

Kindergarten Inclusion Support Program – Guidelines for the Disability and Complex Medical Needs streams



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How to use these guidelines

The guidelines for the Kindergarten Inclusion Support (KIS) Program Disability and Complex Medical Needs streams cover a wide range of information about the program and how to prepare and submit an application.

If you are new to the KIS Program and to preparing and submitting applications, it is recommended that you read these guidelines in full.

These guidelines are one of many resources that are available to kindergarten services (and others, such as KIS providers) to help all involved to understand the KIS Program – Disability and Complex Medical Needs streams, and the application submission and assessment process.

Other resources available on the [resources page on the KIS portal website](#) include:

- a video of a kindergarten training presentation
- a video showing how to use the KIS portal
- a KIS portal user guide
- a detailed pre-application checklist
- KIS fact sheets
- kindergarten training presentation slides.

Abbreviations

Term	Definition
CMN	Complex Medical Needs
ECT	Early Childhood Teacher
KIS	Kindergarten Inclusion Support
NDIS	National Disability Insurance Scheme
PSFO	Preschool Field Officer
PSG	Program Support Group

1 Inclusive kindergarten programs

Every child has the right to be included and participate in early childhood education and care programs. By creating inclusive kindergarten programs that support all children, including those with additional needs, we enable children to become confident and involved learners, connect and contribute to their world, communicate meaningfully, and develop a strong sense of identity and wellbeing.

Early childhood education and care services who deliver a Victorian Government funded kindergarten program must be inclusive. This means that they must have enrolment, access and inclusion policies and procedures in place that promote fair and equitable access for all children, especially those who face barriers to participation. Kindergarten programs must also not inadvertently present barriers to children participating.

All educational services must comply with Victorian and Commonwealth legislation, including the:

- Disability Discrimination Act 1992 (Commonwealth)
- Equal Opportunity Act 2010 (Victoria)
- Child Wellbeing and Safety Act 2005 (Victoria)
- Victorian Charter of Human Rights and Responsibilities 2006.

The Commonwealth Government's [Disability Standards for Education 2005](#) (DSE) clarify the legal obligations of education providers in standalone kindergartens under the Disability Discrimination Act 1992. These standards:

- ensure that every child with disability can access and participate in education on the same basis as children without disabilities, including in kindergartens
- recognise that each child has different needs, abilities and interests and that learning happens when teachers respond to these individual aspects
- require that reasonable adjustments are made to educational programs to enable children with disability to fully participate in education.

Consultation on the DSE in 2025 has resulted in a proposal that these standards be applied to all types of kindergartens.

Resources to develop inclusive kindergarten programs

To develop inclusive kindergarten programs, kindergarten services align delivery of the kindergarten program with the Victorian Early Years Learning and Development Framework (VEYLDF) and the National Quality Framework and make use of the knowledge and skills of their ECTs, other educators and families.

Early childhood teachers (ECTs) have access to professional development and training opportunities, including those offered through the department, and programs accessed through their service's School Readiness Funding plan, to increase their capacity to deliver inclusive kindergarten programs.

Services can also access resources such as:

- the early childhood/allied health intervention practitioners who support the child and family
- professional learning delivered by Association for Children with a Disability
- cultural inclusion support, such as the FKA Multicultural Resource Centre, CALD outreach workers, Victorian Aboriginal Education Association Inc.

There are several programs that are dedicated to supporting children with additional needs in state-funded early childhood education and care settings in Victoria. These include:

- Kindergarten Inclusion Support
- Flexible Support Packages
- Preschool Field Officer (PSFO) program
- Victorian School Building Authority Early Childhood Grants.

The department also funds the Kindergarten Inclusion Support Specialised Equipment Program, which lends specialised equipment to kindergartens at no cost to support the implementation of inclusive kindergarten programs.

1.1 Kindergarten Inclusion Support

Kindergarten Inclusion Support (KIS) is funded by the Victorian Government Department of Education (the department) to support children with additional needs to fully access and participate in, inclusive state-funded kindergarten programs delivered by early childhood education and care services. This support is provided through 2 streams: the KIS Disability stream and the KIS Complex Medical Needs (CMN) stream.

These guidelines outline the purpose of the KIS program, the types of support available, eligibility criteria, key roles and responsibilities, and the application process.

Throughout this document you will find information clearly marked as relevant to:

- **Disability stream applications only** – where a child has a diagnosed disability or developmental delay (or is undergoing diagnosis) and high support needs.
- **CMN stream applications only** – where a child has significant medical needs requiring health-related support.
- **Both Disability and CMN stream applications** – where a child has both disability and complex medical needs.

2 The KIS Disability and Complex Medical Needs streams

The purpose of the KIS Program (Disability and CMN streams) is to provide additional resources to kindergartens to support the access and participation of children with disability, developmental delay or complex medical needs in an inclusive kindergarten program.

Kindergarten services applying to the KIS program must demonstrate that they have:

- made or plan to make reasonable adjustments to support the inclusion of the child named in the application
- implemented other supports and resources to develop an inclusive kindergarten program and why they require **additional** supports through the KIS program.

The additional resources available through the KIS program, which are described in section 2.1, should enable the kindergarten team to enhance their capacity to make the required reasonable adjustments and:

- develop and implement an inclusive kindergarten program for all children in the group
- respond to children's abilities and strengths as well as their needs.

It is important to recognise that support provided to kindergarten groups through the KIS program is in addition to the other supports available (as described in section 2.1). KIS supports are designed to complement and expand the knowledge and skills that kindergarten teaching teams have developed through a range of other available opportunities.

2.1 Supports provided through the KIS program

This section describes the 4 types of supports provided through the KIS program.

It is important to keep in mind that the resources allocated through a KIS application are provided to the state-funded kindergarten program and not to a child, as the intention is to support the whole group. It is also important to note that the support provided through the KIS program may not fully cover all costs or hours that the program operates.

The nature and level of support provided through the KIS program is determined by a range of factors documented in an application. These include the group dynamics, child characteristics and behaviour, and the level of support the child requires for their physical, fine motor, communication, learning, social and self-care needs.

Specialist consultancy

This is a capacity-building support that helps ECTs and their teams (including additional assistants) to develop and implement inclusive programs that cater to the diverse needs of children, including those with disability, developmental delay or complex medical needs. The level and type of support offered will be informed by consultation and collaboration with the ECT. Specialist consultants may provide resources and information, links to professional development opportunities, and one-to-one consultation and coaching sessions.

More information about specialist consultancy is available on [the department's website](#).

Additional assistant

Additional assistants support the overall capacity of the kindergarten teaching team to provide a more inclusive environment for all children.

The KIS-funded additional assistant works as part of the kindergarten teaching team to deliver the inclusive kindergarten program. Additional assistants share the everyday team responsibilities to make sure that all children can engage with the learning and development experiences provided in the kindergarten program – they work with **all** children in the group, not only the child identified in the KIS application.

Additional assistants should not be left alone with any children in the group and so must not be used to provide one-to-one supervision or support to children named in applications.

The additional assistant must **not** be included in staff numbers to meet licensing requirements.

Specialist training

Specialist training is available for the kindergarten teaching team to build their understanding of and capacity to meet the individual needs of the child with disability or developmental delay with ongoing high support needs or complex medical needs.

Children with complex medical needs require high-level individualised health interventions to be able to access a funded kindergarten program. The kindergarten team should be able to provide the individualised health interventions needed with specific training. Examples of training that kindergartens can apply for includes how to manage a child's tracheostomy care or how to manage a child's epilepsy.

Minor building modifications

These modifications to the kindergarten's physical environment support a child to attend the kindergarten program and participate in activities. These modifications are typically permanent changes to the building structure.

Examples of minor building modifications include widening doorframes, installing permanent toilet platforms, adding high-visibility strips to trip hazards, installing grip rails, and resurfacing paths to allow wheelchair or walker access to outdoor play areas.

For major building modifications, refer to the [Building Blocks Grants website](#). Minor building modifications under KIS can be undertaken immediately, while the Building Blocks Grants supports refurbishment or renovation of early childhood buildings and facilities, and the purchase information technology to assist the delivery of educational programs and service administration. Local councils are responsible for making council-owned buildings compliant with the *Disability Discrimination Act 1992*.

2.2 Eligibility criteria for the KIS program streams

All funded kindergartens in Victoria are eligible for support through the KIS program. The child in the application must be enrolled in the funded kindergarten program.

To receive support, all eligibility criteria must be met for all applications.

Both the KIS Disability and CMN streams have separate eligibility criteria that must also be met. For applications seeking support from both the KIS Disability and CMN streams, an application must meet all relevant eligibility criteria.

2.2.1 Eligibility criteria for the KIS Disability stream

There are **3 criteria** applicants must meet to access support through the KIS Disability stream.

A1 Funded kindergarten program

Early childhood education and care services who deliver a Victorian Government funded kindergarten program can apply for additional support through the KIS Disability stream. The kindergarten service must demonstrate that it requires additional resources to deliver a kindergarten program that supports the inclusion of an eligible child with disability or developmental delay (or ongoing assessment of disability or developmental delay).

See Appendix A for the full definition of a state-funded kindergarten program.

A2 Child with disability or developmental delay

The application must demonstrate that the kindergarten service requires additional support to make required reasonable adjustments to ensure that a child/ren with, or currently being assessed for, a disability or developmental delay can access and participate in the funded kindergarten program.

Please see Appendix B for a full definition of disability and developmental delay.

A3 Demonstrated functional limitations resulting from a child's disability

The application must also demonstrate that, in the context of the kindergarten program, the child/ren's disability means **at least one** of the following functional limitations resulting from the child/ren's disability apply:

- they are at **significant risk** of serious injury to self or others
- their capacity for movement is **extremely restricted**
- they have **exceptional support needs that require immediate medical intervention** in life threatening situations.

It is important to note that a child having a diagnosis of disability or developmental delay (or continuing assessment of disability or developmental delay) alone does not mean that an application will be eligible for support through the KIS Disability stream: **functional limitations must also be demonstrated**.

Section 3.3 of these guidelines describes the evidence and documentation that needs to be submitted.

2.2.2 Eligibility criteria for the Complex Medical Needs stream

There are **2 criteria** that applicants must meet to access support through the KIS Complex Medical Needs stream.

B1 Funded kindergarten program

Early childhood education and care services can apply for additional support through the KIS CMN stream only for state-funded kindergarten programs. The kindergarten service must demonstrate that it requires additional resources to deliver a kindergarten program that supports the inclusion of an eligible child with complex medical needs.

See the glossary at Appendix A for the full definition of a state-funded kindergarten program.

B2 Child with complex medical needs

The application must demonstrate the kindergarten service requires additional support to include a child with complex medical needs who:

- has a complex medical needs documented by a medical practitioner
- and**
- this complex medical need requires high-level intervention (for example individualised health care during the kindergarten program).

This includes children who require tracheostomy care, tube feeding, and management of faecal output (see Appendix C for more detailed examples of specific interventions).

These health supports should be able to be implemented by the kindergarten team with a reasonable level of specific training and ongoing monitoring as described in the risk and management plans, to ensure the safe inclusion of the child in the kindergarten program.

2.3 Key parties and how they support kindergartens

This section outlines the roles and responsibilities of the key parties in the KIS program and the application process.

Department of Education

The early childhood portfolio of the department's central office manages the policy settings of the KIS program.

Kindergarten services and organisations funded to deliver services and supports (KIS providers) work with the department through local regional offices and local area teams known as the Early Childhood Improvement Branches (ECIB).

The ECIBs manage implementation of the KIS program and ensure that children with a disability, developmental delay or complex medical needs can participate in a program that responds to their individual abilities, interests and needs (see Appendix D for departmental region contact details). The ECIBs work with KIS providers to ensure approved supports are available and suitable.

KIS providers

KIS providers administer and deliver the supports funded through the KIS program. Each departmental region or local government area (LGA) has its own KIS providers (see Appendix E for KIS provider contact details).

KIS providers support kindergartens to understand various aspects of the KIS program, including:

- the purpose of the KIS program
- eligibility criteria
- information needed for an application, including the submission process
- types of support available through the KIS program
- processes for accessing approved support through the KIS program.
- the importance of program support groups (PSG) and requirements of ECTs to lead PSG meetings.

KIS providers conduct regional information sessions¹ and help kindergarten services to prepare applications and appeals.

The KIS provider, the kindergarten service, and the ECT are responsible for ensuring that any training needed to implement supports funded through the KIS program is delivered.

The KIS application service

The KIS application service assesses the eligibility of KIS applications and determines the additional resources to be provided to kindergartens. The department has engaged Australian Healthcare Associates (AHA) as the KIS application service.

The KIS application portal at <https://kisapplications.com.au/> has been developed by the KIS application service, to enable online submission of KIS applications. A link to a [resources page](#) is also available on this web page.

The KIS application service employs a team of assessors who are experienced ECTs and paediatric allied health professionals. They have specialist knowledge and understanding of inclusion of children with disability, developmental delay and high support needs in the kindergarten environment.

AHA operates a helpdesk for kindergarten staff and KIS providers to:

- provide general advice about the application process
- help kindergartens navigate the KIS portal
- answer queries about the progress of specific applications.

Contact the helpdesk at support@kisapplications.com.au or 1300 564 149. Kindergarten staff and KIS providers should **not** direct parents, carers or guardians to contact the helpdesk. For privacy reasons, the support team is not able to provide advice on their child's application and assessment process.

¹ For more information about when regional information sessions will be held or other ways to receive information, contact the KIS provider in your region (see Appendix E for contact details of KIS providers).

3 Preparing and submitting an application

For a child with a disability alone, applications for KIS support should be submitted using the disability section of the application form.

For a child with complex medical needs but without a disability, the application should be made using the complex medical needs section of the application form alone.

For a child with complex medical needs and a disability, the application should be made using both the disability and complex medical needs sections.

Before a kindergarten service can apply for KIS through the portal, a number of preparatory steps must be completed:

- establish a Program Support Group
- develop a KIS plan
- obtain evidence for eligibility for the program
- obtain consent from parents/carers/guardians.

It is important to complete each of these steps to clearly understand how the child functions, or may function, in the kindergarten program as well as identify their support needs, interests, strengths and abilities. This will help to determine whether support through the KIS Disability or CMN is the most appropriate support to seek. If KIS is the most appropriate support for the kindergarten program, the preparatory steps will indicate what should be included in an application.

A new application must be submitted for a child who is moving from 3 year old to 4 year old kindergarten, even if an application was submitted the previous year. The new application must provide updated information and observations.

The [resources page on the KIS portal website](#) has a detailed pre-application checklist for you to complete before you submit the application through the KIS portal.

More than one child in a kindergarten program requires a KIS application

If more than one child with disability or developmental delay with ongoing high support needs and/or complex medical needs is or will be attending a funded kindergarten program in the same group, the kindergarten service must submit a separate KIS program application for each child.

A KIS application also needs to consider both the resources sought from the KIS program through other eligible applications for the same kindergarten program **and** applications that have been submitted but do not yet have an outcome.

Knowing how these resources are integrated and aligned, to ensure there is consistency of support across the whole group, will help to determine if the funded kindergarten program is eligible for additional supports and which additional supports are needed.

3.1 Establishing a Program Support Group

A Program Support Group (PSG) should be established to support the inclusion of any child with disability or developmental delay, and/or complex medical needs, whether or not additional support through the KIS program is required.

PSGs bring together key individuals involved in a child's development to share information and insight about the child's strengths and needs and develop strategies to support their learning and participation in an inclusive kindergarten program.

The PSG is a collaboration between:

- the child's parents, carers or guardians
- the ECT
- an early childhood intervention professional, therapist or other professionals supporting the child
- other professionals supporting the kindergarten service, such as the Early Years Manager
- the foundation teacher, disability inclusion support, or other supports from the future school when transition to school is close to occurring.

The kindergarten service or ECT establishes the PSG and convenes the PSG meetings. The first PSG meeting must be held before the child attends the kindergarten program. PSG meetings should be conducted regularly (usually once per term) to support transition into the kindergarten program, for the period the child attends the kindergarten program, and support transition to school.

Further information about PSGs can be found on [the department's website](#).

3.2 Developing a KIS plan

Effective planning of personalised learning and support is an important part of reflective teaching practice and begins with an ECT developing a sound understanding of a child's individual strengths, abilities, interests and needs. This understanding is gained by talking with the child's family and other key people in the PSG. The ECT can then develop a KIS plan in collaboration with the PSG.

The KIS plan is a set of goals and strategies to map and monitor a child's learning and development. It also identifies reasonable modifications and adjustments that need to be made to the kindergarten program to enable a child with disability or developmental delay with ongoing high support needs to meaningfully participate in education.

A KIS plan should be prepared to include **any** child with disability or developmental delay, whether or not an application for the KIS Disability stream is ultimately required.

When preparing the KIS plan, the ECT can seek information from relevant people, such as staff from other programs or services that the child may have attended.

There is also a range of existing tools and resources that enable reflective practice and planning and may inform the development of the KIS plan, including the:

- [Early Abilities Based Learning and Education Support](#) (Early ABLES)
- [Early Years Assessment and Learning Tool](#) (EYALT)
- [Early Years Planning Cycle](#).

ECTs can also seek support from the educational or pedagogical leader at their organisation.

A KIS plan must be submitted with KIS applications submitted under the Disability or Disability with CMN streams. A KIS plan is not required when applying for supports under the CMN stream only.

A KIS plan must be completed no more than 3 months before an application is submitted or an appeal is lodged. If the KIS plan was completed more than 3 months before the submission or lodgement date, the KIS application service will ask the kindergarten service to provide an updated KIS plan. The KIS plan **must** also be reviewed once a term and when a member of the PSG asks for a review.

The template for a KIS plan is available on [the department's website](#).

3.3 Required evidence and documentation

This section details the information required to support an application for the KIS Disability or CMN streams. The ECT should consult with the PSG and use the KIS plan to establish if the KIS program provides the most appropriate support for a group's needs.

Identify if KIS support is appropriate

If the KIS plan indicates that the child has support needs that **cannot** be met by the available resources available to the kindergarten service, then apply for support through the KIS program.

If the KIS plan indicates that the child can access and meaningfully participate in the kindergarten program using the resources available to the kindergarten service, then an application for additional supports through the KIS program is not required.

Examples of available resources include pedagogical support from their organisation and professional development and allied health supports through School Readiness Funding.

3.3.1 Child with disability or developmental delay

To demonstrate that the child has a diagnosis of disability or developmental delay, the kindergarten service needs to include **one** of the following with the online application form:

- evidence that the child is an NDIS participant
- evidence that the child is eligible to receive support from Early Childhood Intervention Continuity of Support (CoS)
- a letter or report from the child's paediatrician, specialist medical practitioner or registered psychologist clearly outlining the child's disability or developmental delay.

For a child with developmental delay, the letter must also address points c) and d) under the definition of developmental delay in Appendix B of these guidelines.

Note that a child with any one of the above documentary evidence will still need to demonstrate that they have functional limitations that impact their participation and inclusion in kindergarten (see 5.2.1.)

Ongoing assessment of disability or developmental delay

If a child is undergoing ongoing assessment of disability, other evidence that can be submitted instead includes:

- an appointment letter for assessment by a paediatrician, specialist medical practitioner or registered psychologist **and** supporting documentation from a professional outlining the child's development and confirming that the child has been referred for assessment of disability

- documentation of continuing assessment of a child for the purpose of diagnosing disability signed by a paediatrician, specialist medical practitioner or registered psychologist.

Completed Access Request Forms for the NDIS alone are not adequate evidence of disability or ongoing assessment of disability. Access Request Forms will only be accepted if other evidence is submitted that demonstrates that the child meets the disability criteria.

Copies of assessment reports are generally not required. However, the PSG may want to attach a copy of an assessment report to an application if the assessment report contains information that relates specifically to the child's kindergarten participation or is being submitted as documentary evidence of disability.

3.3.2 Child with complex medical needs

The **3 key documents** that must be submitted when applying for support for complex medical needs are:

- evidence from a medical practitioner
- the child's medical management plan
- the service's risk minimisation plan.

Both the medical management plan and the risk minimisation plan should be put in place before the child starts attending the kindergarten service.

Evidence from a medical practitioner

A letter or report from a medical practitioner that the child has been assessed as having complex medical needs that require a high level of individualised health interventions during the kindergarten program.

Medical management plan

The Education and Care Services National Regulations require that a kindergarten service obtains a copy of the child's medical management plan from the child's parents, carers or guardians.

A medical management plan must be prepared or endorsed by an appropriate health professional.

The health professional can be a general practitioner or someone who has been involved in managing the child's medical needs such as a diabetes educator or nurse. This is to ensure that the support provided to the child at kindergarten and any staff training aligns with medical advice.

Risk minimisation plan

Together with the child's parents, carers or guardians, the kindergarten service must develop and document a risk minimisation plan that is based on the medical management plan.

A copy of both plans must be included with the KIS application. The KIS application service cannot waive the requirement for both a medical management plan and risk minimisation plan to be submitted with an application. These plans are needed to ensure that supports requested are suitable to the needs of the child and align with medical advice. For more information, visit [Managing children's medical conditions in early childhood services | vic.gov.au](https://www.vic.gov.au/managing-childrens-medical-conditions-in-early-childhood-services)

The kindergarten service must also document the following in the complex medical needs section of the online application:

- what health supports are needed during the kindergarten program
- when and how often the child will require this support during the kindergarten program
- who will provide the support
- what training ECTs have completed to support the child's complex medical needs and whether additional training is required
- what adjustments will be made by the kindergarten service to support the child's inclusion.

If a child has complex medical needs that require high-level individualised health interventions, complete the complex medical needs section of the online application. Examples of high-level individualised health interventions are tracheostomy care, tube feeding, and management of faecal output (see Appendix C for more detailed examples of specific interventions).

If a child has a disability and complex medical needs that require high-level individualised health interventions, complete both the complex medical needs and disability sections of the application form.

Children with asthma, allergy or anaphylaxis

Children with asthma, allergy or anaphylaxis as their **only** medical condition are not eligible for support through the KIS program. Kindergarten services must comply with the requirements of the Education and Care Services National Regulations for these conditions and must have policies and procedures in place for managing medical conditions. For more information, read the department's information about [managing children's medical conditions in early childhood services](https://www.vic.gov.au/managing-childrens-medical-conditions-in-early-childhood-services)

3.3.3 Documentation required for specific types of support

Minor building modifications

Kindergartens requesting minor building modifications as defined in section 2.1 must provide 2 quotes and the details of the requested modification. If the cost of a modification exceeds the original approved quote, the KIS program will not fund the higher cost. If a kindergarten service has been notified that a modification may cost more than the approved quote, the kindergarten should contact their KIS provider as soon as possible to seek the department's approval to proceed.

Specialist training

Kindergartens requesting specialist training when applying for support through the KIS program must provide quotes and details of the requested training. Two quotes should be provided where possible. In certain circumstances, one quote may be accepted. The application and quotes must be submitted before the training is started: retrospective requests will not be considered or funded.

3.4 Obtaining consent from parents/carers/guardians

The department complies with the Privacy and Data Protection Act 2014 (Vic), the Health Records Act 2001 (Vic) and other relevant legislation to maintain the confidentiality of personal information collected and submitted when applying for support from the KIS program.

Before submitting an application, the privacy notice and consent section of the application form must be signed by one of the following people:

- a person with parental responsibility for "major long-term issues" in accordance with the Family Law Act 1975 (Cth)
- an officer delegated to exercise the powers and functions of the Secretary of the Department of Families, Fairness and Housing under sections 17(1)(b).(2) & (3) of the Children, Youth and Families Act 2005 (Vic)
- a carer authorised under a Department of Families, Fairness and Housing Instrument of Authorisation to make decisions about "major long-term issues" as defined by the Family Law Act 1975 (Cth).

If none of the above people are available, an informal carer may sign the privacy notice and consent form. An informal carer is a relative or other responsible adult who lives with and provides day-to-day care for the child. Informal carers should sign an informal carer statutory declaration to confirm their status.

From 6 October 2025, the signed privacy notice and consent form will need to be scanned or photographed and uploaded as an attachment to the application form. The form is available on [the department's KIS program website](#).

3.5 Submitting an application through the KIS portal

This section briefly describes the 10 parts of the KIS online application available in the KIS portal from 6 October 2025 and the information that is requested in each section.

All required fields in the application form must be completed to be able to submit an application.

Once an application has been created, a kindergarten user can save the application to complete at a later time.

The [resources page on the KIS portal website](#) contains a series of user guides and videos with detailed information about how to complete an application.

The KIS online application form is made up of the following 10 parts:

1. Screening questions

These questions are designed to confirm eligibility to apply for support from the KIS program.

The purpose of the screening questions is to prevent an application record being created if certain critical information cannot be provided (for example, a signed parent/carer/guardian consent form, evidence of disability, or evidence of diagnosis of a medical condition).

If the responses to the screening questions do not allow an application record to be created, the kindergarten service should gather any missing or incomplete information that is needed and then attempt the screening questions again.

2. Application creation

These questions ask the kindergarten service to provide basic information about the kindergarten and the child to create an application record.

Only after the application record is created will the kindergarten service be able to access and answer all the following sections.

3. Support requested

This section asks for the details of the type of support requested.

4. Kindergarten details

This section asks for full kindergarten information (the form will pre-fill the basic information collected in the application creation section).

5. Group information

These questions ask for information about the group (for example, the size of the group, whether it is a rotational group, bush kinder information, other support available to the group).

6. Providing an inclusive kindergarten environment

This section asks for information about the experience of teachers, past KIS support, program design, kinder environment and group dynamics.

7. Child demographic information

This section requests full child demographic information (the form will pre-fill the basic information collected in the application creation section).

8. Child attendance details

This section gathers information about the year being applied for, the child's start date, kindergarten year and school exemption.

9. Context of the child

The **Context of the child** section of the application asks for information about the child's interests, strengths and abilities as well as information about their functioning and support needs across functional domains.

This section of the application needs to include information that demonstrates a child's functional limitations within the context of the funded kindergarten program (see section 2.2.1).

Applications under the KIS CMN stream will need to complete the relevant CMN section of the application in this section.

10. Document upload

Based on the responses to the other 9 parts of the application, including the screening questions, the kindergarten service will be presented with a customised list of mandatory documents to be uploaded. If the required documents are not yet available, the kindergarten can save the application and submit it once all documents are available to upload.

An application must be submitted with all required uploads.

Kindergartens should provide relevant and precise information in the application in the first instance where possible. The online application provides prompts to assist kindergartens with this. By providing relevant and precise information in the first instance, this will reduce the need for the KIS application service to request further information, which leads to a delay in the notification of the outcome.

If a kindergarten service is administered by an Early Years Management (EYM) organisation, the submission and application must be authorised by the EYM.

Please contact the KIS application service helpdesk on 1300 564 149 for help with submitting applications for KIS support through the KIS portal. Please note that only kindergarten staff and KIS providers can contact the helpdesk.

3.6 When applications can be submitted

Applications can be submitted from the first day of term 4 for the **next kindergarten year**.

Applications for the **current kindergarten year** can be submitted at any time during that year. However, it is not recommended that kindergarten services submit applications for the current kindergarten year after the fourth week of term 4.

If a kindergarten service is considering submitting an application after this time, first consult with the KIS provider about applying for support from the KIS program through an extenuating circumstances application.

4 Functions of the KIS application service

Once a kindergarten service has submitted an application, the application and all supporting documentation (see section 3.3 for required evidence) are checked and verified by the KIS application service. Applications will only be assessed when all evidence and documentation are complete and submitted.

The date an application is received is defined as the date of the email sent to the kindergarten service from the KIS application service that confirms that the application is complete and can be assessed.

4.1 Processing and assessing applications

This section describes the key steps in processing and assessing applications, including key actions that are completed by the KIS application service with their associated timeframes and the key responses that may be required from the kindergarten service after submitting an application.

Key actions for the KIS application service

1. Acknowledge submission of the application

The KIS portal will send an automated email immediately upon receiving an application or additional information.

2. Conduct initial review of the application

The KIS application service will check the evidence and documentation attached to the application to ensure that they are correct and contain the required information.

3. Confirm whether the application is complete

Within 4 business days of an application being submitted, the KIS application service will send an email to the kindergarten that will either:

- confirm that the application is complete and ready to assess
- or
- request additional information.

After the kindergarten submits the requested additional information in the portal, the KIS portal will send an automated email acknowledging receipt. Once the additional information has been checked, within 4 business days the KIS application service will either confirm that the application is complete and will be assessed or request additional information.

4. Assess the application

Once the application is complete, the KIS application service will assess the application.

The KIS application service may email the kindergarten service **during** the assessment to request additional information. After the kindergarten submits the requested additional information in the portal, the KIS portal will send an automated email acknowledging receipt. The KIS application service will review the additional information and confirm within 4 business days whether the application is complete and ready to assess.

5. Notify the outcome of an application

Within 10 business days of the KIS application service confirming that the application is complete and ready to assess, the KIS application service will email the application outcome to the kindergarten service and their KIS provider. This timeframe applies whether the application is identified as complete after the initial submission or after additional information has been received.

Key responses from the kindergarten service

1. Provide additional information in a timely manner

Kindergarten services must provide any requested additional information within 20 business days of receiving the request from the KIS application service. The KIS application service will send reminder emails after the first 10 business days from the initial request for information. If information is not submitted within 20 business days, it will not be considered in the assessment. The kindergarten service can consider lodging an appeal as the original application will have been considered ineligible because of non-response to the request for information.

2. Inform parents of outcome

Once a kindergarten service has been informed of the outcome of an application, the kindergarten service needs to inform the child's parents, carers or guardians as well as kindergarten management or the Early Years Manager. The KIS provider will contact the kindergarten to put supports in place.

3. Potentially lodge an appeal

If an application is deemed ineligible, the kindergarten service may appeal, provided that updated or additional information is available (see section 5.1).

Holiday periods

If an application is lodged in late December, the time until notification may be adjusted to accommodate the holiday period between Christmas and New Year's Day.

The KIS application service, including the helpdesk, operates during the term 1, 2 and 3 holidays as well as the period from the end of term 4 up until Christmas and during most of January. This means that a kindergarten service may receive correspondence during holiday periods.

Requests for information sent during January will typically require a response at the start of term 1. The KIS application service does not expect kindergarten services to respond to requests for information during holiday periods.

4.2 Determining eligibility and approving requested supports

The KIS application service assessor will first thoroughly review both the information provided in the application form and any requested additional information to determine if the application is eligible for support through the KIS program. The assessor will then assess the supports requested in the application. Considerations when assessing and approving specific requested supports are discussed below.

Specialist consultancy

Requests for specialist consultancy are typically approved; however, specialist consultancy will only be approved once for each kindergarten group.

Specialist consultancy support can be approved even when an application does not meet the KIS eligibility criteria for other supports requested (such as an additional assistant or specialist training).

Specialist consultancy support may also be recommended by the assessor even if an application has not requested specialist consultancy. This support may be recommended, for example, for a recently graduated ECT with limited experience in developing an inclusive kindergarten program or for a group with many children with complex support needs.

Additional assistant

Assessing requests for an additional assistant and allocating hours are complex processes that consider not only the application that is requesting the additional staffing but also other applications for the same group.

The information considered includes the support provided to the child across all the domains relating to the context of the child, the complexity of the support needs of the rest of the group, and any additional assistant hours already allocated to the same group.

A kindergarten service will typically not be allocated more than 2 full-time additional assistants in a room. If a kindergarten service seeks support above this allocation, they must explain in the application how the available resources are being used and demonstrate why this higher level of support is required to meet the needs of the group. The KIS application service may also request this explanation from the kindergarten service if it is not included in the application.

Specialist training

When assessing requests for specialist training, the assessor will consider whether the quote provided is specific to the needs of the child and supports the child's safe participation in the kindergarten program.

Requests for specialist training are not typically approved for training that is considered general professional development or that should be provided by the child's NDIS allied health professionals. The KIS application service will approve only the cost of the quote and not any costs associated with staff attending training.

Building modifications

When assessing requests for building modifications, the assessor will consider whether the modifications described in the quote and the application will meet the specific needs of the child described in the application.

5 After an application has been submitted

This section describes the actions that can be taken by a kindergarten service after an initial application has been submitted or the outcome of an application has been determined by the KIS application service. These actions include appealing a decision or notifying the KIS application service of changes in circumstances.

5.1 Appealing decisions

Applicants may appeal decisions made about either the eligibility of the kindergarten program or the child, or the level of support that has been approved. An appeal is not a request to review an outcome and should only be made if there is **additional** information available that would strengthen and support an application.

Appeals must contain new information

An appeal can be submitted at any time but only if:

- new or updated information is now available
- circumstances have changed.

Appeals for applications that are ineligible

A kindergarten service can lodge an appeal for an application that is **ineligible** by providing new information. Applications can be ineligible for a range of reasons, which means that the information that a kindergarten service needs to provide in an appeal can vary.

For example, kindergarten services may need to provide additional documentation to establish that a child has a disability or developmental delay or that the health interventions required are sufficiently high level. Other ineligible applications may require greater detail or new information in the **context of the child** section or the behaviour chart in the application itself.

Outcome notification emails are the best guidance about why an application has been deemed ineligible and will detail what information needs to be included in an appeal.

Appeals for an increase in additional assistant hours

A kindergarten can lodge an appeal if an application was assessed as eligible with hours approved for an additional assistant. An appeal seeking an **increase** in additional assistant hours should include new information about:

- the context of the child – including the behaviour chart and any other new information about the child's functioning and support needs across all applicable areas in the context of the child section
- the context of the group if the complexities of the group affect the capacity of the kindergarten service to respond to the support needs of the child identified in the application.

Preparing an appeal

The kindergarten can request support from the KIS provider to understand the rationale behind an application outcome and to identify where they can strengthen their application in an appeal. Kindergarten services may also seek support from their Early Years Manager (if applicable) to prepare an appeal.

If a kindergarten service was approved for specialist consultancy, it is also recommended that the kindergarten first implement this support and then include information about this specialist consultancy support in an appeal. Similarly, if the kindergarten has worked with a PSFO between submitting the original application and preparing an appeal, it is recommended to include information about the support provided by the PSFO in the appeal.

Submitting an appeal

All appeals must be lodged with the KIS application service through the KIS portal. The KIS portal user guide describes how to submit an appeal through the KIS portal.

Outcomes of appeals

The kindergarten service will be notified of the outcome of an appeal by email from the KIS application service within the usual processing and assessing timeframes.

Second and subsequent appeals

The KIS application service will refer any second and subsequent appeals to the department to assess. The department will notify the kindergarten of the outcome of these appeals within 4 weeks of the appeal being submitted.

5.2 Changes in circumstances

This section describes the steps to be taken when a child with a KIS application transfers to a new kindergarten while an application is being processed or after supports have been put in place.

5.2.1 Transferring an application that is being processed

If a child changes kindergartens while their application is being processed, the kindergarten that submitted the application must contact the KIS application service. The KIS application service will advise what happens next based on the status of the application and the information provided in the application.

If the application has not yet been assessed or if important information is needed to establish eligibility, the submitting kindergarten may be advised to withdraw the application. However, if the application is close to being finalised, the outcome will be determined. The submitting kindergarten service will advise the KIS provider about the change in circumstances. The **new** kindergarten service will need to complete a transfer application as described in section 5.2.2.

5.2.2 Transferring support to another kindergarten after support has started

When a child identified in a KIS application transfers to a new kindergarten service **after** the child's application has recently been approved or the supports through the KIS program have recently been implemented in the kindergarten service, the child's original kindergarten service must advise their KIS provider as soon as practicable. The inclusion support provided to the original kindergarten program through the KIS program will cease.

The child's new kindergarten service will need to complete a transfer application. The KIS portal user guide explains how to complete and submit a transfer application. Only certain sections of the application form will need to be completed to submit a transfer application.

The number of additional assistant hours used to support a child's inclusion in the new kindergarten program will initially be the same as that allocated to the original kindergarten program. To maintain this same number of additional assistant hours, the early childhood teacher at the new kindergarten service needs to:

- establish a Program Support Group
- develop a new KIS plan in consultation with the parents, guardian or carers
- submit a transfer application by completing the relevant sections of the KIS application form within 4 weeks of the child enrolling.

If the new kindergarten is seeking supports such as specialist consultancy, specialist training, or minor building modifications, the transfer application must request these supports. These support do not transfer from the previous kindergarten.

KIS program resources allocated to kindergarten programs are intended to support the needs of the whole group for the kindergarten year. Therefore, the KIS assessor will consider the context of the new group and its available resources when assessing the transfer application.

The KIS application service will notify the new kindergarten service of the outcome of their transfer application within the usual application processing and assessment timeframes.

5.2.3 If a child is no longer enrolled in a kindergarten program

If a kindergarten service is advised that a child identified in an approved application for support will no longer be attending their state-funded kindergarten program, the early childhood teacher, kindergarten service provider or service leader needs to inform the KIS provider in writing as soon as practicable. In these cases, the inclusion support provided for the kindergarten program through the KIS program will cease.

Appendix A Glossary

Term	Definition
Additional support	<p>Support that is additional to the resources available to the kindergarten service. It aims to enhance the capacity of the early childhood educators to provide an inclusive kindergarten program. This support may include:</p> <ul style="list-style-type: none">• specialist consultancy• additional assistant• specialist training• minor building modifications.
Early Childhood Intervention Services	<p>ECIS provides special education, therapy, counselling, service planning and coordination, and assistance to access services such as kindergarten and childcare. Services are tailored to meet the child's individual needs and are focused on supporting the child in their natural environments and in their everyday experiences and activities. All services take a family-centred approach.</p> <p>The department will consider implementing ECIS Continuity of Support arrangements for children with a developmental delay or disability who do not meet the NDIS residency requirements. This cohort includes 2 subgroups:</p> <ul style="list-style-type: none">• existing ECIS clients or children on the ECIS waitlist who are ineligible due to residency• 'new' children with developmental delay or disability who are ineligible due to residency and are identified by NDIS Early Childhood Early Intervention partners in an area after it has transitioned to the NDIS.
Early Years Manager	<p>Early Years Managers manage services for community kindergarten programs.</p> <p>Early Years Managers work with their service partners to:</p> <ul style="list-style-type: none">• make sure services meet local needs• handle strategic planning to manage the service• manage and train employees• manage finances for the service.
Functional limitations	<p>Functional limitations refer to restrictions or impairments that restrict a child's ability to perform age-appropriate activities and engage in a range of tasks in one or more of the following areas: mobility, communication, social interaction, self-management, learning and self-care.</p>

Term	Definition
Funded kindergarten program	<p>The Victorian Government provides contributory funding for all eligible children to access a kindergarten program from when they are 3 or 4 years old.</p> <p>Funded kindergarten programs are provided by a range of organisations, including local government, community-based organisations, independent and government schools, and private childcare providers. The programs are offered in a variety of settings, such as long day care centres, stand-alone community-based settings and schools.</p> <p>Children attending a funded kindergarten program take part in a developmentally appropriate program that is planned and delivered by a qualified early childhood teacher. A funded kindergarten program complies with the requirements of the Victorian Government’s kindergarten policy, procedures and funding criteria.</p> <p>All 3- and 4-year-old children in Victoria have access to funded kindergarten programs for a minimum of between 5 and 15 hours.</p> <p>Starting from 2025, 4 year old kinder is becoming Pre-Prep, and the maximum number of funded kindergarten hours will increase in accordance with the Pre-Prep rollout schedule.</p>
Health professional	A health professional is an individual who practises a health profession (e.g. Medical Practitioners, Nurses, Midwives, Dentists) and who is registered under the Health Practitioner Regulation National Law.
KIS provider	This is a community service or local government organisation that administers and delivers the supports provided through the KIS program for successful KIS program applications.
Medical practitioner	For the purpose of the KIS application, a medical practitioner is a health professional registered under the Health Practitioner Regulation National Law to practice in the medical profession. These professionals include general practitioners, paediatricians, registered psychologists, medical specialists, and other medical professionals trained and qualified to diagnose and treat illnesses, injuries, and diseases
National Quality Framework	<p>The National Quality Framework introduced a new quality standard in 2012 to improve education and care across long day care, family day care kindergarten and Outside School Hours Care services. The framework helps providers to improve their services in those areas that affect a child’s development and empowers families to make informed choices about which service is best for their child.</p> <p>ACECQA is the national authority that assists governments to administer the framework, ensuring consistency of approach and supports the education and care sector to improve quality outcomes for children.</p>

Term	Definition
Preschool Field Officer Program	<p>The Preschool Field Officer program enhances the capacity of teachers and educators in state-funded kindergarten services to provide for children with additional needs to participate in kindergarten programs.</p> <p>The Preschool Field Officer program is a locally responsive approach to providing kindergarten programs with practical advice and support in enabling children with additional needs to participate in a quality kindergarten program.</p>
School exemption	<p>Children who turn 6 during the kindergarten year must be granted an exemption from school by their regional office of the department.</p> <p>Parents are responsible for completing the exemption form, attaching any written evidence and submitting it to the Area Executive Director in the department regional office.</p> <p>For more information, refer to Going to kindergarten if your child is 6 years old.</p>
School Readiness Funding	<p>School Readiness Funding is a component of the kindergarten funding model in Victoria and provides extra support for kindergarten services to help children to get the most out of their early learning. All services with a funded kindergarten program, including long day care, are eligible to receive the funding. The amount of additional funding kindergarten programs will receive is based on the educational disadvantage levels of the services.</p>
Transition to school	<p>Transitioning to school is a process rather than a point in time and each child experiences the process differently. The Transition: A positive start to school resource kit includes a section on enhanced transition planning for children with disability or developmental delay and outlines strategies to support continuity of learning and development, including the role of the Program Support Group in the transition process.</p> <p>A child's Transition Learning and Development Statement (transition statement) summarises their abilities as they start school and identifies their individual approaches to learning. The information in the transition statement helps prep teachers get to know the children entering their classes and plan appropriate learning and teaching programs. It provides an opportunity for children, their families and all the professionals who work with them to support a child's transition to school. It also helps educators in Outside School Hours Care services to plan for continuity of children's learning as they transition between settings.</p> <p>The transition statement includes a section which captures information to support transitions for children with disability or developmental delay. This section:</p> <ul style="list-style-type: none"> • includes the details of other early childhood professionals supporting the family and child • lists reports or assessments that have been completed and are available to support inclusion planning.

Term	Definition
Victorian Early Years Learning and Development Framework	<p>The Victorian Early Years Learning and Development Framework (VEYLDF) is designed to advance all children’s learning and development from birth to 8 years of age.</p> <p>The VEYLDF provides early childhood professionals with a common language for describing outcomes for children and describes practice principles to guide early childhood professionals to work with children and families to achieve the best outcomes for every child.</p>

Appendix B Definition of disability and developmental delay

For the purpose of the KIS Disability stream, disability and developmental delay are defined in accordance with the Disability Act 2006.

Disability in relation to a person means:

- a) a sensory, physical or neurological impairment or acquired brain injury or any combination thereof, which
 - i) is, or is likely to be, permanent, and
 - ii) causes a substantially reduced capacity in at least one of the areas of self-care, self-management, mobility or communication, and
 - iii) requires significant ongoing or long-term episodic support, and
 - iv) is not related to ageing;
- b) an intellectual disability; or
- c) a developmental delay.

Developmental delay means a delay in the development of a child under the age of 6 years which:

- a) is attributable to a mental or physical impairment or a combination of mental and physical impairments; and
- b) is manifested before the child attains the age of 6 years; and
- c) results in substantial functional limitations in one or more of the following areas of major life activity
 - i) self-care
 - ii) receptive and expressive language
 - iii) cognitive development
 - iv) motor development, and
- d) reflects the child's need for a combination and sequence of special interdisciplinary, or generic care, treatment or other services which are of extended duration and are individually planned and coordinated.

Appendix C Examples of high-level individualised health interventions

Oxygen

- maintaining oxygen supply and tube patency
- maintaining skin integrity for nasal cannulas and face masks
- ensuring appropriate humidification
- observing child's general health status and adjusting oxygen levels according to set criteria
- preventing complications
- changing oxygen cylinders.

Tracheostomy care

- controlling infection
- ensuring correct humidification
- keeping airways clear and using suction and saline as required
- efficiently changing a tube if the tube cannot be cleared of a blockage
- implementing emergency procedures related to respiratory needs as required.

Suction

- controlling infection
- using the correct suctioning technique for the child
- checking mucus and reporting abnormalities to the relevant people
- preventing complications associated with incorrect suction technique such as vomiting, aspiration and damage to mucous membrane.

Tube feeding (nasogastric or gastrostomy feeding)

- controlling infection
- checking the position of a nasogastric tube
- administering the correct volumes of nutrition formula at regular intervals, at the correct rate and temperature
- using a feeding pump as required
- emptying the stomach excess air
- cleaning equipment.

Management of faecal output

- managing an ileostomy or colostomy
- regularly emptying an ileostomy or colostomy pouch
- changing a pouch as required
- adequately protecting the stoma
- appropriately caring for the surrounding skin
- changing flanges as required.

Appendix D Department of Education contact details

North Eastern Victoria Region

 nevr@education.vic.gov.au  1300 333 231

Benalla office

PO Box 403
Benalla 3672

Glen Waverley office

Level 3, 295 Springvale
Rd
Glen Waverley 3150

Seymour office

8–10 Elizabeth Street
Seymour 3660

Shepparton office

180 High Street
Shepparton 3630

Wodonga office

Suite 4, 38–44 High
Street
Wodonga 3690

North Western Victoria Region

 nwvr@education.vic.gov.au  1300 338 691

Bendigo office

PO Box 442
Bendigo 3552

Coburg office

Locked Bag 2001
Coburg 3058

Greensborough office

PO Box 71
Greensborough 3088

Mildura office

PO Box 10129
Mildura 3502

Swan Hill office

509 Campbell Street
Swan Hill 3585

South Eastern Victoria Region

 sevr@education.vic.gov.au  1300 338 738

Dandenong office

PO Box 5
Dandenong 3175

Frankston office

1 Petrie Street
Frankston 3199

Moe office

PO Box 381
Moe 3825

Sale office

64–66 Foster Street
Sale 3850

South Western Victoria Region



swvr@education.vic.gov.au



1300 333 232

Ballarat office

109 Armstrong Street
North

Ballarat 3350

Footscray office

PO Box 2141

Footscray 3011

Geelong office

75 High Street

Belmont 3216

Horsham office

26 Darlot Street,

Horsham 3400

Keilor office

704B Old Calder Hwy

Keilor 3036

Warrnambool office

PO Box 1127

Warrnambool 3280

Appendix E KIS provider contact details

North Eastern Victoria Region

Uniting

KIS Program

kis.nev@vt.uniting.org

1800 183 103

Covers the following LGAs: Boroondara, Knox, Manningham, Maroondah, Monash, Whitehorse, Yarra Ranges.

Scope (Aust)

KIS Program

PO Box 128 Benalla 3672

(03) 5762 7121

Covers the following LGAs: Alpine, Benalla, Greater Shepparton, Indigo, Mansfield, Mitchell, Moira, Murrindindi, Strathbogie, Towong, Wangaratta, Wodonga.

North Western Victoria Region

Uniting

KIS Program

kisadminnorth@vt.uniting.org

(03) 9351 3600

Covers the following LGAs: Banyule, Darebin, Hume, Merri-bek, Nillumbik, Whittlesea, Yarra.

Mallee Family Care

KIS Program

PO Box 1870 Mildura 3502

kisconvenor@malleefamilycare.com.au

(03) 5023 5966

Covers the following LGAs: Mildura, district of Robinvale in Swan Hill.

Noah's Ark Inc.

KIS Program

10 Merino Court East Bendigo 3550

kisconvenor@noahsarkinc.org.au

0427 062 569

Covers the following LGAs: Buloke, Campaspe, Central Goldfields, Gannawarra, Greater Bendigo, Loddon, Macedon Ranges, Mount Alexander, Swan Hill.

South Eastern Victoria Region

Yooralla

KIS Program

PO Box 5435

Cranbourne 3977

KIS@yooralla.com.au

(03) 5990 9640

Covers the following LGAs: Bayside, Cardinia, Casey, Frankston, Glen Eira, Greater Dandenong, Kingston, Mornington, Port Phillip, Stonnington.

Uniting – Gippsland

KIS Program

3 Church Street

Leongatha 3953

kisse@vt.uniting.org

(03) 5662 5150

Covers the following LGAs: Bass Coast, Baw Baw, East Gippsland, South Gippsland, Wellington.

Latrobe City Council

KIS Program

PO Box 264

Morwell 3840

KIS@latrobe.vic.gov.au

(03) 5128 5645

Covers the following LGA: Latrobe.

South Western Victoria Region

Uniting

KIS Program

kisadminwest@vt.uniting.org

(03) 9351 3600

Covers the following LGAs: Brimbank, Hobsons Bay, Maribyrnong, Melbourne, Melton, Moonee Valley and Wyndham.

Gateways Support Services

KIS Program

12–14 Thompson Road

North Geelong 3215

KIS.Applications@gateways.com.au

(03) 5221 2984

Covers the following LGAs: Colac Otway, Corangamite, Glenelg, Greater Geelong, Moyne, Southern Grampians, Surf Coast, Queenscliff and Warrnambool

Pinarc Disability Support

KIS Program

kis@pinarc.org.au

(03) 5329 1300

Covers the following LGAs: Ballarat,
Ararat, Golden Plains, Hepburn,
Moorabool and Pyrenees.

Uniting

KISSW@vt.uniting.org

0428 386 588

Covers the LGAs: Hindmarsh, Horsham,
Northern Grampians, West Wimmera and
Yarriambiack

