



Livingstone

Primary School

CRITERIA FOR ADMISSION TO LIVINGSTONE PRIMARY SCHOOL

The decision as to whether a referral to Livingstone Primary School is a suitable candidate for placement, is determined at a case conference attended by Livingstone's multi-disciplinary admission's team and representatives from the referring school.

The following areas are considered:

1. INTELLECTUAL ASSESSMENT

The learner having been assessed by a registered Clinical, Counselling or Educational Psychologist on a recognised intellectual assessment should be in the average or above I.Q. range.

A significant discrepancy between Verbal and Non-Verbal and /or intertest scatter could be indicative of a specific learning disorder.

2. SCHOLASTIC FUNCTIONING / PERFORMANCE

Level Of Scholastic Performance

The extent of the lags in the learning areas should be considered in terms of scholastic history and potential.

3. COMPOUNDING VARIABLES

a) Perceptual Areas

i) Gross and fine motor co-ordination difficulties: as could be observed in posture and handwriting.

ii) Visual perceptual difficulties: assessed on standardised tests.

iii) Auditory perceptual difficulties: assessed on standardised tests.

b) Language

Language based difficulties as identified by standardised tests.

Informal assessment of spoken and written language may be necessary to determine learner's performance in relation to his expected levels of performance.

c) Attention Deficit Disorder

d) Memory Difficulties

e) Hearing Impaired /Cochlear Implants - Learners who use only verbal language as a means of communication. These learners could have a range of severity of hearing loss from mild to profound. The causes of hearing loss could be congenital or acquired.

4. OTHER CONSIDERATIONS

The following would contribute to a positive prognosis and progress:

- parental support and co-operation
- parental supervision with regard to a child's homework and school programme
- extent of scholastic lags on admission
- response to previous intervention
- willingness and responsibility of parents to accept guidance and counselling when necessary
- Learner's level of motivation and extent of secondary emotional problems
- The success of intervention strategies for ADD

5. LEARNERS WHO DO NOT MEET THE CRITERIA

- a) Primary Emotional Problems
- b) Primary Physical Disability
- c) Primary Deteriorating Physical Condition.
- d) Autistic
- e) Aphasic

N.B. d) and e) will depend on the severity of problem and the extent to which other vulnerable learners in the group may be affected.

6. DOCUMENTATION REQUIRED FOR CASE DISCUSSION

- a) Full Psychological Assessment : Psycho-Educational
- b) Speech and Occupational Therapy Assessments if recommended
- c) Remedial Assessments (depending upon the grade)
- d) Medical or other relevant reports
- e) Copies of the learner's work.

7. MULTIDISCIPLINARY ADMISSION'S TEAM (LIVINGSTONE PRIMARY)

- a) Principal
- b) Deputy Principal
- c) H.O.D. of relevant Phase / Grade
- d) Speech Therapist
- e) Occupational Therapist
- f) Resident Psychologist

8. REFERRING TEAM

Compulsory attendance by a school representative:

i.e. class educator / H.O.D. / Principal

Optional attendance by Private referring Psychologist, Therapists and Remedial Teacher.

PRINCIPAL

CHAIRPERSON-GOVERNING BODY