

### Question Taken Under Advisement

*Can you estimate your success rate? How many of these 100 have been successful?*

It is difficult to determine from the ERN database but I can say that I have completed 119 access request application. Of those 5 were declined, 20 completely rewritten at regions request and countless readjusted to regions domain recommendations. Since 2015 I have asked for special education class placement or specialist school settings 20 times and been declined placement 10 times.

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*Could you give us your thoughts on what a practical and reasonable alternative system would be for accessing funds?*

- Regional panels meet on a needs basis as access requests are submitted not just twice a term
- Changes to domain scores, provisions requested and the like are done by region and communicated to schools to avoid constant school based changes
- Students are processed for support based on school observations irrespective of whether they have a current disability confirmation sheet
- The funding model recognises all disability as equal not a hierarchy of disabilities that preclude some mental health, autism and intellectual disabilities for being eligible for additional funding
- Region pays for any additional services they request such as occupational therapist reports
- Upon remittance advice from state office, region immediately releases funding to schools and state office reimburses region rather than schools waiting for a 2 month procedural turn around to release funds to schools
- If special education positions and special school positions are unavailable, region manages those students' access requests and tables them at the next meeting without the necessity of schools having to clone and resubmit applications
- Students who have current integration funding in year 6 automatically receive funding in Year 7 without the necessity of reapplication
- Students with an intellectual disability in mainstream automatically receive funding for their years at school as the diagnosis will not change and they face enormous challenges in accessing the curriculum outcomes