



## The Isolated Children's Parents' Association of Australia (Inc)

### **SPECIFIC EDUCATION NEEDS**

***It is recommended that this Policy be read in conjunction with the Education Allowances Policy, other individual Portfolio Policies and associated ICPA Aust documents***

#### **POLICY**

ICPA seeks equity of access and opportunity to appropriate services and facilities to identify and assist children from rural and remote areas who require support for specific educational needs.

#### **OBJECTIVES**

1. Provision of financial assistance for telehealth appointments for children with specific learning needs to access a variety of specialist services in rural and remote Australia.
2. Provision of age appropriate, suitable and high-quality mental health resources and programs specifically designed for the unique needs of rural and remote children including the issue of bullying.
3. Access to early identification of learning difficulties and early intervention.
4. Provision and continuation of specific learning needs centres to cater for children with learning difficulties, learning disabilities or those who are gifted and talented
5. Provision of mobile units and itinerant specialists and therapists to consult in rural and remote areas on a regular basis, enabling the early identification and ongoing support of children with specific learning needs.
6. Availability of suitable accommodation for those accessing specific learning needs centres.
7. Availability of travel and accommodation assistance for rural and remote families travelling to access face-to-face specialist services for students with specific learning needs
8. Students with specific learning needs, studying by distance education or in rural and remote schools, have regular access to specific learning needs teachers and therapists
9. Identification of and assistance for children with specific learning needs, to be a component of teacher-training courses.
10. Educators in rural and remote areas are trained and supported to identify and cater for children with specific learning needs.
11. Funding for the delivery of regular workshops and seminars in rural and remote areas to assist children with specific learning needs.

*Objectives endorsed by FC November 2025*



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12. Adequate Federal Government funding to assist with the provision of specialist services for both school and home-based education and therapy programs.
13. Co-operation of all relevant agencies, (government, private and voluntary), to better service the requirements of rural and remote children with specific learning needs.
14. Availability of incentives and financial assistance to attract qualified organisations, professionals and graduates to rural and remote areas to enable continuity of specific learning programs
15. Rebates provided by private health insurers extends to allied health services delivered via telehealth.
16. Remote and Geographically Isolated NDIS recipients, accessing telehealth services, are exempt from cancellation fees due to unreliable power and telecommunication service.
17. Geographically isolated children have access to diagnosis and ongoing treatments of health issues that impede their ability to learn and thrive.
18. Provision for NDIS participants in rural and remote areas attending boarding schools to utilise their funding for the employment of individual support workers within boarding facilities.
19. Targeted funding for the recruitment and retention of speech pathologists in rural and remote schools, particularly where students are enrolled through distance education.
20. Equitable access to federally funded health clinics and physicians, without exclusion based on restrictive eligibility criteria, so that all geographically isolated children can obtain diagnosis and ongoing treatment of health issues that impede their ability to learn and thrive.
21. Development and promotion of information resources and support packs, in collaboration with relevant organisations, to assist families of children with specific education needs in navigating the transition to boarding school.
22. Improved access to paediatrician services for isolated children, including the removal of barriers and reduction of wait times, to ensure timely diagnosis and support for developmental and behavioural needs.
23. Ensuring equitable access to and effective utilisation of Early Childhood Early Intervention (ECEI) funding administered under the NDIS, so that geographically isolated children do not miss out on essential allied health supports.
24. Safeguarding of NDIS travel allowances for allied health providers, recognising the necessity of long-



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distance travel in rural and remote Australia to ensure students with disabilities are not disadvantaged by geographic location.