section, click on** Save**.
Provision Request

- Student and Parent Details. The information is generated from ERN as Read Only. If there is an error, changes will need to be made on the student's enrolment form in ERN.


Provision Request

- The LSTC must check and save school details.
- School Details will need to be completed for students new to DET.
- A school contact person can be indicated in this sub-section.
Disability Confirmation and Support Access

- **Disability Confirmation**: if the selection is no, then no other fields will require completion.
- **Expiry Date**: must be after the date of the Access Request.
- **Only one primary disability code can be selected.**
- **Other disability code**: none, one or more can be selected.
Disability Confirmation and Support Access

- Access to facilities and specialised equipment and technology.
- Add any information that will assist placement panel and next enrolment (if applicable).
Disability Confirmation and Support Access

- Travel Support Needs.
- Remember to click for more information.

Disability Confirmation and Support Access

- Risk Management.
- If no, no other action required.
- If yes, complete information regarding student behaviour support plan and health care plan.
Disability Confirmation and Support Access

- DET Support Accessed: at least one field must be selected from current and previous or select 'none of the above'.

- Non DET Support Accessed:
  - if no, no action required
  - if yes, complete name of agency and other information.
### 4.2 Summary Profile & ESL; Support Documents

**Summary Profile and ESL**
- Summary Profiles have been set up by Author and include:
  - Summary Profile K-6
  - Summary Profile 7 – 10
  - Summary Profile 11 -12
  - Summary Profile EI
  - Summary Profile newly enrolling in kindergarten.

<table>
<thead>
<tr>
<th>Access Domains</th>
<th>Levels (purple) appear only if in the Provision Request sub section Integration, Funding Support was selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Level 0 →</td>
</tr>
<tr>
<td>Expressive Language</td>
<td>Level 0 →</td>
</tr>
<tr>
<td>Participation</td>
<td>Level 0 →</td>
</tr>
<tr>
<td>Communication</td>
<td>Level 0 →</td>
</tr>
<tr>
<td>Hygiene</td>
<td>Level 0 →</td>
</tr>
<tr>
<td>Eating and Dietary</td>
<td>Level 0 →</td>
</tr>
<tr>
<td>Health Care Procedures</td>
<td>Level 0 →</td>
</tr>
<tr>
<td>Movement</td>
<td>Level 0 →</td>
</tr>
<tr>
<td>Mobility and Positioning</td>
<td>Level 0 →</td>
</tr>
<tr>
<td>Hand Motor Skills</td>
<td>Level 0 →</td>
</tr>
</tbody>
</table>

**Summary Profile and ESL Section continued: Access Domains**
- Comments are optional but if Integration, Funding Support is selected, comments will need to support the levels selected.
- If Integration, Funding Support has not been selected as a priority, then the class teacher or year advisor completes this section.
- If Integration, Funding Support is selected as a priority, then the LSTC completes this section.
Summary Profile and ESL

- When sign date to confirm and save is selected, an auto email is sent to the next Participant as part of the workflow process.

- Student comment is optional. If response is no, no other action is required. If yes, either student (or Year Advisor or Class Teacher) enters comment.
Support Documents

MH/ED/BD SUPPORT

<table>
<thead>
<tr>
<th>Provision requested</th>
<th>Program Type</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Class</td>
<td>SCAS - Autim(AU)</td>
<td>1</td>
</tr>
<tr>
<td>Integration, Funding Support</td>
<td>Integration, Funding Support</td>
<td>2</td>
</tr>
<tr>
<td>Learning Assistance Program (LAP)</td>
<td>Designated STLA (primary)</td>
<td>3</td>
</tr>
</tbody>
</table>

Previous intervention:

- Distance Education
- RSSSP
- Integration, Funding Support
- Other

Risk Management - Email the Student Behaviour Support Plan, if applicable, to: accessrequest_SouthWesternSydney@DET.NSW.EDU.AU

If there is no Student Behaviour Support Plan/Risk Management Plan, comment on:

behaviours of concern:
Support Documents

HEARING IMPAIRMENT SUPPORT

Provision requested

<table>
<thead>
<tr>
<th>Disability Program</th>
<th>Program Type</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Class</td>
<td>SCAS - Autism(AU)</td>
<td>1</td>
</tr>
<tr>
<td>Integration, Funding Support</td>
<td>Integration, Funding Support</td>
<td>2</td>
</tr>
<tr>
<td>Learning Assistance Program (LAP)</td>
<td>Designated STL(A) (primary)</td>
<td>3</td>
</tr>
</tbody>
</table>

HEARING LOSS

Date of Diagnosis

What is the nature of the student’s hearing loss?

- Bi-lateral
- Unilateral
- Sensor-neural
- Conductive-permanent

Nature of hearing loss

Selected Nature of hearing loss

Comment

0/100
The Principal confirmation detail is only available once all the sections have been confirmed (sign dated) by the Participants, i.e. the Access Request is in ‘Validated’ status.

The Principal can:
- Accept all
- Accept some
- Decline all
- Decline some.
The Parent/Carer comment and sign date is completed in consultation with the Principal or another staff member such as the LSTC or School Counsellor.

The parent/carer will require a hard copy for themselves and a copy with signature is to be filed securely at the school.

The Principal is responsible for the final sign off and submission of the application to the region.

To submit to the region, the Principal must tick the checkboxes and complete the Sign Date.
4.3 School management of submitted Access Request

A submitted Access Request can be re-opened by the Principal by changing the status from submitted to validated by using the Changed Status filter.
The Access Request when submitted will be compiled into a PDF document and sent automatically to a specific purpose regional email address.

The Access Request is saved on the server as a PDF document and a hard copy including all attachments is stored securely at the school.

At any time a PDF of the Access Request can be printed by clicking.

When the Principal has submitted the Access Request a pop up box indicates that the PDF is available through My Reports or My Reports tab.

A PDF can also be printed via My Access Request Screen.
3. Click on **Open** to open the Access Request or **Save**.

4. Click **Extract To** to unzip the file.
Print or save the Access Request.

The Access Request will always remain stored on the ERN server.
5.0 APPENDICES

Appendix A: Access Request – Online Help Document

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Access Request</td>
<td>2</td>
</tr>
<tr>
<td>New Access Request</td>
<td>2</td>
</tr>
<tr>
<td>Access Request Setup</td>
<td>2</td>
</tr>
<tr>
<td>Provision Request</td>
<td>3</td>
</tr>
<tr>
<td>Details pre-populated in Access Request</td>
<td>4</td>
</tr>
<tr>
<td>Disability Confirmation</td>
<td>5</td>
</tr>
<tr>
<td>Access to Facilities and Specialised Equipment &amp; Technology</td>
<td>7</td>
</tr>
<tr>
<td>Travel Support Needs</td>
<td>8</td>
</tr>
<tr>
<td>Risk Management</td>
<td>9</td>
</tr>
<tr>
<td>Support Accessed – DET and Non DET</td>
<td>10</td>
</tr>
<tr>
<td>Summary Profile – Early Intervention (EI)</td>
<td>11</td>
</tr>
<tr>
<td>Summary Profile – Newly Enrolling in Kindergarten</td>
<td>12</td>
</tr>
<tr>
<td>Summary Profile – Primary (K - 6)</td>
<td>13</td>
</tr>
<tr>
<td>Summary Profile – Primary (7 - 10)</td>
<td>14</td>
</tr>
<tr>
<td>Summary Profile – Primary (11 - 12)</td>
<td>16</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>19</td>
</tr>
<tr>
<td>Parent/Carer and Principal</td>
<td>20</td>
</tr>
<tr>
<td>MH/ED/BD Support</td>
<td>21</td>
</tr>
<tr>
<td>Autism Support</td>
<td>22</td>
</tr>
<tr>
<td>Hearing Impairment Support</td>
<td>23</td>
</tr>
<tr>
<td>Vision Impairment Support</td>
<td>24</td>
</tr>
<tr>
<td>Learning Assistance Program</td>
<td>25</td>
</tr>
</tbody>
</table>
Access Request Help Document

- My Access Request
- New Access Request
- Access Request Setup

My Access Request

My Access Request is the place to look up an existing Access Request, to change the status of the Access Request and to re-assign the Author.

New Access Request

New Access Request is the place to create a new Access Request for a student.

It will perform the search for an existing student.

If the existing student is found, click Manage Access Request to raise a new Access Request for the existing student.

If the student is not found, click New Student - Access Request to create a new student and to raise a new Access Request for this new student.

Access Request Setup

Access Request Attachment Selection

There is no attachment required for students with an intellectual and/or physical disability accessing this type of support provision. Specific information relevant to these provisions is contained within the Access Request.

For any student with a primary disability of autism, mental health, hearing or vision impairment then the attachment for the identified disability needs to be selected – irrespective of the setting. This includes special school, special class, Integration, Funding Support Program, itinerant support, Distance Education School/Centre, student with significant needs.

Principal – Shared Enrolments Only

- A shared enrolment applies to the practice of a student attending two or more schools for a period of time and ensures that a student has only one unique student registration number. ERN contains the procedures for shared enrolment status of students accessing specialist educational settings.
- Where a shared enrolment is involved, the principal confirms that the student remains enrolled at the home school as the census enrolment.

Principal – Integration, Funding Support Applications Only

To be completed only if the provision requested is for a student transitioning from years 6 to 7.

For students transitioning from years 6 to 7, a new access request form is necessary. This application requires that the receiving Secondary School principal has supported the application.

Page 2 of 25
Provision Request

- **PROVISION REQUESTED**
  - Region
  - Priority
  - Distance Education
  - Comment

**Region**

This is automatic and is derived from the school initiating the request. If the Region does not have vacancies in specific provisions or a suitable alternative, cross-regional access in metropolitan regions may be negotiated through the Student Support Coordinators.

*Select one program for each priority*

**Priority**

- All provisions listed (e.g. support class) appear under each priority
- One provision only can be selected from each priority
- 1st Priority must be selected, 2nd Priority and 3rd Priority may be left as Not Applicable
- Information on support classes in regular schools and special schools, including locations is available at support classes and locations
- Information on the Integration, Funding Support Program is available at Integration, Funding Support
- Once the Provision Requested screen has been saved, the workflow participants will receive an email notification of the section/s that need to be completed.

**Distance Education**

- Distance Education Support Unit (DESU). Where students have a moderate or severe intellectual disability and meet one of the full-time enrolment categories for distance education, parents or carers can choose to seek enrolment in the DESU.

- Distance Education School/Centre-student with significant needs. Students with significant support needs which impact on their engagement and prevent them from attending school on a regular basis, including a support class in a regular or special school, may be eligible for enrolment at a distance education school or centre. This may include students who have a diagnosis, confirmed disability or history of:
  - Mental health condition
  - Autism
  - Severe disruptive behaviours
  - School phobia

Go to Distance Education for further information.

**Comment**

Priorities are based on “OR”, i.e. 1st Priority OR 2nd Priority OR 3rd Priority. However, in some instances there may be a need for 2 priorities to be considered concurrently, e.g. Support Class Placement AND Itinerant Support Hearing.
Details Pre-Populated in Access Request

Student Personal Details

Student Personal Details are pre-populated from ERN

Parent/Carer Details

Parent / Carer Details are pre-populated from ERN

School Details

- School Details are populated from school reference data (SRD) where they exist for a student enrolled in a DET school
- School Details can be overwritten
Disability Confirmation

- Disability Confirmation
  - Special Consideration
  - Consultation
  - Expiry Date
  - Email address for Disability Confirmation

Disability Confirmation

- Disability details of a student are taken from the disability confirmation sheet
- Not every student has a disability confirmation sheet
- Where there is a disability confirmation sheet, there must be one Primary Disability Code selected

Where students have a significant disorder or impairment that restricts their ability to access the curriculum and require significant adjustments and/or accommodations for them to be able to do so, the department has specified disability criteria that have to be met for them to be confirmed as eligible for consideration for access to specialised disability support services.

Data collection, interpretation in relation to the criteria and recommendation by a school counsellor or AP Hearing or Vision as required, followed by review and approval by a District Guidance Officer, are needed before a student is confirmed as meeting the departmental criteria for consideration for access to specialised disability support services.

NB. School counsellors make recommendations about eligibility for disability status. District Guidance Officers have responsibility for confirmation of disability status.

Special Consideration

Inspect the codes on the Disability Confirmation. If any code is listed with an 'S' as for example IN2 (S), or PH1 (S) then select 'Yes' on the Special Consideration drop down menu. Otherwise select 'No'.

Consultation

Inspect the codes on the Disability Confirmation. If any code is listed with a 'C' as for example IN2 (C), or MH3 (C) then select 'Yes' on the Consultation drop down menu. Otherwise select 'No'.

Expiry Date

If there is only a month and year on the Disability Confirmation, pick the last day of the month.
If there is only a year provided on the Disability Confirmation, make the date the 31/12/20...
Disability Confirmation - continued

Email address for Disability Confirmation

Email a copy of the Disability Confirmation to the same email address used for submitting the completed Access Request. Please indicate in the subject of the email name of school and name of student.

accessrequest_HunterCentralCoast@DET.NSW.EDU.AU
accessrequest_HillTopAndSouthEast@DET.NSW.EDU.AU
accessrequest_NewEngland@DET.NSW.EDU.AU
accessrequest_NorthCoast@DET.NSW.EDU.AU
accessrequest_NorthernSydney@DET.NSW.EDU.AU
accessrequest_Riverina@DET.NSW.EDU.AU
accessrequest_SouthWesternSydney@DET.NSW.EDU.AU
accessrequest_Sydney@DET.NSW.EDU.AU
accessrequest_WesternNSW@DET.NSW.EDU.AU
accessrequest_WesternSydney@DET.NSW.EDU.AU
Access to Facilities and Specialised Equipment & Technology

- Access to Facilities
- Access to Specialised Equipment & Technology

Access to Facilities

Use the Comment section to briefly add important information or add access issues not addressed in this section but critical to placement.

It is recommended that physical access issues be discussed with Disability Programs personnel for your area prior to submitting the Access Request.

Access to Specialised Equipment & Technology

A separate application may be required if the student needs to access specialised equipment & technology for the next setting.

Specialised equipment may include hardware necessary for health or medical conditions e.g. portable hoist or technology such as computer software for accommodating a student’s access to the curriculum.

Contact the Disability Programs personnel for your area to discuss.
Travel Support Needs

• Level of travel support needs
  • Level 0 – Independent travel
  • Level 1 – Capable of Independent Travel
  • Level 2 – Travel in a vehicle without support
  • Level 3 – Travel in a vehicle with support

Level of travel support needs

Level 0 – Independent travel

The student is able to travel without support and/or can travel with parent/peer assistance with reasonable safety.

Level 1 – Capable of Independent Travel

The student has the ability to acquire and maintain the necessary skills required to travel without support and would benefit from a travel training program.

Level 2 – Travel in a vehicle without support

The student is able to travel in a vehicle without the need for individual support during transit. The student does not yet demonstrate the prerequisite skills for independent travel.

Level 3 – Travel in a vehicle with support

The student is able to travel in a vehicle, however has a need for individual support during transit. Individual supervision is required for either medical or behaviour/safety concerns.

For information on eligibility go to:

School Student Special Transport Scheme for Students with Disabilities
Risk Management

Use to select whether there is a student behaviour support plan or health care plan.

Behaviour Support Plan
For behaviour management planning, refer to: Student Behaviour Support Plan

Health Care Plan
For health care planning, refer to: Health Care Plan

Email address for Behaviour Support or Health Care Plans
Email behaviour or health care plans to the same email address used for submitting the completed Access Request. Please indicate in the subject of the email name of school and name of student.

accessrequest_HunterCentralCoast@DET.NSW.EDU.AU
accessrequest_JBayAreaAndSouthEast@DET.NSW.EDU.AU
accessrequest_NewEngland@DET.NSW.EDU.AU
accessrequest_NorthCoast@DET.NSW.EDU.AU
accessrequest_NorthernSydney@DET.NSW.EDU.AU
accessrequest_Riverina@DET.NSW.EDU.AU
accessrequest_SouthWesternSydney@DET.NSW.EDU.AU
accessrequest_Sydney@DET.NSW.EDU.AU
accessrequest_WesternNSW@DET.NSW.EDU.AU
accessrequest_WesternSydney@DET.NSW.EDU.AU
Support Accessed

DET Support Accessed – current and previous

Support Services:
Select at least one which can be None of the Above

Comment if applicable:
Comment on the student’s performance against the outcomes in their summary profile with the accommodation/s selected.

Non DET Support Accessed

Include only agencies and program information relevant to the educational program being requested.

Service type
Service type – includes early childhood, occupational therapy, speech pathology,

Type of support
Type of support – includes how often, over what period of time and whether as a consultancy or direct teaching.

Parents are asked to give consent for the information in the Access Request to be used within DET, and with healthcare professionals and other approved service providers working with their child.
Summary Profile - Early Intervention (EI) Only

Complete only for children prior to school age and requesting access to an early intervention program (support class EI).

Support Class - Early Intervention (EI) - run sessional groups of 2.5 hours duration. Sessions may be morning or afternoon. This service also operates early intervention resource support to preschools where children attend. Access to these programs is for children aged 3 – 6 years.

For the location of early intervention classes refer to:


Other useful resources are:

Transition to School for young children with special learning needs
Who’s Going to Teach My Child

For further enquires about early intervention provisions, contact the Disability Programs personnel for your area.
Summary Profile - School (Newly Enrolling in Kindergarten)

Complete for a child entering or newly enrolled in kindergarten in a regular or special school

- Profile may be completed by a parent/carer or person such as a preschool director or early childhood provider, as identified at the top of the profile.
- If Integration, Funding Support has not been selected as either 1st Priority or 2nd Priority or 3rd Priority, then the Levels section is not available and the Learning Support Team Coordinator will make a comment against the Access Domains if applicable.
- For a child enrolling in school (kindergarten / first year of school) the Learning Support Team Coordinator should coordinate and confirm the support documentation.

Other useful resources are:

Transition to School for young children with special learning needs

Who’s Going to Teach My Child?

Access Domains

If Integration, Funding Support has not been selected as either 1st Priority or 2nd Priority or 3rd Priority, the class teacher or year adviser completes the section Comment only if applicable.

If Integration, Funding Support has been selected as either 1st Priority or 2nd Priority or 3rd Priority, the Learning Support Team Coordinator completes the section Comment only if applicable and Levels.

For definitions related to the Access Domains please refer to page 18.

Integration, Funding Support Program

Levels are available for completion only where Integration, Funding Support is selected as one of the three priorities in the section Provision Requested.

- If Integration, Funding Support has been selected as either 1st Priority or 2nd Priority or 3rd Priority, the Learning Support Team Coordinator will select an Access Domain Level and provide a comment, where the Level is other than 0.
- Refer to the Integration, Funding Support Program - Guidelines for information about eligibility, the application process and Access Domain descriptors of each level. Comments should provide relevant information to support the level selected.
- Contact Disability Programs personnel (e.g. Disability Programs Consultant) for your area for further assistance.

Student Comment (if applicable)

This is an optional field. In some cases, students may not be aware that there is a request for alternate provisions.
Summary Profile - Primary (K - 6)

- Class teacher completes the student profile for the learning support team
- Curriculum (KLA) is taken from curriculum reference data
- Stage E51, S1, S2, S3 or P should match descriptors used to report to parents
- Personalised Learning Plan (P) will be selected for each KLA where the learning program does not follow age/stage curriculum expectations of the Board of Studies syllabuses. Consultation on curriculum outcomes and content occurs with parents/carers.
- If Integration, Funding Support has not been selected as either 1st Priority or 2nd Priority or 3rd Priority then the Levels section is not available and the class teacher will make a comment against the Access Domains if applicable

Refer to Policy Standards for Curriculum planning and programming and reporting to parents K-12

Access Domains

If Integration, Funding Support has not been selected as either 1st Priority or 2nd Priority or 3rd Priority, the class teacher or year adviser completes the section Comment only if applicable.

If Integration, Funding Support has been selected as either 1st Priority or 2nd Priority or 3rd Priority, the Learning Support Team Coordinator completes the section Comment only if applicable and Levels.

For definitions related to the Access Domains please refer to page 18.

Integration, Funding Support Program

Levels are available for completion only where Integration, Funding Support is selected as one of the three priorities in the section Provision Requested.

- If Integration, Funding Support has been selected as either 1st Priority or 2nd Priority or 3rd Priority, the Learning Support Team Coordinator will select an Access Domain Level and provide a comment, where the Level is other than 0.
- Refer to the Integration, Funding Support Program - Guidelines for information about eligibility, the application process and Access Domain descriptors of each level. Comments should provide relevant information to support the level selected.
- Contact Disability Programs personnel (e.g. Disability Programs Consultant) for your area for further assistance.

Student Comment (if applicable)

This is an optional field. In some cases, students may not be aware that there is a request for alternate provisions.
Summary Profile - Secondary (7 - 10)

- Curriculum (Subjects/Courses) is taken from curriculum reference data
- If Integration, Funding Support has not been selected as either 1st Priority or 2nd Priority or 3rd Priority then the Levels section is not available and the year advisor will make a comment against the Access Domains if applicable
- The year advisor or transition plan coordinator will coordinate the provision of information about which syllabus outcomes the student is working towards and what adjustments are being provided
- Workplace Learning includes work experience, community learning and work placement for VET courses.

Refer to Policy Standards for Curriculum planning and programming and reporting to parents K-12.

See the following links:

Workplace Learning Policy for Secondary Students in Government Schools and TAFE NSW Institutes

Workplace Learning

HSC VET

The following link provides advice as to the selection of a TVET course but also applies to school delivered HSC VET

Supporting students with a disability in TVET

Schools may use information from the Access Request to develop an exit profile to support the transition to a post school setting e.g. TAFE, university or a ADHC funded service. For further information, contact the support teacher transition for your area.

Access Domains

If Integration, Funding Support has not been selected as either 1st Priority or 2nd Priority or 3rd Priority, the class teacher or year advisor completes the section Comment only if applicable.

If Integration, Funding Support has been selected as either 1st Priority or 2nd Priority or 3rd Priority, the Learning Support Team Coordinator completes the section Comment only if applicable and levels.

For definitions related to the Access Domains please refer to page 18.
Summary Profile - Secondary (7 - 10) continued

Integration, Funding Support Program

Levels are available for completion only where Integration, Funding Support is selected as one of the three priorities in the section Provision Requested.

- If Integration, Funding Support has been selected as either 1st Priority or 2nd Priority or 3rd Priority, the Learning Support Team Coordinator will select an Access Domain Level and provide a comment, where the Level is other than 0.
- Refer to the Integration, Funding Support Program – Guidelines for information about eligibility, the application process and Access Domain descriptors of each level. Comments should provide relevant information to support the level selected.
- Contact Disability Programs personnel (e.g. Disability Programs Consultant) for your area for further assistance.

Student Comment (if applicable)

This is an optional field. In some cases, students may not be aware that there is a request for alternate provisions.
Summary Profile - Secondary (11 - 12)

- Curriculum (Subjects/Courses) is taken from curriculum reference data
- If Integration, Funding Support has not been selected as either 1st Priority or 2nd Priority or 3rd Priority then the Levels section is not available and the year advisor will make a comment against the Access Domains if applicable
- The year advisor or transition plan coordinator will coordinate the provision of information about which syllabus outcomes the student is working towards and what adjustments are being provided
- Workplace Learning includes work experience, community learning and work placement for VET courses.

Refer to Policy Standards for Curriculum planning and programming and reporting to parents K-12.

See the following links:
- Workplace Learning Policy for Secondary Students in Government Schools and TAFE NSW Institutes
- Workplace Learning

HSC VET

The following link provides advice as to the selection of a TVET course but also applies to school delivered HSC VET

- Supporting students with a disability in TVET

Schools may use information from the Access Request to develop an exit profile to support the transition to a post school setting e.g. TAFE, university or a ADHC funded service. For further information, contact the support teacher transition for your area.

Access Domains

If Integration, Funding Support has not been selected as either 1st Priority or 2nd Priority or 3rd Priority, the class teacher or year adviser completes the section Comment only if applicable.

If Integration, Funding Support has been selected as either 1st Priority or 2nd Priority or 3rd Priority, the Learning Support Team Coordinator completes the section Comment only if applicable and Levels.

For definitions related to Access Domains please refer to page 10.
Summary Profile - Secondary (11 - 12) continued

Integration, Funding Support Program

Levels are available for completion only where Integration, Funding Support is selected as one of the three priorities in the section Provision Requested.

- If Integration, Funding Support has been selected as either 1st Priority or 2nd Priority or 3rd priority, the Learning Support Team Coordinator will select an Access Domain Level and provide a comment, where the Level is other than 0.
- Refer to the Integration, Funding Support Program - Guidelines for information about eligibility, the application process and Access Domain descriptors of each level. Comments should provide relevant information to support the level selected.
- Contact Disability Programs personnel (e.g. Disability Programs Consultant) for your area for further assistance.

Student Comment (if applicable)

This is an optional field. In some cases, students may not be aware that there is a request for alternate provisions.
## Access Domains

Each Access Domain is defined as follows:

<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>FOCUS AREA</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>KLAs</td>
<td>Curriculum</td>
<td>Changes required in curriculum and teaching practices to enable the student to achieve the learning outcomes described in syllabus documents.</td>
</tr>
<tr>
<td>Communication</td>
<td>Receptive Language</td>
<td>The student’s ability to receive and understand information being conveyed by others.</td>
</tr>
<tr>
<td></td>
<td>Expressive Language</td>
<td>The student’s ability to convey a message to others.</td>
</tr>
<tr>
<td>Participation</td>
<td>Social Competence</td>
<td>The student’s ability to engage in successful interactions and participate effectively in the school program.</td>
</tr>
<tr>
<td></td>
<td>Safety</td>
<td>The management strategies required to ensure the student’s safety.</td>
</tr>
<tr>
<td>Personal Care</td>
<td>Hygiene</td>
<td>Essential hygiene routines which require intensive individual management to support participation.</td>
</tr>
<tr>
<td></td>
<td>Eating and Dietary</td>
<td>Eating, drinking and dietary needs which require individual management.</td>
</tr>
<tr>
<td></td>
<td>Health Care Procedures</td>
<td>The procedures specified in an individual health care plan which require specialised support.</td>
</tr>
<tr>
<td>Movement</td>
<td>Mobility and Positioning</td>
<td>The student’s level of functional independence in mobility and positioning.</td>
</tr>
<tr>
<td></td>
<td>Hand Motor Skills</td>
<td>The student’s ability to use the hand motor skills required to participate in learning activities.</td>
</tr>
</tbody>
</table>
ESL - English as a second language

This profile is to be completed by the ESL teacher in consultation with the learning support team for all students identified in this category.

ESL Scales

ESL Scales assessment should be the most current available, completed by the ESL teacher. In the absence of an ESL teacher at the school please contact your regional ESL consultant for advice.

ESL Settlement Issues

Issues need to reflect the impact on access to the curriculum only and may include disrupted previous education, family dislocation or transient accommodation resulting in multiple transfers between schools.
Parent/Carer and Principal

Parent/Carer

• Parents/carers need to have access to the completed application so they can give consent for the information in the application being used within DET, and with health care professionals and other approved service providers working with their child.
• If assisted school travel is applicable, a copy of the guidelines can be located at: school student transport scheme.
• A nominated staff member will make a copy of the application available to the parent for their confirmation. Parents/carers have the opportunity to add a comment. If they nominate a school which is not the closest appropriate school, they may be responsible for the provision of transport for the child.

Principal – Shared Enrolments Only

• A shared enrolment applies to the practice of a student attending two or more schools for a period of time and ensures that a student has only one unique student registration number. ERN contains the procedures for shared enrolment status of students accessing specialist educational settings.
• Where a shared enrolment is involved, the principal confirms that the student remains enrolled at the home school as the census enrolment.

Principal – Integration, Funding Support Applications Only

To be completed only if the provision requested is for a student transitioning from years 6 to 7.

For students transitioning from years 6 to 7, a new Access Request is necessary. This application requires that the receiving high school Principal has supported the application.

Principal – All Applications

The Principal confirmation detail is only available to the Principal once all sections have been confirmed by staff members. The Principal will ensure the following are completed where applicable:

• Comment on their decision to support or not support the application
• Confirm that the disability confirmation provided has been checked for accuracy
• Confirm the completed Access Request and submit to the region
• Confirm that a hard copy will be stored securely at the school

Prior to final confirmation from the Principal, the Access Request is still available for updates by staff members.
MH/ED/BD Support

- Provision requested is an automatic match to the provisions requested in the Setup section of the application
- Previous intervention and Risk Management information is completed by the Learning Support Team Coordinator

Mental Health Problems

Students must exhibit behaviour that is characteristic of mental health problems at a level of frequency, intensity and duration that seriously affects their educational functioning and emotional well-being. The behaviour must be evident in the home, school and community environments. Students must have a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience which details the nature of the behaviour. There must also be documented evidence of ongoing individual intervention by a mental health practitioner or school counsellor. The school must also provide documentation and evaluation of strategies used to address the student’s needs within the school setting.

Behaviour Disorder

When school based behaviour management procedures have proven inadequate, students may be referred for additional educational support if they display disruptive behaviour that is high in intensity, frequency or duration. The Learning Support Team/Student Welfare Team must have clearly defined the behaviour including:

- who or what is perceived to be the focus of the behaviour
- setting/s in which the behaviour occurs
- who regards the behaviour to be extreme
- a description of the behaviour/s in functional terms (for example the type of behaviour, how often it occurs, possible purpose the behaviour is serving).

Disability confirmation is not required for BD support.

Behaviour Services

Behaviour services provide additional information.

Comments regarding the behavioural/emotional assessment will be completed by the school counsellor and the District Guidance Officer.
Autism Support

- Provision requested is an automatic match to the provisions requested in the Setup section of the application.
- Previous intervention and Risk Management information is completed by the Learning Support Team Coordinator. In addition, the Learning Support Team Coordinator is required to detail the impact of autism on Communication, Social Competence, Sensory and Safety for this student.

Students with autism must have a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student’s disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction, that significantly affects the child’s ability to learn. There must be information of a functional assessment consistent with the student’s disorder.

Risk Management

Refer to the template for the Student Behaviour Support Plan for assistance.

Comments regarding the behavioural/emotional assessment should be completed by the school counsellor and the District Guidance Officer.
Hearing Impairment Support

This attachment is to be completed by the AP (Hearing) in conjunction with the class teacher (where applicable) for:

- IST (Hearing) support
- Support Class Hearing
- Changes to IST(H) support levels
- Integration, Funding Support

- Provision requested is an automatic match to the provisions requested in the Setup section of the application.

- Comment on the Hearing Loss can include further details on the Nature of the hearing loss, level of audiological management by the student and type of assistive listening device e.g. bone conductor/in the ear hearing aid(s)/behind the ear hearing aid(s)/cochlear implant(s)/FM etc

- Diagnosed Level of Hearing Impairment (Unaided) - average hearing loss is calculated at the three frequencies listed i.e. 500Hz, 1,000 Hz and 2,000Hz

- Comment on diagnosed hearing loss can include the cause of hearing loss if known and the shape of the audiogram, i.e. is there a significant sloping hearing loss at high frequencies?

- For Assessed by, the name of the audiologist and the location of the Australian Hearing Centre where the assessment was made is required

- Mode of Communication refers to the primary mode used by the student

- Functional classroom assessment comments can include the student’s NAPLAN results and class assessments, if relevant. If the child is prior to school, comments in consultation with the early intervention teacher on learning outcomes and/or developmental milestones achieved can be included.

- Functional Hearing Assessment for a prior to school child can include information from informal and formal assessments/observations.

- Level of ISTH support recommended by the AP (Hearing) is indicative only and will be confirmed when the child is placed on caseload. The AP (Hearing) will not provide indicative hours if the Access Request is for support class (Hearing) placement.

- AP (Hearing) comment can include adjustments for access to the curriculum.
Vision Impairment Support

This attachment is to be completed by the AP (Hearing) in conjunction with the class teacher (where applicable) for:

- IST (Vision) support
- Changes to IST(V) support levels
- Integration, Funding Support

- Provision requested is an automatic match to the provision requested in the Setup section of the application

- Vision Loss can include further details on the nature of the vision loss and other information contained in the report that is significant to the application

- Diagnosed Level of Vision Impairment is measured as 6/… If the report details level of vision as 1/… or 3/… that level can be entered in Other

- For those eye conditions where the vision cannot be aided or corrected, enter the same for Uncorrected and Corrected under Visual Acuity. Additional comments (if relevant) can be entered in Other

- Curriculum Access refers to primary mode and recommended print size

- Functional classroom assessment comments can include the student’s NAPLAN results and class assessments, if relevant. If the child is prior to school, comments in consultation with the early intervention teacher on learning outcomes and/or developmental milestones achieved can be included. Comments for a prior to school child can also include informal or formal assessments and/or observations.

- Level of IST(V) support recommended by the AP (Vision) is indicative only and will be confirmed when the child is placed on caseload

- AP (Vision) comment can include adjustments for access to the curriculum
Learning Assistance Program

The assessment information requested is to be completed and signed by the class teacher with a comment from the Learning Support Team Coordinator.

Special Provisions

Special Provisions may be accessed by a student for all or part of NAPLAN tests and more than one provision may be accessed in any one test. Special Provisions should reflect the type of support the student accesses on a regular basis in the classroom.

The following special provisions may be provided for students who usually access this type of support in the classroom:

- writer (Scribe)
- large Print/Braille
- special paper
- oral sign support
- adjustable furniture
- separate supervision
- extra time
- reader
- assistive technology and computer use

Standardised Assessment

Reading, Language and Spelling currently only allow one entry under name of assessment. As part of a future enhancement to Access Request this will be corrected. Until such time, if more than one assessment is to be included, the details can be entered in Comment on Areas of Difficulty.

Classroom Assessment

Classroom assessment includes any type of assessment implemented within the classroom that informs teaching and learning. Some examples of classroom assessment are running records of reading, observations that record student performance against set criteria or a checklist. spelling assessments, classroom tests, student interviews, analysis of work samples.
Appendix B: Access Management Utility (AMU): providing school staff access to the Access Request

The Access Request is an online form used when applying for additional Student Support provisions for a particular student. These include support class in a regular and special school; Integration, Funding Support program; itinerant/outreach support; Learning Assistance Program and Distance Education for students with significant needs.

There are 2 groups of users, i.e. school users and regional staff users.

Within AMU (ERN) 4 types of roles have been identified for managing the Access Request:

- Access Request School Author – for school staff
- Access Request School Participant – for school staff
- Region Author - Access Request – for regional personnel
- Region Participant - Access Request – for regional personnel

AMU: How to assign user access for the Access Request

1. School Users: how to set up and manage the Access Request

Schools set up and manage the access requests for their students. The Principal will use AMU to assign the role of Access Request School Author or Access Request School Participant to their school staff.

The following section describes in detail how to use AMU to manage user access to Access Request.

AMU Setup to Give Access to the User

The AMU is a tool provided to schools to manage access to the Enrolment Registration Number (ERN) application including the online Access Request.

The Principal has been assigned centrally as the “master” authoriser for the school.

All DET employees who are appointed to the school will be listed in AMU.

Note: Initially the location of a staff member is displayed in AMU as the location where the staff member receives their pay advice.
Roles in AMU for ERN

Currently, these are the Roles in the Access Management Utility for Enrolment Registration Number applications:

- Enquiry Only
- Principal
- SBSR Group Offer (School Based Student Reporting)
- SBSR School Activity
- Student Administration
- Student Registration

With the online Access Request, there are 4 new roles in AMU for ERN.

- Access Request School Author
  The Access Request School Author is the school user who can raise the Access Request form.

- Access Request School Participant
  The Access Request School Participant is the school user who completes assigned section/s in the Access Request form.

- Region Author - Access Request
  The Region Author - Access Request is the user in the Region who can raise and submit the Access Request form – (this only relates to the holding schools and used for regional staff).

- Region Participant - Access Request
  The Region Participant - Access Request is the user in the Region who completes assigned section/s in the Access Request form – (this only relates to the holding schools and used for regional staff).
Assign Role to the Staff Member

Click on the check box to give the staff member the appropriate Access Request role as an *Author* or as a *Participant*. Placing a tick next to the staff member will display **GREEN** if the delegation is successful. If the box turns **RED**, a call will need to be logged with the help desk.

If the staff member is assigned the *Author role* in the School to set up an Access Request, tick the check box ‘Access Request School Author’. An ‘Access Request School Author’ is automatically an ‘Access Request School Participant’.

If the staff member is assigned the *Participant role* to complete assigned section/s in the Access Request, tick the check box ‘Access Request School Participant’.
Assign role to the Principal

It is important that the Principal role is assigned to the Principal and/or a delegated staff member who has the authority to submit the Access Request to the region on behalf of the Principal.

Look up for the name of the staff member.

Tick the check box under the Principal role.

Select Principal to assign that role.

A Principal can also be assigned ‘Access Request School Author’ in addition to the Principal role.

How to add the name of a staff member who is not in the school

- If the person is not a staff member in the school, (e.g. a staff member working in the Region, in another school or across schools), that person needs to be assigned ‘Access Request School Participant’ role to be able to complete a section/s of the Access Request.

- Click Add person not in the list.

DET State Wide Staff Search screen will provide the search criteria to look up DET staff across the state.

In the field ‘Name – Last’ and the field ‘Name – First’ enter the staff member to look up and click on the Search button.
When the staff member is found, the details of the staff member will be listed on the screen.

Click on the name to add the staff member to the school.

The newly added staff member will be displayed in the section ‘Staff Not at this site’.
If the staff member cannot be found, the message ‘Nothing found to display’ is shown on the screen.

![DET State Wide Staff Search](image)

**2. Regional Users: How to set up and manage the Access Request**

In some instances, for students new to DET, a member of the regional student services team may be responsible for the Access Request. To make this possible, each region has identified one holding school where the Principal has agreed to use their school as part of the regional process. In the holding school, in the application ERN – Enrolment Registration Number, the Principal will look up the Regional Staff Member to add them to their school list of staff by clicking [Add person not in the list].

The Principal then assigns the role of *Region Author-Access Request* or *Region Participant-Access Request* to them. *Region Author-Access Request* and *Region Participant-Access Request* will only be assigned to users at the request of the Regional Student Support Coordinator.

**Holding Schools for regions**

- **Hunter Central Coast**: Tomaree PS  
- **Illawarra & South East**: Albion Park Rail PS  
- **New England**: Glen Innes PS  
- **North Coast**: Murwillumbah HS  
- **Northern Sydney**: Cherrybrook PS  
- **Riverina**: Wewak Street School  
- **South Western Sydney**: Harcourt PS  
- **Sydney**: St Peters PS  
- **Western NSW**: Orana Heights PS  
- **Western Sydney**: Sherwood Ridge PS

**Assign Role to the Regional Users**

Click the check box to give the staff member the appropriate access request role. Placing a tick next to the staff member will display **GREEN** if the delegation is successful. If the box turns **RED**, a call will need to be logged with the help desk.
If the identified staff member is assigned the *Author role* for the Region and therefore able to set up an Access Request, tick the check box ‘Region Author - Access Request’.

If the staff member is assigned the *Participant role* for the Region to complete an assigned section/s in the Access Request, tick the check box ‘Region Participant - Access Request’

<table>
<thead>
<tr>
<th>Staff List</th>
<th>Access Request School Author</th>
<th>Access Request School Participant</th>
<th>ESL Manager</th>
<th>Enquiry Only</th>
<th>Principal</th>
<th>Region Author - Access Request</th>
<th>Region Participant - Access Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Not at this site.</td>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Appendix C: The Access Request Application
For contents of the Drop-Down menus or Scroll Bars, refer to the corresponding number on pages 92 – 94.
This Access Request is raised by: School

Step 1: Access Request Attachment Selection

Please select one of the following sections:

- Summary Profile K to 6 (K to 6)
- Summary Profile 7 to 10 (7 to 10)
- Summary Profile 11 to 12 (11 to 12)
- Summary Profile El (Early Intervention)
- Summary Profile newly enrolling in Kindergarten

Please select one or more of the following attachments if required:

- English as a second language (ESL)
- MH/ED/BD Support
- Autism Support
- Hearing Support
- Vision Support
- Learning Assistance Program - Specialist Classes or Designated Services

Please select one of the following:

- Provision requested requires a shared enrolment
- Integration, Funding Support Application (student transitioning from years 6 to 7)
- Not Applicable
If Yes is selected, then
If Wheelchair access is chosen, the following needs to be completed:
If ‘Yes’ is selected in the two drop-menu boxes below, the Date developed and Date of last review will appear.
## DET SUPPORT ACCESSED - Current and Previous

Select one or more of the Support Services (current or previous) or none of the above at the bottom of the list.

<table>
<thead>
<tr>
<th>Support Services</th>
<th>Select all CURRENT services</th>
<th>Select all PREVIOUS services in the last 2 years</th>
<th>Comment if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Education (in class Tuition support)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted School Transport (Special Transport)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Intervention Support Class (DET)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early School Support Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL New Arrivals Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Targeted Support Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration, Funding Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist Support Teacher Early Intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist Support Teacher Hearing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Specialist Support Teacher Integration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist Support Teacher Vision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of Home Care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outreach Teacher (Autism, ED, Special Education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Recovery</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Regional Refugee Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Student Services Support Program (R3BSP)</td>
<td></td>
<td></td>
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<tr>
<td>School Counsellor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Support Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Teacher Behaviour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance (Designated Language)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance (School-based)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Support Teacher Transition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None of the Above</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For the Summary Profiles as listed below, refer as follows:

- Summary Profile K-6 (pages 91 and 92)
- Summary Profile 7 – 10 (pages 93 and 94)
- Summary Profile 11 -12 (pages 95 and 96)
- Summary Profile EI (pages 97 and 98)
- Summary Profile newly enrolling in kindergarten (pages 99 and 100)
<table>
<thead>
<tr>
<th>A.K.A/s</th>
<th>STAGE</th>
<th>Personalised Learning Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the stage at which the student is currently working</td>
<td>ESL</td>
<td>S1</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
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<tr>
<td>Mathematics</td>
<td></td>
<td></td>
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<tr>
<td>Working mathematically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patterns and shapes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Space and geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurement and data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Summary Profile & Student Comment

### A. Subjects/Courses - Years 7 - 10

<table>
<thead>
<tr>
<th>Subject/Course</th>
<th>Outcomes</th>
<th>Describe the student's performance against the outcomes and any accommodations and/or learning adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Register</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Life Skills</td>
<td></td>
</tr>
</tbody>
</table>

### ESL

**Workplace Learning**

Describe the student's performance and outcomes.

\[0/00\]
Support Documentation - Summary Profile - Secondary (11 - 12)

<table>
<thead>
<tr>
<th>A. Subjects/Courses - Years 11 - 12</th>
<th>Regular</th>
<th>Life Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Describe the student's performance against the outcomes and any accommodations and/or learning adjustments.

HSC VET Courses

<table>
<thead>
<tr>
<th>Delivery Location</th>
<th>Describe the student's performance and any adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>TAFE</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Describe the student's performance and outcome.

Workplace Learning

0/200
### Support Documentation - Summary Profile - Early Intervention (EI) Only

#### Child currently attending Program/s:

(If applicable)

<table>
<thead>
<tr>
<th>Day</th>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### A. SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
<th>Almost Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows simple instructions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes a set task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows daily routines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sits &amp; attends during group time</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Eats &amp; drinks independently</td>
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<tr>
<td>Toilets independently</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Enjoys being with other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays with others in a small group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses needs &amp; wants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares with peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends &amp; responds to stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draws/writes with a range of tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps with dressing self</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands simple number concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Support Documentation - Summary Profile - School (Newly Enrolling in Kindergarten)

Current setting/s if applicable:

<table>
<thead>
<tr>
<th>A. SKILLS</th>
<th>Almost Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows simple instructions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Completes a set task</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Follows daily routines</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sits &amp; attends during group time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Eats &amp; drinks independently</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Toilets independently</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enjoys being with other children</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Plays with others in a small group</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communicates with others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expresses needs &amp; wants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Shares with peers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Attends &amp; responds to stories</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Draws/writes with a range of tools</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Helps with dressing self</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Understands simple number concepts</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## Access Request Application

### B. Access Domains

<table>
<thead>
<tr>
<th>Domain</th>
<th>Comment</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>Level 0, Level 1, Level 2, Level 3, Level 4, Level 5</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>Level 0, Level 1, Level 2, Level 3</td>
</tr>
<tr>
<td>Personal Care</td>
<td></td>
<td>Level 0, Level 1, Level 2, Level 3</td>
</tr>
<tr>
<td>Movement</td>
<td></td>
<td>Level 0, Level 1, Level 2</td>
</tr>
</tbody>
</table>

### School's Early Learning Support Team Details

- **Comment:**
  - Comment field

- **School's Early Learning Support Team has assisted with the completion of this profile:**
  - Yes
  - No
  - Unknown/Not Provided

- **This application has been completed with the assistance of:**
  - Name:
  - Position:
  - Type:
  - Daytime Phone Number:
    - Phone (Mobile)
    - Phone (Home)
    - Phone (Business/Work)
  - Silent Phone Number
  - Fax (Home)
  - Fax (Business/Work)

### Sign Details

- **Learning Support Team Coordinator**
  - Comment field
  - 0/1500

- **Indicate whether student comment is required:**
  - Yes
  - No

- **The educational planning for this student has been overseen by the school's Learning Support Team:**
  - Sign Date to Confirm

---

Department of Education and Training | Appendix C: The Access Request Application
### Autism Support

#### Provision requested

<table>
<thead>
<tr>
<th>Disability Program</th>
<th>Program Type</th>
<th>Priority</th>
</tr>
</thead>
</table>

#### Previous intervention

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Previous interventions selected</th>
</tr>
</thead>
</table>

Give details - e.g. name of school, year of attendance, level of funding, type of support class:

0/250

#### In consultation with class teacher or year advisor if applicable, detail the impact on

- **Communication**
  - 0/500

- **Social competence**
  - 0/500

- **Sensory**
  - 0/250

- **Safety**
  - 0/250
### Assistive Listening Technology

**Type of hearing device/s fitted?**

- Hearing aid(s)
  - Age at fitting
- Cochlear implant(s)
  - Age at implantation
- FM Device
  - Age at fitting

### Mode of Communication

**Selected Mode of Communication**

- Oral/Aural
- Auslan
- Australasian Signed English
- Total
- Makaton
- Augmentative

### Functional Hearing Assessment

Conducted by Assistant Principal Hearing: Language, Speech and Listening Skills

<table>
<thead>
<tr>
<th>Assessment type</th>
<th>Test used</th>
<th>Result</th>
<th>Date given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive Language (oral/signing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressive Language (oral/signing &amp; written)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory Discrimination/Auditory Processing Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### VISION AIDS AND TECHNOLOGY

What type of vision aids and technology are currently used and which may be required?

<table>
<thead>
<tr>
<th>Vision technology</th>
<th>Current</th>
<th>Required</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glasses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manual Braille</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnifier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Software</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric Braille</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enlarging Software</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refreshable Braille Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raised Desk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whiteboard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closed Circuit TV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enlarged Print</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other vision aids and technology (describe)
### CURRICULUM ACCESS

**Print**
- Not Applicable
- N12
- N18
- N24
- N36
- N48
- N72
- Other

**Braille**
- Dual keyboard / Braille and print
- Braille / Tactile
- Audio
- Augmentative Communication

### Functional classroom assessment (to be completed in consultation with the class teacher, if applicable)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable to access visual information in the classroom</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Suitable to independently access area of the classroom</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Requires additional verbal explanations to understand visual information</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Displays age-appropriate non-verbal communication</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Participates in class discussions and group work</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Displays age-appropriate social skills</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Comment**

### ORIENTATION AND MOBILITY PROGRAM FOCUSING ON

**Orientation and mobility program**

### Sign Details

**Level of ISTV support**

- Current (if applicable) [ ]
- Hours per week

- AND/OK recommended (if applicable) [ ]
- Hours per week

### Assistant Principal Vision

**Comment on the possible implications for teaching and learning**
### SUPPORTING DOCUMENTATION

**Selected Supporting Documents**
- English as a second language (ESL)
- MH/ED/BD Support
- Autism Support
- Hearing Support
- Vision Support
- Learning Assistance Program - Specialist Classes or Designated Services

### PRINCIPAL - SHARED ENROLMENTS ONLY

To be completed **only** if the provision requested requires a shared enrolment.

I agree that this student will remain enrolled at this school, while shared with the provision requested.

**Comment**

0/250

### PRINCIPAL - ALL APPLICATIONS

<table>
<thead>
<tr>
<th>Section</th>
<th>Last Modified Date</th>
<th>Last Modified By</th>
<th>Accept</th>
<th>Deny</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision request</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>School details</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>Disability confirmation</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>Access to facilities &amp; specialised equipment</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>Travel support needs</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>Risk management</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>DET support accessed</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>Non DET support accessed</td>
<td></td>
<td></td>
<td></td>
<td>Class Teacher</td>
</tr>
<tr>
<td>Summary Profile</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>ESL</td>
<td></td>
<td></td>
<td></td>
<td>ESL Teacher</td>
</tr>
<tr>
<td>MH/ED/BD Support</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>Autism Support</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>Hearing Support</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>Vision Support</td>
<td></td>
<td></td>
<td></td>
<td>Learning Support Team Coordinator</td>
</tr>
<tr>
<td>Learning Assistance Program</td>
<td></td>
<td></td>
<td></td>
<td>Class Teacher</td>
</tr>
</tbody>
</table>

I support this application

Disability confirmation has been checked
Parent/Carer

1. We have participated in decision-making regarding our child’s educational support needs and sighted all attachments for this application. I/We agree to this request and give consent for the information to be used within the DET, and with health care professionals and other approved service providers working with my child.

The NSW Department of Education and Training is subject to the Privacy and Personal Information Protection Act 1998 (NSW) and the Health Records and Information Privacy Act 2003. I acknowledge that the application will be stored electronically and a hard copy will be stored securely at the school.

1. I/we understand that the closest appropriate provision as requested will be determined by a regional placement panel.

If there is a request for Assisted School Travel, I/we have discussed and understand the eligibility criteria in relation to this Program.

1. I/we understand that the agreed priority order as indicated in Provision Requested is:

2nd Priority:
3rd Priority:

Comment

[Signature to Confirm]

Parent/Carer

Parent/Carer who has/have submitted this request

Principal

Comment

[Signature to Confirm]

* A hard copy of this Access Request form, including the Parent/Carer signature and all attachments, is stored securely at the school.
## Drop-down Menus and Scroll Bars:

1. Not available
   - Behaviour Disorder
   - Intellectual Disability (IS)
   - Intellectual Disability (IO/IS)
   - Intellectual Disability (IO/ED)
   - Emotional Disturbance
   - Physical
   - Multi Categorical (MC)

2. Not Available
   - Autism (AU)
   - Deaf/Blind (DB)
   - Emotional Disturbance (ED)
   - Behaviour Disorder (BD)
   - Early Intervention (EI)
   - Hearing Impairment (HI)
   - Intellectual Disability (IM)
   - Intellectual Disability (IO)
   - Intellectual Disability (IO/IS)
   - Intellectual Disability (IS)
   - Intellectual Disability (IO/AU)
   - Intellectual Disability (IO/PH)
   - Multi Categorical (MC)
   - Language (L)
   - Physical (P)
   - Reading (R)
   - Vision Impaired (V)
   - Tutorial Class (TUT)

3. Not Applicable
   - Support Unit
   - School/Centre – students with significant support needs

4. Not Applicable
   - Behaviour
   - Hearing
   - Integration
   - Vision
   - Early Intervention

5. Not Applicable
   - Special Education
   - Resource, Early Intervention
   - Emotional Disturbance
   - Autism

6. Not Applicable
   - Integration, Funding Support

---
Not Applicable
Early School Support program (ESSP)
Designated STLA (primary)
Designated STLA (secondary)
Language Itinerant/Outreach Program

If Present Class is Support

then the following drop-down menu appears

Choose from the following options:

Not applicable
Access to ground floor rooms
Access to upstairs rooms
Access to other areas of the school
Toilet & change facilities e.g. hoist, modified taps
Minor modifications, e.g. railings, sound amplification system
Secure environment
Wheelchair access
Other
### Support Teacher Behaviour
- Support Teacher Outreach
- Behaviour School/Learning Centre
- ED School
- Tutorial Program/Centre
- Support class
- Distance Education
- RSSSP
- Integration, Funding Support
- Other
- Not applicable

### School Awareness
- Use of residual vision
- Environmental Awareness
- Orientation Skills
- Guided Travel
- Long Cane
- Tactile Mapping
- Independent Travel
- Gross Motor Skills
- Not applicable

### Reading Recovery
- Designated STLA
- Royal Far West Services
- STLA
- Support Class
- Support Class Reading
- Dalwood/Palm Avenue
- Speech Therapy
- Distance Education
- Early Intervention Class
- Occupational Therapy

### BURT Sight Word List
- TORCH
- EduCheck
- Johnson’s Sight Word List
- Neale Analysis of Reading
- PM Benchmark Kit
- Sutherland Phonological Awareness (SPAT)
- Woodcock-Johnson Reading Mastery Test
- Other
- Not available
Appendix D: Frequently asked questions

Q: Who assigns the role of Region Author Access Request and Region Participant Access Request?

A: The Principal of the school assigns School Author and School Participant and the Regional Student Support Coordinator assigns role of Region Author and Region Participant.

Q: Why is the Principal’s section read only?

A: The Principal’s section remains read only until such time as each Participant has completed their section and confirmed (sign date) the section.

Q: How does a Participant know when the form is ready for them to work on?

A: A Participant will receive an email notification when an access Request has been created; emails will also notify Participants whose section is dependent on another Participant’s work being completed first, and to remind Participants to complete their section: 2 days, 5 days and 10 days from Setup.

Q: How does the school know if it is the “census” or “non-census” school?

A: A student’s census registration can be confirmed via an Enrolment Registration Number (ERN) search. A Y next to the student’s name when doing a search for a particular student indicates that the school is a census school, a N indicates non-census. The Access Request can only be lodged from the school where the student has a census registration.

Q: How can a school find out if a student exists in the system? What happens if they don’t already exist?

A: A search of the ERN will confirm if the student exists in the system. If not, a quick registration will supply the student with a Student Registration Number (SRN).
Q: What are “My Access Requests”? Who uses these?

A: “My Access Requests can be used by Authors and Participants, and is primarily a “to do” list of assigned tasks; it also allows the user to view/access historical records, access PDF Reports or access requests. It can be used by Authors to change the status, where permitted, from the My Access Requests screen.

Q: How can I get an overview of the whole Access Request?

A: A Participant assigned a role for a particular Access Request can view (read only) the entire Access Request and write only in the section/s assigned to them.

Q: Do all Participants (e.g. DGO, APH) have to be in the school to complete their sections?

A: The Principal assigns role responsibilities as Author and/or Participant to each staff member through the school’s Access Management Utility (AMU). The Participant can be any staff member including those staff members who are not appointed to the specific school such as a DGO or APH. A Participant then logs into the Portal with their DET Portal login name and password.

Q: Can the Access Request be accessed from more than one computer in the school at any one time?

A: Staff member/s assigned a role will be responsible for the completion of their assigned section/s. An Access Request can be completed by a number of people at the same time in a variety of locations using their DET login and password. However some sections will be dependent on workflow processes within the form and Participant/s will receive email notification when their section/s is ready for completion.

Q: How many times can an Access Request be submitted for any student?

A: A student can have more than one Access Request created for them in any calendar year. However, only one can be active at a time.

Q: Can the Access Request be recalled or amended if necessary? Who can do this?

A: An Author can cancel a Draft Access Request held at the school. The status of a submitted Access Request can be changed by the Principal for the purposes of revision, amending mistakes or providing more information.
Q: Where are Access Requests stored?

A: Access Requests are saved on the server as PDF documents, and a hard copy, including all attachments, is stored securely at the school. All information associated with an Access Request is automatically stored by the ERN database and not accessible to schools. Under certain circumstances this information can be retrieved.

Q: Why do Participants sometimes get an “Error” message?

A: An Error message indicates that not all of the mandatory fields, as indicated by a red asterisk, have been completed.

Q: What do the red asterisk and the green tab at the top of the page represent when the Participant is filling in the sections?

A: A sub section with a red asterisk indicates that it has mandatory fields to be completed; a Section with a green tab indicates that the sub-sections associated with this section have mandatory fields to be completed.

Q: What happens if a Participant forgets to validate or save work?

A: When a Participant has completed their section, the Participant/s confirms (sign date) their section/s and saves. If this is not done, the work is not lost. However the process of validation and saving allows the next person in the work flow process to complete their section/s.

Q: What can a school do if an application is declined by the regional placement panel?

A: If an access request is declined by the region because additional information is required, it can be re-opened by the Principal or Regional Author for the purposes of revision, amending mistakes or providing more information. The application is then re-submitted.

Q: What happens if the Principal declines a section?

A: If the Principal declines a section, he/she will need to contact the relevant Participants and seek revision. Depending on what section/s of the Access Request have been rejected, this may impact on one Participant or it may also impact on Participants of later section/s. Automatic emails will advise those Participants of the need to review their sections.
Q: Who can be selected as Participants? Whose responsibility is this?

A: Any staff member with specific and detailed knowledge about an aspect of the student about whom the Access Request is made can be selected as a Participant. These Participants are selected by the Principal. The Author assigns tasks to the Participants, or can remove Participants from the workflow.

Q: Why do some staff names not appear on the list of staff when assessing Participant roles?

A: This indicates that the Principal has not assigned them the role of School Participant in the school’s AMU.

Q: Can the principal have more than one role in AMU ERN? ie Principal, Author, Participant?

A: The principal can have more than one role, e.g. Principal, Author, Participant etc.

Q: If a person is assigned an Author role, does the principal need to give them a Participant role if appropriate?

A: If the person has an Author role, then that person has automatically a Participant role also.

Q: Can there be more than one person at a school assigned the role of principal in relation to the Access Request?

A: More than one person can be assigned the role of Principal in relation to the Access request.

The Principal will have the Principal role and he/she can delegate additional principal role/s to the Deputy Principal and/or others in the school who may then be given the responsibility as the principal for particular Access Requests.

Q: How does a school remove a person from AMU ERN?

A: The staff list is sourced from the Personnel System (Human Resources). The removal of the school personnel is done through Staffing Services. The ability to add staff by clicking <Add person not in the list> is done manually by using the <Add person not in the list> function. As such, this person will automatically disappear from the AMU screen if a role is no longer assigned to this person i.e. by removing a previously assigned role. It is a daily refresh.
Q: If a student is in a shared specialist setting (non census), who has responsibility for the Access Request?

A: The home school (census) has responsibility for completion and submitting of the Access Request. It is possible, with agreement from the non-census school, to include a staff member from that school as a Participant through the census school’s AMU. Specific role/s can then be assigned to that person to assist in the completion of the Access Request.

Q: How can an assigned Participant role be changed if the Participant for example, is on leave?

A: The place to change the assigned Participant role is by the Author through the Access Request Setup screen. If the previous Participant has not sign dated the page, by changing to the new Participant, the new Participant must sign date the page.

If the previous Participant has signed the page, by changing to the new Participant, the previous Participant’s sign date is still there. Hence there is no need for the new Participant to sign date that section again.

Q: How can an assigned Author role be changed if the Author for example, is on leave and has not completed the setup process?

A: Any staff member who has been assigned an Author role can change the current Author.

Q: If a principal gives a staff member the role of Access Request School Participant, does that person then have access to ERN in general.

A: In relation to the Access Request, the Principal only gives the staff member Access Request School Participant access. This is not ERN access to the school’s enrolments etc.

The Participant will go through ERN and see Access Request on the tab below ERN.

By clicking the My Access Requests tab, they will only see those Access Requests that have been assigned to them.

Q: If there is an error on the read only student and parent/carers screen, how is it corrected?

A: The student’s enrolment application will need to be updated. When that happens, the Access Request is immediately updated.