

CHILD DETAILS

| | | | |
|--------------------------------|--|---------------------|---|
| Family Name: | | Date of Birth: | / / |
| Given Name: | | Gender: | <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> NB |
| Residential Address: | | Postcode: | |
| Early childhood setting: | | Intended preschool: | |
| Other Details: | <input type="checkbox"/> Child in Care <input type="checkbox"/> Aboriginal or Torres Strait Islander <input type="checkbox"/> English as an Additional Language or Dialect | | |
| Anticipated Commencement Date: | | Custody Order: | <input type="checkbox"/> Y <input type="checkbox"/> N |

PARENT CONSENT AND PERMISSION TO GATHER AND EXCHANGE INFORMATION

The process for investigating eligibility for placement in a preschool special option has been explained to me and I consent.

I understand my responsibility in providing key personnel from the Department for Education, Student Support Services (including Psychologist and Special Educator) with copies of relevant reports and documents, and consent to their use in this process.

I give permission for key personnel from Department for Education, Student Support Services to contact my child's current early childhood setting to gather information for this investigation of eligibility on my behalf.

I understand the information gathered will be used to create necessary statistical information for state and local area enrolment projections, forward planning of educational facilities.

I give permission for key personnel from Department for Education, Student Support Services to contact the following agencies to gather information for this investigation of eligibility on my behalf.

| |
|--|
| |
|--|

Parent/Caregiver Names:

Signature:

Date:

/ /

Email:

Phone:

Parent/Caregiver Comment: (e.g. contextual information for the panel to consider)

| |
|--|
| |
|--|

PREFERRED PROGRAM

- Acacia Kindergarten, Mount Gambier
- Aldinga Payinthe Preschool, Aldinga
- Bains Road Preschool, Morphett Vale
- Elsie Ey Children's Centre, Hewett
- Kilparrin Early Learning Centre
- Kirton Point Children's Centre, Port Lincoln
- Klemzig Auslan Bilingual Preschool, Klemzig
- Ngura Yadurirn Children and Family Centre, Ceduna
- Parks Children's Centre, Angle Park
- Port Augusta West Childhood Services Centre, Port Augusta
- Riverbanks Preschool, Angle Vale
- Sir Thomas Playford Kindergarten, Elizabeth South
- Solomontown Kindergarten, Port Pirie
- The Briars Preschool, Felixstow**
- The Willows Children's Centre, Mount Barker
- Tinyeri Children's Centre, Murray Bridge
- Warradale IPP for Deaf and Hard of Hearing, Warradale
- Whyalla Stuart Early Childhood Centre Kindergarten, Whyalla Stuart

ATTACHMENTS**Required Attachments if available:**

- Assessments and reports from any of the following Y
- Pediatrician
 - Health professional (eg Doctor)
 - Speech Pathologist
 - Occupational Therapist
 - CDU or CAT team assessment
 - Audiologist/Ophthalmologist

The following attachments may be provided:

- | | | |
|------------------------------------|----------------------------|----------------------------|
| Health Support Plan | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| Oral Eating and Drinking Care Plan | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| Transfer and Positioning Care Plan | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| Special Educator observation | <input type="checkbox"/> Y | <input type="checkbox"/> N |
| Parent carer observation | <input type="checkbox"/> Y | <input type="checkbox"/> N |

Form completed with:

The Briars / SSS Special Educator:

Allied Health professional:

Please comment on the child's presenting needs in the following boxes. Use the document below as a guide to possible indicators you may like to discuss:

1. Summary of child's presenting needs

2. Language and communication

a) Expressive language

b) Receptive language

3. **Social Independence**

4. **Regulation**

5. **Physical, Health and Personal Care**

6. **Safety and Supervision**

7. **Other relevant Information**



Developmental Domains – possible indicators reflective of the level of need

| Language and Communication | Social Independence | Regulation | Physical, Health and Personal Care | Safety and Supervision |
|---|---|---|---|--|
| <p><u>Expressive Language</u></p> <p>No communicative intent. Non-verbal but has some communicative intent. Uses jargon, babble, echolalia, gesture. Has a few words and can request using words and/or signs.</p> <p><u>Receptive Language</u></p> <p>Limited comprehension of even familiar routines and expectations, requires physical support to follow. Has developed some understanding of familiar routines and expectations but requires adult prompting and support to follow. Can follow a visual schedule with support.</p> | <p><u>Social</u></p> <p>No social interest. Emerging social interest with peers. Has social interest but unable to share, wait, take turns and requires a high level of adult scaffolding.</p> <p><u>Play</u></p> <p>Sensorimotor level (sucking, banging, waving), manipulative play, or lining up or ordering toys. Cause and effect toys. Functional play (using real life toys as they are intended).</p> | <p><u>Attention</u></p> <p>Cannot direct attention to where indicated. Fleeting attention for motivating tasks only. Flits from activity to activity.</p> <p><u>Behaviour</u></p> <p>Low frustration tolerance leading to angry/aggressive outbursts towards peers and/or staff. Difficulties coping with change and/or transitions.</p> <p>Significant levels of uncooperative/ non-compliant behaviour.</p> <p>Atypical behaviour (ritualistic behaviour, repetitive behaviour, obsessional interests).</p> | <p><u>Self-care</u></p> <p>Requires considerable support for personal care (feeding/ dressing/ toileting).</p> <p><u>Toileting</u></p> <p>Has no toileting awareness (in nappies). In nappies, but some toileting awareness is developing.</p> <p><u>Gross Motor</u></p> <p>Is ungainly whilst moving around the environment and may trip often. Can manoeuvre around the environment but difficulties with coordination and motor planning.</p> <p><u>Fine Motor</u></p> <p>Unable to open containers, food packaging, taps and will not request assistance.</p> | <p><u>Safety and risk</u></p> <p>Requires a secure environment due to no boundary awareness and/ or absconding behaviour. Requires high levels of supervision due to unsafe behaviours (e.g. climbing furniture, mouthing/ eating non-food items).</p> |