



SSEND FREQUENTLY ASKED QUESTIONS

Q. What is the School of Special Educational Needs: Disability (SSEND)?

A. SSEND is one of four schools of special educational needs that form part of the Student Support Directorate in the Statewide Services Division, the other three being SSEN: Behaviour and Engagement, SSEN: Sensory and SSEN: Medical and Mental Health. SSEND is led by a Level 6 Principal, who has overall responsibility for the delivery and monitoring of services and support for students with a diagnosed or imputed disability.

The School of Special Educational Needs: Disability (SSEND) is a dynamic service committed to working in partnership with your school to collectively improve educational outcomes for students with disability. Support is provided by Consulting Teachers and resources available to educators and students.

Q. Does SSEND support schools statewide?

A. SSEND have hubs located in metropolitan and regional areas. We provide support to all Department of Education schools across the state.

Q. How does a school access SSEND services?

A. The Principal or delegate can submit a Request for Assistance for SSEND via One Classroom oneclassroom.wa.edu.au.

Requests are needs assessed by SSEND staff collaboratively with the requesting school to inform decisions regarding service provision. If the Request for Assistance is not most best supported through SSEND, direction around the best pathway for support will be given.

Q. There are three request pathways on One Classroom. Which one do I choose?

A. Assistive Technology (AT) – This pathway allows you to make requests for student equipment. There are set protocols and procedures to adhere to for the provision of AT support and resources. This is to ensure the supports provided meet the identified needs of the student.

Individual Student – This pathway allows you to make requests for individual students with a diagnosed or imputed disability. SSEND will individually needs assess requests to ensure the Consulting Teacher with required skillset is allocated to support to ensure positive outcomes. The focus of support will be negotiated to suit the needs of the student and the school in support of the student.

Whole School – This pathway allows schools to make a request for whole school support, this does not include individual student support. Schools can seek innovative ways to build capacity in collaboration with a Consulting Teacher. Supports may include, but are not limited to; professional learning, consultancy, whole school planning.

Q. Does SSEND support students with an imputed disability?

A. Schools may initiate a Request for Assistance (RFA) for students with an imputed disability. The student's individual needs will be discussed during the needs assessment process.

<https://www.nccd.edu.au/wider-support-materials/definitions-disability-and-nccd-categories>

Consulting Teachers are unable to support schools in the process of imputing a disability as this is undertaken at a school level in consultation with relevant professionals, parents and carers.

Q. Will I have the same Consulting Teacher for all requests submitted at my school?

A. Consulting Teachers are allocated based on the identified need matched to the relevant skill set. The needs assessment process will collaboratively determine the most suitable support required. You may have different Consulting Teachers supporting in the school based on the identified need, however, SSEND aims to provide consistency to schools.

Q. How does SSEND prioritise services?

A. Requests for Assistance are prioritised based on the identified needs of the student and school. The support required will be negotiated as part of the needs assessment process.

Q. Does SSEND support parents and carers?

A. Where appropriate the Consulting Teacher may engage collaboratively with the parents alongside the requesting school. The school remain the case manager at all times. The support provided is in response to an identified need and is targeted to build the capacity of the school to provide the ongoing support required for each student with a diagnosed and imputed disability.

Q. What are the expectations of schools whilst accessing support from SSEND?

A. Services provided by SSEND aim to build capacity within schools to support students with a disability, by supporting development of staff knowledge and skills, and school processes and systems.

The requesting school retains primary responsibility for the case management of individual students who receive support from SSEND.

A collaborative approach is used, engaging school staff, parents and carers, and other relevant intra and interagency partners where appropriate in negotiating service delivery and intervention planning.

Q. How does SSEND integrate with other Statewide Student Support Services?

A. SSEND is part of the Student Support Services Directorate in the Statewide Services Division. This Directorate integrates school and student support services.

<http://det.wa.edu.au/studentsupport/detcms/portal/>

The Student Support Directorate has an agreed process to enable schools and branches to seek collaborative support to best meet the identified needs of students.

SSEND will always be the lead support for students with disability. In working with schools on the case management of individual students, SSEND will ensure these services and supports are accessed as required.

Q. What should a Principal do if they have concerns regarding SSEND services?

A. The Principal can contact the relevant Associate Principal for the region on 9402 6185 or the Principal, School of Special Educational Needs: Disability on 9402 6185.