



The building blocks for inclusive futures

WA State Budget Submission 2025-2026

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Contents

We are Kiind.....	3
Our vision	3
Our mission.....	3
Our recommendations for 2025-2026 WA State Budget	3
1: A sector transformation fund to establish the connected system of supports.	3
2: Develop place-based partnerships around children and families across WA.	3
3: Commission scaling-up of family-led models of evidence-based peer support.....	3
4: Provide more practical supports for the wellbeing of unpaid carers.....	3
5: Add 'Inclusion' as a 7 th Domain in the Public School Review Standard.	3
6: Introduce a new inclusion specialist role in every WA school.....	3
7: Co-design new educational models for students experiencing complex barriers to school participation.....	3
8: Pilot full-service schools in partnership with community and health sectors.	3
The building blocks for inclusive futures.....	4
Strengthening the WA disability sector for the connected system of supports	4
How we work to change systems	10



We are Kiind

Kiind is a family-led, independent peer support organisation in WA. Since 1987, we have been supporting families raising children living with a disability, developmental delay, neurodivergence, genetic, rare, undiagnosed and/or chronic condition, from birth to age 25.

Our services include information and resources, peer support groups, navigation supports, and systemic advocacy to help families and children to live their best lives.

Our vision

Kiind aims for an inclusive society where all children and families reach their full potential.

Our mission

We walk with families, amplify their voices, and empower them with knowledge and connections to reach their full potential.

Our recommendations for 2025-2026 WA State Budget

- 1: A sector transformation fund to establish the connected system of supports.
- 2: Develop place-based partnerships around children and families across WA.
- 3: Commission scaling-up of family-led models of evidence-based peer support.
- 4: Provide more practical supports for the wellbeing of unpaid carers.
- 5: Add 'Inclusion' as a 7th Domain in the Public School Review Standard.
- 6: Introduce a new inclusion specialist role in every WA school.
- 7: Co-design new educational models for students experiencing complex barriers to school participation.
- 8: Pilot full-service schools in partnership with community and health sectors.

The building blocks for inclusive futures

We believe the WA state government can help Kiind achieve our vision of an inclusive society where all children and families reach their full potential.

To achieve an inclusive society where everyone belongs and can thrive, we need to build the capability of our whole community to respond differently to disability.

In consultation with families, young people and other stakeholders, Kiind has identified **three building blocks** to catalyse improved quality of life and inclusion for children and young people with disability and their families during 2025-26.

These building blocks are:

- **Strengthening the WA disability sector for the connected system of supports**
- **Funding family-centred Foundational Supports that focus on child and carer wellbeing**
- **Implementing inclusive education reforms that enshrine the right of students with disability to an education on an equal basis with their peers ([UNCRPD Article 24](#)).**

Strengthening the WA disability sector for the connected system of supports

The WA state government has the opportunity to build a new, connected system of supports around children and young people with disability, their families and carers.

Feedback from families tells us that the connected system of supports must focus on improved integration, coordination and collaboration with mainstream services. The goal of this system should be equitable access and inclusion for all children, families, and carers.

Recommendation 1

A sector transformation fund to establish the connected system of supports.

The purpose of establishing a sector transformation fund is to build sector capability for changes from market-based NDIS model to state-based commissioning.

This fund should be co-designed with the WA disability sector to support people with disability and their families, service providers and the disability workforce navigate the transition to a new connected system of supports.

Recommendation 2

Develop place-based partnerships around children and families across WA.

Families and carers want local, easy access to services and supports (education, health and disability) in natural settings like their home, school, or community groups.

They want disability organisations, mainstream and community services and the NDIS to work together to fill gaps and remove duplication or competition in service provision. There should be no wrong door – we should function as one ecosystem around the needs of children and their families, coordinating and collaborating across services and sectors.

Parents want to see consistent measures of children's developmental and social outcomes resulting from systems working together around the needs of the child and their family.

Funding family-centred Foundational Supports that focus on child and carer wellbeing

Children thrive when their families are well-supported. The foundational supports system should provide holistic support for families and assist them to navigate complex systems so they can access the right supports at the right time.

The 2023 NDIS Review identified a strong need for independent, family-centred services that can provide peer support and systems navigation for families across systems, within and outside the NDIS.

Following the recommendations from the NDIS Review, state-funded foundational support services should be family-centred and independent and provide peer support, systems navigation, information and advocacy services for parents raising children from infancy and early childhood through to adulthood. This could look like:

- Facilitated playgroups delivered in community hubs – both general and targeted
- Non-clinical interventions that are community based, including parent-mediated
- Peer-led Intensive family support for complex behaviours or co-occurring conditions
- Transition supports and life skills for adolescents and young adults with disability.

Recommendation 3

Commission scaling-up of family-led models of evidence-based peer support.

We ask that the WA government provides financial stability to capacity-building and peer support organisations through long-term commissioning for foundational support services.

Kiind's evidence-based family support service provides essential information, peer coaching and navigation for families and carers of children with disability or chronic condition, from birth to young adulthood.

With additional funding and long-term commissioning, we can scale-up to deliver place-based capacity-building services and peer-led outreach across all regions in WA.

Recommendation 4

Provide more practical supports for the wellbeing of unpaid carers.

By providing strong family and carer supports, we improve children's health and wellbeing. By supporting parents, carers and families, we safeguard children from abuse and neglect.¹

The [draft National Carer Strategy 2024-2034](#) identifies carers' psychological, physical and social wellbeing as a priority across Australia and recommends supports to address these.²

We call on the WA government to improve support and entitlements for unpaid carers, such as new discounts for activities to support financial, social, and physical wellbeing, and increased provision of peer mentoring, training, respite, and social opportunities for carers.

Implementing inclusive education reforms that enshrine the right of students with disability to an education on an equal basis with their peers

The recent WA School Education Act Review marks an incredible opportunity to re-design our mainstream education system to be inclusive of all students regardless of ability.

The key components of this building block involve partnering with students and families, inspiring educators in the values and practices of inclusion, appropriately resourcing schools and teachers to support effective inclusion, and introducing accountability measures for inclusion.

Recommendation 5

Add 'Inclusion' as a 7th Domain in the Public School Review Standard.

¹ <https://aifs.gov.au/webinars/preventing-emotional-abuse-children-role-parenting-support>

² <https://engage.dss.gov.au/wp-content/uploads/2024/10/National-Carer-Strategy-Draft-for-Consultation.pdf>

Families want to see safe, quality and inclusive school systems for all students with disability, and accountability where students with disability face discrimination.³ We want to see access and inclusion audits in all school sites to ensure all students, staff and families have equal access to the services and facilities of the school.

We call on the WA government and Department of Education to introduce a 7th domain in the [Public School Review Standard](#) to enable monitoring and reporting on disability inclusion in WA schools.

The introduction of a 7th domain in the Public School Review Standard for inclusion will help schools take their human rights obligations seriously, and bring attention to the needs of all students with disability or chronic condition.

Incorporating inclusion in the Public School Review process will bring transparency, accountability and continual improvements in access and inclusion across all WA schools.

Recommendation 6

Introduce a new inclusion specialist role in every WA school.

Families are doing the 'heavy lifting' in education supports for their children. Whether requesting reasonable adjustments, initiating IEPs or review meetings, the workload on parents and carers in support of their children's education is enormous. But education is a state responsibility, and equitable access to inclusive education is a human right.

We ask the WA government to build a workforce of inclusion specialists across WA schools. By providing inclusion specialists (educators trained in disability inclusion) in every WA school, the government can improve conditions for students, staff and families.

³ <https://disability.royalcommission.gov.au/system/files/2023-09/Final%20Report%20-%20Volume%207%2C%20Inclusive%20education%2C%20employment%20and%20housing%20-%20Summary%20and%20recommendations.docx>

The role of the inclusion specialist's workforce would be to grow a culture of inclusion across all school settings, provide training and coaching of school staff, be a point of liaison for families, be an advocate for student needs, and a mediator between school and family. Inclusion specialists would have oversight of IEPs, ensuring they are implemented and reviewed effectively, and that student progress is measured, their wellbeing is optimised, and that the relationships between schools and families are collaborative.

Recommendation 7

Co-design new educational models for students experiencing complex barriers to school participation.

There is a large and growing cohort of children and young people with complex needs who are experiencing 'school can't' (sometimes described as school refusal or school anxiety).

Increasing numbers of families describe being 'forced' into home education after trying every school system available to their child and finding none of these systems are meeting student needs.

Student engagement is a growing problem. Many schools are utilising significant resources to try and accommodate student needs with limited success in implementation, despite using 'evidence-based' approaches.

This emerging problem has impacts on student learning and wellbeing, teacher morale, classroom safety, carer burnout and employment, and family dynamics. This problem is not going away. It is time to address the issue in a whole new way.

We ask the WA government to support innovation in education through co-designing new approaches to education, alongside students experiencing 'school can't' and their families.⁴

⁴ <https://www.wacoss.org.au/wp-content/uploads/2024/10/Its-Time-To-Build-Community-State-Budget-Submission-2025-2026.pdf>

Recommendation 8

Pilot full-service schools in partnership with community and health sectors.

We need more investment in integrated models for school communities that support families and students to access the services they need, support transitions, and provide continuity for child development.⁵

We ask the WA government to fund trials of an expanded model of school-based allied health services in selected public schools across WA, with an emphasis on involvement of cross-sector partners, families and carers in the co-design and co-delivery of trial models.^{6,7}

How we work to change systems

Kiind partners with families, disability organisations, advocates, and key sector leaders to advocate for positive changes across multiple systems that families interact with. We want to be part of the solutions and help design fairer systems that can change children's lives.

Parents and carers are key agents of change and the best advocates for their children. Kiind helps governments understand and connect with the lived reality of families across WA. Together we can achieve our vision of an inclusive society where all children and families reach their full potential.

To connect with us, please contact Chief Executive Officer, Carrie Clark

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⁵ https://cdn.prod.website-files.com/661f556bbce30a1afe4ad03c/6736ca99454fd03c0036ac54_IDAC%20Roundtable%20-%20Philanthropic%20Investments%20-%2014%20Nov%202024.pdf

⁶ [https://www.parliament.wa.gov.au/Parliament/commit.nsf/\(Report+Lookup+by+Com+ID\)/97243864767EFE6E48258B02002A6A67/\\$file/GOVERNMENT+RESPONSE+TO+THE+SELECT+COMMITTEE+INTO+CHILD+DEVELOPMENT+SERVICES.pdf](https://www.parliament.wa.gov.au/Parliament/commit.nsf/(Report+Lookup+by+Com+ID)/97243864767EFE6E48258B02002A6A67/$file/GOVERNMENT+RESPONSE+TO+THE+SELECT+COMMITTEE+INTO+CHILD+DEVELOPMENT+SERVICES.pdf)

⁷ <https://www.education.gov.au/review-inform-better-and-fairer-education-system>