

This form is to be completed in collaboration with a SSS inclusive educator, inclusive educator - hearing or SIES early intervention service deaf/hard of hearing

Student details

Family name:		Date of birth:	
Given name(s):		Gender:	<input type="checkbox"/> Male, <input type="checkbox"/> Female, <input type="checkbox"/> Other
Residential address:		Postcode:	
Email:		Phone:	
Current setting:			
Intended preschool:			
Other details:	<input type="checkbox"/> Young person in care, <input type="checkbox"/> Aboriginal/ Torres Strait Islander, <input type="checkbox"/> English as an Additional Language or Dialect		
Diagnosis:	<input type="checkbox"/> Global development delay, <input type="checkbox"/> Intellectual Developmental Disorder, <input type="checkbox"/> Unspecified Intellectual Developmental disorder, <input type="checkbox"/> Autism, <input type="checkbox"/> N/A, <input type="checkbox"/> Other:		
Anticipated commencement date:		Custody order:	<input type="checkbox"/> yes, <input type="checkbox"/> no

Parent consent and permission to gather and exchange information

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

I understand my responsibility in providing key personnel from the Department for Education, Student Support Services (including Psychologist and Inclusive 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:

Name/agency:		Contact details:	
Name/agency:		Contact details:	
Name/agency:		Contact details:	
Name/agency:		Contact details:	
Name/agency:		Contact details:	
Parent/Caregiver Name/s:			
Signature/s:		Date:	

Parent/caregiver comment (e.g. contextual information for the panel to consider):

REQUEST TO INVESTIGATE ENROLMENT IN A PRESCHOOL SPECIALISED EDUCATION OPTION SEO1P

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 Yadurim 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:

- Paediatrician letter/report
- Medical professional (e.g. doctor, neurologist)
- Speech pathologist
- Occupational therapist
- CDU or CAT team assessment
- Audiologist/ ophthalmologist
- Other:

The following attachments may be provided:

- Health Support Plan
- Oral Eating and Drinking Plan
- Transfer and Positioning Plan
- Inclusive education observation
- Parent/caregiver observation/notes

Form completed with:

<input type="checkbox"/> SSS inclusive educator/inclusive educator – hearing, SIES EIS	name:	
<input type="checkbox"/> Allied health professional:	name:	
<input type="checkbox"/> other:	name:	

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SEO1P

Functional needs

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:

Summary of key presenting needs:

Ability to **express themselves** and **speech clarity** (e.g. uses augmented communication methods/ signing or gesture; uses jargon/babbling; speaks using 1-2 words, short phrases, simple sentences; can communicate needs; speech easy or difficult to understand to unfamiliar people etc):

Ability to **understand** visual (e.g. recognition of signs/symbols) and auditory information [comment on home language [specify] Vs English] (e.g. ability to follow instructions/ routines/ rules, follow a visual schedule etc.):

Social independence (e.g. interest in others, ability to share attention, play with others etc.):

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Functional needs continued

Please comment on the child's presenting needs in the following boxes.

Regulation skills (including sensory needs and any known triggers for dysregulation, duration and support strategies):

Physical, Health and Personal Care (e.g. ability to feed self, toileting, dressing, open containers and packaging etc):

Safety and Supervision (e.g. awareness of environmental dangers, any unsafe/risky behaviours etc.):

Any other **relevant information**:

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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>Expressive Language Not yet demonstrating communicative intent</p> <p>Requires full assistance/dependence on adults to use their personalised communication system</p> <p>Does not have a reliable communication method</p> <p>Uses infrequent words, echolalia, gestures, sounds and body language, and with limited consistent use of language, signing and/or augmented systems</p> <p>Communicates using short phrases, rote learned communication, signing, and/or uses alternative/augmented systems (i.e. PECS, PODD, P2GO) semi-independently</p> <p>Receptive Language Requires full assistance by adults to follow single-step or augmented supports for essential and familiar tasks.</p> <p>Is able to follow routine one-step instructions and unfamiliar one-step instructions with explicit support.</p> <p>Is able to understand and follow routine visual schedules with supports</p>	<p>Social Not yet demonstrating social intent</p> <p>Socially disconnected even with frequent high support</p> <p>Developing social intent and/or requires regular support to engage with peers in meaningful and purposeful interactions</p> <p>Play Play may involve exploring items by looking and mouthing</p> <p>Play may involve sensorimotor activities (e.g. banging, waving items or engaging in experiences which explore different textures / smells)</p> <p>Play may involve cause and effect (e.g. pushing buttons/pulling levers for effect), sensory exploratory play (e.g. digging in sandpit, pouring water), and simple adult directed activities (e.g. peek-a-boo, stack blocks)</p>	<p>Attention Cannot direct attention to where indicated</p> <p>Fleeting attention for motivating tasks only</p> <p>Flits from activity to activity.</p> <p>Behaviour Dysregulated behaviours may pose risk to self and others</p> <p>Difficulties coping with change and/or transitions</p> <p>Externalising and/or internalising behaviours that interfere with engagement/ attendance</p> <p>Significant sensory seeking and/or avoidance/ disengaged behaviours</p>	<p>Self-care Requires considerable support for personal care (feeding/ dressing/ toileting)</p> <p>Requires individual adult physical assistance to implement health care plans throughout the day</p> <p>Gross Motor Requires physical assistance for mobility</p> <p>Is ungainly whilst moving around the environment and may trip often</p> <p>Can manoeuvre around the environment but difficulties with coordination and motor planning.</p> <p>Fine Motor Unable to open containers, food packaging, taps and will not request assistance</p>	<p>Safety and risk Requires a secure environment due to no boundary awareness and/ or absconding behaviour</p> <p>Requires high levels of supervision due to unsafe/risky behaviours (e.g. climbing furniture, mouthing/ eating non-food items)</p> <p>Requires supervision to support safe behaviour in most activities both within the preschool setting and externally</p>