

N GUIDE TO:

Supporting children with SPED

Children thrive when learning alongside their peers in a positive, welcoming, and inclusive environment, no matter what their individual needs. Our skilled educators always consider the child and their unique requirements and aim to plan rich and meaningful learning opportunities within an enabling and supportive setting.

All children learn and develop in different ways and aren't all on the same learning trajectories. Some children may require short-term interventions, and others may need longer-term additional support. By working in partnership with our families and multi-disciplinary teams, we build open and positive relationships to share knowledge and expertise, ensuring a holistic approach for a child with SPED.

The role of an Inclusion Coordinator/Case Manager

A Inclusion Coordinator or Case Manager is an important role that ensures the best possible educational outcomes are achieved for children with special educational needs and/or disabilities.

This role involves:

- Ensuring all educators in the school understand their responsibilities to children with SPED and the school's approach identifying and meeting your child's additional needs.
- Advising, supporting and training team members in order for them to best fulfil their roles.
- Ensuring families are closely involved throughout and that their insights inform action taken by the nursery.
- Liaising with professionals or agencies beyond the school.

Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEP)

The child's primary educator at school, alongside their family and Inclusion Coordinator or Case Manager, and any other professionals that are involved with the child, will work closely together to create an Individualized Family Service Plan (IFSP) for children birth to 3 years or an Individualized Education Program (IEP) for children over 3 years. The plans are designed to provide tailored, measurable support for the child and is developed through incorporating the parents' views, wishes, and feelings, as well as asking the child about their previous achievements and their hopes for the future.

Transitions into school or another setting

N is committed to ensuring that any transitions to school or to another setting are well organized to ensure that the process runs smoothly and the child is disrupted as little as possible. The Inclusion Coordinator or Case Manager, in collaboration with the child's family, primary educator, and any other professionals involved, will create a 'Transition plan.' This will ensure key meetings and settling-in visits are arranged to share vital information and to ensure a gradual and sensitive move for children to their new learning environment.