

KINDERGARTEN EXTRA NEEDS PROCEDURE

Rationale

Michael Park is committed to ensuring an inclusive environment which all children are provided with the opportunity to learn and achieve. This includes children with extra needs.

Definitions

Extra needs may include:

- Movement challenges or physical impairment
- Communication or learning difficulties
- Behavioural differences
- Gifted and talented diagnosis
- Social or emotional needs
- Other barriers that may be present short or long term

Procedures

1. Constructive partnerships with parents and whānau with regard to the wellbeing and learning progress of children with extra needs will be a feature of decision making.
2. Inquiry, collaborative problem solving, and consultation will be a feature of professional practices to support children with extra needs.
3. Information and guidance will be sought when necessary from agencies/services to enable adults providing education and care to work with children and their parents C13.
4. Where there is potential for a child to not make progress a range of interventions are considered. These could include but not be limited to:
 - further observation, collegial discussion and advise, discussion with parents, differentiated planning, increased focus to remove barriers and accelerate progress, therapeutic eurythmy, referrals and external advice as needed.
5. There is a clear expectation of parents with respect to responsiveness so teaching strategies and parenting approaches both contribute to children's learning.
6. Additional support may include but not be limited to conventional approaches ie Ministry of Education special education services, referral to paediatrician via g.p., family therapy, speech therapists, occupational therapists, behavioural optometrists, as well as approaches that reflect the philosophy i.e. anthroposophical doctor, nursing therapies, therapeutic eurythmy, artistic therapy
7. Children who have undertaken recommended therapeutic approaches to address learning needs will be prioritised for therapeutic eurythmy.
8. A resource for parents will be developed so options are outlined. Informed consent will be feature of decision making.
9. IEPs (Individual Education Plans) will be developed for children with complex extra needs that involves several services/agencies/settings.

10. RTLB (Resource Teachers for learning and behaviour) and ORS (ongoing resource funding) referrals to the Ministry of Education for children with identified extra needs will occur in the year before children transition to school. The kindergarten will work with the school SENCO (school learning support teacher) to support effective transition between kindergarten and school.
11. The SENCO will provide up to date information regarding agency funding, referrals, support services, specialist teachers, advisory services, assistive technology, modifications to physical environments to the kindergarten and parents as appropriate.
12. A developmental neuromotor assessment will be completed in the final year of kindergarten as part of the class 1 readiness. The results will be shared with parents and used as filter for moderate needs that have not already been identified.
13. A record of information and guidance sought from agencies and/or services will be maintained in children's individual file and provided to the school as a summary.
14. Handover meetings will be a feature at key transition moments e.g., moving from Rose Cottage into the kindergarten, moving to school.
15. The kindergarten will ensure confidentiality and privacy of information with regards to children with extra needs.