

Visiting a Specialist Provision Checklist

The list below outlines areas you may wish to discuss/look for when visiting schools.

Good Parent Involvement and Support

- Tolerant, respects diversity
- Good communication, true partnership with parents
- Good routines for sharing information
- Parent training and support groups
- Interested in family's needs, helps access services

IEP Development and Implementation

- Goals specific and measurable
- Based on both academic and developmental needs
- Use of a variety of interventions e.g parent training, classroom environment, assistive technology, and peer interaction
- Team approach, with good routines for sharing information

Review and Monitoring of Progress and Outcomes

- Use of trial periods
- Collaborative, ongoing and systematic
- Scheduled and as-needed meetings
- Leading to changes in goals and methods

Management of Challenging Behaviours

- Proactive – staff training, crisis planning, clear rules
- Positive – supports, rewards, and skill-building

Travel

- Travel time from home:
- Safe and reliable transport arrangements

Personnel

- Good student: teacher ratio
- Qualified, knowledgeable, skilled and experienced staff
- Ongoing training and support for teachers and support staff

Staff Interaction / Communication with Parents

- Good interpersonal skills
- Meetings at regular intervals
- Good daily/weekly communication, e.g. home/school book/phone/e-mail

Staff Interaction / Communication with Child

- Positive focus, using reinforcers and promoting success
- Response if child struggles with a task?
- Response if a child behaves inappropriately?
- Response to a conflict situation?
- Interacts, doesn't just give orders

Classroom Environment

- Clean, safe, spacious and pleasant
- Structured and organized
- Sensory-friendly equipped for fine/gross motor, sensory & lang. stimulation

Daily Routine and Curriculum

- Will my child have a predictable routine which is challenging and goal-oriented?
- Covers academic and communication/social/life skills
- Variety of structured and unstructured activities
- Variety of independent, small- and large-group activities
- Predictable routines, use of visual schedules and supports

Instructional Methods, Activities and Materials

- Customized and adapted to the individual
- Appealing, interesting, and actively engaging
- At the appropriate level of difficulty
- Emphasizes interaction and communication • Promotes independence and generalisation of skills

Inclusion

- Will my child be actively encouraged to interact with peers and given adequate support?
- Informal & planned interaction with peers
- Supports, accommodations & social training for the child
- Peer training

Training and Support for the Staff

- Supervision and Safety
- Safe physical environment
- Adequate supervision (break times, lunch, field trips, transitions)
- SEN training for all staff

Related Therapies

- Does the school work closely with other professionals?

