



## Frequently Asked Questions

### **When can I apply for KIS?**

Applications for 2022 can be received from the first of October. The information session has been included within this KIS information package and we encourage you to apply for children known to you as early as possible.

New applications can be submitted up until the last day of term one and will be assessed by the Regional Advisory Group (RAG). Applications received after this MUST meet extenuating circumstances and the regional KIS Early Learning Coordinator must be contacted before submission. Applications eligible for late assessment will be assessed by the Department of Education and Training.

### **How can I learn about the KIS program and what the role of the Additional Assistant is?**

Provided within this information package is the link to the current KIS guidelines and applications. Also provided are the most current KIS fact sheets that will be an excellent support with your initial conversations with families and teaching team.

Please make sure that families understand the purpose of KIS. Families may have been told via alternative networks that KIS funding provides and aid for 1:1 support for their child. If this is the expectation, then it can create a lot of challenges for teachers. Additional Assistants (AAs) at Uniting are clear that they are additional support for the group. This means that by nature of the child needs that were identified in the KIS application that the AA, in conjunction with the teaching team will spend more time with this child than others. Secondly, many of our communities have children other than the KIS child who have additional or complex needs (may not be eligible for KIS but have assessed within the group dynamics for the need for increased KIS funding) and you will need the AA to be part of the teaching team that also supports these children.

### **Writing a KIS application. What do I need to know?**

Please ensure that the child is eligible before you start writing an application. Refer to Department of Education and Training (DET) website and read the Kindergarten Inclusion Support Guidelines before commencing an application.

This includes checking that the child meets the disability criteria. You need to provide ONE of the following

- Current NDIS plan **or** documentation that evidences that the child has been assessed as eligible for NDIS and is waiting for the first plan to be developed.

- Letter from Specialist Medical Practitioner or Paediatrician or Registered Psychologist stating that the child has a diagnosis and/or areas of developmental delay
- Letter stating that the child will be going through assessment for a diagnosis and/or areas of developmental delay
- Letter from a Special Developmental School stating evidence of enrolment or from a key worker stating support. *Please note that Allied Health support is not evidence of meeting the disability criteria.*

### **Key points to consider when writing and submitting a KIS application**

- Why submit as early as possible? Ensuring your application is assessed early allows you to nominate your preferred Uniting AA before they accept a placement elsewhere.
- This year we are expecting an increase in applications due to three-year olds being eligible. If all applications are submitted by three- and four-year-old teachers in December or January, it will not be possible for the Regional Advisory Group to assess them and placement of an AA for a week two start. **Please apply as early as possible for children having a second year or who are known to you.**
- It is the role of the four-year-old teacher to write and submit the KIS application, with the support of the three-year-old teacher if applicable and/or families. It is the role of the three-year-old teacher to write the application with the support from families.
- The KIS application has been developed to be a working document to not only assess eligibility for KIS but to also be a document for the 2022 teacher and teaching team to understand the child's needs, strategies for transition and support plans for the teaching teams and Parent Support Groups to be guided by.
- Please watch the video included in the 2022 KIS information package about how to write a KIS application

### **How many KIS applications do I need to write?**

Our advice to teachers when this question is asked, is to first understand what additional support you will need. If you have three children who meet the criteria and believe that one AA will be able to provide the additional support to the group, then write an application for the child with the highest need, i.e. the most significant risk of serious injury (if this is the criteria you are applying under) and add the other children in the context of the group.

Ensure that in the context of the group information that you are giving enough information and context to the behaviours of children. For example, saying that there are two children with ASD, three with ESL and one early start child, does not give the Regional Advisory Group enough context to assess the **additional risk**. Please provide enough information in a short summary and describe the behaviours, and context and frequencies for each child

You may decide that two applications are required but there is no need to for three applications unless of course you are seeking more than one AA.

- School exemption declarations must be submitted to the DET via Kindergarten Information Management System (KIMS) for the application to be sent for assessment at the Regional Advisory Group meeting.
- If you are submitting a second-year application, acknowledge that there has been an AA for 2020 and describe how this has **prevented risk from occurring**.

If your application is based on the significant risk criteria, please reflect on how you provide information of the serious risk of injury to self or others within the behaviour management plan.

Tips to writing a strong application in the behaviour management section.

1. Be very descriptive about the behaviour. The Regional Advisory Group needs to be able to develop a visual understanding of the child and their behaviours. While you can see the impact and seriousness of a child pushing or hitting, the RAG cannot so you need to provide a visual description and the impact the behaviour has on the child or children and/or adults
2. Avoid using generalised terms like 'becomes frustrated or overwhelmed, or challenging behaviours. A lot of young children feel this way. Be very descriptive what this looks like and why it is significant risk of injury to self or others.
3. Provide the facts, avoid 'might or could hurt others'. All children might hurt someone. If you are preventing risk, then describe what risk you are preventing and how and the frequencies. Always provide frequencies and duration for behaviours. Avoid using often or sometimes. Your definition of 'often' will differ from others.

**Electronic signatures are not accepted for KIS applications. All signatures must be provided on the applications and the front page of each report must be initialled by a parent or carer**

#### ADMIN TIPS

- Always access a new application from DET website
- KIS Guidelines – we recommend services download, print, read and highlight the relevant information, before completing the application form. Please refer to the guidelines throughout the application process. Seek guidance and support from your manager, director, PSFO or colleagues.
- Type (do not hand write) information into application and email to contact details of your local Uniting Auspice agency
- Have application PROOFREAD by a team leader or manager
- In email subject line please identify – “New Application” OR “Appeal” OR “More Information” along with kindergarten name and child’s first name
- Before emailing, open the PDF document/s and check all pages have been scanned facing up the right way, are in numerical order, no pages are missing, and all pages are legible.
- Email one attachment - Section 1, Section 2 & Supporting Evidence (collated); or Email three separate PDF attachments - 1. Section 1, 2. Section 2, 3. Supporting Evidence

