Transition Support Funding Fact Sheet

Program for Students with Disabilities

The Department is committed to delivering an inclusive education system that ensures all students have access to a quality education that meets their needs. There are a range of policies, programs and resources for schools to support the delivery of high quality schooling for all students, inclusive of students with disabilities and additional learning needs. These resources may be provided in the Student Resource Package, through student support services or through early identification and intervention programs.

**Transition Support Funding** is available to government secondary schools in 2017, 2018 and 2019 to support students starting Year 7 who are no longer eligible for the PSD after their Year 6-7 Review. An allocation of $3000 per student (pro rata) will be included in the SRP to support the delivery of personalised teaching and learning programs that respond to students' needs.

## SUPPORT FOR StUDENTS AND USE OF FUNDS

Evidence shows that the quality of teaching has one of the largest impacts on student learning, and building teaching excellence is central to making schools more inclusive and improving outcomes for students with learning support needs.

In delivering effective programs for students with disabilities and additional learning needs, school leaders and teachers should ensure their practice is:

* guided by the Victorian Curriculum, inclusive of Levels A-D and Foundation to 10, see: <http://victoriancurriculum.vcaa.vic.edu.au/>
* informed by disability specific professional learning activities undertaken annually as part of teacher registration requirements, see: <http://www.vit.vic.edu.au/registered-teacher/special-needs-plan>
* evidence based and planned, implemented and monitored in line with the Framework for Improving Student Outcomes, see: <http://www.education.vic.gov.au/about/educationstate/Pages/outcomes.aspx>

In addition, school policy and practice should reflect collaboration between the school leaders and teachers, parent/guardian/carer(s) and specialist education or allied health staff to develop agreed understandings and responses to students’ needs, including students with a disability or additional learning needs.

Schools are encouraged to use the Student Support Group (SSG) process to draw on the expertise of the group to formulate and commit to specific strategies and implementation plans that will support the student’s educational needs, inclusion and engagement. The progress of the agreed strategies should be regularly reviewed at SSG meetings each term. [Guidelines are available](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/handbook.aspx) to assist schools in supporting students with disabilities and additional learning needs, see: [Student Support Group Guidelines](http://www.education.vic.gov.au/school/teachers/support/diversity/Pages/handbook.aspx#link36).

Transition Support Funding resources, in consultation with the SSG, could be used to access:

* Consultation or support from specialist education or allied health staff
* Professional development​
* Specialist equipment or materials

Consideration should be given to maximising the benefits of this additional investment, specific to the individual needs of the student. This may vary between providing more intense support at the beginning of the school year, or identifying equipment and materials that will be used over a longer period of time. For example:

* For a student with **behaviour support needs**, Transition Support Funding may be used for professional development and consultation focused at the beginning of the school year. This could provide school staff with the necessary knowledge and skills, develop and implement behaviour support plans and resources across the school, and support other adjustments to the school environment as the student begins secondary school.
* For a student with **learning support needs**, Transition Support Funding may be used to access specialist education or allied health support. This may identify specialist equipment and educational resources that the school can purchase for the student’s personalised learning and support needs.
* For a student with **sensory or health support needs**, Transition Support Funding may be used to purchase personal equipment or resources, specific to the student’s needs, that will enhance their access and participation in the school’s educational programs.

Transition Support Funding resources do not define or limit the support provided by a school for a student with a disability. It is the responsibility of the school, in consultation with parent/guardian/carer(s) in the SSG, to determine the specific nature of the support required.

For further information, see: [School Policy and Advisory Guide - Students with a Disability](http://www.education.vic.gov.au/school/principals/spag/participation/Pages/studentswithdisability.aspx).

## Allocation of Funding – Program for Students with Disabilities Management System

Transition Support Funding is allocated in the SRP based on up-to-date enrolment information provided by schools via the Program for Students with Disabilities Management System (PSDMS) prior to 28 February of each school year.

It is essential for schools to confirm that **all students in receipt of PSD support (including Transition Support Funding)** are listed on the system by this date, see: [PSDMS](http://www.eduweb.vic.gov.au/PSDMS/Home.aspx).

Enrolment details not listed in PSDMS must be uploaded from CASES21 and registered in PSDMS, see:

* [Quick Reference Guide - Adding Student Details to PSDMS](http://www.education.vic.gov.au/Documents/school/principals/finance/PSDMS_QRG_AddingStudentDetails.docx)

In line with the Confirmed Student Resource Package release each year, school principals will be emailed directly to detail Transition Support Funding allocations.

* For details, see: [SRP Guide – Transition Support Funding (Reference 66)](http://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref066.aspx).

## Assistance for schools and contact information

For **transition support resources**, see.

* [Transitioning from Primary to Secondary School](http://www.education.vic.gov.au/school/teachers/studentmanagement/transitions/Pages/transdisability.aspx)

For **technical enquiries** about the PSDMS and SRP funding allocation processes, please log a service call with: [DET Service Gateway](https://servicegateway.eduweb.vic.gov.au/MSMSelfService/) or phone 1800 641 943.

For **student-specific queries** regarding student support, Regional Disabilities Coordinators are available in your region. Contact details are provided below.

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| Region | Regional Office | Phone |
| North Eastern Victoria  | Benalla | 8392 9500 |
| Glen Waverley | 8392 9300 |
| North Western Victoria | Coburg | 9488 9488  |
| Bendigo | 5440 3111 |
| South Eastern Victoria | Dandenong | 8765 5600 |
| Moe | 5127 0400 |
| South Western Victoria | Ballarat | 5337 8444 |
| Footscray | 8397 0300 |
| Geelong | 5225 1000 |