



INCLUSIVE EARLY CHILDHOOD EDUCATION (IECE) COUNTRY QUESTIONNAIRE – UK (NORTHERN IRELAND)

1. ACCESS, PROCEDURES AND PARTICIPATION

Key principles

1.1 Provision that is available and affordable to all families and their children.

1.2 Provision that encourages participation, strengthens social inclusion and embraces diversity.

Guiding questions	Country response
<p><i>Legislation and policy at national level</i></p> <p>1. Is there a national policy and legislation that gives the right to all children, without exception, from at least 3 years onwards, to attend mainstream Early Childhood Education (ECE)?</p> <p>2. Is there support available to enable every child to attend ECE?</p> <p>3. Is there a period of compulsory ECE before school starts?</p> <p>4. Are arrangements in place for transition from home to ECE and from ECE to primary education for all children?</p> <p>5. Is inclusion stated as a goal of ECE provision?</p>	<p>Compulsory primary education commences at age 4 in Northern Ireland (NI).</p> <p>Prior to this, all children whose parents wish it may access a fully funded year of pre-primary education in a range of settings, including nursery schools, nursery units in primary schools and voluntary- and privately-run playgroups. Attendance at pre-primary education is, however, non-compulsory.</p> <p>Each pre-primary school day normally lasts a minimum of 2.5 hours. Nursery schools and nursery units can offer either full-time (4.5 hours per day) or part-time (2.5 hours per day) sessions. All voluntary/private providers offer part-time sessions. Some providers offer morning or afternoon sessions. The provision is offered 5 days per week for 38 weeks of the year.</p> <p>All pre-primary settings are required to prioritise places in the admissions process for children from socially disadvantaged backgrounds. They may also choose to prioritise places based on special factors, such as medical conditions, based on evidence provided by the parent/carer.</p> <p>The Department of Education (DE) recently published guidance for pre-primary settings on transition arrangements from home to pre-primary settings and from pre-primary to primary school.</p> <p>DE's most recently published early years policy is entitled</p>



Guiding questions	Country response
<p>Is there a policy making ECE accessible to all children?</p> <p>6. Is there a policy that obliges mainstream publicly funded ECE to make adaptations so that all children can attend and participate? Please describe</p>	<p><i>Learning to Learn – A Framework for Early Years Education and Learning</i>, available at https://www.deni.gov.uk/articles/learning-learn.</p> <p>This framework provides a clear policy focus for the DE and the Education Authority (EA), where the investment in early years education and learning provision is directly linked to supporting high quality services across a range of providers, to deliver better outcomes for children and their families. It also provides a framework for enhanced co-ordination and collaboration across departments and agencies.</p> <p>The framework identifies a number of key principles including: ‘Equality of opportunity and inclusion are essential characteristics of quality early years education and learning - all children, regardless of their special educational needs, disabilities, gender, cultural, religious, socio economic, or linguistic backgrounds are provided with practical, challenging activities in a stimulating environment which help them achieve their potential’.</p> <p>The framework also states that the principles of the UN Conventions on the Rights of the Child and the Rights of Persons with Disabilities have been taken into consideration in developing the framework.</p> <p>The NI Assembly passed a Special Educational Needs and Disability (SEND) Bill at the end of January 2016. This was the first building block in a process which aims to put in place a strengthened Special Educational Needs framework which has already been subject to extensive consultation and an Equality and Human Rights Policy Screening. The framework has four elements: the Bill, new Regulations, a new Code of Practice and training for school staff and Boards of Governors.</p> <p>Currently all pre-primary settings are required to adhere to DE’s 2005 Special Educational Needs (SEN) Regulations, including implementation of a ‘Code of Practice on the Identification and Assessment of Special Educational Needs’, which includes the need to take cognisance of</p>



Guiding questions	Country response
	<p>'The Special Educational Needs and Disability (Northern Ireland) Order 2005' (SENDO).</p>
<p><i>Practice at national level</i></p> <p>1. What percentage of children attend mainstream ECE provision at ages</p> <ul style="list-style-type: none"> • 3 years • 4 years • 5 years (if not primary) • 6 years (if not primary)? <p>2. What are the main factors preventing some children from accessing mainstream ECE?</p> <p>3. Are there children who attend special ECE settings? Please provide data if available.</p> <p>4. Describe arrangements for inter-service collaboration to enable children's attendance and participation?</p> <p>5. What proportion of children is formally identified as having additional needs at:</p>	<p>Last year, 99.8% of target-age children whose parents fully engaged with the admissions process were offered a funded place in a pre-primary setting of their choice. Uptake of pre-primary places has increased annually since the pre-school expansion programme was introduced and currently more than 24,000 children avail of this opportunity (92% of the population).</p> <p>The only significant factor preventing children from availing of funded pre-primary education is parental choice, either because they do not wish the child to attend, or because they may not have been allocated a place in their preferred setting. For children who have profound or multiple learning disabilities and who require specialist accommodation or resources, there may be barriers if a suitable setting is not located in proximity to their home.</p> <p>A number of pre-primary places are made available in special schools for children of this age who have profound or multiple and complex needs. This provision is currently under review.</p> <p>In total, 22% of the school-aged population has identified SEN. Approximately 5,200 learners are enrolled in 39 dedicated special schools. The data for children in their immediate pre-primary school year is included in the Appendix as table A.</p> <p>Schools in NI are increasingly becoming more ethnically diverse, with 3.7% of the population recorded as 'non-white' in the most recent school census. There has also been a rise year-on-year in the number of learners whose first language is not English. In 2015–16, there are more than 80 first languages spoken by learners, with Polish and Lithuanian being the most common behind English. 'Newcomer' learners are recorded as 3.8% of the population. Data on the breakdown of ethnicity and</p>



Guiding questions	Country response
<ul style="list-style-type: none">• 3 years• 4 years• 5 years• 6 years	<p>number of newcomer children for pre-primary settings is included as Tables B and C in the appendix.</p> <p>Regarding arrangements for inter-service collaboration to enable children’s attendance and participation, there is increasing recognition of the need for inter-departmental and inter-agency collaboration in order to improve outcomes for children and families. This is clearly articulated in DE’s Learning to Learn framework and acknowledged by the NI Executive in the priorities and objectives in the current Programme for Government.</p> <p>An example of multi-agency provision is provision of DE funding for the last 3 years to provide an early years special educational needs capacity-building pilot programme, which employs a multi-disciplinary team and aims to improve the capacity of early years settings to be able to identify, assess and meet the needs of children with SEN and, where the needs are not able to be met by the setting alone, to request EA support.</p>



2. WORKFORCE

Key principles

2.1. Well-qualified staff whose initial and continuing training enables them to fulfil their professional role.

2.2. Supportive working conditions including professional leadership that creates opportunities for observation, reflection, planning, teamwork and cooperation with parents.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. What level of qualification is required to work in ECE:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>2. What regulation is there for staff-child ratios in ECE?</p> <p>3. What provision is there for additional staffing to support children with diverse and additional needs?</p> <p>4. Does the initial training of staff include understanding and supporting children with diverse and additional needs:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>5. Does initial training include preparation for working in partnership with families:</p>	<p>Nursery schools and nursery units within primary schools are grant-aided schools and are staffed by qualified teachers and nursery assistants; the ratio of staff to children is currently 1:13 as set out in DE guidance.</p> <p>Teachers are educated to degree standard with specific teacher training qualifications. Classroom assistants must have a minimum of a Level 3 qualification in early years/childcare.</p> <p>In voluntary or private settings in receipt of DE funded pre-primary places, at least half the staff must hold a relevant qualification in education or childcare, and settings are expected to work towards ensuring that all staff have relevant qualifications. In addition, all funded voluntary or private pre-primary settings are required to access support from a qualified teacher or early years specialist to assist with raising standards of provision. Voluntary or private settings are required, under the terms of registration, to maintain a minimum staff–child ratio of 1:8 which is set out in the Children (NI) Order 1995.</p> <p>Leaders in these settings should be qualified to NVQ Level III in Early Years Care and Education or hold an equivalent qualification. Assistants should be qualified to NVQ Level II or equivalent. At least 50% of playgroup staff must be qualified.</p> <p>Where a child, following assessment, has a statement of SEN, the statement may specify that additional classroom assistant hours are required to enable the child’s needs to</p>



Guiding questions	Country response
<ul style="list-style-type: none"> • for teachers? • for other staff? <p>6. Is there a policy for in-service training? Does it cover inclusive education skills?</p> <ul style="list-style-type: none"> • for teachers? • for other staff? 	<p>be met. If this occurs in statutory nursery schools or units, this is funded by the EA.</p> <p>The syllabus of all initial training and entry level qualifications in early years and/or teaching includes an element of study in supporting children with additional needs and in parental/family support. Many courses offer additional modular options to enable specialisation or further study in these areas.</p> <p>The provision of in-service training differs for statutory nursery settings and voluntary or private settings. The EA has responsibility for provision of continuous professional development for staff in all schools in all areas of provision – DE has recently launched a new 10-year strategy on Teacher Professional Learning. Voluntary and private settings are responsible for their own development needs, but for many years government has provided funded training for these settings through local Childcare Partnerships, which have been managed within local Health and Social Service Trusts.</p>
<p><i>Practice at national level</i></p> <p>1. What proportion of staff has the required qualification:</p> <ul style="list-style-type: none"> • for teachers? • for other staff? <p>2. Please describe any proposed changes to the required qualifications.</p> <p>3. Describe the role of leaders of ECE settings in ensuring inclusive practice?</p> <p>4. Provide any data on</p>	<p>Staff qualifications are embedded within legislation and associated regulations and, as such, all funded pre-primary settings must comply.</p> <p>All schools are managed by Boards of Governors, and voluntary groups by a Management Board, all of whom have a duty to ensure equity of provision for all children.</p> <p>The head teacher/leader and staff have responsibility for the day-to-day operation within their setting to ensure that all children’s needs are met. It is expected that all schools and pre-primary settings will have a designated member of staff appointed with co-ordination responsibility for SEN (SENCo) and will also have an agreed SEN and Inclusion policy and a range of policies under the auspices of Pastoral Care, including an Anti-Bullying Policy.</p> <p>Where additional SEN assistants are provided to support the identified needs of a specific child, they work under the direction of the head teacher/leader and as part of the</p>



Guiding questions	Country response
<p>staff–child ratio.</p> <p>5. Please describe the range of specialist support that is available and how it is organised?</p> <p>6. How do regular and support staff collaborate in IECE settings?</p> <p>7. Describe the role of support assistants in the ECE setting?</p>	<p>whole team.</p> <p>Staff are required, under the Code of Practice for SEN, to provide an education plan for all individual children who have identified SEN. In best practice, this will specify the role of all adults in supporting the child’s needs.</p> <p>A range of other professionals may be involved in providing advice or support for individual children. Such staff may be employed within the EA, or the local Health and Social Service Trust. A number of externally funded pilot projects exist in certain areas, which also employ staff to provide additional SEN support. In best practice, such staff will work within the policy and practice of the setting to ensure effective communication and collaboration with the child and their parent/carer.</p>



3. CURRICULUM

Key principles

3.1. A curriculum based on pedagogic goals, values and approaches that enable children to reach their full potential in a holistic way.

3.2. A curriculum that requires staff to collaborate with children, colleagues and parents and to reflect on their own practice.

Guiding questions	Country response
<p>Legislation and policy</p> <p>1. Is there a national ECE curriculum for <i>all</i> children?</p> <p>2. Does it include skills and competences to be achieved by children?</p> <p>3. Describe how the curriculum facilitates inclusion?</p> <p>4. Is the use of new technologies included in the curriculum?</p> <p>5. Is the curriculum adaptable to meet the needs of all children?</p> <p>6. How are parents involved in the adaptation of the curriculum to individual children?</p> <p>7. Is there awareness of the impact of labelling on children's participation</p>	<p>All pre-primary settings, both statutory and voluntary and private settings with funded places, must adhere to the 'Curricular Guidance for Pre-School Education' (CCEA, 2006), available at https://www.deni.gov.uk/sites/default/files/publications/de/curricular-guidance-for-pre-school-education.pdf.</p> <p>The guidance is designed to support and promote good quality pre-primary educational provision and outlines the range of learning opportunities which children of this age should have through play and other relevant experiences. It seeks to build upon the learning that children experience at home and seeks to provide a rich variety of challenging play activities and other experiences in a stimulating environment.</p> <p>The curriculum should allow children to make choices and provide them with opportunities, through play and other experiences, to develop the learning associated with:</p> <ul style="list-style-type: none"> - personal, social and emotional development; - physical development; - creative/aesthetic development; - language development; - early mathematical experiences; - early experiences in science and technology; - knowledge and appreciation of the environment. <p>The Curricular Guidance clearly outlines how pre-primary provision should be inclusive and should be flexible and adaptable in order to meet children's needs. Advice is also</p>



Guiding questions	Country response
	<p>provided regarding the involvement of parents/carers.</p> <p>DE's 'Valuing Education' campaign encourages families to play, talk, read and count with their child and to 'Get Involved Because Education Works'. It highlights the vital role families can play in helping children do well at school and improve their life chances. Pre-primary education is described as an important stepping-stone in a child's overall development.</p> <p>Parental engagement is also a key principle of the DE's School Improvement Policy 'Every School a Good School' (ESaGS).</p> <p>New technologies are not given a high profile in the Curricular Guidance and access to technology will vary from setting to setting.</p>
<p><i>Practice at national level</i></p> <p>1. Is there assessment of the learning and development of children from age 3 years?</p> <p>2. What arrangements are there for the screening of children's functioning?</p> <p>3. Is children's engagement and participation in ECE activities monitored?</p> <p>4. How do ECE settings reflect the cultural and linguistic diversity of all children?</p> <p>5. How do staff adapt (prepare and present)</p>	<p>All pre-primary settings will engage in robust processes of observation-based assessment of children's development during their pre-primary year and will keep parents regularly informed of their children's progress. Parents may receive both written reports of their children's progress and also have opportunity for face-to-face meetings during the year.</p> <p>As part of the 'Early Intervention Transformation Programme' (more information later) a small pilot is to take place this year in partnership with health visitors in a number of pre-primary settings to engage in a comprehensive 'integrated review' involving collaboration of the health visitor with the pre-primary practitioner and the parent.</p> <p>Pre-primary settings are expected to engage with parents, and where possible other care/education providers and other professionals (health, speech and language therapy, social services, educational psychology, etc.) to gather all relevant information about a child's needs and previous experiences in order to plan an appropriate programme of learning.</p> <p>If a child presents with SEN during their pre-primary year,</p>



Guiding questions	Country response
<p>the curriculum and the learning activities to make them accessible to all children?</p> <p>6. How are parents involved in this process?</p> <p>7. How are children themselves involved in this process?</p> <p>8. How is ICT used to overcome barriers to participation and learning?</p> <p>9. What provisions are there for meeting children's additional needs?</p> <p>10. How is the environment adapted to the needs of all children?</p>	<p>the setting or parent may request a statutory assessment by an Educational Psychologist, which may result in a statement of special educational needs.</p> <p>Traditionally, many pre-primary settings and primary schools have adopted a staggered or phased settling in period for children, building up to a full pattern of attendance sometime during the first term. Arrangements for settling in are thus flexible to ensure every child's individual needs, including SEN, are met. Parents should be informed of any additional arrangements that need to be put in place to help their child settle in.</p> <p>Staff in all settings will engage in careful long, medium and short term planning of provision to ensure that children have a coherent, broad experience of the curriculum. Planning should reflect children's interests and their developmental needs. In best practice, settings will adapt the environment and resources where required to ensure that children's individual needs are met. Play-based provision provides flexibility to enable this. ICT may be used as a resource, if appropriate. Some pre-primary settings have recently introduced iPads effectively in this context.</p> <p>The inclusive ethos of pre-primary education means that cultural and linguistic diversity is celebrated. All pre-primary settings are expected to implement DE's CRED (Community Relations, Equality and Diversity) Policy to ensure there is no discrimination against anyone, regardless of a number of areas identified in legislation, such as religion, race, political affiliation, disability, etc.</p>



4. EVALUATION AND MONITORING

Key principles

4.1. Monitoring and evaluating produces information at the relevant local, regional and/or national level to support continuing improvements in the quality of policy and practice.

4.2. Monitoring and evaluation which is in the best interest of the child.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. What standards are in place for ensuring the quality of ECE at national level?</p> <p>2. Describe the arrangements for monitoring and evaluating the quality of ECE provision?</p> <p>3. How is the participation of all children reflected in the national quality standards for ECE?</p> <p>4. How does national policy identify and address inequalities in participation in ECE?</p> <p>5. How does research inform policy and practice in ECE?</p>	<p>The Department of Health and Social Services (DHSSPS) has devised minimum standards which stipulate the minimum level of service to be provided in order to be registered with a Health and Social Care Trust (HSCT) and meet DHSSPS inspection standards. Voluntary and private providers who wish to offer funded pre-primary places must be registered with a HSCT, who carry out police and health checks. Each setting will have an annual inspection by Trust personnel to check that they are maintaining the registration requirements and will also be inspected regularly by the Education and Training Inspectorate (ETI).</p> <p>Statutory nursery schools and nursery units are inspected by the ETI. ETI have made the quality indicators they use accessible to pre-primary staff through a self-evaluation framework called 'Together Towards Improvement,' available at: http://www.etini.gov.uk/together-towards-improvement/together-towards-improvement-pre-school.htm.</p> <p>DE's Every School a Good School policy for school improvement also provides an accountability framework to enable additional support to be provided should any school or pre-primary setting have a poor inspection outcome.</p> <p>Due to the current high level of uptake of pre-primary education, there is no evidence of inequalities in participation. The prioritisation of places for children from socially disadvantaged backgrounds has been a key factor in ensuring that those children who may most benefit from the provision have priority access.</p>



Guiding questions	Country response
	<p>DE's Learning to Learn early years framework was developed as a result of many years of consultation with stakeholders following previous early years strategy developments, and was informed by both local and international research.</p> <p>A recently introduced government initiative is an example of a co-ordinated effort to address barriers to learning through a research-informed and evidence-based project. The Early Intervention Transformation Programme (EITP) brings together six government departments alongside a philanthropic funding organisation (Atlantic Philanthropies) as part of a broader 'Delivering Social Change' initiative: https://www.deni.gov.uk/articles/getting-ready-learn-early-intervention-transformation-programme.</p> <p>There are three programmes within EITP, including a recently launched funding scheme accessible to all pre-primary settings. The aim of this 'Getting Ready to Learn' programme is to improve outcomes for children in pre-primary education by engaging and empowering parents to help them create and sustain positive home learning environments. An external organisation, the Centre for Effective Services (CES), was commissioned to engage with stakeholders and to synthesise the learning from 52 prevention and early intervention programmes (PEII) across the island of Ireland. CES found there to be 7 key areas for change, on which the EITP programmes are based.</p>
<p><i>Practice at national level</i></p> <p>1. How do staff monitor and evaluate the participation and learning of all children?</p> <p>2. How are parents involved in this</p>	<p>The Chief Inspector for schools publishes a biennial report in which key findings are presented regarding school and pre-primary performance for the previous two years, and system-wide recommendations are made.</p> <p>In the most recent Chief Inspector's report, the overall effectiveness of 83% of pre-primary settings was evaluated as good or better compared to 76% in the last reporting period. Achievements and standards were good or better in 89% of the pre-primary settings inspected. It</p>



Guiding questions	Country response
<p>process?</p> <p>3. How are children themselves involved in this process?</p>	<p>was reported that the children were making good or better progress in developing their social skills, independence and levels of attention and concentration.</p> <p>All funded pre-primary settings are inspected by ETI and individual inspection reports are published following the inspection. These findings are used by staff and governors/management committees to inform next practice.</p> <p>Additionally, a culture of reflective practice based on robust self-evaluative processes is expected of all schools and pre-primary settings. All schools are required in legislation to have a School Development Plan, which is based on a self-evaluation process. The process requires consultation with all stakeholders, including governors, all staff, parents, children and other relevant bodies, such as local community groups. The plan is kept constantly under review, but formally evaluated in a three-year cycle. Voluntary and private settings are also expected to have a development plan in place, but this does not have the same level of statutory basis with associated guidance.</p> <p>In best practice, pre-primary staff will engage in regular reviews and monitoring of their provision, e.g. the curriculum planning process will include a monitoring aspect which will inform future plans. Children's views and interests are valued as an integral part of this process.</p> <p>The involvement of parents/carers is recognised as central in effective early years practice. Parents are often involved as volunteers and most settings will send home regular newssheets and/or have effective websites to keep parents informed. Many settings have parent welcome areas, and include a 'comments/suggestions box' and many also regularly send home questionnaires to survey the views of parents on aspects of their provision.</p> <p>The web link below provides access to four programmes filmed in a nursery school in Derry/Londonderry, which is situated in one of the most disadvantaged areas in Northern Ireland. The nursery school was recently</p>



Guiding questions	Country response
	inspected by ETI and found to be outstanding in all aspects of practice. The school has developed a wide range of initiatives and strategies to best meet the needs of the children and to help their parents support the learning, some of which are described in these programmes: http://www.esags.tv/eti-on-esagstv/galliagh-nursery-school/ .



5. GOVERNANCE AND FUNDING

Key principles

5.1. Stakeholders in the ECE system have a clear and shared understanding of their role and responsibilities, and know that they are expected to collaborate with partner organisations.

5.2. Legislation, regulation and/or funding supports progress towards a universal legal entitlement to publicly subsidised or funded ECE, and progress is regularly reported to all stakeholders.

Guiding questions	Country response
<p><i>Legislation and policy</i></p> <p>1. Under which ministry(ies) / department(s) are ECE provisions regulated and funded?</p> <p>2. How is intersectorial (health, social and education) collaboration promoted among all stakeholders in ECE?</p> <p>3. How is free or affordable provision guaranteed to all children age 3 years and over?</p> <p>4. What additional economic measures are available for children with additional needs and their families to access mainstream ECE?</p> <p>5. How is additional funding allocated?</p>	<p>The Department of Education is responsible and accountable for early years education and learning services it provides to children and their families across a range of programmes; these programmes do not operate in isolation. Health services, such as paediatrics, health visiting and ante and post natal services are required by children and families in early years, as well as social services and welfare, which are the responsibility of other departments such as the Department of Health, Social Services and Public Safety and the Department for Social Development.</p> <p>Whilst different departments lead on specific areas of early years policy or delivery, the overall aim of the NI Executive’s priorities and commitments in the current Programme for Government is to stimulate interventions that break the cycle of deprivation, educational under-achievement and to improve health and wellbeing.</p> <p>In recent years, some aspects of early years policy have been realigned between DE and DHSSPS. Child-minding and day-care policy reverted back to DHSSPS in 2011, and DHSSPS lead on ‘Families Matter’ the Regional Family and Parenting Strategy. An election is scheduled for later this year and government departments will again be reshaped and a new programme for government will also then be agreed.</p> <p>The need for health, parenting, education and social services to work together is reflected in the drive for a</p>



Guiding questions	Country response
	<p>more coherent government approach through the previously mentioned Delivering Social Change framework, which seeks to co-ordinate key actions across Executive Departments to take forward work on priority social policy areas. The DSC framework aims to deliver a range of measures to tackle poverty and social exclusion and has identified early intervention as a priority theme. As previously highlighted, the EITP is a current example of practice which brings together a number of different government departments with an early years focus.</p> <p>As previously stated, there is a government commitment to provide one year of fully funded pre-primary education for all children whose parents wish it and the current level of uptake is high.</p> <p>The Sure Start programme also exists to target parents and children under the age of four living in the most disadvantaged areas. It is therefore not a universal programme, only existing in some geographical areas in NI.</p> <p>Sure Start projects deliver a wide variety of services within the most socially disadvantaged areas which are designed to support children’s learning skills, health and wellbeing and social and emotional development. A programme for two-year olds has been developed in recent years in the context of Sure Start programmes.</p> <p>DE also funds the Extended Schools programme, which aims to improve levels of educational achievement for disadvantaged children and young people by providing the additional support that they might need to help them reach their full potential. The funding allows those schools serving the most disadvantaged areas to offer a wide range of services or activities outside of the normal school day to help meet the learning and development needs of learners, their families and local communities. A number of nursery schools and units receive this funding. A similar fund (Extended Services Fund) is available to voluntary pre-primary settings servicing the most disadvantaged</p>



Guiding questions	Country response
	areas.
<p data-bbox="150 383 464 461"><i>Practice at national level</i></p> <p data-bbox="150 490 491 667">1. How far does the standard of ECE provision vary across regions and localities?</p> <p data-bbox="150 689 501 949">2. How effective is collaboration between the ECE and health, social and other relevant agencies for children and families?</p> <p data-bbox="150 972 501 1193">3. What proportion of children (3 years to primary education) make use of additional funding?</p> <p data-bbox="150 1216 435 1393">4. How well does additional funding support inclusive education?</p>	<p data-bbox="544 383 1442 692">As in any country, standards of provision vary from setting to setting, however, the external regulation provided through inspection ensures that less than satisfactory provision is identified and appropriate support and intervention provided. There is also opportunity through a number of initiatives, such as www.esags.tv, to share good practice.</p> <p data-bbox="544 714 1442 936">Whilst there has been increased political recognition of the potential benefits of improving inter-agency and inter-departmental collaboration, system-wide progress in this area is slow. The EITP project however is a current example of progress in this area.</p> <p data-bbox="544 958 1417 1404">A large number of projects and initiatives which offer additional funding to support aspects of inclusive education exist across government departments and other sectors, such as charitable organisations. It is therefore not possible to clarify what proportion of children may benefit, or how well used this funding may be. A common challenge for pre-primary providers is the pressure of co-ordinating funding and support from a range of sources, all of whom may require different accountability and reporting arrangements.</p>



Table 1. Percentage of children with SEN in funded pre-primary education in 2015–16

Type of setting	Statemented	STAGE 1–4	TOTAL ENROLMENT	% Statemented children	% Children with SEN (non-statemented)	% Children with SEN (stage 1–5)
VOLUNTARY and PRIVATE PRE-PRIMARY EDUCATION CENTRES	34	901	8,716	0.4%	10.3%	10.7%
NURSERY SCHOOLS Total nursery school pupils	71	1,499	5,904	1.2%	25.4%	26.6%
PRIMARY SCHOOLS and PREPARATORY DEPARTMENTS Total nursery class pupils	Number suppressed	Number suppressed	9,312	Number suppressed	Number suppressed	4.0%
Total reception pupils	Fewer than 5 cases	Fewer than 5 cases	241	Fewer than 5 cases	Fewer than 5 cases	2.1%



Table 2. Ethnicity of learners 2015–16: Funded pre-primary education

Type of setting	White (excluding Irish Traveller)	Chinese	Irish Traveller	Indian/Sri Lankan	Pakistani	Black	Other ethnic group	Mixed ethnic group	Total
Voluntary and Private Pre-Primary Centres (funded children only)	8,314	60	14	35	Fewer than 5 cases	36	Number suppressed	117	8,716
Nursery Schools	5,667	31	10	25	Number suppressed	15	Number suppressed	101	5,904
Nursery Classes & Reception	9,147	54	30	73	5	52	73	119	9,553

Table 3. Newcomer learners in funded pre-primary education, 2010/11–2015/16

Type of setting	2010/11 (number and percentage)	2011/12 (number and percentage)	2012/13 (number and percentage)	2013/14 (number and percentage)	2014/15 (number and percentage)	2015/16 (number and percentage)
Voluntary and Private Pre-Primary Centres (funded children only)	173 2.3%	256 3.1%	330 3.9%	341 4.1%	335 3.9%	364 4.2%



Type of setting	2010/11 (number and percentage)	2011/12 (number and percentage)	2012/13 (number and percentage)	2013/14 (number and percentage)	2014/15 (number and percentage)	2015/16 (number and percentage)
Nursery Schools	191 3.2%	242 4.1%	327 5.5%	330 5.6%	323 5.5%	382 6.5%
Nursery Classes & Reception	373 4.2%	483 5.3%	512 5.6%	570 6.1%	598 6.3%	654 6.8%