

Community Support Team - Hunter Region

Ageing, Disability and Home Care (ADHC)

Overview of Service

Case Management, Behaviour Intervention and Therapy Services to people with an intellectual disability.

People we provide a service to:

Services are provided to children from 0 - 6 years of age who have a global developmental delay and to children over 6 with an intellectual disability. Children may present with other secondary problems. Families may live in the following Local Government Areas: Cessnock, Dungog, Gosford, Lake Macquarie, Maitland, Muswellbrook, Newcastle, Port Stephens, Singleton, Wyong, Merriwa, Murrurundi and Scone.

Service details, operating hours and fees:

Address:	See below
Postal:	See below
Phone:	See below
Fax:	See below
Contact Person:	All initial contact must go via the Reception Team
Hours:	Monday to Friday, 9am to 5pm
Fees:	There are no fees - this is a free service
Wheelchair Access:	There is wheelchair access to all facilities
Transport Options:	All services are on bus and train routes

Referral and entry process:

Anyone can make a referral - including parents. Parent consent is required when making a referral. Referrals can be made by phone, fax, email or post.

All referrals need to be made to an Information, Referral and Intake Officer via the Hunter Region Reception Team. **To make a referral:**

Phone:	1300 205 268
Fax:	4978 6299
Email:	disabilityintake-newcastle@dadhc.nsw.gov.au
Post:	PO Box 2161, Dangar 2309

For Central Coast, phone 4320 4100 and ask to be transferred to the central intake number.

The Community Support Team – Hunter Region is based in four offices located across the Hunter Region. Contact details for these offices are as follows:

Service:	Maitland Community Services Centre
Address:	1/12 Ken Tubman Drive, Maitland 2320
Postal Address:	PO Box 36, Maitland 2320
Phone:	4909 3000
Fax:	4909 3099

Maitland Community Services Centre has an Outreach Office at Muswellbrook which operates Monday, Tuesday, Wednesday and Friday. Contact via Maitland Office.

Service:	Muswellbrook Community Services Centre
Address:	Shop 6, Commercial Centre, Market Lane, Muswellbrook 2333
Postal Address:	PO Box 289, Muswellbrook 2333

Service: Newcastle Community Services Centre
Address: Level 5, 670 Hunter Street, Newcastle West 2302
Postal Address: PO Box 2161 Dangar 2309
Phone: 4978 6100
Fax: 4978 6299

Service: Central Coast Community Services Centre
Address: Level 5, Gateway Building, 221 Mann Street, Gosford 2250
Postal Address: Locked Bag 37, Gosford 2250
Phone: 4320 4100
Fax: 4320 4199

Once eligibility is determined a Needs Assessment can be conducted to discuss needs in more detail. The program may have a waiting list.

Role of the service:

The Community Support Team is a multidisciplinary community based team which provides assistance to individuals with an intellectual disability. Early intervention is just one aspect of the service with support being available to people of any age who have an intellectual disability. When working with young children the service targets children with, or at risk of developing, an intellectual disability.

Aims of the service:

The program aims to address the individual needs of each child and family through providing a range of support. The program is family focused and aims to involve the family in all decisions made regarding the types of services to be provided.

Philosophy of the service:

The program recognises that the early identification of children who are at risk of delayed development is essential, and that the earlier contact is made and support provided to children, the better the child's prospects are to reach his/her maximum potential.

Services we provide:

The program provides a range of services including:

- Assessment
- Service Coordination/Case Management
- Behaviour intervention
- Assistance with disability related issues
- Assistance seating and positioning
- Communication programs
- Assistance with eating and drinking problems
- Consultation

Some other important information about our service:

Approaches we use:

A range of intervention approaches is used - depending on what is most appropriate to address the families' needs. These include: one to one programs with the child, home programs, parent education, group programs, preschool programs, consultation and program support to other agencies involved with the family e.g. preschool.

Locations we provide service:

Services are provided at a range of locations as required. Home visits and itinerant based support are the most frequently used, however occasionally services are provided at the centre itself.

Staff in our service:

The program is supported by a multidisciplinary team including: Community Workers/Nurses; Occupational Therapists; Physiotherapists; Psychologists; Speech Pathologists; Behaviour Intervention Clinicians and Social Workers. The amount of time staff spend working with young children, as opposed to other children and adults using the program, varies on a needs basis.

Assessments we provide:

The service provides developmental and functional assessments. Also assessments in the areas of: psychology, occupational therapy, physiotherapy and speech pathology in relation to a specific request.

Resources we have available:

The service has a range of material available for families receiving services.

Early Intervention Program

NSW Department of Education and Training

Overview of Service

- Early Intervention Sessions [Small Group]
- Recourse/Outreach Support to Preschools
- Transition to school support

People we provide a service to:

Services are provided to children aged 2 years 9 months to school entry age who have a disability or developmental delay. Children may present with needs in the following areas: developmental delay/disability, cognitive impairment, behaviour, communication, genetic/birth defects, physical disability or fine/gross motor difficulties, difficulties related to social development [eg. autism], behavioural difficulties, sensory impairments, perceptual difficulties, self help needs, or difficulties related to emotional development, feeding, or genetic / birth defects.

Service details, operating hours and fees:

Address:	See below
Postal:	See below
Phone:	See below
Fax:	See below
Contact Person:	See below
Hours:	Monday to Friday during school hours. [school terms only]
Fees:	There are no fees however families are asked to provide morning tea and/or lunch for their child, depending on what is appropriate
Wheelchair Access:	There is wheelchair access to each of the Department's early intervention program facilities
Transport Options:	Most program settings are accessible via public transport. The Department may provide transport assistance if the family live within the geographic area served by the program and are: <ul style="list-style-type: none">· unable to provide or arrange transport for the child themselves· unable to use public transport facilities· experiencing financial difficulties To receive transport assistance the child must be attending the closest, most appropriate setting

Referral and entry process:

Anyone can make a referral - including parents. Referrals must be made in writing and referring agencies must have parent consent to make a referral. Wherever possible, reports should be attached to the referral, as relevant professional reports confirm the child's areas of need and may avoid the need for further assessment to establish the child's eligibility for service.

Referrals should be directed to the Department's Disability Programs Consultant in the area where the family lives. Contact details for these are as follows:

Lake Macquarie School Education Area, Disability Programs Consultant
Phone: 4972 3000
Postal Address: PO Box 162, Swansea 2281

Newcastle School Education Area, Disability Programs Consultant
Phone: 4904 3900
Postal Address: PO Box 82 Adamstown 2289

Maitland School Education Area, Disability Programs Consultant
Phone: 4931 3500
Postal Address: Level 1, 2 Caroline Place, Maitland 2320

Central Coast School Education Area, Disability Program Consultant
Phone: 4348 9100
Postal Address: Level 3, 40 Mann Street, Gosford 2250

Upon acceptance of a referral the Disability Programs Consultant, in consultation with the District Guidance Officer determines eligibility for entry. This may necessitate additional assessment by the local School Counsellor and observations of the child in their preschool by the local Early Intervention teacher. The child's case is then discussed at an Intake Committee Meeting attended by the Disability Programs Consultant, School Principal, Early Intervention Teacher, Guidance Officer and/or Counsellor. The purpose of the meeting is to decide the child's eligibility for entry into the program, his/her priority for placement and the suitability of the program to meet the child's needs. Parents are then informed by mail of the outcome of the meeting. If a vacancy exists in the program, and the child is eligible to enter, parents will be contacted by the School Principal or Early Intervention Teacher. If a vacancy is not available then the child goes on a waiting list to enter the program.

There may be a waiting list/period. The Department conducts at least two intake meeting per term and generally if a child is considered eligible they would probably wait no longer than 3 months, depending upon their priority for placement and the availability of vacancies in the program at each setting.

Priority is shown to children with significant needs [developmental disability/cognitive impairment], children not receiving other services; children who have high support needs which can be catered for in a group context.

Role of the service:

The Department of Education and Training operates Early Intervention Programs in the Greater Newcastle area at Waratah Public School, Kotara South Public School and Toronto Public School. In the Hunter area, at Telarah Public School and at Lake Munmorah Public School in the Central Coast area.

The programs are focused on providing early support to children with special needs to maximise their opportunity to achieve their individual potential. The programs:

- Provide young children with special needs with small group preschool experiences which are complementary to their preschool program.
- Provide each child with an individual education program designed to maximise their potential. This program is designed, implemented and monitored by all those involved with the child e.g. teacher, family, therapists.
- Prepare young children with disabilities or developmental delays for preschool and provides children/families with transition support into school.
- Provide resource/outreach support to preschools and childcare centres.

Aims of the service:

The program aims to provide each child with an individual program designed to maximise their potential and promote a successful transition into school. The program aims to provide age appropriate educational programs which promote the individual development of each child within a group context, and that encourage the child to generalise skills across different environments. Each child's program is developed using a collaborative approach - with the child's parents, teacher and therapists working together.

Philosophy of the service:

The Department recognises that for all children the early years are a time of rapid development when the foundation is established for many later skills, and that this period is critical for children with disabilities or developmental delays. The Department understands the importance of providing early intervention support to young children with special needs to ensure that children are given the support they need to achieve their maximum potential.

The Early Intervention Programs also recognise the vital role of the family and adopts a collaborative team approach to helping children. An Individual Education Plan is developed for each child through consultation with the child's family and other key personnel involved with the child [Early Learning Support Team]. Staff are committed to maintaining ongoing communication among all personnel involved with the child and family.

Services we provide:

The program provides a range of services including:

- Early intervention sessions
- Resource/Outreach support to preschools and child care centres
- Family/parent education
- Transition support into early intervention, preschool and school.

Some other important information about our service:

Approaches we use:

The program uses a variety of approaches including: one to one work with the child, group programs, preschool programs, parent education and consultation.

Locations we provide service:

Services are provided at the school and at local preschools and early childhood centres.

Staff in our service:

Each Early Intervention Class is staffed by a full-time Special Education Teacher and part-time aide and has access to a local School Counsellor.

Assessments we provide:

The program provides developmental assessment and educational/functional assessments. Psychological assessments [observational and psychometric] can be arranged with the District School Counsellor and are usually completed prior to the child's arrival in the program and every two years thereafter. Teachers can also arrange assessments with collaborating health and therapy professionals.

Resources we have available:

Each setting usually has a range of resource material available for families, including: general information handouts; printed leaflets and pamphlets; books or videos. These resources may be free or available for loan.

Itinerant Support Teacher: Early Intervention

NSW Department of Education and Training

Overview of Service

Transition to School Support Program

People we provide a service to:

Services are provided to children 4 - 6 years of age who have difficulties with learning or behaviour, and are in the process of making the transition to school. Families living in the Port Stephens area are the priority.

Support is targeted at children who will have high support needs in the school setting. This includes children with: cognitive impairments, developmental disabilities, communication difficulties, emotional needs, difficulties related to genetic/birth defects, learning difficulties, physical disabilities or difficulties with social development e.g. autism, behavioural needs, fine/gross motor difficulties or perceptual problems. Children with sensory disabilities [hearing or vision] are referred to more appropriate services.

Service details, operating hours and fees:

Address:	C/- Raymond Terrace Public School, Swan Street, Raymond Terrace 2324
Postal:	See referral and entry process section
Phone:	See below
Fax:	See below
Contact Person:	See below
Hours:	Rotating roster – 3 days/week, 9am to 3pm [School terms only]
Fees:	There are no fees - this is a free service
Wheelchair Access:	Not relevant as staff go out into the community
Transport Options:	Not relevant as staff go out into the community

Referral and entry process:

Anyone can make a referral - including parents. Referrals must be made in writing and referring agencies must have parent consent to make a referral. Reports are not mandatory when making a referral, however copies of relevant professional reports which confirm the child's areas of need are appreciated e.g. doctor, psychologist, preschool, therapist. Such reports may avoid the need for further assessment to establish the child's eligibility for service.

Referrals for the service should be directed to the Disability Programs Consultant at the Maitland Department of Education office.

Phone: 4931 3500

Postal Address: Level 1, 2 Caroline Place, Maitland 2320

The child's referral is discussed at an Intake Committee Meeting attended by a representative of Raymond Terrace Public School, Disability Programs Consultant, Early Intervention Teacher, Guidance Officer and/or Counsellor. The purpose of the meeting is to determine the child's eligibility for entry into the program, his/her priority for placement and the suitability of the program to meet the child's needs. Parents are informed by mail of the outcome of the meeting. If a vacancy exists in the program, and the child is eligible to enter, parents will be contacted by the Early Intervention Teacher.

Priority is shown to children with significant learning or behavioural needs and to children not receiving other services. The service follows children through to the end of their first term at school.

Role of the service:

The main role of the service is to provide support in the transition of young children with difficulties in learning or behaviour from pre-school to school. This support is provided to families, schools, preschools and other agencies. Support includes planning, applying for integration funding [where appropriate] and assisting with integration to school programs.

Aims of the service:

The aim of the program is to help achieve a successful transition to school for children with difficulties in the area of learning or behaviour. This is achieved through:

- Informing families of their educational options and the Department's transition process/guidelines.
- Providing families with programs/strategies that will assist their child prepare for school.
- Working closely with school personnel to ensure transition guidelines are implemented.
- Ensuring school staff are prepared for the child's entry and able to provide continuity of support and learning experiences.

Philosophy of the service:

The service recognises that the successful transition to school of children with significant learning and behaviour difficulties requires key school personnel be adequately prepared for the child's arrival, and that continuity of support and learning experiences be provided to the child.

Services we provide:

The service provides: support with behaviour management; early special education; parent/ family education; integration support and transition support into school.

Itinerant Support Teachers: Hearing Impairment

NSW Department of Education and Training

Overview of Service

- Home Visit Program
- Pre-school Support Program
- Centre Visits Program

People we provide a service to:

Services are provided to children 0 - 6 years of age who have a hearing impairment. Children may also have other disabilities, with the level of support provided by the program depending on the child's main disability. Families must live in the Hunter area.

Service details, operating hours and fees:

Address:	There are three locations: Kotara South Public School, Rae Crescent, Kotara 2289 Tenambit Public School, Edward Street, Tenambit 2323 Elmore Vale Public School, McCaffrey Drive, Elmore Vale 2287
Postal:	As above.
Phone:	Kotara South: 4956 1116 (ph/fax) Tenambit: 4933 7196 ElmoreVale: 4955 9016
Fax:	Kotara South: 4956 1116 (ph/fax) Tenambit: 4933 7999 Elmore Vale: 4950 2195
Contact Person:	Assistant Principal Itinerant Support Teachers: Hearing Impairment
Hours:	Monday – Friday, 9.00am to 3.30pm Services are provided during school terms only
Fees:	There are no fees - this is a free service
Wheelchair Access:	Not relevant as staff go out into the community
Transport Options:	Not relevant as staff go out into the community

Referral and entry process:

A professional referral is required from an Educator. Referrals must be accompanied by a recent audiogram from Australian Hearing Services; E.N.T. report from Community Health Audiometrist; Nurse Audiometrist report [if child has a history of Otitis Media] or a private Audiologist report. These reports are not necessary in every circumstance.

The service does not have a waiting list. If the child meets the criteria specified by the Department of Education and Training then their level of support is determined and service begins. Young children are usually fitted in very quickly as teachers can make adjustments to their overall caseloads. If the child does not meet the service's criteria then their progress may be monitored and consultation support negotiated and provided as required.

Role of the service:

The service provides support to children 0 - 18 years of age with a hearing impairment and has several roles: First, to provide individual educational programs to children with hearing impairments from the time of their diagnosis. These programs address communication skills [verbal and non-verbal], speech development and listening skills. Second, to prepare children for the transition to school or a support class [as appropriate]. Third, to provide information and skills development to families. Fourth, to offer consultancy support to other agencies as required. The program has several teachers who work with children throughout the area on a needs basis. There are no limits to

time available for individual children as long as Departmental caseload guidelines are followed.

Aims of the service:

The service has several aims. First, to prepare children for their future educational placement whether this is an integrated or support setting. Second, to establish competent communication skills for the child and his/her family and community. Third, to assist members of the wider community to understand hearing impairment and to interact appropriately with children who have a hearing impairment. Finally, to develop the skills of preschool and school educators so that they can better assist children with a hearing impairment.

Philosophy of the service:

The service provides educational programs which focus on enabling children with hearing impairments to realise their full potential and to contribute to the local community in which they live. The service is also committed to promoting wider community understanding and awareness of disabilities and the needs of children with hearing impairments.

Services we provide:

The service provides: access to aids/equipment; early special education; family/parent education; integration support; transition support into early intervention, preschools and schools. The Department of Education and Training also provides other services such as counselling and transport assistance.

Some other important information about our service:

Approaches we use:

The program uses a variety of approaches including one to one work with the child, parent education, home programs, support visits to preschools and consultation.

Locations we provide service:

Support Teachers for children with hearing impairments are based in various public school locations throughout Newcastle, Lake Macquarie and the Lower and Upper Hunter. They provide services at a variety of settings including homes [with special permission], preschools and other suitable venues agreed upon by family and service.

Staff in our service:

The service is staffed by Special Educators.

Assessments we provide:

The service provides educational/ functional assessments and communication mode assessments. Hearing assessments are carried out by Australian Hearing Services. Assessments are multidisciplinary cross agency.

Resources we have available:

The service has a range of material available for families. This includes: general information handouts [free and loan]; books [loan].

Itinerant Support Teachers: Vision Impairment

NSW Department of Education and Training

Overview of Service

Advice and Support Program for Children with Vision Impairment including children who are blind.

People we provide a service to:

Services are provided to children 3 years of age and over who have a vision impairment. Families must live in the Hunter Region including: Lake Macquarie, Newcastle, Port Stephens, Maitland, Cessnock, Gloucester, Dungog, Singleton and Muswellbrook.

Service details, operating hours and fees:

Address:	Newcastle School, Cnr. Union and Laman Streets, Cooks Hill 2300 Budgewoi Public School, Woolana Avenue, Budgewoi 2262 Cessnock West Public School, Cnr. Wollombi and Campbell Streets, Cessnock West 2325
Postal:	As above
Phone:	Newcastle: 4929 1663 Budgewoi: 4390 9166 Cessnock West: 4990 1637
Fax:	Hamilton: 4929 2319 Budgewoi: 4399 1958 Cessnock West: 4991 1523
Contact Person:	Assistant Principal Itinerant Support Teachers: Vision
Hours:	Monday to Friday 9am to 3 pm (During school terms only)
Fees:	There are no fees - this is a free service
Wheelchair Access:	Not relevant as staff go out into the community
Transport Options:	Not relevant as staff go out into the community

Referral and entry process:

A professional referral is required from an Educator. Referrals must be accompanied by a medical report documenting the child's vision status. After a referral is received a consultation process occurs at the education centre. The service does not have a waiting list.

Role of the service:

The service provides support to children 3 - 18 years with a visual impairment. Children under 3 years of age through negotiation with local support centres.

Aims of the service:

The aim of the program is to facilitate and maximise educational outcomes for children with a visual impairment.

Philosophy of the service:

The service provides assistance with educational programs which focus on enabling children with vision impairments to realise their full potential and to contribute to the local community in which they live. The service is also committed to promoting wider community understanding and awareness of disabilities and the needs of children with vision impairment.

Services we provide:

The types of support provided are needs based. The service provides transition support into Public Schools and may provide support to enable inclusion into preschools. Support to private centres must be negotiated at a support centre.

Some other important information about our service:

Approaches we use:

The service uses a range of approaches including one to one with the child, group programs, consultation and providing support at Departmental Preschool programs. [Support to private preschools is negotiated at a district level].

Locations we provide service:

Support Teachers for children with vision impairments are based in various public school locations throughout Newcastle, Lake Macquarie and Maitland. Teachers provide services in a variety of settings.

Staff in our service:

The service is staffed by Special Educators who work with young children on a needs basis.

Assessments we provide:

The service provides functional vision assessments.

Resources we have available:

The service is able to provide support for families and professionals - information handouts, books, video/audio materials relevant to the educational setting.