

LA Support Services

Role of Support Services

You may find this checklist useful when considering when to consult a support service staff member.

In anticipation of Support Service Involvement:

- Decide whether you want general advice at School Action or more formal pupil specific involvement at School Action Plus.
- Gather evidence of what has been done by school staff, the parents and other agencies. This will include IEPs and review notes of School Action plus annotated work. Other relevant information would be a behaviour diary (EBSD/ interactional difficulties) or Teaching Talking profile (Speech and language/learning difficulties in Primary).
- Gain parental permission and support for School Action Plus.
- Once Support Services are involved, collaborate with them to allow time and space for the initial assessment. This will include time to meet with key staff.
- Following a School Action Plus assessment the support teacher will need to feed back to class teacher/ SENCO and parents.
- Clearly communicate the school staff's monitoring cycle so that support agencies can fit in as effectively as possible. They would expect as a minimum to be involved in the termly reviews of pupils at this level of need. This may take the form of a written contribution (see enclosed format) or collaboration with school staff on the development of targets and strategies for the new IEP.
- The work of the support services will be more effective if you allow sufficient time for liaison.
- You need to establish that relevant information is clearly recorded and disseminated to those involved.