Guide Dogs.

Specialist Disability Support in Schools Program
School Request for Support Form

Please Note:
It is an Education Queensland requirement to obtain a signed School Request for Support Form for each Student which must be renewed **each school year**.

SECTION A

If this request is for more than one eligible Student, only one Section A is required.

Please complete and send this form to Guide Dogs

Telephone:	(07) 3500 9060
Email:	SDSS@guidedogsqld.com.au
Address:	1978 Gympie Road, Bald Hills, QLD 4036

Service Request

Calendar year support is requested for: _____

School Name: _____

School Address: _____

School Email Address: _____

School Phone Number: _____

Name of person making request: _____

Position of person making request: _____

School Contact's Phone Number: _____

School Contact's Email Address: _____

Convenient time to contact: _____

Name of Classroom Teacher: _____

Class: _____

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Queensland Government

All schools are required to consider the needs of students in conjunction with any services already available to the school, to assess that a request for a SDSS Program is needed. This request cannot progress until the relevant yes box below is ticked.

State Schools – Please confirm that your school has contacted your closest Department of Education (the department) Regional Office to check if there are any other supports or resources provided by the department, including school-based therapies already available to the school. Information regarding the supports and resources available to State Schools for students with a disability can be located at https://intranet.qed.qld.gov.au/Students/LearningandDisabilitySupport/school-supports-resourcing	☐ **Yes**
Non-State Schools – Please confirm that your school has checked through the Special Education Services provided to Non-State Schools by the department. Information regarding the supports and resources available to Non-State Schools for students with a disability can be located at https://education.qld.gov.au/students/students-with-disability/support-to-non-state-schools	☐ **Yes**

School Consent

Principal (or delegate), your consent is required by ticking the box beside the statements below:

☐ **State Schools only** – my school has considered all other services for students with disability provided by the department and is unable to access the level of support required.

☐ **Non-State Schools only** – my school has considered other services provided by the department and is unable to access the level of support required through the Special Education Services provided to Non-State Schools for students with disability.

☐ I understand that Guide Dogs Queensland will provide services at our school and will work in collaboration with the student's educational team to provide advice and support for the development and implementation of the Student's Personalised Learning Plan.

☐ The relevant school policies and procedures, including child safety and mandatory reporting requirements, have been viewed and completed by Guide Dogs Queensland.

☐ The consenting parent/guardian for each student listed in Section B of this request has provided written consent that they have been informed how the SDSS service from Guide Dogs Queensland will be provided, and/or, what, how and to whom, the student's personal information is to be recorded, used or disclosed. Consent can only be given by someone who has the legal capacity to give it, and must be voluntary, informed, specific and current.

☐ I confirm that each student listed in Section B of this request meets the eligibility requirements to receive a SDSS service, as listed in Section B below, SDSS Services – Student Eligibility.

Privacy Collection Notice: Any personal information requested in this form is for the purposes of administering the SDSS program or delivering a SDSS service. The personal information provided will be used to confirm the eligibility of the School listed in section A, to receive SDSS services provided by Guide Dogs Queensland, for the students listed in section B. If you do not provide the personal information requested in this form, Guide Dogs Queensland will not be able to continue assessing your application for SDSS services. Guide Dogs Queensland and the department will manage all personal information collected in accordance with

the Information Privacy Act 2009 (Qld) (IP Act) and will not otherwise use or disclose the personal information collected, unless you provide consent or if authorised or required by law. If you have any concerns that your privacy has not been dealt with in accordance with the IP Act, you can submit a complaint to the department. You can find further information about the department's complaint processes at https://www.qld.gov.au/education/schools/information/contact/complaint. For any questions about the SDSS Program, please contact the SDSS Team at SDSS@qed.qld.gov.au.

Principal's (or delegate's) signature): _____

Print Name: _____

Date: _____

SECTION B

If this School Request for Support Form is for <u>multiple</u> eligible students, a Section B (this page) must be completed for <u>each</u> eligible student.

Student Details

First and Last Name: _____

Preferred Name: _____

Date of Birth: _____

Gender: Male / Female / Other (please describe):

Does the Student identify as: ☐ Aboriginal ☐ Torres Strait Islander

☐ Other Cultural Background (please specify):

School Year/Grade Level: _____

Home Address: _____

Parent/Carer Name (1): _____

Parent/Carer Phone Number: _____

Parent/Carer Email: _____

Parent/Carer Name (2): _____

Parent/Carer Phone Number: _____

Parent/Carer Email: _____

Specific Recorded Disabilities:

☐ Autism ☐ Intellectual Disability ☐ Blindness or Vision Impairment

☐ Deafness or Hearing Loss ☐ Physical Impairment

Does the Student access specialist education services at school?

☐ Special Education Support ☐ AVT ☐ Teacher Aide Support

☐ Therapy Services ☐ Other (please specify):_____

Services Requested from Guide Dogs Queensland:

☐ Orientation & Mobility ☐ Occupational Therapy ☐ Psychology

☐ Assistive Technology Training

NCCD Disability Category:

☐ Physical ☐ Cognitive ☐ Sensory ☐ Social/emotional

Please describe key concerns regarding the student's access and participation in the curriculum:

_____

_____

_____

What other Organisations or Services are involved in supporting the student?

_____

SDSS Service – Student Eligibility

Check the relevant box/es regarding the student's eligibility:

☐ The student was recorded in the latest submission of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) as receiving **supplementary** adjustments; **OR**

☐ The student was recorded in the latest submission of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) as receiving **substantial** adjustments; **OR**

☐ The student was recorded in the latest submission of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) as receiving **extensive** adjustments; **OR**

If a student is new to the school (including Prep Students)

☐ The school has evidence of a diagnosed disability and has confirmed by the end of Term 1 that the adjustments provided are consistent with the descriptors for either supplementary, substantial or extensive as per the NCCD Guidelines (please refer to the NCCD Selecting the level of adjustment matrix below); **OR**

☐ The student has a diagnosed disability and documented ongoing complex needs, and the student requires immediate support to access and participant in learning and/or for their safe attendance at school.

Explanatory notes for NCCD adjustment levels

- Supplementary: Student receives adjustments supplementary to the strategies and resources already available for all Students within the school for particular activities at specific times throughout the week.
- Substantial: Student has substantial support needs and receive essential adjustments and require considerable assistance to the usual educational program at most times, on most days.
- Extensive: Student has very high support needs and are provided with extensive targeted measures and sustained levels of intensive support at all times.