



# Eastern Ranges School

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## 2022 Enrolment Documentation Requirements

The following criteria are used by the Resources Coordination Committee to establish eligibility for support from the *Program for Students with Disabilities 2022* under the category **Autism Spectrum Disorder**.

- A. A clear medical statement of Autism Spectrum Disorder. **A written statement providing an explicit diagnosis of autism based on DSM-V criteria, from a paediatrician/psychiatrist is required.**

**AND**

- B. A cognitive assessment stating an FSIQ of 70 or below. **Less than 2 years old**. **A report of assessment is required from a registered psychologist which clearly indicates a cognitive functioning score (IQ) of 70 or below**. This report should be inclusive of observations of ASD traits by the psychologist, family, and where possible, teacher.

**AND**

- C. Vineland Adaptive Behaviour Scale III (Comprehensive Teacher Form). **Less than 12 months old**.- Evidence of significant defects in adaptive behaviour established by a composite score two standard deviations or more below the mean on the Vineland Adaptive Behaviour Scales- III.

**AND**

- D. A diagnosis of Autism Spectrum Disorder from a registered psychologist. **A written report from a psychologist providing a statement of diagnosis of autism based on confirmation from a paediatrician or psychiatrist, as well as a parent and/or teacher interview, direct observation of the student and including specific reference to a formal diagnostic framework *it is required to reference the DSM-V or* ICD-10 with the triad/dyad of impairments noted. It is preferred to also reference ADI-R, ADOS-2 or CARS.**

**AND**

- E. A core language score of two or more standard deviations below the mean. **Less than 12 months old**. **The assessment findings must also include a statement that the results of the assessment are consistent with a diagnosis of Autism Spectrum Disorder**. A statement from a registered speech pathologist using an approved language test is required: approved tests are the PLS-5, TELD-3, CELF-P2, CELF-5, CASL, CASL-2, TOLD-P4, TOAL-4, TOLD-I4; the most appropriate assessment for the individual student as deemed by the Speech Pathologist. Be informed that applications on the sole bases of pragmatic skill deficits are unlikely to succeed

\*additional guidance available upon request for students with severe pragmatic language difficulties refer to the DET Professional Guidelines.

**AND**

- F. A history of evidence of ongoing problem with the expectation of continuation during school years. Reports by either a medical practitioner or psychologist should normally demonstrate history.

### RECOMMENDED TO ALSO INCLUDE:

- G. An Occupational Therapist report. **Less than 12 months old. Inclusive of examples** in the following areas: **Challenging Behaviours** - The need for constant visual supervision, individual program intervention, withdrawn, self-harming or social challenges, **Fine Motor Skills** - The need for adaptations on a frequent bases, **Safety** - The need for intensive supervision to ensure safety e.g. Road safety, stranger danger – vulnerability, absconding, **Self-care** – toileting, eating, dressing.

*Evidence must be provided by a psychologist, a speech pathologist, and a paediatrician, with experience and knowledge in the assessment of Autism Spectrum Disorder.*

External professionals are able to request the Professional Guidelines – ASD, ID or Complex Communication Needs, directly from the Regional Disability Coordinator Outer East. Requests must include a signature line or letterhead that clearly states the professional's role.

**N.B. Speech, OT and Vineland assessments must be less than 12 months old.**