



The School of Special Educational Needs: Disability (SSEND) Frequently Asked Questions

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

A. SSEND is one of eight specialist schools that form part of the Student Support Directorate in the Statewide Services Division of the Department of Education, the other seven being SSEN: Behaviour and Engagement, SSEN: Sensory, SSEN: Medical and Mental Health, The School of Alternative Learning Settings, Instrumental Music School Services, The School of Swimming and Water Safety, and the School of Isolated and Distance Education. SSEND is led by a Principal, who has overall responsibility for the delivery and monitoring of services and support for students with a diagnosed or imputed disability.

SSEND is a dynamic service committed to working in partnership with schools to collectively improve educational outcomes for students with disability.

Q. Does SSEND support schools statewide?

A. SSEND provides support to all public schools in Western Australia through hubs located in metropolitan and most regional areas.

Q. How does a school access SSEND services?

A. The Principal or delegate, can submit a Request for Assistance (RfA) for SSEND via Ikon. Support is negotiated collaboratively with the requesting school and is prioritised using the SSEND Prioritisation Overview found on Ikon. If the Request for Assistance is best supported through another school or area other than SSEND, direction around the best pathway for support will be provided.

[Request support for a student with disability - Ikon - The Department of Education](#)

Q. How does SSEND prioritise services?

A. RfAs are prioritised based on the identified needs of the student and school. The SSEND prioritisation overview has been developed in alignment with the Statewide Services (SWS) Prioritisation Framework to guide service provision and prioritisation for RfAs. The support required will be negotiated as part of the needs assessment process.

[Request support for a student with disability - Ikon - The Department of Education](#)

Q. Does SSEND support students with an imputed disability?

A. Principals can submit an RfA for students with an imputed disability. All requests go through a needs assessment process to determine the most effective pathway for support and are prioritised using the SSEND Prioritisation Overview found on Ikon.

[Request support for a student with disability - Ikon - The Department of Education](#)

In the school context, an imputed disability is an undiagnosed disability that someone believes another person has, and there is reasonable evidence to support this. For more information about imputed disability, refer to the National Consistent Collection of Data on School Students with Disability (NCCD).

<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. What can schools expect when accessing support from SSEND?

A. Services provided by SSEND aim to build capability within schools to support students with a disability, by supporting development of staff knowledge and skills, 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, students, parents, and carers, and other relevant intra and interagency partners where appropriate, in negotiating service delivery and intervention planning.

Q. Will the same Consulting Teacher support all requests in my school?

A. Consulting Teachers are allocated based on the identified need. The needs assessment process will collaboratively determine the most suitable support required. There may be different Consulting Teachers supporting in your school based on the identified need. However, SSEND aims to provide consistency, where possible.

Q. Does SSEND have online resources to support schools and students?

A. *One Classroom*, the website of SSEND, provides access to an extensive range of online learning resources that support inclusive learning environments.

Q. How can schools access professional learning from SEND?

A. SEND offers professional learning opportunities in a range of formats to all Department of Education schools in Western Australia. These include scheduled live professional learning events, self-paced online professional learning modules, guided on demand professional learning modules and online PL resources, such as digital print documents. All professional learning can be accessed through the *One Classroom* website.

Q. Does SEND provide laptops/iPads or similar for students who have difficulty with accessing the curriculum?

A. SEND provides Assistive Technology (AT) consultation, recommendations, professional learning and support for curriculum access to students with disability. Support may include time limited trials of hardware, peripherals and software to assess the suitability of AT for identified curriculum access and adjustment needs. At the end of the trial, recommendations are made to schools on AT for students. Recommended software and peripherals that support curriculum access may be provided by SEND to schools. iPads and laptops are not provided. Provision of recommended software and peripherals does not include Education Support Schools and Centres or endorsed education support programs, they already receive funding for this purpose.

Q. Does SEND provide communication systems or devices for students?

A. The prescription of an Augmentative and Alternative Communication (AAC) system is the responsibility of a specialist Speech Pathologist and funded by NDIS. SEND consulting teachers are unable to make recommendations or provide a robust communication system. SEND consulting teachers can support in upskilling of communication partners and integration of a students prescribed AAC system within the classroom setting. SEND consulting teachers may be able to support with interim strategies to support communication where a Speech Pathologist has not yet been engaged to support communication.

Q. Does SEND provide equipment to schools to support student mobility?

A. SEND provides basic and essential access, mobility, and positioning equipment to public schools for students with permanent and temporary disability, to improve their curriculum and physical access.

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

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



Q. Where do schools go to understand student funding?

A. The Disability and Inclusion branch of Statewide Services manages funding and resourcing to schools for students with disability. School staff can apply for an Individual Disability Allocation (IDA) to support schools to make necessary and reasonable teaching and learning adjustments and meet the school's obligations under disability legislation.

[Apply for the Individual Disability Allocation for students with a disability - Ikon - The Department of Education](#)

Q. Can SEND help to select the most appropriate school for students with a diagnosed or imputed disability?

A. Children with a diagnosed or imputed disability can enrol at their local school. Children with disability may be eligible to attend an education support school, centre, or program. The Enrolment Framework for Students with Disability in Public Schools can be found below.

[Enrolment Framework for Students with Disability in Public Schools - Policies - Department of Education](#)

Regional offices are best placed to provide further information or support.

Q. Does SEND support parents and carers?

A. The Department of Education values parent voice, and school and family collaboration. Where appropriate, SEND may engage collaboratively with parents alongside the requesting school. The support provided by SEND is in response to an identified need and is targeted to build the capability of the requesting school to support with a diagnosed or imputed disability.

Q. Does SEND provide support when parents have concerns?

A. Where parents have concerns, talking to their child's teacher or principal is the best place to start. If an issue cannot be resolved at school level, the Department will work with parents to address concerns in a prompt, visible and fair process, where all parties are heard and respected. Contact details are provided in the link below.

[Complaints - Department of Education](#)



Q. Does SEND collaborate with external providers?

A. Schools and service providers have a shared interest in achieving positive educational outcomes for students with disability. This is achieved by making reasonable adjustments to suit each student's individual education needs and supporting them to reach their full potential. Where appropriate SEND may engage collaboratively with service providers alongside the requesting school in response to an identified need.

[Service providers in schools - Department of Education](#)

Q. Does SEND support students with a Specific Learning Disorder (SLD)?

A. Yes, Consulting Teachers from SEND provide support for individual students with a diagnosed Specific Learning Disorder (SLD). Additionally, we can provide support for staff working with students with SLD within a whole school context.

Individualised support includes detailed observation and collaborative intervention planning according to individual student need. Consulting teachers work alongside school staff to gather information, identify strategies, access resources and ensure fidelity of intervention implementation through modelling and coaching.

Whole school support may include the provision of whole-school professional learning to build staff capacity, the facilitation of intervention planning workshops for teachers, and consultation regarding school-wide planning under the academic domain within a Multi-Tiered System of Supports (MTSS). Consulting Teachers can also offer guidance on the implementation of a Response to Intervention framework to ensure students receive targeted and evidence-based support based on their individual learning needs.