**Mission Statement**

**Our Mission**

Wu Kai Sha Kindergarten is an inspiring learning community. We provide an inclusive environment where effort is valued, learning is engaging and creativity is fostered. Our curriculum is underpinned by the elements of the IB PYP. All stakeholders are encouraged to play an active part to enhance children’s learning.

**Values**

We are a community of teachers and learners who:

* Are passionate about a holistic approach to learning and teaching
* Are caring, respectful and inclusive in our relationships
* Have the confidence to learn from our mistakes and rise to challenges
* Recognise and appreciate our achievements and celebrate our successes
* Display perseverance, commitment and enthusiasm
* Take responsibility for the well-being of ourselves and others, take care of our environment and gain an awareness of the wider world
* Continually strive to find ways to improve
* Create memories for families
* Promote curiosity, critical thinking and independence
* Blend reason and logic with creativity and imagination
* Learn through play and inquiry

**Definition**

Children have a special educational need if they have a learning difficulty, which calls for special educational provision to be made for them. This is additional to and different from the classroom practice.This support may be short or long term.

Children have additional learning needs if they:

* have a significantly greater difficulty in learning than the majority of children of the same age; or
* have an individual need which either prevents or hinders them from making use of educational facilities of a kind provided in Wu Kai Sha for children of the same age; or
* have identified gifts and talents that require enrichment and / or extension programmes

**Commitment to Inclusion**

Inclusion within Wu Kai Sha Kindergarten means that every student is viewed as an equal partner in the school community.

We believe that **all** students are entitled to a rich, broad and balanced curriculum. To enable this, some students may require additional levels of support in order to successfully access this curriculum.

Therefore:-

* There is an expectation that all members of the WKS community will work collaboratively to address the individual needs of all learners
* There is an expectation that all teachers will differentiate and adapt the curriculum as and when appropriate to meet the needs of all learners
* We have a Support for Learning Coordinator who works in collaboration with class teachers, Educational Assistants, therapists and other outside agencies ie. hearing specialists, government and private health care professional and Educational Psychologists.
* We work in partnership with parents/carers and outside agencies in the best interest of the student
* We provide enrichment and extension programmes as needed, given available resources
* Educational resources are allocated and used effectively and efficiently and are targeted to needs and requirements of individuals
* The process of identifying and addressing the additional education needs of students will be clear, transparent and consistent as highlighted in the ESF SEN Policy

**Roles and Responsibilities**

**The Role of Wu Kai Sha Kindergarten**

* to ensure an inclusive educational environment for all students
* to make appropriate arrangements with resources available to meet the needs of all students
* to review regularly the diverse needs of all students ensuring progression and support
* to ensure that staff working with children with diverse learning needs have access to ongoing appropriate professional development opportunities
* to plan, implement and review individuals’ progress regularly through Individual Education Programmes (IEP) and/or Behaviour Support Plans (BSP)
* to work in partnership with parents and therapists

**The Role of Parents and Carers**

 Parents and carers are expected to:

* work in partnership with the school, in the best interests of the student
* provide the school with updated copies of all relevant support documents and assessments to help the school prepare and plan to meet the student’s educational needs
* maintain close contact with the school with regard to the progress of their child and attend IEP or BSP review meetings
* work with school staff to support any agreed programmes at home
* discuss with the school any difficulties they or their child may be experiencing at the earliest opportunity
* ensure that school is aware of any social or medical information that could affect the child’s progress.

**The Role and Responsibilities of the Support for Learning Coordinator**

**Role:**

To support teachers by providing resources and strategies to maximise learning, to advise staff in the development of the child’s emotional, physical and social well-being, to monitor SEN provision across the school and to ensure all obligations are met.

 **Responsibilities:**

* Learn about the child’s strengths and developmental needs by reviewing and analysing outside reports/assessments i.e. Educational Psychological reports, therapists’ reports and assessments as well as entering into dialogue with parents and school staff
* Share background information, suggested strategies and best practices with classroom teachers, EAs and therapists
* Assist the classroom teacher in assessing students and analysing data, using diagnostic, formative and summative assessments i.e. Dial 4, EVT and PPVT
* Develop an IEP for the child by setting suitable learning goals (SMART) targets in consultation with the classroom teacher and parents
* Provide supplementary teaching if needed (eg. language booster groups, social groups)
* Support teachers in class as appropriate
* Collaborate with classroom teachers to plan/accommodate classroom activities based on agreed learning targets in the IEP
* Contribute to decision-making regarding the purchase of learning resources and materials suitable for supporting student needs

**Additional Support Provided by the Parents**

Dependent upon the needs of each individual child, WKS may enter into a contract whereby parents pay for an additional Educational Assistant to further support their child’s needs. The school will appoint the Educational Assistant following the completion of a formal written agreement with the parents to fully meet the cost of employment. Such a Parent Funded Educational Assistant (PFEA) is a member of the school staff and as such works collaboratively with both the class teacher and Support for Learning Coordinator. It will be the school’s responsibility to provide further and adequate training of PFEAs as required.

**Some General Principles in Regard to PFEAs**

* Teachers still maintain their responsibility for managing the learning of all students in their class, even when a student is supported by a PFEA.
* The PFEA’s role should be one of supporting student learning and growth as well as ensuring safety and wellbeing
* Ideally the use of a PFEA is a temporary measure which will facilitate learning, resulting in greater independence for the student and, in time, reduce the need for support. Some students with exceptional circumstances may always need additional support
* The class teacher and Support for Learning Coordinator will set out clear goals for the use of the PFEA. Progress towards these goals should be monitored and discussed regularly to ensure progression

**Types of Needs Requiring Support**

* Health and personal care needs

Students whose health or personal care needs are such that they cannot safely access or participate in school without 1:1 support may require a PFEA. This support may not be required all the time the student is at school but is required on a persistent ongoing basis. An example would be a student with a severe physical disability who requires assistance with toileting and eating while at school.

* The safety of students and staff

Students with special needs and/or a disability whose behaviour may pose a threat to their own, other students’ or staff members’ safety and who require on-going support to manage this behaviour within the school setting.

* Accessing the curriculum

 PFEAs can be used to support a student in accessing the curriculum.

This support may take a variety of forms. It may involve working with a student as part of a small group or in a whole class setting, to facilitate their participation in teaching and learning.