



ALL HALLOWS' SCHOOL

A Ministry of Mercy Partners

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All Hallows' School

Enrolment Application and Support Process

May 2020

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1. PURPOSE

The purpose of this procedure is to describe All Hallows' School's approach to the enrolment of students requiring significant educational adjustments to participate in education on the same basis as their peers.

This procedure applies to processes used to support the enrolment of students requiring significant educational adjustments. Once enrolled and attending the school, other student support processes are implemented to support a student requiring adjustments, including Case Management, Personalised Learning Plans (PLPs) and Medical Management Plans.

2. RESPONSIBILITIES

2.1 General Requirements

The Enrolment Application and Support Process (EASP) is used when an application for enrolment is made on behalf of a student where it is considered likely that adjustments will be required to enable the student to participate in the curriculum, and use facilities, on the same basis as other students.

The EASP uses relevant resources and information provided when a parent or caregiver seeks enrolment for a student with a disability and/or a student requiring significant educational adjustments.

The stages of the EASP are managed by the Student Enrolment Team (SET). The SET will usually be the Head of Department – Learning Support and Enrichment and the Head of Middle School, the parent or caregiver and additional school staff, as required.

Information collected as part of the EASP must be treated as confidential in accordance with the All Hallows' School Policy on Privacy.

2.2 Roles and Responsibilities

Role	Responsibilities
Principal or delegate	<ul style="list-style-type: none">• convene a SET• ensure the EASP is fully explained to the parents/caregivers• ensure that the Information Access Permission Form is signed by parents/caregivers
	<ul style="list-style-type: none">• approve observation visits at student's current school, where required• consider all information and make a decision regarding enrolment• communicate the decision in writing to parents/caregivers
Student Enrolment Team	<ul style="list-style-type: none">• support the Principal or delegate to implement all stages of the EASP• undertake observation visits, where required• document all relevant information.

Parents/caregivers	<ul style="list-style-type: none"> • provide all relevant information regarding student needs to the Principal or her delegate • maintain ongoing consultation and collaboration with the Principal or her delegate regarding the student's progress and needs • ensure the Principal or her delegate is notified of any changes or updates to the student's needs.
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3. PROCEDURE

While there are multiple stages of the EASP, these are not necessarily indicative of discrete meetings. For example, the preliminary stage might cover Stage 1 and begin Stage 2. Stages 3 and 4 may occur simultaneously. The nature of ongoing consultation and the number of formal meetings is informed by the complexities of individual cases. The elements within stages are not necessarily in order, nor are all elements relevant in every enrolment application.

3.1 Preliminary Stage of Enrolment

The parent or guardian must submit an enrolment application for the prospective student in accordance with the All Hallows' School enrolment process.

Where the enrolment application indicates a disability and/or the likelihood of the student requiring significant educational adjustments, the Principal or delegate initiates the EASP.

The Principal or her delegate initiates the EASP by convening a SET.

The SET coordinates all activities associated with the EASP, including requesting information from the parents/caregivers, providing information, and documenting each meeting.

3.2 Stage 1: First Parent/Caregiver Meeting

The SET meets with the parents/caregivers to explain the EASP. A copy of this procedure is provided.

Specific information about the prospective student's history and the prospective student as a learner are discussed, clarified, and documented. Any reports or assessments are tabled and discussed. Adjustments already in place at the student's current school and/or adjustments required in the new setting that address the functional impact of a disability are discussed and documented.

The permission of the parents/caregivers must be sought using the All Hallows' School Information Access Permission Form (see Appendix 1) before consulting with the prospective student's current school and/or any medical or allied health.

The Principal or her delegate explains the following stages, including observation visit, if required. The Principal or her delegate begins preparation of the Summary of Student Factors, Adjustments, and Implications.

3.3 Stage 2: Data Gathering and Collation

Using the information collected, the SET prepares the Summary of Student Factors, Adjustments, and Implications report.

Where required, the SET undertakes additional data gathering to inform the provision of support for the prospective student. The current educational setting and other relevant persons nominated on the Information Access Permission Form are contacted and the support needs of the prospective student discussed and documented on the Summary of Student Factors, Adjustments, and Implications report.

The SET considers the collated information and plans the Stage 3 meeting with the parents/caregivers.

3.4 Stage 3: Second Parent/Caregiver Meeting

The SET meets a second time with the parents/caregivers to clarify the stage of the EASP and to discuss the Summary of Student Factors, Adjustments, and Implications report. Further information may be collected at this meeting.

The Summary of Student Factors, Adjustments, and Implications report is edited to reflect any changed information until agreement between stakeholders is reached regarding the accuracy of the information documented.

The SET discerns if further information is required and informs the parents/caregivers. If further information is required, this is gathered by the SET and Stage 3 is repeated at a different time.

3.5 Stage 4: Decision

The Principal or her delegate consults with the SET regarding the enrolment and makes an enrolment decision. This decision is communicated to the parents/caregivers in writing.

Formal documents created by the SET must be maintained and managed as records by the school.

3.6 Stage 5: Prepare Action Plan

After the decision to enrol has been communicated to the parents/caregivers, the Principal or her delegate must appoint a Case Manager. The Case Manager must develop an Action Plan in consultation with the SET (or with regard to the information collected by the SET), the parents/caregiver and the student, if appropriate, to support the student's transition into All Hallows' School.

The preparation and approval of the Action Plan represents the end of the enrolment stages of the EASP.

4. RELATED DOCUMENTS AND DEFINITIONS

This procedure must be read in conjunction with:

Policy on Learning Support and Enrichment;
Policy on Students with Disability;
Policy on Enrolment;
Policy on Diversity and Inclusion.



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INFORMATION ACCESS PERMISSION

In accordance with the Enrolment Application and Support Process, permission is given by the parent/s/caregiver/s of a student to allow the Principal or delegate to contact, collect and record any relevant information (either orally or via documentary material or reports) about the student.

I/We (Parent/Caregiver) hereby authorise and direct the Principal or delegate of All Hallows' School, to collect information (either orally or via documentary material) from the following, who may hold relevant information in relation to my daughter:

Name of Daughter:

Date of Birth:

	Organisation	Name	Contact Details
Current School			
Medical:			
General Practitioner			
Paediatrician			
Psychiatrist			
Additional Services:			
Speech Pathology			
Occupational Therapy			
Physiotherapy			
Psychologist			
Guidance Counsellor			
Advisory Visiting Teacher			

I understand and acknowledge that the information will be shared and stored by All Hallows' School strictly for the purpose of enrolment application and support process and ongoing education provision.

Signature:Date:

We acknowledge the traditional owners, the Turrbal people.
We pay our respects to them. May we walk gently on this land.