



ELIGIBILITY FOR REFERRAL TO LANGUAGE DEVELOPMENT CENTRE/SCHOOL

To be eligible for referral to a LDC 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 behavior skills, substantiated by descriptive evidence of the child's behaviour in their current educational placement, care setting or in their home.

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:

- 2026 LDC Speech Pathology Referral Report KINDY and all associated assessments.
2026 LDC Case History Form or alternative case history form (essential)
ASQ Ages and Stages Questionnaire (strongly recommended in the absence of a paediatrician report) please ensure it is fully scored, and the raw data is included.
2026 LDC Parent-Carer Questionnaire KINDY completed by the child's parent/carer.
2026 LDC Parent-Carer Questionnaire KINDY if the child attends a daycare or ECEC, the child's educator is to complete a questionnaire as well.
2026 CALD Questionnaire completed by a speech pathologist and the child's parent/carer if the child has a culturally and linguistically diverse background.
Raw CELF-P3 form and additional raw data.
Video (optional but highly recommended). If possible, please provide a short video to support the referral. Guidelines for the video:
- Recommended length: 2 - 5 minutes
- Should capture play 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 video.

PAEDIATRICIAN/MEDICAL OFFICER TO COMPLETE:

- A Developmental Assessment (is highly recommended, but not mandatory). A Griffith's Assessment administered by a paediatrician or medical officer is a suitable assessment.

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

PRE-PRIMARY AND YEAR ONE REFERRALS

SPEECH PATHOLOGIST TO COMPLETE:

- 2026 LDC Speech Pathology Referral Report and all associated assessments.
2026 LDC Case History Form or alternative case history form (essential)
2026 CALD Questionnaire completed by a speech pathologist and the child's parent/carer if the child has a culturally and linguistically diverse background.
Raw CELF form and additional raw data.
Video (optional but highly recommended). If possible, please provide a short video to support the referral. Guidelines for the video:
- Recommended length: 2 - 5 minutes
- Should capture play 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 video.

PSYCHOLOGIST TO COMPLETE:

- A Current Cognitive Assessment (mandatory)**
A nonverbally administered cognitive assessment (UNIT 2; LEITER 3) with contemporary normative data is preferred. These tests provide a fair assessment of intelligence for students who have speech and language disorders.
- 2026 LDC Behaviour Checklist PP & Yr1** completed by a psychologist, the classroom teacher, and/or the child's parent/carer. *If a standardised assessment has been completed, please attach a copy.*
- 2026 LDC Teacher Questionnaire** completed by the child's classroom teacher.
- School Report** (most recent)
- Behaviour Management Plan** (if applicable)
- Individual Education Plan** (if applicable)

DUE DATES

Referrals for Pre-Primary and Year 1:	Friday 12 th September 2025 (Term 3, Week 8)
Referrals for Kindergarten:	Wednesday 24 th September 2025 (Term 3, Week 10)

REFERRAL INTAKE

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

Please ensure that **each applicant applies for one year level only**.

If parents/carers and referring agents wish to request a child repeat a year level, a discussion with the LDC Principal must be arranged before the year-specific referral documentation is completed.

Referrals for 2026 may be completed and submitted electronically via email to the relevant Centre. If using this option please use the PDF forms (including Speech Pathology Referral Reports, CALD Questionnaires, and Teacher/Carer Questionnaires) and attach them to an email along with additional attachments (e.g. score forms, Behaviour Questionnaires, etc.). 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 specific children, please contact your local LDC and speak with the Principal or LDC Speech Pathologists.

LDC	Principal/s	Speech Pathologist/s and email address to send e-referrals to	Phone
North East LDC	Shelley Collins	Rebecca Balchin Northeastmetro.ldc.referrals@education.wa.edu.au	9218 1600
West Coast LDC	Catherine Regan	Polly Prior, Julia Cronje & Sarah Morrey WestCoastLDC.Referrals@education.wa.edu.au	9407 3050
South East LDC	Ronnie O'Neil	Cecile Ferreira SouthEast.LDC.Referrals@education.wa.edu.au	9473 9600
Fremantle LDC	Nichola Middlemiss	Jasmyn Hall Fremantle.LDC.Referrals@education.wa.edu.au	9312 4850
Peel LDS	Fiona Forbes	Tanya Rose Peel.lids.referrals@education.wa.edu.au	9523 7830

STUDENTS ON TEMPORARY RESIDENCE VISAS

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

TRANSPORT NEEDS AND SCHOOL BUS SERVICE

Please also provide information about families' transport requirements to get students to and from school, should the application be successful. This information helps inform school planning and appropriate site placement. This information is not binding and does not limit families' transport options. Upon enrolment, families wanting to use the school bus service will need to apply for this service. Please note that students accessing full time LDC placements (i.e. Pre-primary, Years One, Two and Three students) are prioritised for seats on the bus over those attending part-time (i.e. Kindergarten students).

SPEECH PATHOLOGY REFERRAL REPORTS

There are three Speech Pathology Referral Reports for LDC placement.

- **Kindergarten** - to be used to refer children for placement into Kindergarten in 2026
- **Pre-primary** - to be used to refer current Kindergarten aged children for placement in Pre-primary in 2026
- **Year 1** – to be used to assess current Pre-primary children for placement into Year 1 in 2026.

STANDARDISED ASSESSMENTS

- **Kindergarten assessment:** CELF-P3
- **Pre-Primary assessment:** CELF-P3 (< 5;11 yrs) **OR** CELF-5 (> 5;0 yrs)
- **Year 1 assessment:** 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 and Basic Concepts.

CELF-5: Sentence Comprehension, Following Directions, Word Structure, Word Classes, Formulated Sentences, Recalling Sentences.

The CELF-P3 and CELF-5 assessments can 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 you return the assessments on the agreed date to ensure they are available for other speech pathologists during this busy period.

OTHER LANGUAGE ASSESSMENTS

Renfrew Action Picture Test:

Renfrew Action Picture Test (RAPT) remains essential for all referrals. Please provide the child's responses to the ten stimulus pictures. You may attach the raw data instead of transcribing the child's responses onto the application form. Scoring of this assessment is optional.

Narrative Assessment:

A Narrative Assessment remains essential for Pre-primary and Year 1 referrals. You may use the Bus Story or any other Narrative Assessment. Please write the child's utterances verbatim. You may attach the raw data instead of transcribing the child's utterances onto the application form. Scoring of this narrative assessment is optional.

Clinicians are required to complete and score the Blank Comprehension Questions related to the Bus Story. If you have completed and attached an alternative assessment, please provide Narrative Comprehension Questions for that particular assessment instead.

PRAGMATIC AND ADDITIONAL INFORMATION

Please find a checklist of skills at the end of the Speech Pathology Referral Report. This checklist offers the opportunity to include information that may not be captured by standardised language assessments. Select *the relevant descriptor* based on your clinical judgment, and feel free to add comments if necessary. When completing this checklist, please consider the child's skills in comparison to what you would expect from an age-matched child who demonstrates a typical pattern and sequence of language development.

LANGUAGE SAMPLE

A language sample or video is optional, but it is strongly recommended as it can provide valuable insight into the 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 their CELF scores are exceptionally low, but their functional communication is comparatively stronger.

The language sample transcript should include at least 25 of the child's utterances. Both the child's and the conversational partner's utterances should be recorded, and any non-verbal communication, such as gestures, along with contextual support, should be noted. If the child is mainly non-verbal or unintelligible, it is important to include observations regarding their communicative intent. Clinicians may provide a description of their observations instead of a full transcription when completing a language sample.

A video of the interaction may be submitted in place of a language sample transcript. The video should not exceed 5 minutes in length and should capture a play or conversational interaction between the child and a clinician or caregiver. Both the child and the interaction partner should remain visible in the frame for most of the video.

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.

ADDITIONAL COMMENTS

Please provide your clinical impressions of the child you are referring. This information is a critical aspect of the referral and supports our understanding of the child's communication across standardised assessment, intervention and informal interactions (use of functional language). This 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 thinking is important. You may wish to provide information about the child's functional language skills.

CULTURALLY AND LINGUISTICALLY DIVERSE

Children from culturally and linguistically diverse (CALD) backgrounds:

We acknowledge the collaboration between Dr. Cori Williams, LDC Speech Pathologists and Health Department Speech Pathologists for devising the CALD Questionnaire in 2010. If a child speaks (or has been exposed to) language/s other than English, the CALD Questionnaire should be completed to provide evidence that a language disorder, rather than a language difference, exists.

Evidence for a language disorder may include:

- difficulties that are evident across multiple languages
- siblings that display stronger language skills across languages (if applicable)
- younger siblings that show stronger language skills than the child with a language disorder/delay; and
- parental concern about their child's skills in the primary language.

Please attach the CALD Questionnaire to the back of the Speech Pathology Referral Report.

If a family identifies as Aboriginal or Torres Strait Islander and speaks English or Aboriginal English as their primary language, this form does not need to be completed.