

Admission for Children with extra needs and or/ disability.

Admission for External Children

Parents complete enrolment paperwork and submit relevant medical paperwork. It is imperative that parents disclose all relevant medical details at this stage of the process.

The paperwork submitted by parent will be sent to the management for review.

Allocation of place:

- Please refer to Admission Policy – allocation of places. “Places will be allocated on a “first come first served” basis, depending on availability for the type of care/place required at the time of enquiry”.

- Each Facility has a quota of allocated places for children with additional needs (1 child per room). The management team will assess the medical report, should the centre not be deemed suitable for the child the parent will be informed of this.

- Should a place be available, parent must be aware that the child cannot commence care until necessary support is put in place in the form of a specially designated carer under the AIMS scheme or equivalent.

- Meeting with parent/guardian to advise on next steps:
 - Follow AIM Application
 - Special Needs & Tuition Grant Application

Admissions to Pre-School for Children who are already in Attendance

For children who are already in attendance one of our facilities and where it becomes obvious that they require support for an additional need or disability, the following applies:

Management will have a meeting with the parents about their child’s development and advise on the next steps.

1. The parents will be asked to provide a medical assessment. Parents must engage with the management team with this process as failure to do so may result in care being withdrawn.
2. The paperwork submitted by parents will be given will be reviewed.
3. When medical needs have been established and additional support is required for the child the management team will assess the child’s place in their facility. The following factors will be taken into consideration:

Each facility has a quota of allocated places for children with additional needs (1 child per room).

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- The management will assess the medical report, should the centre not be deemed suitable for the child the parent will be informed as to why.
- Care for the child may not be provided until suitable supports can be put in place. The parent may be asked to care for their child at home until suitable support is provided.
- Should a request for an increase in care be submitted by a parent during this period, it will not be possible to provide such care until necessary support is sought.
- The management team will advise the parent on the appropriate additional needs application processes.

Practical Considerations for Children with Additional Needs:

A child can only commence care under AIM when a suitable Edu carer has been recruited and all necessary paperwork has been submitted and processed.

Please note there may be a period where childcare cannot be provided between the allocation of support and the recruitment of the Edu carer.

If the allocated Edu carer is certified sick for 2 or more days, the child cannot attend until the allocated Edu carer returns from leave or a substitute Edu carer has been sourced.

In the case of the allocated Edu carer's resignation, the parent will be given a minimum of one week's notice that the Edu carer is terminating employment.

Precious Children day-care cannot recruit a suitable Edu carer during the notice period, the child's care will be withdrawn until a suitable replacement has been recruited and all necessary paperwork is submitted and processed.

Appendix 1

The Access and Inclusion Model (AIM) is a model of supports designed to ensure that children with disabilities can access the Early Childhood Care and Education (ECCE) Programme. Its goal is to empower pre-school providers to deliver an inclusive pre-school experience, ensuring that every eligible child can meaningfully participate in the ECCE Programme and reap the benefits of quality early years care and education.

AIM is a child-centred model, involving seven levels of progressive support, moving from the universal to the targeted, based on the needs of the child and the pre-school service. For many children, the universal supports offered under the model will be enough. For others, one discrete support may be required to enable participation in the ECCE Programme, such as access to a piece of specialised equipment.

For a small number, a suite of different services and supports may be necessary. In other words, the model is designed to be responsive to the needs of each individual child in the context of their pre-school setting.

It offers tailored, practical supports based on need and does not require a formal diagnosis of disability.

What supports are provided under AIM?

AIM provides a suite of universal and targeted supports across 7 levels.

Universal Supports (Levels 1 – 3 of the Access and Inclusion Model)

Universal supports are designed to promote and support an inclusive culture within pre-school settings by means of a variety of educational and capacity-building initiatives.

Targeted Supports (Levels 4 – 7 of the Access and Inclusion Model)

The supports at levels 1 to 3, when appropriately developed, have been found internationally to be enough to support many children with disabilities. However, where a pre-school provider, in partnership with a parent or guardian, considers that some further additional support may be necessary to meet the needs of a child, they can apply for one or more of the following targeted supports:

Expert advice, mentoring and support is available from a team of 60 specialists in early years care and education for children with disabilities.

These experts, termed Early Years Specialists, are based in the Better Start National Early Years Quality

- Development Service. A scheme is available for the provision of specialised equipment, appliances and grants towards minor building alterations which are necessary to support a child's participation in the ECCE Programme.

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- Therapy services, which are critical to a child's participation in the ECCE Programme, are available through AIM and will be provided by the HSE.
- Finally, where the above supports are not sufficient to meet the needs of a child, pre-school providers, in partnership with parents or guardians, can apply for additional capitation to fund extra support in the classroom or to enable the reduction of the staff to child ratio. Extract Better Start AIM.
- Further information can be accessed on Tusla website.

Appendix 2

The purpose of this Home Tuition Scheme is to provide a compensatory educational service for children who, for several reasons such as chronic illness, are unable to attend school.

The scheme also provides a compensatory educational service for children with special educational needs seeking an educational placement.

Provision is also made for early educational intervention for children with autism.

How to Apply

Please read Circular 0041/2018 - Home Tuition Grant Scheme 2018/2019



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Special Education Component, for information on this Scheme and details of eligibility criteria.

Application Forms

- HTSEN1:

Application for home tuition for children with special educational needs.

- HTMED1:

Application for home tuition for pupils with a significant medical condition.

- HT_TUTOR: Application for change of Tutor or additional Tutors Contact.

Address: Special Education Section, Department of Education & Skills, Cornamaddy, Athlone, County Westmeath. N37 X659

Email: special_education@education.gov.ie

Phone: (090) 648 4187