

- Necessary measures to support pupils to communicate their needs in relation to IEPs, PLPs, Statements and appeals need to be put in place. Schools have to respect the pupil's input and share information regarding their targets with them.
- Training in SEN should be a mandatory element in teacher training and a rolling programme of training to ensure staff are up to date with best practice in relation to meeting the individual needs of SEN pupils.
- Staff should be monitored through their continued professional development by acquiring a certain amount of CPD hours each year.
- A member of the Senior Management Team (who should also be on the Board of Governors) within the school should have the qualifications, experience and knowledge to support the development of SEN pupils in their school. They should also be allocated a timetable of non-teaching hours to facilitate pupils and staff development.
- Funds need to be made available to ensure schools and HSC Body have the resources required to meet the needs of SEN pupils to ensure that teachers/staff working with the pupil can develop the necessary skills so they are receiving a quality full time education.
- An outside Body will need to be put in place to oversee the working partnership of the Education Authority and the HSC Body.
- Ring fenced funds need to be put in place to ensure that the Education Authority can access support from the HSC Body and to implement the necessary resources required.
- Parents will need support understanding the statementing process, IEPs and PLPs. They seek for the advice of the professionals but also need to have the freedom to express their ideas and have those ideas heard and respected.
- The use of IEPs and PLPs will need to be monitored by an outside Body to ensure they are being effectively used and monitored. (Many IEPs are not used to effectively progress the pupil with SEN and are not realistic in relation to the specific targets that need to be put in place to ensure they can access a quality full time education).
- Parents need to be made more aware of their rights/child's rights in relation to having a reduced timetable imposed on them, being asked to go home early or not being able to access certain events as their child's disability/ASD difficulties have not been taken into consideration when planning such events.