

# Australian Capital Territory Outline of School Support



The following summary was compiled by the AFA July 2020 from the Education ACT site.

<https://www.education.act.gov.au/support-for-our-students/students-with-disability>

**Inclusion Support Program (ISP) – Children with low vision.** This provides additional resourcing to schools to facilitate reasonable adjustments to meet the needs of students at their local school from kindergarten to year 12. Specialist staff work with the child's school and other involved services to support the student's access to the curriculum. Apply through the school.

**Eligibility:** Vision loss is **6/24** (corrected) or less in the better eye. The student is considered to have a vision impairment where there is a permanent vision loss in both eyes that impacts significantly on the student's learning.

## Validation (what you need):

- An assessment and report by an ophthalmologist.
- In addition, a functional report from a specialist teacher of the Vision Impaired outlining the impact of the vision.
- A *Student Education and Impact Statement* that captures information on the adjustments required to enable the student to access the curriculum.
- **Note:** Reports must be recent enough for a valid determination to be made.

**The Vision Support Team:** is a team of specialist trained staff who provide support to children and young people from preschool to year 12 who meet the ACT disability criteria for vision impairment. Support may be through direct teaching for students and/or through consultative support to classes, schools and families. The team works with Guide Dogs and other agencies and provides Braille and other resource production services.

Their focus is:

- Ensuring a culture of high expectations for your child
- Providing support to teachers developing personalised learning programs
- Assisting teachers with adaptation of materials into suitable formats
- Guiding teachers to promote your child's independent management of personal tools and devices
- Supporting the school with future transitions