**ENROLMENT APPLICATION PRINCIPAL REFERRAL FORM**

In accordance with section 156(3) of the [*Education (General Provisions) Act 2006 (*Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2006-039) (EGPA), the principal must refer the prospective student’s application for enrolment to the Chief Executive of the Department of Education (the department) (or delegated officer) for determining whether a prospective student satisfies the requirements for enrolment in a state special school as set out in section 166(1) of the EGPA.

The Chief Executive of the department (or delegated officer) is responsible for determining whether a prospective student satisfies the requirements for enrolment in state special schools as set out in section 166(1) of the EGPA.

To be eligible for enrolment in a state special school, all criteria outlined in the [Special school eligibility (“person with a disability” criteria) policy](https://education.qld.gov.au/student/Documents/special-school-eligibility-policy.docx) must be met, and the decision-maker must also be satisfied, in accordance with section 166 (1) (b) of the EGPA that the relevant special school is able to cater for the educational needs of the prospective student.

This form is to be completed for prospective students not currently enrolled in a Queensland state special school.

This form accompanies the [Application for student enrolment form](https://ppr.mpe.qed.qld.gov.au/attachment/application-for-student-enrolment-form-word-version-to-insert-school-logo.docx) and [State special school enrolment parent consent and information form](https://ppr.mpe.qed.qld.gov.au/attachment/state-special-school-enrolment-parent-consent-and-information-form.docx). It includes supporting information provided by the parents, and evidence and information collected by departmental staff, which supports the decision-maker (Chief Executive or delegate) to determine whether the prospective student satisfies the requirements for enrolment in state special schools as set out in section 166(1) of the EGPA.

Please refer to the [State special school enrolment decision-making guidelines](https://ppr.mpe.qed.qld.gov.au/attachment/state-special-school-enrolment-decision-making-guidelines.docx) for further information when making and considering applications for enrolment in state special schools.

This form contains the following sections:

* Part A – Applicant and student details. Principal of the receiving state special school completes this part when they receive the *Application for student enrolment* form and the *State special school enrolment parent consent and information* form.
* Part B – Evidence collection. Departmental staff gather evidence supporting the prospective student’s enrolment in the state special school.

***Note:*** *Completed original form to be stored in the student record on OneSchool.*

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| **Part A – Applicant and student details** |
| **Applicant details** |
| **Surname:**  |       | **Given names:**  |       |
| **Home address:** |       | **Contact number:** |        |
| **Prospective student details** |
| **Surname:** (as per birth certificate) |       | **Given names:** (as per birth certificate) |       |
| **Sex:** |       | **Date of birth:** |       |
| **Home address:** |       |
| **Currently enrolled in a school** | [ ]  **Yes**[ ]  **No** | **Current school (if applicable)** |       | **Current year level:** |       |
| **Registered at an Early Childhood Development Program (ECDP)** | [ ]  **Yes**[ ]  **No** | **Name of ECDP** |       |
| **Proposed state special school** |
| **State special school** |       |

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| **Part B - Evidence**  |
| **Active verification record in the Education Adjustment Program (EAP) category of intellectual disability with status *verified*** | [ ]  **Yes** [ ]  **No** |
| **EQ ID number:** |       | **AIMS ID:** |       |
| **EAP profile completed:**  | [ ]  **Yes**[ ]  **No** | **Quartile:**       **Percentile:**       | **Profile approval date:** |       |
| **Special school eligibility (“person with a disability” criteria) policy** |
| Details should include relevant information to demonstrate the criteria outlined in the *Special school eligibility (“person with a disability” criteria) policy* are met. All information needs to be current and factual. **Criterion 1 – The person has a disability as defined by the** [***Disability Discrimination Act 1992* (Cwth)**](https://www.legislation.gov.au/Series/C2004A04426) **(DDA).**Disability: Specialist diagnosis or reports, profiles or assessment reports from schools, and/or school assessments and learning history.     **Criterion 2 – The person has a *severe disability* which includes an *intellectual disability.***Impact of disability which includes an intellectual disability: Highly individualised program such as an individual learning plan, access to specialised teaching, educational adjustments, and monitoring and supports by multi-disciplinary teams. This may include small groups, one-on-one support, and/or therapy programs.Specialised health needs: procedures/interventions that are essential to enable a student to access their educational program. They are requested, prescribed and/or established by an appropriate qualified health professional and incorporate routine and/or emergency procedures and interventions. Specialised health procedures and interventions include, but are not limited to: enteral/artificial feeding, airway management, epilepsy management, individualised mealtime programs with supervision, toileting management, diabetes management, prescribed medication management, asthma management, and/or anaphylaxis management.     **Criterion 3 – The person is unlikely to attain the levels of development of which the person is capable unless the person receives special education.**Curriculum: Current attainments in numeracy and literacy, e.g. reading level, writing, spelling, NAPLAN results, assessment results in core curriculum areas. Level of intervention provided and examples of two or three major adjustments required.     Communication: Current skills in receptive, expressive, pragmatics and speech. Speech language pathologist assessment results. Level of intervention provided and examples of two or three major adjustments required.     Social participation and emotional wellbeing: Social/interaction skills, self-management strategies. Level of intervention provided and examples of two or three major adjustments required.     Learning environment/access: Classroom and non-classroom environment support required, organisational skills, mobility and access. Level of intervention provided and examples of two or three major adjustments required.     Health, personal care and safety: Health needs, risk management, safety concerns and personal care skills. Level of intervention provided and examples of two or three major adjustments required.     **Criterion 4 – The person’s educational program is best delivered in a special school, taking into account the appropriateness of this placement for the individual concerned.**Most appropriate place: Consider all the evidence provided, including the pervasive and persistent nature of the child or young person’s disability across all areas of their development, learning and participation in education.      |
| **Proposed special school**  |
| The special school identified in the application is able to cater for the educational needs of the child or young person. Insert details of resources, expertise, and supports available in the relevant Queensland state special school.      |
| **Supporting information in Part B completed by:** |
| **Position:**       **Name:**      **Signature:** **Date:**       | **Position**:       **Name:**      **Signature:** **Date:**        |

\**Intellectual disability is verified in accordance with the EAP Handbook by a Departmental verifier – intellectual disability to ensure the student meets the criteria outlined in the Special school eligibility (“person with a disability” criteria) policy.*