

Criteria For Eligibility

Students of school age (Kindergarten to Year 6) satisfying, at least one category of the disability criteria below, will be considered for admission to MUSEC School. Parents seeking enrolment for their child should submit a completed application form (including all necessary documentation). An interview between parents, child and MUSEC personnel will follow. Placement on the Eligibility List will be based on the application and interview. Consideration of the existing class structure is an additional factor determining whether or not an application can be accommodated.

Please note that all students are required to provide a psychologist's report stating Full IQ score regardless of disability.

Disabilities – Documentation Required

Disability categories are listed below. Disability documentation must be provided at the time of application and should be recent, an assessment having been conducted **within the last 12 months**.

Intellectual Disability: A report from a registered psychologist/educational psychologist stating that the student has a full-scale IQ score of approximately two standard deviations or more below the mean on an approved individual test of intelligence (eg. a score of 70 or below on the WISC). There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with this range of scores.

Language Disability: A report from a speech pathologist, which indicates the student has an assessed receptive or expressive language disorder. The report must include the results of at least one relevant standardised language test that allows for the reporting of both receptive and expressive language skills. At least one of the scales (receptive or expressive) must indicate a standard score of 70 (2nd percentile) or less. The report must indicate that the disorder significantly affects communication and diminishes the capacity to achieve academically. There must be documented evidence of the development and delivery of an intensive learning program assisted by a support teacher, or relevant specialist in the prior-to-school setting in the case of a student entering kindergarten. Difficulties in communication and academic achievement must be the direct result of the disorder.

Autism: A current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student's disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction, that significantly affects the child's ability to learn. There must be information of a functional assessment consistent with the student's disorder.

In Receipt of Special Education Services / Integration Funding: Students who are currently enrolled in special education services in a special school or unit provided by the NSW Government (i.e. IM/IO classes), or who receive integration funding, may be considered eligible. In such cases, a letter from the school where the child is enrolled indicating this to be the case is sufficient for the purposes of documentation.