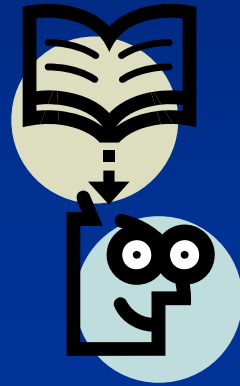


**A Principal's Guide to
transitioning preschoolers
with
special needs into primary
school**

Keith A. McKenzie



A Sabbatical Award Project



Acknowledgement

- I thank my BoT for the support of my application, my colleagues for their willingness to take over my duties at school and in the province and the Minister for his wisdom in the legislation of this provision.



Enrolling a child with special needs

- Every child with special needs presents a repertoire of challenges that are not automatically met by the usual transition protocols.



So let's look at a method or an approach to maintaining some sanity.

- What is your view about inclusive education?
- If you are of my vintage the term mainstreaming may be more familiar.
- Do you think it's feasible at all?
- Do you think it's feasible as long it's not at this school?
- Do you think it's feasible with support?
- What does the legislation say you have to do?



WHO IS INVOLVED ?

- **VISUAL** Teacher of Vision Impaired – based at Waihopai School
- **SLT** Speech Language Therapy – itinerant therapists based at GSE
- **HEARING** Teacher of Hearing impaired – based at New River Primary School
- **MOE** Ministry of Education – Invercargill office - Gavin McKenzie Network Facilitator. Gavin is able give advice and guidance on property matters. Phone 211 3610
- **OT** Occupational Therapy itinerant therapists based at GSE



Time for an Audit

- **Human Resources**
- What special facilities does this child require?



Teacher and Teacher Aides

- The fund holder such as GSE will allocate hours according to need within the parameters of their funding budget. This is determined by several factors including the classification of the individual's disability



The process of awareness

- **The Classroom Teacher.**
- **This is the person who will have to make the most adjustments to daily classroom planning and routines to make inclusiveness a reality**



The whole staff

This meeting is to cover the

- **Medical**
- **Social**
- **Academic**

status of the child.



Other Pupils

- The culture of the school sets the tone for inclusiveness. Children usually are quicker to accept a child's disability if they are given accurate information that outlines the disability and what the child can and can't do.



Community

- Don't assume the condition is well known.
- Invite discussion and comments from key members such as your BoT and regular parent helpers.
- Request GSE staff and support agencies to furnish **you** with the facts and attributes of the child's special needs



***Positive principal + positive staff +
positive children + positive parents +
positive community = successful
transition.***



Secretary of Education, Howard Fancy.

- ***"I don't think it is recognised enough how well many schools, teachers, and principals are positively responding to new challenges,"**** he told principals at their annual federation moot in Wellington on Friday 8 April.



Funding

- **High Needs Ongoing Reviewable Resourcing Scheme (ORRS)**
- **Very High Needs ORRS**
- **Moderate Needs**
- **Use of the Special Education Grant (SEG) funds.**



What does Legislation say about Inclusive Education?

- The Education Act 1989 specifically gives children and young people with special educational needs an equal right with all others to enrol and receive education in state schools.



Principals have no right to:

- limit enrolment
- limit attendance
- demand resource allocation prior to accept a child on the roll



Parents have no right to:

- Demand resource allocation – resources are allocated on need not as of right. As needs change, use of or need for resources may change. Allocation of resources must be regularly reviewed.
- A specialised programme – only to the programme(s) that would normally be provided within the school.



Creating Inclusive cultures, producing inclusive policies and evolving inclusive practices.

- questionnaires have been adapted from a prepared format by the Centre for Studies on inclusive Education (CSIE), UK.



Conclusion

- You will conclude from this document that I have a bias towards inclusive education. I have arrived at this point not through the desire to appease the politically correct or bow to the adage “that schools are the sole legatee of devolved responsibility”*, but rather through an evolution of being involved in several instances of inclusive education in schools I have been associated with over in three decades of primary education involvement.
- *John Dewey. 1946



I commend you for your
involvement.

- While you can't help all the starfish stranded on the beach from a storm, you can help the few you pick up and throw back into the surf.

