

## Eligibility for Commonwealth Government Funding

If your child has a disability and you would like to access government funding for the benefit of your child, you will need to provide the following documentation to the school.

The only forms of documentation accepted as evidence of functional disability are the following:

Functional Disability		Documentation Provided by	Detailing
A	INTELLECTUAL	Registered School Counsellor, or Guidance Officer, or Educational Psychologist,  School Staff <b>and</b>	1. Numerical full-scale IQ Score, or Range obtained on an individually administered IQ test , <b>and</b> 2. Assessment of adaptive skills eg Vineland or detailed description of adaptive behaviour included in the psychologist's report.  3. Students achievements against curriculum
B	PHYSICAL	Medical Specialist  Physiotherapist, or Occupational Therapist, or Mobility Specialist <b>and</b>	1. Diagnosis and nature of a current physical condition involving the motor system that significantly limits the student's level of functioning and independence.  2. Level of functioning and independence in mobility, personal care (eating, drinking, toileting etc), communication or ability to physically undertake essential learning tasks.
C	VISION	Orthoptist, or Optometrist, or Ophthalmologist  Itinerant teacher (eg from Royal Institute for Deaf & Blind Children or Royal Blind Society) <b>and</b>	1. Diagnosis which details permanent vision loss of 6/24 or less in the better eye (corrected) or less than 20 degrees field of vision.  2. Support required to access the curriculum and physical environment.
D	HEARING	Audiologist  Itinerant teacher (eg from The Shepherd Centre or Royal Institute for Deaf & Blind Children) or Speech Pathologist <b>and</b>	1. Current audiogram indicating a sensori-neural or permanent conductive hearing loss of 30 decibels or more in both ears  2. Assessment of student's communication skills and the educational impact of the student's hearing impairment.
E	MENTAL HEALTH	Psychiatrist, or Clinical Psychologist  School Staff <b>and</b>	1. Diagnosis and description of behaviour(s) that is characteristic of mental health problems (as listed in DSMIV), and 2. Description of frequency, duration and intensity of behaviours in the home, school and community to a level which seriously affects educational functioning and emotional well-being, and 3. Documented evidence of on-going individual intervention by a mental health practitioner or school counsellor.  4. Description of impact on the student's education and a list of strategies to address the student's needs at school.
F	LANGUAGE	Speech Pathologist  <b>and if applicable -</b> Pre-school Support Teacher or relevant specialist	1. Current standardised expressive/receptive language test results eg CELF - 4, with at least one standard score of 70 or less (reports should be no more than 12 months old), and 2. Documented evidence of significant impact on communication and student's capacity to achieve academically, eg alternative communication mode  where the student is entering kindergarten 3. Evidence of intensive learning program in prior-to-school setting.

G	AUTISM	<p>Medical specialist, or Clinical Psychologist</p> <p style="text-align: right;"><b>and</b></p> <p>School Staff</p>	<p>1. Diagnosis and nature of the student's disorder, and</p> <p>2. Documented evidence of developmental disability affecting verbal/non-verbal communication and social interaction, <b>and</b></p> <p>3. Functional assessment, eg CARS or GARS or a detailed description of student's functioning within the specialist's report</p> <p>4. Description of impact on the student's education and a list of strategies to address the student's needs at school</p>
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