

COMMUNITY RESOURCE CENTRE (CRC) SCHOOL SERVICE REQUEST FOR STUDENT SUPPORT FORM

STUDENT NAME: _____



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CONTACT WITH REGIONAL OFFICE OR SPECIAL EDUCATION SERVICES

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.

State Schools: This request cannot proceed until the 'Yes' box is ticked. Please confirm your school has contacted your nearest Department of Education Regional Office to check whether any departmental supports or school-based therapies are already available. Information about supports and resources for students with disability can be found at:

<https://intranet.qed.qld.gov.au/Students/LearningandDisabilitySupport/school-supports-resourcing>

☐ Yes

Non-State Schools: This request cannot proceed until the 'Yes' box is ticked. Please confirm your school has checked the Special Education Services available to Non-State Schools. Information on supports and resources for students with disability is available at:

<https://education.qld.gov.au/students/students-with-disability/support-to-non-state-schools>

☐ Yes

**SCHOOL
INFORMATION**

SCHOOL DETAILS

School Name:	Phone:
Name of Principal:	
Name of person making request:	
Position of person making request:	
Email:	Mobile:
Class Teacher:	Teacher Aide/s:

**SCHOOL
CONSENT**

Principals (or delegate), your consent is required by ticking the box beside the statements below. SDSS services cannot be provided until all statements are agreed to:

- ☐ **State Schools** – 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** – 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 the Community Resource Centre will provide services at our school and at prearranged alternate venues 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 Community Resource Centre Therapy Support Team.
- ☐ The student's parent/guardian consent has been given for this request to receive an SDSS service from the Community Resource Centre at our school.
If there are restrictions to consent, please outline: _____
- ☐ I confirm that this student meets the eligibility requirements to receive a SDSS service, as listed in following section *Evidence of Eligibility*.
- ☐ I understand that CRC SDSS services may include:
- | | |
|--|-------------------------------|
| • Sharing information with EQ therapists | • Photo / video material |
| • Observation & assessment of student's needs | • Equipment prescription |
| • Advice / selection / development of resources & equipment | • Generalisation strategies |
| • Consultation & collaborative goal setting with the teacher | • Direct face to face therapy |
| • Information & strategies for the teacher | |
- ☐ I understand that CRC therapy goals, which are in line with the student's education and support plans, will **be reviewed each semester** in collaboration with the student's education team.

Provide a convenient time to be contacted by a CRC Therapist. (e.g. Mon-Fri between 1-2pm):

Principal's (or Delegate's) Signature:	Date:
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STUDENT INFORMATION	STUDENT DETAILS	
	Family Name:	Given Name/s:
	Date of Birth:	Class / Year:
MEDICAL	Does the student have any existing health conditions, allergies, or take medication that may impact on their participation in therapy activities? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please give / attach details: _____	
STUDENT ELIGIBILITY	<p>To be eligible to receive a SDSS service, a student must be enrolled in a Queensland school (state or non-state) and be identified in one of the following ways:</p> <p><input type="checkbox"/> A student who was recorded in the latest submission of the Nationally Consistent Collection of Data on School Students with Disability (NCCD) as receiving supplementary, substantial or extensive adjustments.</p> <p><input type="checkbox"/> A student where the school requires assistance to address a barrier to the student's physical access to the school environment.</p> <p><input type="checkbox"/> A student who is new to the school (including Prep students), where the school has evidence of a diagnosed disability and has confirmed by the end of Term 1 that the adjustments provided are consistent with any of these descriptors in the NCCD guidelines (please refer to the 'NCCD selecting the level of adjustment' matrix)</p> <ul style="list-style-type: none"> Supplementary: The 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: The student has substantial support needs and receives essential adjustments and requires considerable assistance to the usual educational program at most times, on most days. Extensive: The student has very high support needs and is provided with extensive targeted measures and sustained levels of intensive support at all times. <p>NCCD Disability Category</p> <p><input type="checkbox"/> Physical <input type="checkbox"/> Cognitive <input type="checkbox"/> Sensory <input type="checkbox"/> Social/emotional</p> <p>NB: Although <i>Evidence of Eligibility</i> is not mandatory with this service request, the documentation provides valuable information for Therapists to support targeted intervention.</p>	
SPECIFIC RECORDED DISABILITIES	<input type="checkbox"/> Physical Impairment <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Autism <input type="checkbox"/> Deafness or Hearing Loss <input type="checkbox"/> Blindness or Vision Impairment	
ACCESS TO SPECIALIST EDUCATION AND OTHER SERVICES	Does the student access specialist education services at the school? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Therapy Services <input type="checkbox"/> Teacher Aide Support <input type="checkbox"/> Special Education Support <input type="checkbox"/> AVT <input type="checkbox"/> Other (<i>Specify</i>): _____ What other Organisations or Services are involved in supporting the student? _____	
DOCUMENTATION CHECKLIST	Required Documentation:	<input type="checkbox"/> Current Education and / or Support Plan
	Desirable Documentation:	<input type="checkbox"/> Evidence of Eligibility

GOAL CONFIRMATION FOR CURRENT SERVICE REQUEST

Please select and prioritise a maximum of **3** categories which support the student's learning plan.

(Examples given below may include but are not limited to each category)

NUMBER	CATEGORY	EXAMPLES
	COMMUNICATION / LANGUAGE SKILLS	<ul style="list-style-type: none"> • Use of grammar & sentence structure • Speech production • Interaction with teachers / peers • Asking & answering questions • Humour & understanding jokes • Literacy skills
	SOCIAL SKILLS	<ul style="list-style-type: none"> • Ability to self-regulate behaviour • Friendships • Play skills • Behaviours towards self / others • Manages frustrations / conflict resolution skills
	COGNITIVE SKILLS	<ul style="list-style-type: none"> • Objects & symbols – recognition, selection, matching & naming • Visual & auditory memory • Alphabet / number skills • Colour - recognition, selection, matching & naming
	FINE MOTOR SKILLS	<ul style="list-style-type: none"> • Grasp & use of pencils • Touching & tactile awareness • 3D constructions – blocks, lego, kinex, technics, mobilo • Holding & using scissors • Computer skills – keyboard & mouse
	GROSS MOTOR SKILLS	<ul style="list-style-type: none"> • Running, jumping, skipping • Ball skills - catching, throwing & kicking • Balancing on one leg / hopping • Sitting posture/s
	EXECUTIVE FUNCTION / ADAPTIVE SKILLS	<ul style="list-style-type: none"> • Turn taking & waiting • Presentation of classwork • Lining up & walking in a line with peers • Organising belongings • Coping with changes • Everyday living • Task completion • Attention – individual / joint • Transition time • Knowing & following class routines • Personal hygiene skills • Participation in sports / music activities
	SENSORY OVER / UNDER RESPONSIVE OR SEEKING / AVOIDING	<ul style="list-style-type: none"> • Visual • Auditory • Tactile • Taste • Vestibular • Proprioception • Smell
COMMENTS		
PRIVACY NOTICE		<p>All approved SDSS organisations have a current service agreement with the Department of Education, which requires them to adhere to strict Disclosure of Confidential Information and Protection of Personal Information clauses when delivering a service.</p> <p>The personal information gathered by the Banana Shire Community Resource Centre for this request is for the purpose of delivering services to improve access to and participation in curriculum and educational outcomes and will not be used for any other purpose or given to any other party unless you have consented or we are authorised by law to do so.</p>