

LATROBE SPECIAL DEVELOPMENTAL SCHOOL

ENROLMENT POLICY



Rationale:

To ensure an open and transparent process exists to enroll only those students who are eligible for enrolment at Latrobe Special Developmental School.

Eligibility:

Only students who have been deemed eligible for funding under the DEECD Program for Students with a Disability (PSD) and have been diagnosed as having a moderate to profound Intellectual Disability are eligible to enrol at Latrobe Special Developmental School.

Students who reside within the school's Designated Transport Area (DTA) may be eligible for transport assistance (please contact the school to determine eligibility).

Enrolment:

The decision to enrol at Latrobe Special Developmental School is ultimately a family choice. Enrolment may be on a fulltime basis or part time, with enrolment shared between the Special school and a mainstream school.

Eligible students may enrol at any time during the school year. Students will commence once duty of care requirements have been met through the transition process.

Preferred Enrolment Transition Process:

Parents are encouraged to visit and tour the school when considering their child's educational placement. They may visit the school a number of times. Family members, friends and professional are welcome to visit to support the family's decision.

The child is encouraged to visit and tour the school after the parent tour.

After the family has made a decision to enrol their child, a Student Support Group Meeting (SSG) is held to share information relevant to the child's education. (Please refer to the current year's PSD guidelines handbook).

Input from the child's current school/kindergarten is strongly encouraged and comes in the form of professionals attending the SSG meeting and/or provide relevant paperwork. Input from therapists, medical professionals and support workers who have worked with/are working with the child is also sought.

Latrobe Special Developmental School staff may visit the child's current educational setting to make observations.

Student classroom placement and key learning objectives are identified. Appropriate structures are put in place to support the student's educational, social, emotional and physical needs and to ensure the safety of all students and staff.

The student will participate in a transition process which will be individualised to meet the needs of the student, their family and the school.

Evaluation:

This policy will be reviewed as part of the school's three year review cycle in line with current DEECD policy and guidelines.

REVIEW CYCLE

This policy was last updated on February 13th 2019 and is scheduled for review in February 2023.