



Follow-up & continuing care

Meeting special needs at school

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Statement of the standard

Developmental progress and school readiness of infants born very preterm or with risk factors are assessed 6-12 months prior to initial entry into formal schooling, and education professionals receive training about the potential special educational needs of children born very preterm or with risk factors.

Benefits

Short-term benefits

- N/A

Long-term benefits

- Early identification of children at risk for learning difficulties
- Timely development of an individualised education plan and initiation of intervention for children with developmental problems or poor school readiness
- Informed decisions about educational provision
- Increased provision of training for education professionals (about the special educational needs of some very preterm children)
- Potentially improved educational outcomes and life chances
- Improved quality of life for preterm children and their families
- Informed parental counselling and participation in educational decision making
- Improved communication between parents, teachers, and healthcare professionals (with parental consent)



For parents and family

- Parents are informed by healthcare professionals about long-term developmental and educational outcomes of children born very preterm and invited to attend a follow-up programme, which includes screening for school readiness, 6-12 months prior to primary school entry, as well as screening for attention, cognitive, motor, and social-emotional problems, and deficits in early academic skills.
- Parents receive standardised feedback about the results of their child's assessment in a language that is accessible to them, and they are informed about relevant educational policies (e.g., regarding school starting age).
- Parents of children identified at risk for developmental problems or poor school readiness are offered support prior to school entry, and throughout schooling.
- Parents are asked for consent to share the results of their child's screening and/or developmental tests with their school upon entry.



For education/healthcare professionals

- A unit guideline on follow-up including respiratory care is adhered to by all healthcare professionals.
- Training on the appropriate referral and treatment for high-risk infants with respiratory disease and about health promotion including cessation of household smoking is attended by all responsible healthcare professionals.



For neonatal unit, hospital, and follow-up team

- A unit guideline on screening for developmental problems and school readiness is available and regularly updated.
- Training on standardised screening for developmental problems and poor school readiness is ensured.



For health and education services

- A national guideline on screening for developmental problems and school readiness is available and regularly updated.
- Pathways and a legal framework are established for obtaining parental consent and sharing of information between health and education services.



european standards of
care for newborn health

Here you can access the full standard:
<https://newborn-health-standards.org/standards/standards-english/follow-up-continuing-care/meeting-special-needs-at-school/>



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