Mornington Special Developmental School No.5239

40 Robertson Drive,
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ABN 66 210 461 357

Early Education Program Enrolment Policy

Help for non-English speakers

If you need help to understand the information in this policy please contact **Mornington Special Developmental School (03) 5975 6111**

Purpose

The purpose of this policy is to provide clear, fair and transparent guidelines for the enrolment of children in the Mornington Special Developmental School (MSDS) Early Education Program (EEP).

The policy outlines:

- eligibility requirements for the Early Education Program;
- age requirements;
- documentation and evidence required for enrolment;
- the priority order used when applications exceed available places;
- the role of the principal in approving enrolments; and
- the processes for maintaining accurate enrolment information.

The policy is designed to support equitable access to the MSDS Early Education Program for eligible children and families within the school's local community.

Scope

This policy applies to:

- children seeking enrolment in the MSDS Early Education Program;
- parents and carers of prospective EEP students;
- parents and carers of children currently enrolled in the EEP; and
- all MSDS staff involved in the enrolment and intake process.

Policy

Mornington Special Developmental School provides an Early Education Program for eligible preschool-aged children with a disability and/or developmental delay.

The Early Education Program is a school-based program and operates in accordance with the Victorian Department of Education's Early Education Programs policy and relevant enrolment requirements.

Eligibility

To be considered for enrolment in the MSDS Early Education Program, a child must:

- meet the Department of Education's eligibility requirements for an approved Early Education Program;
- have a disability and/or developmental delay supported by appropriate evidence; and
- meet the age requirements outlined below.

Age Eligibility

Children must be aged **between 2 years and 8 months and 4 years and 8 months as at 1 January of the year of entry**.

Children who do not meet the age eligibility requirements will not normally be eligible for enrolment in the Early Education Program unless an applicable Department of Education provision applies.

Evidence of Disability or Developmental Delay

Families applying for the Early Education Program are required to provide relevant documentation and evidence supporting their child's disability and/or developmental delay.

Evidence may include reports or documentation from relevant professionals or services, including, where applicable:

- paediatricians;
- psychologists;
- speech pathologists;
- occupational therapists;
- physiotherapists;
- other allied health professionals; and
- early intervention or other relevant support services.

The school may request additional information where required to determine whether the child's needs are appropriate for the Early Education Program.

Local Area and School Zone

Mornington Special Developmental School provides the Early Education Program primarily to support eligible children and families within the school's local community.

The school's designated school/transport zone will be considered when determining priority for available EEP places.

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Families residing outside the MSDS designated zone may apply for the program. However, where the number of eligible applicants exceeds the number of available places, priority will generally be given to eligible children residing within the designated MSDS zone.

Families residing outside the MSDS zone may be provided with information about other Early Education Programs or specialist education options available within their local area.

Priority for Placement

Where there are more eligible applicants than available places, enrolment offers will be determined according to the following considerations:

1. The child meets the Department of Education eligibility and age requirements for an Early Education Program.
2. The child's disability and/or developmental needs are appropriate for the MSDS Early Education Program.
3. The child resides within the MSDS designated school/transport zone.
4. The child's individual circumstances and educational needs, including any exceptional family circumstances, are considered.
5. The date the application was received, or the child was placed on the waiting list may be considered where applicants otherwise meet the same priority criteria.

The principal or delegate will determine offers of enrolment having regard to the above criteria; available places and the needs of the children currently enrolled in the program.

Enrolment and Intake Process

- Families seeking enrolment in the Early Education Program will be required to:
- contact the school and express interest in the program;
- provide relevant supporting documentation;
- provide evidence of the child's date of birth;
- complete the required Department of Education enrolment documentation;
- provide an Immunisation History Statement where required; and
- participate in an enrolment/intake discussion or school visit where requested.

The school may request further information to assist in determining the suitability and appropriateness of the program for the child.

Final approval of enrolment rests with the principal or delegate in accordance with Department of Education requirements.

Waiting List

Where a place is not immediately available, eligible applicants may be placed on the EEP waiting list.

The school will maintain the waiting list and contact families when a suitable place becomes available.

Placement on the waiting list does not guarantee an offer of enrolment.

The priority criteria outlined in this policy will be considered when places become available.

Enrolment Documentation and Records

All required enrolment documentation must be completed and maintained in accordance with Department of Education requirements.

The school will:

- ensure enrolment forms are completed and signed;
- maintain accurate student information in CASES21;
- update information when circumstances change;
- maintain current parent/carer contact details;
- ensure relevant medical and health information is recorded;
- review enrolment information as required; and
- maintain enrolment information in accordance with Department of Education information management and privacy requirements.

Existing EEP Students

The ongoing participation of children in the Early Education Program will be considered in relation to the child's age, educational needs and eligibility requirements.

The school will work with families to support children to transition from the EEP to an appropriate school or educational setting.

Where appropriate, the school will work collaboratively with families, kindergartens, early childhood services, allied health professionals and other relevant services to support transition planning.

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Transition

The Early Education Program will support families in planning for their child's transition to school.

This may include:

- providing information about specialist and mainstream school options;
- liaising with their child's kindergarten, childcare or early intervention service;
- supporting families to understand available educational options;
- participating in transition meetings where appropriate; and
- sharing relevant information with the family's consent and in accordance with Department of Education requirements.

Roles and Responsibilities

Principal

The Principal is responsible for:

- approving EEP enrolments;
- ensuring enrolment decisions comply with Department of Education requirements;
- ensuring the school's local intake process is applied consistently; and
- ensuring appropriate records are maintained.

EEP Coordinator / Relevant Staff

Relevant staff are responsible for:

- receiving and reviewing enrolment enquiries;
- collecting supporting documentation;
- maintaining the waiting list;
- communicating with families;
- supporting the intake process; and
- maintaining accurate enrolment information.

Parents and Carers

Parents and carers are responsible for:

- providing accurate information;
- providing requested supporting documentation;
- completing required enrolment forms;
- advising the school of changes to contact, medical or other relevant information;

- working collaboratively with the school to support their child's educational program and transition.

Review of Policy

This policy will be reviewed in accordance with the school's policy review schedule and when relevant Department of Education requirements or Early Education Program policy changes occur.

Before making significant changes to the school's local Early Education Program intake policy or practices, the school will seek advice from the Department of Education's Disability and Additional Needs Unit where required.

Related Department of Education Policy

Victorian Department of Education – Early Education Programs: Policy

Policy Review Date

Last reviewed: September 2026

Next review: September 2029