 INTERNATIONAL KINDERGARTENS 國際幼稚園	ESF International Kindergartens Policy Document	
		Effective Date:
	SEN Policy	December 2010


Title : **ESF International Kindergartens -
Special Educational Needs (SEN)
Policy**

Status : ***Current – Revision C***

Approval Date : **December 2010**

Date for Next Review : **February 2013**

Originator : **ESF SEN Adviser / Chief Operating Officer, ESF Educational Services**


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Originator: *ESF Educational Services*

Originator: Jan Martin, ESF SEN Adviser / Ann Pearce, Chief Operating Officer, ESF Educational Services Date: February, 2009	Reviewed by: Laura Ferretti, KSEN Adviser / Emma Navin, WKS Kindergarten Principal Date: November 2010	Approved by : ESL Directors Date: December 2010
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REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed		Approved	
			By	Date	By	Date
A	Aug 2009	Updated to reflect ESF policy template				
B	Nov 2010	Updated to reflect ESF terminology and updates in Kindergarten practice	LF & EN	Nov 2010	ESL Directors	Dec 2010
C	Feb 2012	Reviewed and minor updates	LF	Feb 2012	KG Prins	Mar 2012

POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to an Annual Review by ESL that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. ESL reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.

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1. PURPOSE

This policy is constructed in line with the requirements of the English Schools Foundation (ESF) Special Educational Needs (SEN) Policy (2007) and supporting ESF SEN Guidance for implementing the SEN Policy (2008). It reflects international best practice in Codes of Practice for special educational needs.

The provision for children with SEN in ESL Kindergartens is in line with the ESF SEN policy (2007) and supporting guidance. ESL Kindergartens seek to support children across the continuum of SEN, referring to the ESF **Levels of Adjustment** and **Model of Differentiation** where possible.


All children are placed within the mainstream classes, and accommodations are made for those who have individual needs, where practicable. ESL Kindergartens seek to achieve a balance of needs within a cohort, and follow where possible the ESF policy and guidance with regard to 5% of the cohort having special educational needs at **Levels of Adjustment 2** and above, and a further 5% having needs at **Level 1**. Applicants who have special needs that fall within the ESF Level 2 and above intervention arrangements will be considered on a case-by-case basis.

2. SCOPE

This policy applies to all ESL Kindergartens, to the ESL Kindergarten SEN Adviser, ESF's SEN Advisers and to the ESF Primary and PI schools to which ESL kindergarten children transfer. It is aligned with the ESF SEN policy.

3. DEFINITIONS/ABBREVIATIONS

ESF	The English Schools Foundation
ESL	ESF Educational Services Limited
Staff Member	any employee of ESF and/or ESL
Principal	Principal of an ESL Kindergarten or School or an ESF School
Directors of ESL	Directors of ESL
COO	Chief Operating Officer, ESL
KSEN Adviser	ESL Kindergarten SEN Adviser
SLT	Senior Leadership Team: Principal, Vice Principal, and/or Curriculum Coordinator of an ESL Kindergarten
IEP	Individual Educational Plan

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The ESF definition of Special Needs (SEN Policy, 2008)

Children have special education needs if they have a learning difficulty that calls for special education provision to be made for them.

Children have a learning difficulty if they

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability, which either prevents or hinders them from making use of educational facilities of a kind provided in ESL Kindergartens for children of the same age.


A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

For ESL Kindergartens, to take into account the differing levels of maturational growth and development in early childhood, there is an addition to the ESF definition, as follows;

Children in kindergartens are considered to have special educational needs where they have a significantly greater developmental or educational delay than the majority of children in their peer group, and/ or where there is a significant delay in the required behaviours for learning.

4. RESPONSIBILITIES

- 4.1 The Principal is the point of reference for all issues relating to SEN within an ESL Kindergarten.
- 4.2 The KSEN Adviser is responsible for assisting the ESL Kindergartens to evaluate the needs of a child with SEN or suspected SEN and for ensuring that the appropriate SEN procedures are followed.
- 4.3 Parents/guardians are responsible for advising the kindergarten on application as to whether their child has any special needs. Parents/guardians are expected to cooperate with the kindergarten to manage their child's needs and to obtain any specialist reports as agreed with the kindergarten.

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5. PROCEDURE


5.1 The Kindergartens' SEN Principles

- 5.1.1 A child with SEN should have their needs met wherever practicable, within the resources available to the kindergarten.
- 5.1.2 The kindergartens work in partnership with parents to meet individual needs.
- 5.1.3 Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum, with the resources available to the kindergarten and wherever practicable.

These principles are developed in full in the ESF SEN Policy Implementation Guidance.

5.2 Objectives

- 5.2.1 The kindergartens will manage resources that are made available to them, and as far as possible, will comply with the ESF policy to ensure all children's needs are met.
- 5.2.2 Information regarding a child who presents with special educational needs will be shared with parents as soon as possible. The kindergarten and parents will work in partnership to identify and meet individual needs.
- 5.2.3 Individual provision and progress will be monitored and reviewed regularly in accordance with the kindergartens' assessment and reporting procedures.
- 5.2.4 The kindergartens will work with outside agencies, where they are appropriate and available.
- 5.2.5 Children identified as having SEN at Level 2 and above may be provided Individual Education Plans (IEPs). IEPs will be developed by teachers with advice from the KSEN Adviser, parents, and external professionals working with the child.
- 5.2.6 IEPs will be reviewed termly, in accordance with the ESF **Guidance for implementation of the ESF SEN Policy, 2008**.

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5.2.7 Where possible, appropriate training will be provided through the ESF Professional Development programme.

5.3 Admission Arrangements for Children with SEN

5.3.1 ESL Kindergartens follow the admissions guidance set out in the ESL Kindergarten Admissions Policy.

5.3.2 The admissions guidance reflects the principles set out in the ESF SEN policy. Parents are required to disclose their children's special educational needs, and to provide all relevant information and documents concerning their child's needs. (See Appendix A)


5.3.3 The Kindergartens' Admissions Policy states:

- 1) Applicants must note on the enrolment application form if their child(ren) has any Special Educational Needs (SEN).
- 2) Where special educational needs have been declared on the application enrolment form, ESL Kindergarten representatives should consult with the parents/guardians and the Kindergarten SEN Adviser about whether the kindergarten is able to provide the level of support required by the child, and establish, should the child be admitted, the appropriate placement for the child.
- 3) The kindergarten may decline to offer a place to a child whose needs it cannot meet.
- 4) If the kindergarten cannot cater for the needs of the child once the child has commenced kindergarten, the kindergarten may ask the parent/guardian to withdraw the child from the kindergarten.

5.4 The Kindergartens' Facilities for the Provision of Children with SEN

ESF Kindergartens are required to abide by the Disability Discrimination Ordinance, Section 24, Education, Part IV under which it is unlawful for an educational establishment to discriminate against a person with a disability:

- by refusing or failing to accept that person's application for admission as a student
- in the terms or conditions on which it is prepared to admit that person as a student

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- by expelling that student

These restrictions do not apply if the provision of services and facilities for the student would impose **unjustifiable hardship** on the educational establishment. To demonstrate such hardship and be able to claim exemption from the DDO, the educational establishment must consult the student and his/her parents/guardians with a view to identifying what the special needs of the student are and the accommodations required.

ESL Kindergartens are committed to applying the DDO in so far as they are able to within the resources available, and taking into account the needs of the majority of students.

Where children do have physical or sensory disabilities, an assessment with regard to access will be made by the kindergarten on an individual, case by case basis.

5.5 Allocation of Resources for SEN

The ESL Kindergartens have no additional funding allocation for SEN. The kindergartens receive professional advice and support from the KSEN Adviser Kindergarten staff accept advice and offer support with the resources available to them.

5.6 Identification, Assessment & Review of Children with SEN


5.6.1 Students with special educational needs who apply to ESL Kindergartens, are identified in two stages;

Stage 1: During the application process and prior to admission. (See section 5.1 and external policy)

Stage 2: Once admitted to an ESL Kindergarten, and special educational needs emerge during educational development.

5.6.2 Curriculum provision for children with SEN

The kindergartens use the ESF Model for Differentiation within the curriculum.

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5.6.3 In line with the ESF Guidance for implementation of the ESF SEN Policy 2008, the following processes of identification, assessment and differentiated response will be made for children with SEN in ESL Kindergartens.

5.6.3.1 A kindergarten teacher's first line of support is his/her Senior Leadership Team. Prior to involvement of the SLT, class/subject teachers will be expected to have undertaken the following actions:

- Use baseline assessment to identify what the child knows, understands and can do
- Document child's name and the initial reasons for concern on a "Class Concerns List" (Appendix 2)
- Carry out ongoing observation/assessment so that assessment forms basis of next steps
- Document anecdotal observations that highlight continued concerns on an individual "Initial Concerns" form (Appendix 3)
- Use the kindergarten's programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Apply mainstream differentiation techniques to encourage greater progress
- Document techniques trialed on the "Initial Concerns" form
- If the above actions are complete, and the child continues to display limited progress (socially and/or academically), the teacher should request observation/consultation from the kindergarten's SLT.

5.6.3.2 Level of Adjustment 1

- Evidence indicates that despite the teacher's differentiation and other arrangements, the child has made limited progress (socially and/or academically)
- A member of the kindergarten's SLT will observe the child and document concerns on a "Classroom Observation Master" (Appendix 4) and the "Class Concerns List"
- The child's name is documented on the kindergarten's SEN Register and IN Gateway

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- Class teacher and a member of the kindergarten’s SLT discuss and look at existing information. Further observation and/or discussion with the parents will take place to inform next steps
- Member of the kindergarten’s SLT offers suggestions and materials to support the child’s learning
- Class teacher implements strategies suggested, and documents the child’s response
- Modifications may include class-based teaching and learning adjustments
- If the above actions are complete, and the child continues to display limited progress (socially and/or academically), the KSEN Adviser will be contacted

5.6.3.3 Level of Adjustment 2

- Evidence indicates that despite additional differentiation and other arrangements, the child has made little progress due to a developmental delay, behaviour, sensory/physical or communication/interaction difficulties
- The KSEN Adviser will observe the child and document concerns on a “Classroom Observation Master” and the “Class Concerns List”
- Class teacher/ KSEN Adviser discuss, look at existing information and collect additional information through observation and/or discussion with parents. KSEN Adviser offers training, suggestions and/or materials to support child’s progress
- Modifications may include individualised teaching and learning adjustments, including adjustment of objectives, materials or equipment
- The class teacher, together with the KSEN Adviser and parents, may, at their discretion, develop an IEP to document modifications

5.6.3.4 Level of Adjustment 3 and Above

- Should be considered when children continue to make limited progress, after involving the KSEN Adviser, and all processes at Levels 1 & 2 have been applied
- When children are found to have more severe difficulties than can be supported through Level 2 adjustments, ESF Kindergartens will:
 - Develop an IEP, together with the class teacher, KSEN Adviser, SLT, and parents.

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- Meet with parents to discuss the appropriateness of the kindergarten’s curriculum for their child, as well as how the child’s needs can be met
- Discuss with parents about the need for additional external support, including the need for an Educational Psychologist assessment, therapy assessment(s), and/or support from other Hong Kong providers for SEN
- Inform parents about the process for applying to the ESF primary learning support provision
- Review the child’s IEP, in case further modifications are required
- Modifications may include an adapted learning environment with structured prompts/cues or use of specialized equipment to enable access to the regular curriculum, an adapted routine, and/or specialised methods of reinforcement
- For some children at Level of Adjustment 3 and above, outside programmes and/or therapies may be strongly encouraged
- For some children at Level of Adjustment 3 and above, 1:1 support may be required*, but this can only be resourced through parentally funded Educational Assistants (as in ESF Primary and Secondary schools).[†]

* See ESF SEN Policy (2008) with regard to the types of needs that can be supported (Appendix B).

† See ESF SEN Policy (2008) with regard to the employment of parentally funded Educational Assistants (Appendix B). These can only be considered where there is evidence that the student’s safety needs (physical, medical, behavioural) are over and above that which other students with similar SENs have, or where their additional learning needs are over and above that which is normally provided for at the agreed Level of Adjustment.

5.6.4 Individual Education Plans (IEPs)

Arrangements for children, which are additional to or different from those which are normally available, may be recorded in an IEP for children at Level of Adjustment 1 and should be recorded in an IEP for children at Level of Adjustment 2 – 6 (see Appendix 1 for details). Kindergartens should refer to the ESF SEN Policy (2008) for detailed guidance on the use of IEPs.

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Kindergartens should review IEPs on a termly basis, in accordance with the advice in the **ESF Guidance for implementation of the ESF SEN Policy (2008)**.

5.6.5 Kindergarten process for monitoring and evaluating its provision for children with SEN

ESL Kindergartens should evaluate the SEN policy on a regular basis, normally, every two years, as part of the self evaluation process. The Kindergartens have access to the ESF Framework for evaluating the SEN policy.

5.6.6 Complaints procedures relating to the kindergarten’s provision for children with SEN

Parents wishing to make a complaint about the kindergarten’s provision for their child with SEN should follow the complaints procedures in the ESF Complaints Policy which applies to all schools, including the Kindergartens.

5.7 Kindergartens’ staffing policies and partnership with bodies beyond the kindergarten


5.7.1 Kindergartens can access ESF SEN Professional Development and can work together to plan SEN Professional Development to maximize the limited resources available. The Kindergartens regularly share their staff’s expertise in SEN.

5.7.2 ESF Kindergartens have some support from the KSEN Adviser.

5.7.3 There is no ESL funding for Educational Psychologist’s assessments. Any assessment is to be at the parent’s expenses.

5.7.4 ESL Kindergartens receive advice from external professionals relation to individual children through the IEP process.

5.7.5 There are occasions when parents of children with SEN in ESL Kindergartens request that their own therapists to act as parent funded Education Assistants within the school. ESF Kindergarten Principals are entitled to use their discretion as to whether to agree to such an arrangement, based upon the guidance in Appendix 2 of the ESF SEN

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policy. The key criteria for such arrangements in an ESL Kindergarten should be that the arrangement enhances integration for all students, meets the wider needs of the Kindergarten, and does not lead to further isolation or segregation of the child.

5.7.6 The ESF Guidance to implementation of the SEN policy contains a section on the rights and responsibilities of parents with regard to a child who has special educational needs. ESL Kindergartens adopt this view of the role of parents, as follows;

Parents/Carers Rights, Roles and Responsibilities

Rights	Roles and Responsibilities
<ul style="list-style-type: none"> • To be involved in a partnership with teachers and special educational professionals in the ESL Kindergarten of their child • To have their views taken into account in respect of their child's particular needs • To be involved in the planning related to IEPs for their child • To be involved in the review of progress of their child 	<ul style="list-style-type: none"> • To work in partnership with the kindergarten, other agencies and ESF in the best interests of the student • To maintain close contact with the kindergarten with regard to the progress of their child and attend review meetings • To work with kindergarten staff to support any agreed programmes at home • To discuss any difficulties they or their child may be experiencing with the kindergarten at the earliest opportunity • To ensure that the Kindergarten is aware of any social or medical information that could affect the child's progress • To have reasonable expectations as to the level of communication with teachers

Good practice in the management of special educational needs requires that the Kindergartens enter into a partnership based upon mutual trust and collaboration. Such a partnership will not always be easily achieved, but the Kindergartens will strive to ensure that they take steps to foster positive relationships and to create a climate conducive to working together.

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5.7.7 There are transfer arrangements between ESL Kindergartens where this becomes necessary because of transport/ access requirements etc. These include arrangements for the transfer of students with special educational needs, where appropriate and practicable.

5.7.8 Whilst there is no guarantee that a student in an ESL Kindergarten will be granted a place in an ESF mainstream Primary school, or ESF special needs provision, ESL Kindergartens and ESF seek to facilitate the flow of information with regard to a kindergarten student with special educational needs, so that where possible the student is placed in a provision that best meets his/her needs.

5.7.9 ESL Kindergartens seek to work with any professional service that is already supporting the family of a student with special educational needs.

5.7.10 ESL Kindergartens do not have formal links with any Hong Kong child health services, social services and educational welfare services, or any voluntary organisations which work on behalf of English-speaking children with SEN.

5.7.11 ESL Kindergartens provide information to parents on local educational facilities for children with SEN.

6 COMPLIANCE


6.1 External Compliance

This policy complies with:

- Operations Manual for Pre-Primary Institutions
- Disability Discrimination Ordinance

6.2 Internal Compliance

Any matter concerning the implementation of this Policy should be raised with the Principal or the COO. Any matters of non-compliance should be raised with the COO or Directors of ESL.

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Appendix 1

Individual Education Plans (IEPs)

See **ESF Guidance for implementation of the ESF SEN Policy (2008)** for detailed guidance on use of IEPs. Arrangements for children, which are additional to or different from those which are normally available, will be recorded on IEPs for children at Level of Adjustment 2 – 6, and will;

- Raise achievement of children with SEN
- Be seen as a working document
- Use a simple format
- Detail provision ‘additional to’ or ‘different from’ that generally available for all children
- Detail targets which are ‘extra’ or ‘different’ from those for most children
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for children with SEN

They will focus on


- Up to three or four key individual targets to help meet individual needs and particular priorities
- Targets should relate to key areas in communication, literacy, mathematics, behaviour and physical skills, sensory impairments
- Strengths and successes should underpin targets and strategies and interventions

They will consist of

- Short term targets set for the child
- Teaching strategies to be used
- Interventions to be made
- When the plan is to be reviewed
- Success and/or exit indicators
- Outcomes

When reviewed the following will be considered

- Progress made
- Parents’ views
- Effectiveness of the IEP

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- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies
- Whether the kindergarten can meet the student's needs

As part of the process, *progress* of very young children with a range of SEN can loosely be defined as:

- Matching or bettering the child's previous rate of progress
- Closing the achievement gap between the child and their peers
- The child is accessing more of the curriculum offered by the kindergarten
- Evidence of improvement in self-help, self-regulation, social or personal skills
- Evidence of improvements in the child's behaviour

Kindergartens should review IEPs on a termly basis, in accordance with advice in the **ESF Guidance for implementation of the ESF SEN Policy (2008)**.