



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 for developmental problems or disorders are assessed 6-12 months prior to initial entry into formal schooling, and a protocol is established for the provision of support for children identified to have difficulties. Teachers receive training about the potential special educational needs of children born VP or with risk factors for developmental problems or disorders.



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, including screening for attention, cognitive, motor, sensory, language, and social-emotional problems.
- Parents receive 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 and provision of support).
- Parents of children identified at risk for developmental problems or poor school readiness are offered appropriate 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 child's school upon entry.



For neonatal unit, hospital, and follow-up team

- A unit guideline on screening for developmental problems and school readiness is available and regularly updated, including a pathway manual for support services provision.
- Training on standardised screening for developmental problems and poor school readiness is ensured.

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 prior to initial school entry
- 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 teachers, educational psychologists, and healthcare professionals

- A guideline on screening for developmental problems and poor school readiness, (e.g. attention, cognitive, motor, language, social-emotional, early academic skills, and sensory processing) carried out 6-12 months prior to school entry is adhered to by all responsible professionals.
- Regular training on screening for developmental problems and educational needs of children born very preterm is attended by all responsible professionals.



For health and education policy makers

- A national guideline on screening for developmental problems and school readiness is available and regularly updated, including a protocol for children with problems detected during screening.
- Pathways and a legal framework are established for obtaining parental consent and sharing of information between parents, 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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