



ELIGIBILITY FOR REFERRAL TO LANGUAGE DEVELOPMENT CENTRE/SCHOOL

To be eligible for referral to a Language Development Centre a child must:

- 1. Be entering Kindergarten, Pre-Primary or Year 1 the following year.
2. Have a significant primary language disorder in one or more language areas.
3. Demonstrate evidence of learning potential within the average range or above.
4. Demonstrate sound adaptive behaviour skills, substantiated by descriptive evidence of the child's behaviour in their current educational placement, care setting, or in their home.

DUE DATES

Referrals for Pre-Primary and Year 1: Friday 11 September 2026 (Term 3, Week 8)

Referrals for Kindergarten: Wednesday 23 September 2026 (Term 3, Week 10)

REFERRAL INTAKE

All four LDCs (North East Metro, West Coast, South East, Fremantle) and Peel LDS accept applications for Kindergarten, Pre-Primary and Year 1.

Each applicant may apply for one year level only. If parents/carers and referring professionals wish to request that a child repeat a year level, a discussion with the relevant LDC Principal must be arranged before the year-specific referral documentation is completed.

Referrals for 2027 may be completed and submitted electronically via email to the relevant Centre/School. When using this option, please ensure the PDF forms (including Speech Pathology Referral Reports, CALD Questionnaires, Teacher/Carer Questionnaires, and Behaviour Checklists) are completed and attached, along with any additional supporting documentation (e.g. score sheets, school reports, behaviour management plans).

Alternatively, a hard copy may be submitted via post/delivery.

CONTACT DETAILS

If you have any queries regarding the referral process, or would like to discuss the referral of a specific child, please contact your local LDC and speak with the Principal or an LDC Speech Pathologist.

Table with 4 columns: LDC, Principals, Speech Pathologists and email address to send e-referrals to, Phone. Rows include North East LDC, West Coast LDC, South East LDC, Fremantle LDC, and Peel LDS.

REFERRAL REQUIREMENTS CHECKLIST

The person responsible for completing the documents must also ensure they are sent to the LDC.

KINDERGARTEN REFERRALS

SPEECH PATHOLOGIST TO COMPLETE:

- 2027 LDC Speech Pathology Referral Report KINDY** and all associated assessment documentation.
- 2027 LDC Case History Form**, or an alternative case history form (essential).
- ASQ Ages and Stages Questionnaire** (strongly recommended in the absence of a paediatrician report). Please ensure the questionnaire is fully scored and the raw data included.
- 2027 LDC Parent-Carer Questionnaire KINDY** completed by the child's parent/carer.
- 2027 LDC Parent-Carer Questionnaire KINDY** completed by the child's educator if the child attends daycare or an Early Childhood Education and Care (ECEC) setting.
- 2027 CALD Questionnaire** completed by a speech pathologist and the child's parent/carer if the child has a culturally and linguistically diverse background. *If a family identifies as Aboriginal or Torres Strait Islander, this form does not need to be completed unless English or Aboriginal English is not the primary language.*
- Raw CELF-P3 record form** and any additional raw assessment data.
- Video recording** (optional but highly recommended). Where possible, please provide a short video to support the referral.
 - Recommended length: 2-5 minutes
 - The video should capture play-based or conversational interaction between the child and a clinician or caregiver
 - Both the child and the interaction partner should be visible in the frame for most of the recording

PAEDIATRICIAN/MEDICAL OFFICER TO COMPLETE:

- Developmental assessment** (highly recommended, but not mandatory). A Griffiths Assessment administered by a paediatrician or medical officer is considered suitable.

**Children being referred for Kindergarten must have up-to-date immunisation records, be on an approved catch-up schedule, or have a documented medical exemption.*

PRE-PRIMARY AND YEAR ONE REFERRALS

SPEECH PATHOLOGIST TO COMPLETE:

- 2027 LDC Speech Pathology Referral Report** and all associated assessment documentation.
- 2027 LDC Case History Form**, or an alternative case history form (essential).
- 2027 CALD Questionnaire** completed by a speech pathologist and the child's parent/carer if the child has a culturally and linguistically diverse background. *If a family identifies as Aboriginal or Torres Strait Islander, this form does not need to be completed unless English or Aboriginal English is not the primary language.*
- Raw CELF record form** and any additional raw assessment data.
- Video recording** (optional but highly recommended). Where possible, please provide a short video to support the referral.
 - Recommended length: 2-5 minutes
 - The video should capture play-based or conversational interaction between the child and a clinician or caregiver
 - Both the child and the interaction partner should be visible in the frame for most of the recording

PSYCHOLOGIST TO COMPLETE:

- Current cognitive assessment** (mandatory)
A non-verbally administered cognitive assessment with contemporary normative data (e.g. UNIT-2 or Leiter-3) is preferred. These assessments provide a fairer estimate of cognitive ability for students with speech and language disorders.
- 2027 LDC Behaviour Checklist PP & Yr1** completed by a psychologist, classroom teacher, and/or the child's parent/carer. If a standardised assessment has been completed, please attach a copy.
- 2027 LDC Teacher Questionnaire** completed by the child's classroom teacher.
- School Report** (most recent)
- Behaviour Management Plan** (if applicable)
- Individual Education Plan** (if applicable)

ELIGIBILITY AND ADDITIONAL CONSIDERATIONS

STUDENTS ON TEMPORARY RESIDENCE VISAS

To be eligible to enrol at an LDC, a student must have local enrolment entitlement. Students who do not hold Australian citizenship or permanent residency may not be eligible for enrolment. Before submitting an application for a student on a temporary residence visa, referring professionals are asked to consult the *Enrolment of Students from Overseas Schedule* or contact TAFE International Western Australia (TIWA) by phoning 9218 2100 for further advice.

CULTURALLY AND LINGUISTICALLY DIVERSE (CALD)

If a child speaks, or has been exposed to, one or more languages other than English, the CALD Questionnaire must be completed. This information supports the identification of a language disorder, rather than a language difference. If a family identifies as Aboriginal or Torres Strait Islander and speaks English or Aboriginal English as their primary language, completion of the CALD Questionnaire is not required.

Evidence for a language disorder may include:

- difficulties evident across multiple languages
- siblings demonstrating stronger language skills across languages (if applicable)
- younger siblings demonstrating stronger language skills than the child being referred
- parental concern regarding the child's language skills in their primary language.

The CALD Questionnaire was developed through collaboration between Dr Cori Williams, LDC Speech Pathologists, and Health Department Speech Pathologists (2010).

TRANSPORT NEEDS AND SCHOOL BUS SERVICE

Please provide information about families' transport requirements for travel to and from school should the application be successful. This information supports school planning and appropriate site placement. Providing this information is not binding and does not limit families' transport options. Following enrolment, families who wish to access the school bus service will need to apply for this service. Please note that students accessing full-time LDC placements (e.g. Pre-Primary and Years 1–3) are prioritised for school bus seating over students attending part-time (e.g. Kindergarten).

SPEECH PATHOLOGY REFERRAL REPORTS

There are three Speech Pathology Referral Reports for LDC placement.

- **Kindergarten** - used to refer children for placement into Kindergarten in 2027.
- **Pre-Primary** - used to refer current Kindergarten aged children for placement into Pre-Primary in 2027.
- **Year 1** – used to refer children currently in Pre-Primary for placement into Year 1 in 2027.

STANDARDISED ASSESSMENTS

- **Kindergarten:** CELF-P3
- **Pre-Primary:** CELF-P3 (children aged under 5;11 years) **OR** CELF-5 (children aged over 5;0 years)
- **Year 1:** CELF-5 preferred

Administration of the following subtests is required to calculate the **Core Language**, **Receptive Language**, and **Expressive Language** scores:

- **CELF-P3:** Sentence Comprehension, Word Structure, Expressive Vocabulary, Following Directions, Recalling Sentences, Basic Concepts.
- **CELF-5:** Sentence Comprehension, Following Directions, Word Structure, Word Classes, Formulated Sentences, Recalling Sentences.

The CELF-P3 and CELF-5 assessments may be loaned for LDC referral purposes, subject to availability. A fee will be charged to cover the cost of the test forms required. Please contact your nearest LDC to arrange the loan of the assessments. We kindly ask that all materials are returned by the agreed date to ensure they remain available for other speech pathologists during this busy period.

OTHER LANGUAGE ASSESSMENTS

Renfrew Action Picture Test (RAPT):

The RAPT is essential for all referrals. Please provide the child's responses to all ten stimulus pictures. Raw data may be attached in lieu of transcribing responses onto the application form. Scoring of this assessment is optional.

Narrative Assessment:

A narrative assessment is essential for Pre-Primary and Year 1 referrals. Clinicians may use the Bus Story or another appropriate narrative assessment.

Please record the child's utterances verbatim. Raw data may be attached instead of transcribing utterances onto the application form. Scoring of the narrative assessment is optional.

When transcribing the narrative, please clearly indicate whether prompts or questions were required to elicit additional information. Use the following coding system where relevant:

- **P = Prompt** (e.g. "Tell me some more." "Any more?")
- **Q = Open question** (e.g. "What happened here?" "What happened next?")
- **DQ = Direct question** (e.g. "What did the bus do?" "Where did the bus go?" "Did the bus stop?")

Comprehension Questions:

Clinicians are required to complete and score the **Blank Comprehension Questions** associated with the *Bus Story* for all Pre-Primary and Year 1 referrals. If an alternative narrative assessment has been administered and attached, please include the corresponding narrative comprehension questions for that assessment.

A scoring guide for the Bus Story Comprehension Questions is provided in the appendix to support consistent rating of responses using a 0-3 scale. Please record the child's responses to all questions in the space provided and note any prompts used. Only the child's initial, unprompted response should be scored.

To calculate the average score, total the scores for each Blank Level and divide the total score by the number of questions at that level (Level I: 3 questions; Level II: 4 questions; Level III: 5 questions; Level IV: 4 questions).

PRAGMATIC AND ADDITIONAL INFORMATION

A checklist of pragmatic and related communication skills is included within the Speech Pathology Referral Report. This checklist provides an opportunity to document information that may not be captured through standardised language assessments.

Please select the descriptor that best reflects your clinical judgement and add comments where appropriate. When completing the checklist, consider the child's skills in comparison with those typically observed in age-matched peers who demonstrate a typical pattern and sequence of language development.

LANGUAGE SAMPLE

A language sample or video is optional; however, it is **strongly recommended**, as it can provide valuable insight into a child's typical communication abilities. This is particularly important when the child's functional language skills appear lower than their CELF language index scores, or when CELF scores are very low but functional communication is comparatively stronger.

A **video recording is preferred** and may be submitted in place of a written language sample. The video should be no longer than **5 minutes** and should capture a play-based or conversational interaction between the child and a clinician or caregiver. Both the child and the interaction partner should be visible in the frame for most of the recording.

LANGUAGE SAMPLE continued

If a written language sample is provided, it should include a minimum of **25 child utterances**. Both the child's and the conversational partner's utterances should be recorded. Any relevant non-verbal communication (e.g. gestures) and contextual supports should also be noted. If the child is primarily non-verbal or largely unintelligible, please include observations relating to communicative intent. In these cases, clinicians may provide a descriptive summary in place of a full transcription.

If there are any other available data on the child's performance from standardised or informal language assessments, or previous reports outlining the child's progress, please attach them to the referral. Reports from other professionals, such as occupational therapists, may also be included.

Example: Language Sample Format

Context: Asking about the child's favourite toy in the clinic

(D = Child, CL = Clinician)

D: I have a turn of that crocodile?

CL: Yes. Do you remember why he is grumpy?

D: That's why he mad.

CL: Why is he mad?

D: (no response)

(Mother comment: "What's the matter? He's got a sore...")

D: Sore.

CL: Yes. What is sore?

D: His teeth.

CL: What will happen if you touch his sore tooth?

D: It that one? (points to tooth)

CL: What will happen if you touch his sore tooth?

D: He bite you.

CLINICAL OPINION

Please provide your clinical impressions of the child being referred. This information is a critical component of the referral and supports our understanding of the child's communication across standardised assessment, intervention, and informal interactions (use of functional language). Your comments should include your clinical judgement regarding the degree to which the child meets the criteria for primary language disorder. You do not need to reiterate information already provided in other areas of the referral; however additional clinical reasoning is important. You may also wish to comment on the child's functional language skills in everyday contexts.

APPENDIX: BUS STORY COMPREHENSION SCORING GUIDE

This scoring guide is to be used when rating responses to the Bus Story Comprehension Questions. Please record the child's responses to all questions in the space provided in the Speech Pathology Referral Report and note any prompts used. Only the child's initial, unprompted response should be scored.

To calculate the average score, total the scores for each Blank Level and divide the total score by the number of questions at that level (Level I: 3 questions; Level II: 4 questions; Level III: 5 questions; Level IV: 4 questions).

EXAMPLE RESPONSES TO BLANK LEVEL QUESTIONS

QUESTION	RATING	EXAMPLE RESPONSES
Who was fixing the bus?	3	The driver The bus driver / The busman
	2	That man / him (pointing)
	1	The fixer
	0	The policeman/cop; The daddy; The crane
Why do you think the bus ran away?	3	Because he didn't want to get fixed Because he didn't like the bus driver Because he didn't want to be driven
	2	Because he was naughty Because he didn't want a driver Because he the bus was mad
	1	Because he wanted to Because he was fixing it
	0	Because he was going to the cow Because he couldn't stop / put on his brakes Because he did Because the driver fell off Because the engines too fast
What could the driver do now?	3	Chase/run after/try to stop the bus Ring someone for help Nothing, he's too fast
	2	Run / run faster Go home
	1	Drive it Stop in front of the bus
	0	Try to get a bus The bus went away
What's that? (point to train)	3	Train
	2	Not applicable
	1	Thomas the Tank Choo choo
	0	That
How are the bus and train different?	3	States difference (colour, size, road vs track, chimney, carriages, windows, shape, wheels)
	2	Pulling different faces Bus is poking his tongue out
	1	Not applicable
	0	Because one's a bus and one's a train

QUESTION	RATING	EXAMPLE RESPONSES
How are the bus and train the same?	3	Both transport / carry people Both have wheels Both pulling funny faces
	2	Both look mad Both short/tall
	1	Both mad at each other
	0	Not the same Train went through tunnel They can't race
Point to the train and then the policeman.	3	Points to train then policeman
	2	Points to train then policeman + something else not asked for
	1	Points to policeman then train
	0	Points to one only; no response
Finish this: 'The bus jumped over the ...'	3	Fence
	2	Gate
	1	Not applicable
	0	Hill; paddock; cow
Find the cow.	3	Points to the cow
	2	Not applicable
	1	Not applicable
	0	There (without pointing) No indication/incorrect indication of cow's location
What is a cow?	3	Animal Animal that lives on a farm / Farm animal
	2	Two or more attributes (tail, horns, lives on farm, goes moo, gives milk, etc.)
	1	One attribute
	0	Moo That
How can we tell the bus is having a good time?	3	He's smiling/laughing
	2	Because he's happy
	1	Because he's let free Because he's naughty Because it's fun
	0	Because he keeps driving Because he's running away He's going up the hill/jumping the fence/seeing the cow
What's happening here? (bus going into pond)	3	He's falling in the water He's going in the river The bus gonna fall in the water He's sinking in the lake/pond/mud
	2	He's lost in the river He didn't use brakes
	1	The bus fall down He didn't know the water was there Help!
	0	Driving down hill/in the paddock Water

QUESTION	RATING	EXAMPLE RESPONSES
How did the bus get out?	3	Crane/crane driver The driver called a crane
	2	Description of crane Pulled out / the man pulled him out
	1	The driver called policeman Hook Bus man
	0	Policeman Floated off – didn't get out
What do you think the bus driver said to the bus?	3	You're a naughty bus - don't run away again Time to take you home My goodness, what happened to you?
	2	You're naughty Naughty bus
	1	Go home Stop bus stop
	0	Because he's naughty
Where will the driver take the bus now?	3	On the road Back home To be washed/fixed
	2	Back to bus station To a bus stop Back where they were
	1	In the city Police station To get some petrol
	0	At the end To work Go in bus
Tell me something you can drive but not a bus.	3	Car / truck / motorbike
	2	Not applicable
	1	Bike / plane
	0	Bus Because he keep driving away