Enrolment Timeline for Parents of Children with Additional Needs

TIME FRAME	PROCEDURE
Year prior	Contact your local public school to discuss your child's abilities and to talk through the kind of support they may need. It's never too early to have that conversation, but based on your child's birthday, May of each year is a good guideline, particularly if your child has physical disability or if you're interested in finding an early intervention placement for your child. Local school staff will work with you to make sure your child gets the support they need in the right environment for them. Your local school is where you make first contact even if: • Your child has more complex needs and you believe this is not the school they would be attending. • You're not sure where you'll be living when your child starts school.
February – June	After your initial conversation with the school and depending on your child's needs, your local school may contact you to set up meetings to further discuss your child's strengths, interests and needs. You can ask to have an interpreter present if that is helpful, and you can bring a friend or family member. The purpose of these meetings is so the school can: • Get to know you and your child • Gather information they need on your child's support needs • Explain the process and the full range of support options available to you For the first meeting at the school, you should bring: • Any relevant information – medical reports, any reports provided by therapists or other agencies, organisations or health personnel • Details of any resources or equipment your child uses or requires for day-to-day activities.
May – June	The enrolment process for students with disability and additional learning and support needs is the same as for all students. When enrolling you will be asked to provide: • A copy of your child's birth certificate • Immunisation records • Details of any medication your child takes • Proof of your child's address (eg: lease notice, rates notice, electricity bill) • Passport, travel documents, or visa if your child is not a permanent resident.

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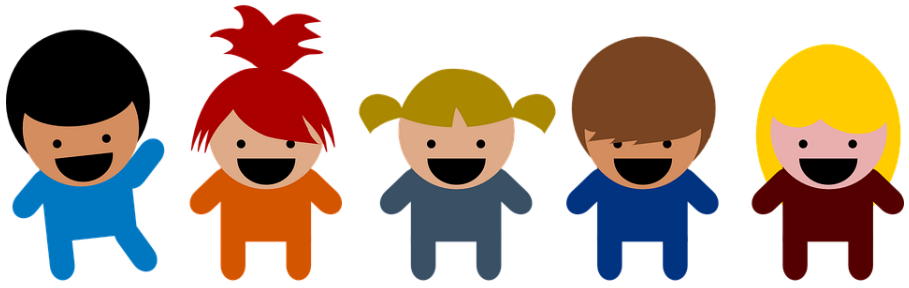
	Depending on your child's needs you may also need to work with the school to start: • Planning for personalised learning and support that can be put in place by your child's teacher. • Discussing an access request application If your child has significant support needs and a confirmed disability. This application is for consideration for: ➢ Additional school funding for support in a mainstream classroom (Integration Funding Support) ➢ A support class in a mainstream school or a school for specific purposes ➢ An itinerant support teacher hearing or vision.
July	Support applications are submitted by Week 1, Term 3. Panel will meet in Week 3, Term 3.
August	The local school will notify you of panel results. You will be notified if your child has been successful, declined or deferred, where it will go to a further two panels.
October – December	Most schools organise orientation and transition programs sometime in Terms 3 and 4 - Contact your local school to find out their dates. **Orientation** Orientation programs help you and your child get to know the school. You will find out about school routines, staff, uniforms, bell times and how to keep in touch with the teachers and the school. Orientation often includes tours of the school where you will find out about the office, canteen, library and classrooms. You may go to an information session for the family, meet the school staff and visit the classrooms where your child might do some activities with other children and the teachers. **Transition programs** Your child may need additional help to get ready for the transition to school. If required, your school will work with you to develop an individual transition plan for your child. Transition programs are about much more than orientation or the first day at school. It is a process over time, beginning before your child starts school. Transition may mean that you and your child attend the school for a series of visits, to become familiar and comfortable with the school environment, and meet staff and peers.



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