

6. Choosing a High School

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About the second edition...

This booklet is one of a series of “Fact Packs” that were developed by The Kids’ Team at South West Brain Injury Rehabilitation Service (SWBIRS) in Albury over many years. The creation of the second edition of Fact Packs is intended to provide updated content designed to enhance the clinical usefulness of these resources.

Our aim was to collate some practical, user friendly material that has been found to assist families and educators in our work and in the research literature. We hope that we have developed a set of resource booklets containing a range of referenced, user friendly strategies and ideas relating to common issues that arise after an acquired brain injury (ABI). Introducing any new ideas or strategies will take time, patience and persistence. The advice from countless parents would be “hang in there.”

It is intended that the Fact Packs will be used in conjunction with service provision by The Kids’ Team or other ABI health professionals.

Some of the material included has been adapted from textbooks. Some has been developed by team members and much has been developed by the educators, rehabilitation workers and families supporting the children we see. Wherever possible, we have obtained permission to use the resources

included in the book. Please advise us if we have left something out!

To keep our material clear, we have used “he” to refer to the child with ABI throughout the Fact Packs. This reflects real life for us, too, as the majority of the children with whom we work are boys!

We extend thanks to the NSW Department of Health who provided the initial funding for this project. Without this funding, the development of the Fact Packs would have been an idea that remained trapped in the minds of several enthusiastic but busy ABI workers. Finally, we are very grateful to all the Kids’ Team members past and present, in addition to all the parents, teachers, school counsellors, students, therapists and ABI workers whose wisdom, energy, creativity and support has contributed to the development of these resources.

The eight Fact Packs in this series include:

- ◆ Achieving Goals
- ◆ Behaviour
- ◆ Choosing a School
- ◆ Especially for Parents
- ◆ Heads Up on Brain Injury
- ◆ Siblings
- ◆ Study Skills
- ◆ Teachers and Aides

We hope you find the Fact Packs useful. If you have ideas, resources, or material that could be included in future editions, please let us know!

The Kids Team
SWBIRS

Dear parents,

Starting school is an important step for all children. Choosing the best school for any student is usually a challenge. If your child has a brain injury, there are extra things for you to think about to prepare for school.

Careful planning and preparation can help to make the transition to school easier. A number of the parents we have worked with over the years have made decisions about school and they have accumulated quite a bit of wisdom about it on the way. Departments of Education in most states have also produced information to help you and your child make the decision about high school.

This fact pack contains ideas gathered from parents, South West Brain Injury Rehabilitation Service (SWBIRS) staff and government sources. We hope this information will help you in the process of choosing a school and, once that decision has been made, preparing for the changes ahead.

Remember that all decisions can be reviewed! One of our “catch cries” is “What is working? What is not? What needs to change? These are good questions to ask about school.

Additionally, the right school for a student in year 7 may not be the right school for that same student in Year 11. You will be making the best decision you can based on the

information you have at the time. You may need to change your decision further down the track, but that does not mean your decision was wrong!

A parent writing in Noticeboard, the magazine of the Association for Children with a Disability (ACD) commented that the best piece of advice she received about choosing a school was this:

“Choose the school where your child will be happy; not where you would like them to be happy.”

Good luck!

The Kids Team
South West Brain Injury
Rehabilitation Service

Advice from parents...

Here is some first hand advice from parents who have gone through (or are going through) the process of helping their child make the transition from primary to high school:

- ◆ Start REALLY early and consider all possible options.
- ◆ Talk to as many people as possible, including staff, service providers (e.g. SWBIRS), other kids and parents of kids at high school.
- ◆ Make sure everyone involved with the child is involved in the process and attends the meetings.
- ◆ Find out about the school's expectations. Let them know yours.
- ◆ Follow your "gut instinct" about which school is right for you and your child. Look for a school that gives you a "warm feeling."
- ◆ The resources that the school has are important, but the attitude of the school and teachers are more important. If the school accepts and values your child, that's the most important thing.
- ◆ It doesn't matter what they have in the classroom - it's what the teacher is like.
- ◆ The school needs to understand your child's needs and not feel that your child will be a burden. You need to know that they will make the effort.
- ◆ Emphasise the school needs to ask for help when they need it. Let the school know you're always there – they can always ring if they need help.
- ◆ Arrange transition visits. Your child needs to visit school several times before entering year 7 to get used to environment and the experience of being at high school.
- ◆ Find out about the homework being given at the school. Is it appropriate? What homework is given may reflect the appropriateness of class work.
- ◆ Be honest about your child's limitations when talking to schools, but don't paint too gloomy a picture.
- ◆ Go well armed to meetings, anticipate what might be discussed and be prepared to argue your case.
- ◆ Think about your aspirations for your child and your child's aspirations and how education will address these.
- ◆ Identify one person to take concerns to. A single key contact person who can communicate with teachers, who is responsible for following things up, and who will!

- ◆ Keep communication channels open.
- ◆ Don't feel you're nagging – if you have a concern, ring.
- ◆ Ask questions if you don't know the answers - don't worry if they seem "dumb."
- ◆ Make appointments to speak to people. This can be more effective than just dropping in and ensures that you will have enough time to discuss the concerns you have.
- ◆ Get in touch early if there's a problem or at the first sign of trouble. Don't wait for a crisis.
- ◆ Remember that as the child's parent you know your child the best.
- ◆ As your child gets older, expect changes in their outward behaviour. You may not get the farewell kiss or cuddle at the school gate any more!



What is different about high school?

Key message:

High school students will be expected to be more independent with planning and organising many areas of their schooling, including getting to and from different classes, and managing less structured assessment and assignment tasks.

For all students making the transition from primary school to high school, there will be some big changes. These include:

- ◆ Your child will begin to use a timetable, need to figure out a daily schedule and what lesson is on where.
- ◆ Your child will have several different teachers, which might make it harder for your child to get to know each one and for the teachers to get to know your child.
- ◆ Your child may be in a new environment with a different physical layout. The high school may be a larger school and they may need to make new friends.
- ◆ Your child may be using different classrooms and may need to move between classes several times each day.
- ◆ Teachers in high schools often expect increased self-direction and may provide decreased structure. High school kids have to organise themselves much more to get things done (e.g. homework and assignments). Your child will need to learn time management and self management to ensure they do tasks with less supervision and structure. No one expects this all at once!
- ◆ Your child may need to begin to use a diary to write down homework, assignments and other information they need to remember.
- ◆ Your child may need to remember to take the right books and other things they need for class.
- ◆ You may notice that there is an increased workload, including bigger assignment and homework tasks.
- ◆ There may be a change in the way information is presented. Kids are expected to find some information themselves.
- ◆ There will be physical, emotional and social changes as your child becomes an adolescent. Adolescence is the time when children develop a sense of identity, and are very focussed on the relationships they have with their peers. Around this time you may find your child will start to notice the opposite sex.

Timing

Key message:

Start transition planning 2 years before high school starts.

The more preparation you can do the easier the transition will be.

The Department of Education and Communities (DEC) likes there to be a review meeting to begin planning for transition to high school by the end of Term 1 in year 6 for students who are expecting to move to high school at the end of the year. For some children a longer planning time may be needed, depending on the educational and other support needs of that student.

It is the responsibility of the principal to ensure systematic and comprehensive planning occurs. Talk to the primary principal if you have concerns. Assistance is available from the District Special Education Consultant for NSW public school students.

Here is a checklist of things to consider and suggested times for doing them (NSW Department Education).

**24 → 12 months
before high school entry**

- Establish a team of people to support your child's transition to high school (this team will include

you and may include your child, case manager, therapists, consultants, and key DEC personnel). See page 21 for more detail on Learning Support Teams (LST).

- Begin to gather necessary information about your child from family, friends, teachers, medical and specialist services.
- Find out about the full range of school options and appropriate people to contact (special education consultants can help public NSW students).
- Discuss which schools your child could attend. Visit these schools. Gather other information (e.g. from other parents).
- Decide which school you prefer and notify relevant people (school principal, special education consultant, and team members).
- Meet with the school principal and discuss your child's enrolment in school. Provide information that will help with planning for your child's needs. Find out how to communicate with the school.
- Find out if assessment is required and how this will be done (e.g. for entry into support classes).
- The principal will assess the need for environmental modifications, resources and support and apply for funding.

12 → 0 months before high school entry

- The principal of the selected high school or their nominee joins the team.
- The team meets to plan how the transition process will work and develops an individual transition to high school plan.
- Identify a key person to contact at the school. Establish a plan for regular communication.
- Your child participates in transition and orientation activities, such as school visits.
- Share information (e.g. from primary teachers, family) to help teachers meet your child's needs and support their continued progress at high school.
- Consider practical matters that you need to sort out before school starts (e.g. how your child will travel to and from school).

Starting high school

- Your child starts school.
- The team should now include, or have regular contact with, all teachers, and other support personnel as appropriate.
- Make a date in Term 1 to review the transition process.

0 → 12 months after entry to high school

- The team meets regularly throughout the year to discuss development, implementation and monitoring of your child's program and to review your child's progress.
- The team evaluates the transition process and plans for future needs (e.g. transition to year 8).

Ongoing

- Individual Education Program goals are developed, based on your child's present and future needs.
- Communication between team members, and between the school and home is maintained.
- Your participation in decisions and processes is supported by the team and the school.



TIP: Establishing a key person to contact at school will make coordination easier

All those abbreviations

Yup! There are a lot of them and we have no doubt left out a few, but here are some you may need to know.

Abbreviation		Abbreviation	
AP	Assistant Principal	IST(V)	Itinerant Support Teacher (Vision)
APLD	Assistant Principal Learning Difficulties	LST	Learning Support Team
CIO	Community Information Officer	LAST	Learning Support Teacher
CLO	Community Liaison Officer	PSG	Program Support Group
DGO	District Guidance Officer	SLSO	School Learning Support Officer
DEC	Department of Education & Community	SSP	School for Specific Purposes (Special School)
DP	Deputy Principal	ST(B)	Support Teacher (Behaviour)
IM	Mild Intellectual Disability	ST(L)	Support Teacher (Language)
IO	Moderate Intellectual Disability	STLD	Support Teacher Learning Difficulties
IS	Severe Intellectual Disability	ST(P)	Support Teacher (Physical)
IST(H)	Itinerant Support Teacher (Hearing)	ST(R)	Support Teacher (Reading)
IST(I)	Itinerant Support Teacher (Integration)	TAS	Teacher's Aide Special

And there's more...

District Placement Panel (DPP)

The district panel is responsible for considering all applications for enrolment in special schools and support classes.

Individual Education Program / Individualised Learning Program (IEP/ILP)

Identifies on a case by case basis what needs to be taught, how it is going to be taught, who is going to teach it, when it will be taught and where it will be taught.

Itinerant Support Teacher (IST) Specialist teachers who provide additional support to teachers and individual students in more than one school.

Key Learning Areas (KLA)

Compulsory curriculum developed by the Board of Studies. There are six primary school and eight secondary school key learning areas.

Learning Support Plan (LSP)

Developed by the learning support team. It identifies long term outcomes and the support the student needs to achieve the outcomes.

Head Teachers

Look after a particular subject, e.g. English.

Year Advisers

Assist students with personal problems, school performance, attendance, etc. for all the students in one particular year. In many schools, this teacher remains with the students from year 7 to year 12.

Who can help?

Key message:

You don't have to do it all on your own. If you need further help with your decision making there are a number of different people you can talk to.

While choosing a school is a big decision, you are not on your own. There are a number of people you can talk to about your decision. Obviously, your ABI worker and therapists will be happy to discuss the issues with you but you will also benefit from talking to others:

Schools (primary and potential high schools)

- ◆ School principal
- ◆ Classroom and specialist teachers
- ◆ Support teacher (learning Difficulties)
- ◆ School counsellor
- ◆ Learning support team

District services

- ◆ Special education consultants can provide information about the full range of options available, eligibility criteria, access to options/resources
- ◆ Itinerant support teachers
- ◆ Learning difficulties coordinator

If you are looking at non-government schools you can contact:

- ◆ Catholic Education Office
- ◆ Association of Independent Schools
- ◆ Department of Human Services, Victoria – Disability Services and School Nursing Program
- ◆ Centrelink

For those of you who have been working with a Learning Support Team (LST) or a Program Support Group (PSG), this group will be a great resource in both selection of a school and planning for transition. If you don't have this kind of group at the moment, you can read about what a LST does on page 17 in this booklet.

What are my options?

When you begin to think about school there are a number of different options you can consider.

When you are deciding which high school your child could attend, you may well be choosing between state, selective, single sex, catholic or private/independent schools. Good people to start talking to are the school counsellor, year 6 teacher, and the principal of the primary school. In a regional or rural context the choices will not be as extensive. You will need information about the funding the school has access to, the costs involved, travel issues etc. This is discussed more fully in the following section “Choosing a School.”

There are different types of schooling offered by Departments of Education although all might not be available at each school. These options can include:

Mainstream classes with an integration aide

Your child will be assessed by someone from the Department of Education (DEC) in your state to determine whether they will be eligible for assistance in school and how much time they will receive.

Mainstream classes with volunteer support

In some situations where the child has not been eligible for integration support but needs assistance in the classroom, some schools have been able to arrange for volunteer support within the classroom. This is not always a straightforward process.

Support class placement or mixture of mainstream and support classes

This is when a child is placed with a group of other children with similar learning needs. It is not available in all schools. In regional centres, there may be one school that has the special class. Strict eligibility criteria apply to all support classes. Access is determined by a district placement panel (NSW Department Education).

Special school placement (SSP)

The SSP refers to the school where children have similar learning needs and there is a lower pupil to teacher ratio. In high schools there is an increased emphasis on life skills and vocational preparation. Once again, access is determined by a district placement panel (NSW Department Education).

Distance education

This refers to the situation where a student follows a curriculum set by the state DEC but may be doing this at

home or in a school classroom. The material is sent by correspondence and in units for each week. Phone contact is made regularly with teachers who are based at a central location. Face to face contact may occur once or twice a year. A student with special needs will be supported within a Distance Education curriculum.

Home school

This refers to the situation where a student studies from an alternative curriculum that needs to be approved or endorsed by the DEC. Families who have strong religious affiliations and want to incorporate their beliefs into curriculum material often choose this option.

Choosing a school

Key message:

If you can, make the time to meet with all of your preferred schools.

The DEC's in most states have produced really useful material for all parents about choosing schools. They include helpful timelines and checklists and a place to record your observations and decision-making processes. These titles have been included in the Resources section at the end of this Fact Pack. Here are some general ideas:

- ◆ Start early. The Department of Education recommends 12-24 months before your child is due to start primary or high school. If, as a result of your child's special needs, property modifications are required, this can take a long time.
- ◆ Consider all possible options. Find out what is available in your area.
- ◆ Consider honestly your child's abilities and limitations, your expectations, your child's aspirations and your aspirations. What do you think is best for your child? What does your child want? Then consider how different schools can address these issues and where your child will be happiest.
- ◆ Consider what the schools have to offer. What subjects do they offer? How are the subjects run? What are the average class sizes? What facilities and equipment does the school provide and how will they be accessed by your child (e.g. cooking facilities for Food Technology)? What is the general set up of amenities in the school? Is the environment appealing? Having said that, it is important that the "look" of the school is not everything. Some of the smaller schools may still be very flexible and responsive to a student's needs.
- ◆ Visit the possible schools with your child. Attend school open day. Attend classes with your child. When the selection has been narrowed down, arrange for your child to attend several sessions at the school on their own.
- ◆ Talk to people who know your child well, such as their primary school teachers if they are transitioning to high school, and the others in the learning support teams.
- ◆ Discuss the Individual Educational Plan (IEP) with the school. Do they know what this is? Have they worked with LSTs before?
- ◆ Think about what's important to you and what's important for your child (e.g. academic grades; functional life skills; etc.). Ask for

specific information on how the school would support your child – what are the options, what are the resources available, who will deliver assistance, etc. There are some sample questions to consider in the next section.

- ◆ Explain to and prepare your child for the structures set in place – how things will work, who to go to if things get hard.

Both you and your child should feel comfortable with the school that is chosen.



TIP: Talk to other parents whose children are already attending the school. They can provide really useful information!

Questions to ask about the school

Key message:

Plan in advance the questions you and your child want answered to make an informed decision.

The resources we refer to at the end of the booklet, produced by DEC's, have some good questions to ask. Here are some sample questions that parents we work with have asked:

- ◆ How does the school communicate with parents? What is communication like within the school? Is there a climate of openness and honesty?
- ◆ How can I be involved in the school/my child's education?
- ◆ What resources are available/can be made available in this school?
- ◆ Will therapy services be available in the school? Who will provide them, how, and who pays?
- ◆ How will my child's special learning needs be supported? What types of support is available?
- ◆ What is the size of the school? How many students in the classes?
- ◆ Does the school have experience teaching/integrating children with disabilities? Are there other children with disabilities at the school?
- ◆ Will my child have physical access to the whole school (e.g. science labs)?
- ◆ How will staff learn about my child's special needs? What about relief staff?
- ◆ How will the IEP be established? How often will there be a formal review of my child's progress?
- ◆ Will the teacher contact me if there is a problem?
- ◆ What support will be provided to help my child adjust to the new school e.g. buddy system?
- ◆ Is the school happy to work with the therapy team/case manager/ABI worker?
- ◆ How will my child be supported to be transitioned to work?

You could ask yourself:

- ◆ Can I imagine my child being happy at this school?
- ◆ Will I be happy with my child at this school?
- ◆ How will it affect our family if my child attends this particular school?
- ◆ Am I confident that my child will be supported to learn at this particular school?

Things the school might need to know about your child

Key message:

To help the school get to know your child, you can create an information page that tells the new school and teachers about them (we've attached a sample page at the end of this booklet).

When you have made a decision about which high school your child will attend, you will begin the process of helping prepare everyone involved for that transition. The school and the ABI worker will already have some strategies and ideas about what makes a transition smooth and effective. The resources from DEC's will be helpful. Here we have attempted to collate some practical ideas about what helps with transition and some tools that we have found helpful.

The people who will be working with your child in school will need some information to help them know how

best to approach support learning and to ensure that your child gets the most out of school. Writing down some information for teachers can help with this, so we have included some forms to give you an idea of how you might like to present information about your child. Involving them in that process is very useful! You or your child's current teacher can help your child create a page that tells the new teachers about them. Some of the things that the teacher may need to know are:

Information about your child

- ◆ Brief information about the injury and the effect it has had on your child
- ◆ Any special health care needs your child has, medication etc.
- ◆ Your child's strengths, as well as their limitations
- ◆ What your child wants to achieve, what is success for your child
- ◆ Your child's likes, dislikes, and interests
- ◆ Things that trigger strong emotions or negative reactions
- ◆ Ways your child likes to be taught and those that are counterproductive to learning
- ◆ Strategies that have helped your child in primary school
- ◆ The concerns that you and your child have about school
- ◆ Information from previous teachers

Information about the impact of your child's brain injury on their learning

Review what information you have – medical and rehabilitation information, specialist reports, including those from therapists and neuropsychologists, information about previous schooling and strategies, etc. Of this, what will help teachers to effectively teach your child? Parents should provide as much information as they feel necessary to ensure that their child's needs are understood and met.

Information you provide to the school could include:

- ◆ An explanation about difficulties your child has in learning
- ◆ Limitations caused by fatigue. Why your child may not be able to attend school for a whole day; what happens if your child does get tired; and how to make sure that your child is not given an excessive workload
- ◆ Limitations on assessment. What is appropriate; how can tasks be modified; how your child goes with exams
- ◆ That decreased motivation or initiation is not laziness
- ◆ That you as the parent are the expert on your child
- ◆ That your child needs to feel "normal" as much as possible

- ◆ What the insurer will provide, if applicable
- ◆ Other services your child is accessing, and how often (e.g. therapy, tutors etc.)
- ◆ What information your child is happy to have relayed to other students (if any)
- ◆ Any special considerations for sport or PDH and PE
- ◆ And that they can, and should contact you whenever they have concerns or questions.

Talk with your ABI worker about the most effective ways of getting this information across. We have spoken with small teacher groups, at staff meetings, provided written notes, prepared "All about X" documents etc.



What would I like my new teacher to know about me?

This form lets you choose three issues to tell a teacher about your child. Change the form to cover the issues that suit your child. Some teachers have used this form and the following one with all the students in their class.

What things don't I like?

What things do I like?

What things help when...

- e.g. I write stories;
- e.g. I am losing concentration (e.g. *using my story writing template*)

Here is a picture of me

What things help...

- e.g. to understand better in class?
- e.g. when I am doing number work? (e.g. *Sit me near your desk*)

What things can you do...

- e.g. when I'm getting a bit wound up and angry?
- e.g. if I look tired? (e.g. *Give me a message to take to the Library for 10 minutes*)

The important bits about me!

This year I have achieved...

.....
.....

This year I have needed some help with...

.....
.....

The things that help me in class are...

The person who helps me in class
(and how) is...

--	--

My three goals for next year are

- 1.
- 2.
- 3.

I describe myself as...

.....
.....

The Learning Support Team (LST)

Key message:

Prior to starting school talk to your chosen school about establishing a learning support team (LST) to support your child.

We believe the best way to support a child with an ABI is to work as a collaborative team. Within the education system, there is an accepted model of teamwork called the learning support team (LST).

What is a learning support team?

It is a group of teachers, support staff, parents, and sometimes the student themselves, who meet regularly. Its main purpose is to work together as a group to make sure the support needs of a student are addressed. The team does this through coordinating, implementing, monitoring and evaluating the student's educational program.

Who are the team members?

Technically every teacher can be a member, but realistically this can be difficult. We have worked with some schools where all the student's teachers come to meetings and other schools, where only the Year Level Coordinator comes along- it really depends on the school.

The team should include a:

- **Team Facilitator**
(usually the Learning Support Coordinator/ Teacher, or Principal)
- **School Counsellor**
(who may also act as the Team Facilitator)
- **Teacher representatives**
(e.g. Year Level Coordinator; Head of House; Senior School Coordinator, Home Room Teacher, etc.)
- **Specialist Personnel**
(e.g. Reading Recovery, ABI workers)

If you think other people (e.g. family members, an advocate, other specialists/therapists) could add important information or benefit from coming to the meetings, then discuss this with the Team Facilitator.

Once you have chosen a school, you and your LST may want to investigate options regarding the curriculum taught to your child. Your child may address the whole curriculum, or may require a modified program.

There are a number of modifications that can be made for your child. In consultation with the LST, your child can:

- ◆ Attend school for different hours to those set for most students
- ◆ Leave classes earlier to give him more time moving from class to class
- ◆ Start a bit later or finish earlier
- ◆ Leave classes a little earlier or do a different activity towards the end of each period
- ◆ Have different assessment options or special considerations for exams

In consultation with the LST, the following things can be discussed: extra time for exams, modified content, supervised breaks, dictating responses for tests (having a writer), having directions read (a reader), and a number of other options. When thinking about assessments, we encourage teachers to consider the skill being assessed.

How do we start a LST for my child?

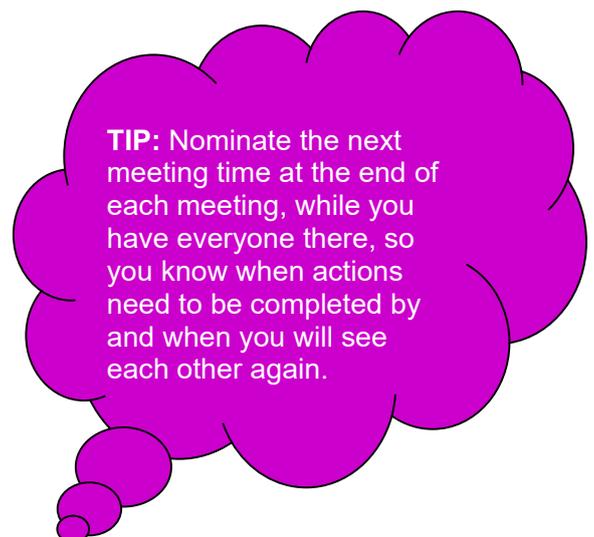
To ensure your child has a LST working with them, you will need to check with your particular school what their current structure is for students with special needs. If the school does not usually have LSTs, you may have to request one and you can use the above information to explain how you would like it to work.

Approaching the Principal or Deputy Principal is a great way to start or else finding out who the school's Counsellor/Special Education or Welfare person is and discussing starting a LST with them.

We would suggest meeting at a minimum of twice per year as a group, but you may need to meet more often to discuss your child's educational goals, strategies and progress. This can be decided by the group once you meet.

We also recommend appointing someone to:

- Facilitate the meeting, so they can keep track of time, make sure everyone has a say, keep to an agenda and make sure clear plans/actions are decided upon by the group.
- Take minutes, so that discussions and actions are recorded for everyone



Useful references

WEBSITES

NSW Public Schools

www.schools.nsw.edu.au

NSW Department of Education

www.dec.nsw.gov.au

Queensland Curriculum & Assessment Authority

www.qcaa.qld.edu.au

Victorian Department of Education & Training

www.education.vic.gov.au

BOOKS / ARTICLES

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Ylvisaker, M. (1998). *Traumatic brain injury rehabilitation: children and adolescents* (2nd ed). Boston, MA. Butterworth-Heinemann.

Paediatric brain injury services in NSW

Inpatient Services	Phone	Address
Sydney Children's Hospital Network - Westmead	(02) 9845 2132	Cnr Hawkesbury Road & Hainsworth Street Westmead NSW 2145
Rehab2Kids, Sydney Children's Hospital (Randwick)	(02) 9382 1590	High Street Randwick NSW 2031
Kaleidoscope Paediatric Brain Injury Rehabilitation Team (John Hunter Hospital)	(02) 4925 7963	Kookaburra Circuit New Lambton Heights NSW 2305
Community Services	Phone	Address
South West Brain Injury Rehabilitation Service (Albury)	(02) 6041 9902	335 Reservoir Road Lavington NSW 2641
Southern Area Brain Injury Service (Goulburn)	(02) 4823 7911	PO Box 274 Goulburn NSW 2580
Illawarra Brain Injury Service	(02) 42238470	8 Eyre Place Warrawong NSW 2502
Mid Western Brain Injury Rehabilitation Program (Bathurst)	(02) 6330 5114	Heritage Building Bathurst Health Service Howick Street Bathurst NSW 2795
New England Brain Injury Rehabilitation Service (Tamworth)	(02) 6767 8350	Dean Street Tamworth NSW 2340
Mid North Coast Brain Injury Rehabilitation Service (Coffs Harbour)	(02) 6652 2856	39 Victoria Street Coffs Harbour NSW 2450

Paediatric brain injury services in Victoria

Other nearby services (based in Victoria)	Phone	Address
<p>Victorian Paediatric Rehabilitation Service (VPRS) <i>Provide interdisciplinary rehabilitation for children with congenital, developmental, or acquired conditions that require rehabilitation. There are 8 sites across Victoria, the two covering North Victoria are:</i></p>		
<p>Goulburn Valley (Hume region)</p>	<p>(03) 5832 2322</p>	<p>Goulburn Valley Health Graham Street Shepparton VIC 3630</p>
<p>Bendigo (Loddon Malle region)</p>	<p>(03) 5454 6001</p>	<p>Bendigo Health John Lindell Mercy Street Bendigo VIC 3550</p>
<p>Melbourne City Mission Statewide Paediatric ABI Service <i>Assist those working or living with children and young people (aged 0-18 years) with an ABI.</i></p>	<p>1800 343 287 (Disability Services Intake)</p>	<p>Head Office: 164-180 Kings Way South Melbourne VIC 3205</p>