



Enrolment Policy Specialist



Help for non-English speakers.

If you need help to understand the information in this policy, please contact Maryborough Education Centre (MEC) 5461 7900.

Eligibility for enrolment in the MEC – Specialist School must be under the following criteria:

- An assessed intellectual disability meeting state-wide criteria.
- Aged between 5 years of age (on 30th April of the year admission is sought) and 18 years of age.
- Students over the age of 18 are ineligible for enrolment.
- Students of less than minimum age seeking enrolment must request prior written approval from the DE Regional Director.
- The student meets an exemption to the enrolment policy as agreed to by the DE Executive Director and MEC

Students seeking enrolment under the Disability and Impairment criteria must undergo the following process unless already funded under the Program for Students with a Disability/Disability Inclusion:

1. Assessment using a Vineland (Adaptive Behaviour Scale – Classroom edition) delivered by the classroom or kindergarten teacher in conjunction with the student's parents.
2. Assessment using the WISC or WIAT delivered by a psychologist appointed by the Department of Education Development (DE)

Once eligibility for enrolment is established, a Disability Inclusion meeting will be requested with the Department and a meeting schedule with a Department facilitator, the parent and school staff to establish the level of funding that is required.

The Assistant Principal has a responsibility to:

- Organise assessments for student.
- Organise Disability Inclusion funding eligibility process.
- Discuss enrolment options with parents – i.e. – dual enrolment.
- Organise a period of transition for student.
- Organise transport options for student where necessary.
- Organise Student Support Group meetings.

Assessment:

DE provides assessments for student eligibility. It is the responsibility of the Assistant Principal to provide parents with the information about the assessments.

- ◆ Parents complete paperwork request an assessment.
- ◆ DE outsources the assessments to a qualified educational psychologist who arranges to visit the student's community.
- ◆ The student accompanies his/her parents to visit the psychologist (usually at this school) and formal testing is undertaken where possible.
- ◆ The psychologist delivers a report to both the school and the parents declaring the student either eligible or ineligible for the Disability and Impairment Program. The report documents educational recommendations for the student.

Disability Inclusion Profile Process:

Once a student is declared eligible for the program the parent/carers meet with the DE facilitator, principal or delegate, classroom teacher, support staff and/or allied health (optional) to complete the Disability Inclusion Profile (DIP). This involves answering a list of questions that describe the student's needs as accurately as possible. Parents may be asked by the principal to provide evidence to support the information requested from DE. The information is reviewed, and the student is funded according to his/her needs. The school is advised of the level of funding.

Transport Options:

During the interview period, parents will be advised of transport options.

These include:

- ◆ Transport on one of the two special school buses.
- ◆ Transport on a mainstream bus.

It is the responsibility of the Assistant Principal to oversee the organisation of appropriate transport and advice given to the region as well as the Student Transport Unit.

Parents are required to sign a transport form if student is travelling on a mainstream or special school bus.

Enrolment Options:

It is the Assistant Principal's responsibility to advise parents of the enrolment options available.

- ◆ If the student is school age but a placement in preschool is also available, students can be enrolled at both settings provided the time fraction is entered on Cases. Parents may choose this option to prolong the transition period and assist the child to adapt more readily to the changes from preschool to school. This process needs to be reviewed frequently to ascertain the value of the dual enrolment.
- ◆ School age students are eligible to enrol part time at both the specialist and mainstream areas.

Transition Options:

Students find themselves in transition from one setting to another for a variety of reasons.

- ◆ Transition from preschool to school.
- ◆ Transitions from special school to mainstream schools or vice versa.
- ◆ Transition from school to adult options.

MEC will offer support to students during these transition phases. This will involve providing the opportunity for students to spend either sessional placement at this school, at another local school or at an adult setting. Staff will offer support to ensure that students are comfortable with the changes and that information relating to the student is delivered to receiving staff in a professional manner.

Transition / Dual Enrolment

MEC offers a transition period for all new student enrolments. New prep students will be offered a transition in fourth term. The length of time offered will be decided after consultation with parents/carers and staff involved. Prep Specialist Setting students will not attend on Wednesday for the first term of their school year.

Student Support Group

It is the Assistant Principal's responsibility to convene a Student Support Group (SSG) meeting as soon, as is practicable for all parties involved. SSG's are held on the first day of school at Start-Up Interviews and during each term of the school year.

POLICY REVIEW AND APPROVAL

Policy last reviewed	13 th August 2024
Consultation	Education Policy in August 2024
Approved by	School Council
Next scheduled review date	This policy was last updated on 27 th June 2024 and is scheduled for review as part of the school's 3-year review cycle.

Signed:



Anita Ford
School Council President

Date: 27/8/2024