COMPREHENSIVE REVIEW OF THE SPECIAL NEEDS ASSISTANT SCHEME

WHAT WAS THE AIM?
1. Identify how additional care needs should be met in the future
2. Identify the most appropriate forms of support to provide for better student outcomes

WHAT DID WE DO?
- We undertook 8 different pieces of research
- We met with 37 groups of stakeholders
- We reviewed 330 responses to our public consultation
- We visited 10 mainstream schools, special classes and special schools
- We established 1 NCSE working group, whose discussions and report fed into the review process

WHAT DID WE FIND?
The SNA scheme has worked well, with many positive and worthwhile features
- There is one SNA for every 2.48 students accessing SNA support
- Some SNAs are given a teaching role in schools
- Some students are not well prepared for life after school
- Students continue to need SNA support
- However, other types of support are required
  - Students need therapies
  - Schools need support

WHAT ARE WE RECOMMENDING?
- 230 experts in 10 NCSE regional teams to build school capacity
- A state-funded national training programme for Inclusion Support Assistants
- Students to have access to support without the need for a diagnosis
- Make therapy services available
- Guide schools on the management of complex medical and behavioural needs
- Develop a specific staffing and funding package for special classes and special schools

The proposed new name for Special Needs Assistants