



Enrolment Policy

Rationale

All students applying for enrolment will be considered in line with this Policy. This Policy is intended to be flexibly applied to suit the circumstances of each application.

The school aims to treat all children as individuals and respond to each child's individual needs and abilities within this Policy and also for enrolment of Students with Additional Needs.

The enrolment process aims to

- Provide in depth information about the school, its culture, educational offerings and school guidelines to enable parents to make informed decisions about enrolment of their child(ren) at the school
- Provide teachers with information about the child and the family's goals and expectations to enable the school to make informed decisions about proceeding with enrolments
- Provide initial support to integrate families into the school, especially those new to the area
- Link families into the community to participate in the life of the school

Policy

Parents contacting the school regarding possible enrolment will be given:

1. Prospectus and other background documents about the school, including academic courses and the school's philosophy.
2. Application form and conditions of entry into the school. The family will be informed that making an application for enrolment does not guarantee acceptance into the school.
3. Interested families contact the Principal (or nominee) where they will be invited for an initial visit of the school. The Principal (or nominee) will seek to better understand the goals and expectations of the families seeking enrolment and give further information about the school. The Principal (or nominee) will also gain detailed information about the child (ren) and their family.
4. At this visit it should be established if the expectations of the parents can be met.
5. Principal (or nominee) will arrange interview with relevant teacher(s) and the family.
6. Teacher and family has interview.
7. If the student has additional needs, the **Students with Additional Needs Process** must be followed before a decision is made.
8. If a family seeks enrolment for more than one child into the school, all interviews and processes for all children must be completed before the family is informed of the decisions.
9. If both parties agree, a letter of offer of enrolment will be given to the parents, which contains the conditions of entry to the school.
10. The parents accept the offer, agreeing to the terms.
11. The Principal (or nominee) ensures the following has been completed and advises teacher of the date the student will enrol into their class -

- Arrange for explanation and the completion of the relevant paperwork including enrolment form, fee agreement, birth certificates, immunisation status, permission forms (privacy, homeopathics, etc), and grievance procedure
- Ensure payment of enrolment fee is made prior to start
- Pass paper work onto the office for filing
- Enter the child details into SchoolPro
- Notify teacher when this process is complete

The school may accept children for enrolment when it considers that:

- It is in the best interest of the child
- The school is able to meet the educational needs of the child (including children with special needs) within resources available
- The family understands and is prepared to actively support the ethos of the school, including signing a letter of offer of enrolment which contains the conditions of entry into the school
- The teacher considers they are able to develop a working relationship with the parents and the child
- There is a vacancy in the class in accordance with waiting list practice

The school may not accept children for enrolment when it considers that:

- The school is not able to meet the educational needs of the child. This decision can only be made after guidelines have been followed for students with additional needs. (See guidelines)
- Families do not support and/or embrace the school ethos and policies
- The enrolment is part-time
- The enrolment is short-term
- The class is full

Contents of Documentation

- ⇒ History, philosophy and ethos of the school
- ⇒ Academic courses
- ⇒ Enrolment procedures
- ⇒ Application form
- ⇒ Conditions of entry

Information

Areas to be covered during the initial visit by Principal (or nominee) include:

- ⇒ Overview of enrolment process and clarify that acceptance is not inevitable
- ⇒ Overview of Steiner education
- ⇒ Conditions of entry into the school
- ⇒ Physical tour of the school
- ⇒ History of school
- ⇒ Legal structure and parent participation
- ⇒ Participation in the Cooperative
- ⇒ Working Bees
- ⇒ Address concerns and myths about Steiner education
- ⇒ Relevant policies (Student Welfare & Discipline, nutrition, clothing, TV,)
- ⇒ Adult education and parent library
- ⇒ Overview of school's fees and systems
- ⇒ Give the family a child information sheet for completion

If the family indicates that they wish to continue the process the Principal (or nominee) will:

- ⇒ Arrange an interview with the relevant class teacher
- ⇒ Provide the family with Prospectus and Handbook and ask them to read before interview, highlighting relevant policies
- ⇒ Brief the teacher on family and child information

- ⇒ Provide the teacher with recent child reports and samples of work prior to interview
- ⇒ Ensure that parents complete a child information sheet for parents to bring to the teacher interview
- ⇒ Attend the interview as second person for the teacher or arrange nominee to attend if required

Teacher Interview Guidelines

If a family seeks enrolment for more than one child all interviews should be arranged as close as possible to each other so that a decision on all children can be made and conveyed to parents at the same time.

Teacher should explain the following:

- Teaching Philosophy
- Overview of curriculum for the year
- Structure of the School day
- Three week cycle and daily/seasonal rhythms
- Parent, Teacher, Child Triangle
- Expectations of parents to support TV minimisation, especially no TV before school, nutritious lunches, dress code
- Importance of festivals, camps and excursions and parent involvement
- School Welfare & Discipline Policy, explaining behaviour agreement

Interview Questions

See Parent Interview Questions sheet.

These questions must be uniformly asked at **every** interview.

Observations

- If the child is entering school in an upper primary class, the teacher will seek to understand how this child will affect the existing class and how this class will affect the child. The teacher may ask the child to write/draw/read to ascertain ability level.
- The teacher will observe the child's physical features, speech, posture, walk, and ability to concentrate or listen.
- The teacher will ask the child what his/her likes/dislikes are about school, hobbies, sport etc to try and gain a picture of the child.
- Jump drawings and coordination exercises may be given

Follow-up

In the weeks following enrolment the Principal (or nominee) will maintain contact with new families to assist in their integration into school life. In particular the Principal (or nominee) will:

- Arrange Parent handbook and follow-up letters
- Introduce the family to other families in the school
- Organise New parent orientations as appropriate
- Connect the family with the class carers
- Teacher may find a buddy parent to help the family integrate into the school

Age of entry

Children are graded according to their age at the time of entry to the school

Children turning:	Five	are eligible for entry into Peach Blossom
	Six	are eligible for entry into Kindergarten
	Seven	are eligible for entry into Year One
	Eight	are eligible for entry into Year Two
	Nine	are eligible for entry into Year Three
	Ten	are eligible for entry into Year Four
	Eleven	are eligible for entry into year Five
	Twelve	are eligible for entry into Year Six

Priority can be given to

- Teachers' children
- Siblings of enrolled children
- Families who have actively participated in the school for example through playgroup, festivals, adult education
- Children transferring from other Steiner Schools

All children irrespective of religion, race, gender or socio-economic circumstances, ability or disability may seek enrolment at Casuarina School.

Policy Name: Enrolment Policy	Attachments: Guidelines for Students with Additional Needs Enrolment Process Enrolment Steps Parent Interview Questions Biography Form for Early Childhood
Responsible: Principal	Location: O:\College\Policies and Procedures\Current Policies\Policies and Procedures Folder 2
Date of Origin: 6/8/2018	Approval by whom and date: Casuarina Board / /
Review date: Every three years or as legislation requires	Last Updated:
Version Control: 1.	Approved by: Casuarina Board / /
Date effective:	Amendments:

Applications for Enrolment of Students with Additional Needs

All students applying for enrolment will be considered in line with the Enrolment Guidelines. These guidelines are intended to be flexibly applied to suit the circumstances of each application.

When considering any application for enrolment, the school will consider whether the school is able to cater for the student's individual needs (including any special needs). This will be achieved by working through the individual planning process to identify any reasonable adjustments and think laterally about the school's ability to meet the student's needs.

Where a child is considered to have additional needs as perceived by the parents, Principal (or nominee) or Teacher, or a diagnosed disability, these will be explored and documented throughout the enrolment process. The nature of the additional needs or disability will be clarified by consultation with the student and/or their associate in the interview process, contact with previous school (if appropriate) and available reports.

If the decision is taken to enrol a student with a disability, any strategies which need to be put into place to accommodate the student's additional needs – including ongoing needs – should be identified before communicating/announcing the enrolment decision.

The teacher should be supported throughout this process by the Principal (or nominee).

Individual Planning Process

Document that the following has been completed:

- ⇒ Listen to the family's views and demonstrate that the school is seriously considering relevant issues in regard to their child's enrolment.
- ⇒ Identify student's additional needs or disability – this should be a collaborative approach with the family and school and possibly relevant experts (may seek AIS advice and consultation).
- ⇒ Request the family to provide information about the student's needs as part of the individual planning process. Relevant information will assist in identifying any adjustments and could include:
 - previous school or preschool reports, noting current achievements and areas of need
 - psychologist's report documenting functional skills and recommended strategies for working with the student
 - speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom
 - occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises
 - medical specialist reports identifying issues which need to be considered by the school
 - vision and hearing reports documenting level of functioning and recommended strategies
- ⇒ The teacher and Principal (or nominee) will prepare a detailed analysis of the student's additional needs for the initial years of the student's schooling and consider potential needs in the years following enrolment, being flexible and thinking laterally about solutions to potential difficulties.
- ⇒ Request feedback and suggestions from relevant staff in the school and external special educators about the possible impact of the student's enrolment on the school and possible adjustments.
- ⇒ If the school makes an enquiry of a third party, care will be taken to protect the privacy of the applying student and their family. Parental permission in writing will be sought if needing to speak to preschools, other schools or specialists.

- ⇒ Identify the adjustments necessary for the student to access and participate in the school before determining what is reasonable. Advice from an independent expert may be obtained.
- ⇒ Developing a **reasonable adjustment** requires an **informed judgement** using input from the student, student's specialists, school staff and possibly special education advice to support the school.
- ⇒ Objective notes and records will be taken of all discussions and interviews with parents, and kept on file. Documentation will be kept outlining the people involved in the process, the issues raised, objective notes on possible adjustments, agreed actions and a timeline.
- ⇒ The family will be kept informed about the progress of the application.
- ⇒ As part of the planning process, it is possible to consider all options available to the student. This could be sensitive and is best addressed through the planning process by the collaborative team.
- ⇒ After assessing whether there are other appropriate options and whether the adjustment may need to be changed over the period of the student's education, the school's Principal (or nominee) will decide, in consultation with teacher and relevant experts, **whether to make the adjustment. A school does not have to make a reasonable adjustment if by doing so it would impose an unjustifiable hardship on the school.**
- ⇒ **Provide the adjustment within a reasonable time.** The school is entitled to ask for relevant information in considering a reasonable adjustment. This should be provided by the family in a timely manner.
- ⇒ If the school accepts the enrolment, an ongoing process will be implemented to manage issues which might require further adjustments. The ongoing use of a collaborative team approach will be used.
- ⇒ It will be determined if the student meets the requirements for Integration Funding from AIS.
- ⇒ Determining whether there is an unjustifiable hardship involves a similar balancing process and should be done in consultation with AIS advice.
- ⇒ If the school considers that it may have to decline the enrolment, the Principal will be involved, seeking advice from AIS and communicate the preliminary decision to the family. The school must be able to demonstrate that it is unable to meet that student's needs without unjustifiable hardship, having regard to the student's current condition and prognosis.
- ⇒ Before making a final decision about adjustments to be made, or declining an application for enrolment, the Principal must have communicated the preliminary decision to the family and invite their input to the school.
- ⇒ Any final decision and communication will be made by the Principal.

Definitions:

Adjustments are measures/actions that identify the type and level of support required by the student with a disability or additional needs to **access and participate** in all aspects of school life.

An **adjustment is reasonable** if it **balances the interests of all parties affected**. Issues which are relevant to the balancing exercise include:

- the impact of the disability itself on the student
- the views of the student or associate (this includes parents/guardians) of the student
- the effect of the proposed adjustment on the student
- the effect of the proposed adjustment on others including students and staff
- the costs and benefits of making the adjustment

Enrolment Process

Choosing a school for your child is an important decision, both for you and your child. We encourage you as parents to find out as much about Steiner Education and our school as possible before you enrol, so that you know what is unique with this education and an informed decision can be made.

The Placement/Waiting List Application

The first stage is to contact the school for an information pack that includes a placement/waiting list application form. To register your family's interest, we ask you to fill out this form and return it to the school along with \$80 per child, and then your names and relevant information will be placed on the waiting list, where it remains until there is a vacancy in the appropriate class. All Enrolment Applications are placed on the Waiting List for the relevant class.

The \$80 application fee is **non-refundable** however, upon enrolment **will be deducted** from the enrolment fee if the enrolment proceeds.

There is a priority policy for enrolment based upon the waiting list. First priority is given to children of teachers and staff of the school; second priority to siblings of children already enrolled at the school and children attending Parent and Child Group; third priority is for children transferring from other Steiner schools. After these three categories all other enrolments are prioritised based upon the date and payment of the Placement/Waiting List application.

If a vacancy is not available, you can remain on the waiting list for as long as you wish, this will roll over automatically each year. Should your contact details change or you no longer require placement on the waiting list please email accounts@casuarina.nsw.edu.au and your records will be updated accordingly.

Principal Tour

The second stage of the enrolment process is to book into a school tour with our School Principal. Principal Tours provide excellent opportunities for you to see the school on a normal school day, to observe classrooms in action, see our beautiful facilities (from Playgroup to Class 6) and our grounds. These sessions will inform you about the education and philosophy Casuarina Steiner School offers and provides you with the opportunity to ask any questions that you may have. It is a good idea for both parents/carers to attend this session.

Bookings are essential. For more details or to make a tour reservation please contact Allison Hartmann on 02 66512770.

Admission and Interview Process

- When a vacancy does become available, students on the waiting list will be contacted as per priority guidelines to commence the enrolment process, if we do not receive a reply, a follow up telephone call and email will be sent. If no response is received your child's name will be withdrawn from the waiting list.
- Children may start Peach Blossom when they are four and half years of age. As per our Policy there will only be two enrolment intakes throughout the year, at the beginning of Term 1 and Term 3. The interview process for Peach Blossom enrolment will take place in Term 2 of the year prior to commencement to enable positions to be finalised.
- Prior to attending interviews all enrolment application forms, birth certificate, immunisation records and any other relevant documents must be lodged with the school office.
- Both parents, wherever possible, and the child attend the enrolment interviews.
- The first interview with the Class teacher is information gathering for you and the school. It is an opportunity for the teacher to meet you and your child and for you to meet them. At the interview the teacher outlines policies and guidelines and school curriculum, answer any questions you may have. Discuss about your wish to enrol your child in the school, and seek to understand any special needs your child may have.
- For a student with a special need or disability, a meeting will be arranged with the parents and the Special Education support teacher to assess the student, review reports from other schools and professionals and discuss the special needs in the light of the class and the school's resources. For

this reason it is essential that parents provide full information on their children's individual requirements.

- Parents meet with Financial Administrator to discuss school fees, fee structure and payment options.
- When all admission processes have been completed a confirmation letter of offer of enrolment is posted to the parents containing the conditions of entry, copies of the family guidelines booklet and Student and Welfare Discipline Policy.
- Parent accepts the offer and agrees to the terms and conditions and finalised payment of enrolment fee.

Casuarina Steiner School Enrolment Steps

Childs Name: Class: Year:

Enrolment start date

Action – Office Staff	Responsible	Date	Completed by
Enrolment Enquiry Form completed upon enquiry			
Application for Placement (waiting list form) emailed			
Enrolment Process letter emailed			
Principal Tour attended			
Information Pack received			
Application for Placement returned			
Entered into SchoolPro			
Waiting list \$80 fee charged			
Waiting list updated			
When enrolment becomes available			
Application for Enrolment			
Copy of latest two school reports			
Copy of Birth Certificate			
Copy of Immunisation status			
Copy of current documentation on additional needs (if applicable) <i>Include reports from speech pathologists, occupational therapists, medical specialists, psychologist and/or paediatricians including letters of diagnosis</i>			
Copy of current Court Orders (if applicable)			
Details of residency status for students born overseas			
Learning Support needs identified – see Enrolment Procedure for child with a disability or additional needs (attached if needed)			
Teacher Interview			
Principal / Teacher / Learning Support Co-ordinator meet to decide on enrolment			
Place offered Y / N			
Letter of offer of enrolment to parents containing conditions of entry into the school and start date			
Letter of non-placement forwarded to parents – (if applicable)			
Acceptance of offer from parents returned along with payment of enrolment fee			
Enrolment fee \$175 charged/paid			
Parents meet with Business Manager to discuss fee payment options and receive Financial Terms and Conditions			

Enrolment procedure for a child with a disability or additional needs

In the case of a student with a disability or other additional needs the enrolment application will be looked at in a team approach including the Principal, the Learning Support Coordinator, the parents of the child and possibly external agencies. (See separate procedure).

The Learning Support Coordinator will document all steps of the following procedure stating the people involved and the issues raised in a format which allows objective notes on possible adjustments, agreed actions and a time line.

1. The Principal and the Learning Support Coordinator meets with the family to discuss in more detail the education offered at Casuarina and if the student requires any special services and/or facilities which the school would need to provide to assist the student.

Principal:

Date:

Learning Support Co-ordinator:

Date:

2. The Learning Support Coordinator will ask the family to provide information about the student's needs within two weeks (defined in the *Standards*) and seek permission from the parents to contact preschools, schools and/or other specialists. Relevant information will assist in identifying any adjustments and could include:
 - a. previous school or preschool reports, noting current achievements and areas of need;
 - b. psychologist's report documenting functional skills and recommended strategies for working with the student;
 - c. speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
 - d. occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises;
 - e. medical specialist reports identifying issues which need to be considered by the school;
 - f. vision and hearing reports documenting level of functioning and recommended strategies;

Learning Support Co-ordinator:

Date:

3. Where appropriate the Learning Support Coordinator will invite the family to bring in relevant specialist to visit the school and to discuss specific needs or issues and participate in developing potential adjustments to address the specific needs or issues.

Learning Support Co-ordinator:

Date:

4. The Learning Support Coordinator will seek information about possible levels of Australian Government funding and access to other support services. Contact the AIS to obtain a list of the documentation required for applications for funding and the range of available funding programs.

Learning Support Co-ordinator:

Date:

5. The Learning Support Coordinator works through an initial Individual Planning Process to identify the reasonable adjustments that would be required to facilitate the student's access to and participation in all school activities, curriculum implementation and access to support services. When considering adjustments a projection of the student's potential needs in the future will be included. This informs the determination regarding the school's capacity to address the student's individual needs.

Learning Support Co-ordinator:

Date:

6. The Learning Support Coordinator requests feedback from relevant staff within the school and external special educators about the possible impact of the adjustments required by the school if the student was enrolled.

Learning Support Co-ordinator:

Date:

7. The Learning Support Coordinator assesses what professional development may be needed to assist staff.

Learning Support Co-ordinator:

Date:

8. The Learning Support Coordinator will keep the family informed about the progress of the application.

Learning Support Co-ordinator:

Date:

9. The Learning Support Coordinator will ensure that any strategies that need to be put into place to accommodate the student's special needs is identified and recorded.

Learning Support Co-ordinator

Date:

10. Before making a final decision about the required adjustments, or before declining an application for enrolment, the Learning Support Coordinator discusses the findings of the above process with the Principal who will communicate the preliminary decision to the family and invite their input to the school in a meeting with the relevant stakeholders. In the case of an offer of enrolment this meeting may be the first step to developing a detailed IEP for the student according to our Learning Support Policy.

Learning Support Co-ordinator

Date:

Principal:

Date:

11. Any consideration that the school may have to decline the enrolment, will be discussed by the Learning Support Coordinator and the Principal before the decision is communicated to the family.

Learning Support Co-ordinator

Date:

Principal:

Date:

12. If the school considers that it may have to decline an enrolment, the Learning Support Coordinator will seek advice from the AIS or a specialist in the area before informing the parent of the preliminary decision.

Learning Support Co-ordinator

Date:

13. Where indicated the principal and/or LSC organise relevant PD for staff.

Parent Interview Questions

Child's name	
Parent's names	
Siblings	
Date of Birth	
Class/Year	

Steiner Education at our School

Give a brief introduction about Steiner education at our school, covering issues such as: our teaching philosophy, the structure of the school day and the importance of rhythm in the learning process; the parent/teacher/child cooperative triangle. May also include curriculum overview.

Current School, Preschool or Day Care Centre

1. Is your child currently enrolled in a school, preschool or day care centre?
2. How many days is your child attending school?
3. How would you describe your child's experience at school?
4. Do you give permission for the school to contact your child's current and/or previous teacher or carer, in order to support your child's learning needs and transition into Casuarina Steiner School?
Contact name?

Developmental and Health Background

1. Are there any details I should know about your child that may have relevance at school in regards to:
 - language and speech development
 - development of gross motor skills and coordination
 - development of fine motor skills
 - vision and hearing
2. Does your child have any medical conditions, allergies or intolerances?
3. Does your child take any medication?

4. Does your child have any special dietary requirements?
5. Does your child have any special needs that may be relevant to their education or participation in the programs provided by our school? If so, do you have any reports or documentation that would be relevant to us?
6. I have noticed xyz in a previous school report. Is there anything you have noticed at home? What do you use at home that makes it a bit easier?

Family Background

1. Are there any custody or other arrangements affecting your child that we should be aware of?

Social Skills

1. What are your child's interests and what sort of play do they enjoy?
2. How do they interact with their peers?
3. Please describe your child's ability to follow instructions.
4. How would you describe your child's strengths and challenges?

School Policies

1. Would you like further clarification of our school policies such as the Student Welfare and Discipline policy, food, clothing or homework policies?
2. Are you willing to support these policies?
3. Why are you considering Steiner Education? (optional)
4. Is there anything else you would like to discuss?
5. Is there anything else you would like to discuss about your child or Steiner education?

Biography Form for Early Childhood

Child's name	
Date of Birth	
Parent's names	
Telephone No	
Address	

Please complete the following biography form for your child prior to the interview. These questions are relevant for your child's enrolment and will be discussed further during interview. This form and the information on it is private and confidential and will only be used by the teacher.

CHILDS HISTORY

Does your child currently attend Lavender Cottage Parent & Child Group YES NO

Are there any aspects of your pregnancy and/or the birth of your child which
May be relevant to their education and/or development? YES NO

Is your child toilet trained YES NO

What age was your child toilet trained? _____

Were there any difficulties? YES NO
If yes, please give brief details _____

Does your child wet the bed? YES NO
If yes, under what circumstances _____

Does your child suck thumb or fingers or have any other habits? YES NO
For example, nail biting, sucking or twisting hair? _____

Has your child been immunised? YES NO
Triple Antigen or Homoeopathically Measles/Mumps/Rubella? _____

4/5 Year old booster? _____

Are there any letters or sounds your child does not speak clearly yet? YES NO
If yes, please give brief details _____

Does your child have any difficulty hearing or seeing properly? YES NO
If yes, please give brief details _____

Does your child have a history of recurring illness? For example ear infections? YES NO
If yes, please give brief details _____

Home and Family Rhythms

Do both parents reside in the home? YES NO
If no, please give brief details of family dynamics _____

How much time is spent in each home? _____

Did your child settle into a sleep pattern easily? YES NO
If no, please give brief details _____

How is your child's mood upon awakening? _____

What time does your child go to bed on weekdays? _____

Weekends? _____

What, if any, is the bedtime ritual? _____

Does your child fall asleep easily? YES NO
If no, please give brief details _____

Does your child sleep through the night? YES NO
If no, please give brief details _____

Is there any history of recurring nightmares or dreams? YES NO
If yes, please give brief details _____

Does your child follow any special diet? YES NO

Vegetarian/Vegan YES NO

Dairy or Gluten Free YES NO

Food Allergies YES NO

Other – Please give details _____

Is your child a fussy eater? YES NO

Has your child attended day care, family day care and/or stayed with extended family for long periods of time? YES NO

Do both parents work outside of the home? YES NO

Which language(s) is/are spoken at home? _____

What nationalities/cultures are represented in the child's background (parents/grandparents)?

Is your child from a Cultural and Language Diversified background? YES NO

If yes, please give brief details _____

What festivals or holidays does your family celebrate? _____

Play

What activities does your family do together that your child enjoys? _____

Does your child swim or enjoy any other physical activities? YES NO

If yes, please give brief details _____

Does your child watch TV or DVD's YES NO

How often? _____

For how long? _____

What programs? _____

Does your child go to the movies? YES NO

How often? _____

Does your child use a computer or games console? YES NO

How often? _____

For how long? _____

Does your child have access to a mobile phone device? YES NO

Does your child have access to the internet? YES NO

What kinds of music does your child listen to at home? _____

Does your child have siblings? YES NO

What are their ages? _____

Does your child have friends in the neighbourhood? YES NO

What are their ages? _____

Does your child have any pets? YES NO

If yes, please give brief details _____

Does your child have any imaginary playmates? YES NO
If yes, please give details _____

Does your child have a special toy or doll? YES NO

Is there anything else that you feel is pertinent to your child's biography that has not been covered here?
For example, family dynamics, illnesses, trauma, moving, travelling.

Thank you for taking the time to complete this for, it helps us to understand you and your child.

Signature of Parents/Carers: _____

Date: _____