In order to determine eligibility for support, both a speech and language assessment and a psychological assessment is required. The primary disability must be the communication disability and the following must be excluded as causal factors:

- hearing impairment
- English as a second language (may still qualify but need to demonstrate that a language difficulty exists in the first language)
- behaviour problems
- intellectual disability
- selective mutism

Students must be attending a departmental school to be eligible for support, however the referral can be made during the preschool transition process if deemed appropriate by the speech pathologist and guidance officer.

**Speech Pathology Assessment**

The student needs to be:

- exiting from a Preschool Speech and Language Program, Communication / Language Class, with moderate or severe specific speech or language impairment (severity according to the departmental speech pathologist’s severity rating scales)
  - or assessed as having a severe, specific language impairment
  - or assessed as having a severe, specific speech impairment

**Psychological Assessment**

- The student needs to be assessed as having performance skills at least within the average (90 – 110) range.

- Students with performance skills in the low average (80 – 89) range may be considered if the referring speech pathologist and guidance officer believe that support will serve a specific purpose.