



# SDSS – what you need to know

## What is the SDSS Program?

- SDSS is Specialist Disability Support in Schools. Montrose is funded by the Department of Education (DoE) to deliver this program.
- The SDSS program is designed to support schools to enhance learning outcomes for students who require significant educational adjustments. It does this through the engagement of therapy supports. These supports and how they are delivered are directed by the school, in conjunction with the therapist.

## What are the key benefits?

- This program is at no cost to the school or student.
- The SDSS program allows schools to access therapists to support engagement of students at school.
- How supports are delivered is flexible, and is able to be tailored to the school and student's need. Services can be delivered via TeleTherapy if that is more efficient for the school and student.

## Who is eligible for SDSS funding?

- Students who are enrolled in a Queensland School, and have been identified as requiring significant educational adjustment related to one of the specific impairment areas including: Autism Spectrum Disorder, Hearing Impairment, Intellectual Disability, Physical Impairment, Speech- Language Impairment, Visual Impairment, Social Emotional Disorder.

## Do you need to be a Montrose client?

- No, everyone is welcome.

## Is SDSS the same as NDIS?

- No. SDSS is completely different. It is designed specifically for schools and students. SDSS funding is contracted to an organisation, to deliver services to schools, to support goals which enhance educational access and outcomes for students. SDSS funding does this by focusing on targeting goals which enhance access to the curriculum and school environment.

## What services can be delivered with SDSS funding?

- Services are able to be tailored to the student and schools needs. Examples of services include: -
  - Collaboration with school staff to set goals and measure outcomes
  - Individual student observation, assessment, therapy and reports
  - School programs and practical strategies
  - Staff meetings, education and training
  - SDSS funded therapists are able to work holistically with DoE therapists, to ensure approaches and goals are complimentary.
  - Assessments for students to obtain a possible verification.
  - Assessments for Prep students to get ready for year 1 curriculum.

Practical examples are provided in the table below.

## Examples of Services:

Request 	Goal 	Achieved 
<p><b>Physiotherapy</b></p> 	<p>For the student to have improved access to PE activities in class.</p>	<p><b>Physiotherapist may do the following: -</b></p> <ul style="list-style-type: none"> <li>➤ Visits the school and meets with the PE teacher. Discuss PE lessons currently and current access barriers for the student.</li> <li>➤ Therapist observes the student, and may work 1:1 with them to understand their physical abilities.</li> <li>➤ PT works with PE teacher to identify how activities can be modified or adapted for the student.</li> <li>➤ PT writes these recommendations in a report.</li> <li>➤ PT may review a PE session, to ensure the student is being included as intended.</li> <li>➤ This may occur each term, each semester or as requested by the school/ PE teacher.</li> </ul>
<p><b>Speech Pathology</b></p> 	<p>To develop the student's oral language to support engagement in the Prep curriculum.</p>	<p><b>Speech pathologist may do the following: -</b></p> <ul style="list-style-type: none"> <li>➤ Talk to relevant school staff about current concerns.</li> <li>➤ Review students work as required.</li> <li>➤ Work with student to identify oral language skills.</li> <li>➤ Liaise with staff regarding best mode of support. E.g., A school-based program facilitated by a Teacher Aid or regular therapy from the SP.</li> <li>➤ School decides on a school program. SP creates school program.</li> <li>➤ SP works with Teacher Aid on how to implement the program.</li> <li>➤ SP regularly checks in, to answer questions, review and update as needed.</li> <li>➤ Review of student's skills at the end of the year.</li> <li>➤ Report provided to the school.</li> </ul>
<p><b>Occupational Therapy</b></p> 	<p>For the student to receive holistic support, from the school and therapist.</p>	<p><b>Occupational therapist may do the following: -</b></p> <ul style="list-style-type: none"> <li>➤ Student already accesses Montrose OT for NDIS therapy.</li> <li>➤ School engages OT using SDSS funding to enable collaboration across contexts.</li> <li>➤ School and OT meet to discuss student's current goals.</li> <li>➤ School identify some new goals for the student that are specific to school.</li> <li>➤ OT works with the student and school to identify how best to target goals.</li> <li>➤ OT and school implement as needed.</li> <li>➤ OT participates in school case meetings for the student.</li> <li>➤ Student continues to see OT with NDIS funding outside of school.</li> <li>➤ Report provided at end of SDSS service.</li> </ul>

**Call our team to find out more**

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