

## SPECIAL EDUCATIONAL NEEDS AND INDIVIDUALISED EDUCATION PROGRAMMES: ISSUES OF PARENT AND PUPIL PARTICIPATION

JEAN KANE, SHEILA RIDDELL, PAULINE BANKS, ANNE BAYNES, ALAN DYSON, ALAN MILLWARD, ALASTAIR WILSON

---

### ABSTRACT

Recent statute in Scotland (Children (Scotland) Act, 1996; Standards in Scotland's Schools, etc. Act (Scotland), 2000; Disability Discrimination Act, 1995, as amended) has lent force to attempts to increase the participation of pupils and parents in educational processes, particularly in decision-making. These attempts are apparent in policy recommendations (SOED, 1994; SOEID, 1998) and are further evidenced in the field of special educational needs (SEN) in the response to recent proposals for consultation (SEED, 2002) and in the drafting of new legislation with regard to additional support needs. While there is a consensus that such participation is desirable, education professionals are not in agreement about what constitutes participation, nor have schools found easy the development of more participative ways of working with pupils and their parents. This article discusses these issues in relation to the findings of a recent Scottish Executive funded research project *Raising the Attainment of Pupils with Special Educational Needs* (Banks, *et al.*, 2001)

### INTRODUCTION

The Scottish Executive Education Department has recently published new proposals to update provision and practice with regard to special educational needs (SEED, 2002). The proposals are derived from a widespread consultation with the main stakeholders in Scottish Education and reflect an increasing concern to enhance the involvement of young people and parents in decisions about educational provision. This growing emphasis on children and parents as participants in educational processes is apparent in England in revisions to the *Code of Practice* (DfEE, 1994) published in the *SEN Code of Practice* (DfES, 2001). The intention is clear and laudable but how feasible is its pursuit in the Scottish education system? Proposals to enhance pupil and parent involvement are considered here in the light of findings from a recent and related research project funded by SEED and carried out by a team from Glasgow and Newcastle Universities (Banks, *et al.*, 2001).

That research project was commissioned to investigate the impact of individualized educational programmes (IEPs) on the attainment of children and young people with SEN. In Europe and in the United States, IEPs have been seen as an important strand in a whole approach to educational provision for pupils with SEN (Banks, *et al.*, 2001). In Scotland, too, their importance has been emphasized in a number of official documents (SCCC, 1993; SOED, 1994; SOEID, 1998) and recent proposals from SEED (SEED, 2002) continue to allocate them a key role in supporting young people:

‘Schools will be required to draw up an IEP for all children with additional support needs at an appropriate point within the staged intervention process... All parents and children should be able to be involved when the Plan or the child’s IEP is reviewed.’ (SEED, 2002, page 17)

The purpose of this paper is not to discuss in broad terms the IEP initiative in Scotland but, rather, to use some of the findings from the IEP research to elucidate

processes of parent and pupil participation, processes which are central to the new recommendations and which have been highlighted by a number of commentators as being of prime importance in establishing new and better ways of supporting a diverse range of pupils (Booth, *et al.*, 2000; Campbell, *et al.*, 2001). If parent and pupil participation are viewed as central to quality educational provision, how, therefore, will they be secured? How is the participation of pupils and parents understood by schools? And how well are schools able to foster the active participation of both groups? In addressing these questions this paper will first describe the research project *Raising the Attainment of Pupils with Special Educational Needs* (Banks, *et al.*, 2001) and will offer an account of its findings in relation to parent and pupil participation. Those findings will be compared and contrasted with forms of participation in education systems in Europe and in the United States. Finally, the paper will consider the implications of these aspects of the research project for policy and practice in Scotland.

#### DESIGN OF THE RESEARCH

At the end of 1999, the Scottish Executive Education department commissioned a team from Glasgow and Newcastle Universities to carry out an investigation with the following aims:

- to identify examples of the effective use of IEPs in special schools and units,
- to compare the use of IEPs in special and mainstream settings
- to explore the relationship between IEPs and raising attainment

The report was made available in January 2001. What follows here is a brief account of the research, a discussion of those aspects of the data relating to parent and pupil participation in IEPs and a consideration of the implications for policy and practice in Scotland. The full research report is available from the authors.

There were five strands to the research methods: a review of the literature on IEPs, key informant interviews, a postal survey, pupil case studies and a comparative analysis of the IEPs of pupils with moderate learning difficulties in mainstream and pupils with moderate learning difficulties in special schools. Discussion here will focus upon data gathered through the first four of these strands.

#### REVIEW OF THE LITERATURE ON IEPs

The literature review sought to understand the origins of IEPs and to identify the factors which contributed towards their effectiveness in supporting the progress of pupils with special educational needs. Among the factors identified was the nature of parent and pupil participation in the processes of developing and implementing IEPs. The obligation on schools to have IEPs for pupils with special educational needs has become an increasingly common feature of education systems in many countries. To reflect this, a systematic search was carried out using electronic data bases (BIDS and ERIC) and, in addition, colleagues working in the area in the US, Australia and in a number of European countries were consulted. The traditional academic press was accessed but so, too, was policy documentation produced by national governments.

#### KEY INFORMANT INTERVIEWS

Seventeen interviews were undertaken with key personnel to gather information about policy and practice at national, education authority and school levels. These included representatives from: HMI, Scottish Executive, the voluntary sector, education authorities and schools. The purpose of these interviews was primarily to

sensitise the research team to issues regarding IEPs prior to embarking on the major fieldwork phase of the study. The aim, therefore, was not to construct a representative sample of interviewees but to identify individuals who would be able to illuminate these issues most usefully. The semi-structured interviews yielded a volume of data related to the history of IEPs, their purpose, the processes of formulation and implementation, the place of target-setting and any other issues around the use of IEPs respondents felt were pertinent.

#### QUESTIONNAIRE SURVEY

Two questionnaires were constructed, one for completion by special schools and units and a second for completion by mainstream schools. The majority of the questions were identical in both questionnaires in order to allow comparisons between the two settings. Questionnaires were sent out to all special schools and units in Scotland (n=224) and all secondary schools and a proportion of primary schools in four education authorities (n=206). Two hundred and seventy-eight completed questionnaires were returned giving a response rate of 64.7%

#### PUPIL CASE STUDIES

The questionnaire survey undertaken in the previous phase of the study provided information about the full range of IEP use in different types of school settings and with pupils with different types of SEN. The purpose of this third phase of the investigation was to explore in greater detail the process of IEP construction including the means by which parents and pupils were involved. The school sample reflected the range of provision for children with special educational needs (special, mainstream and unit) and the range of 'types' of SEN and the primary and secondary stages. It was anticipated that a sample size of ten schools would make it possible to encompass the relevant variables. Each school was invited to participate in the research and was asked to identify four pupils with different types of SEN who could act as the focus for the investigation. Twenty pupils were at Primary 4 stage and twenty were at Secondary 2 stage. It had been anticipated that forty case studies would be undertaken but, in the event, 38 case studies were completed.

With regard to each of the case study pupils, a series of interviews was conducted with the headteacher (or head of unit), the Principal Teacher of Learning Support (in mainstream schools), the class teacher(s) of the focus pupils, the key professionals involved with those pupils (such as speech and language therapists, educational psychologists), the pupils' parents and, where appropriate, the pupils themselves. In these interviews, information was elicited about the processes of IEP formulation and use and the perceptions of stakeholders as to their advantages and disadvantages.

Having outlined the design of the project, the next section will give an account of its findings with regard to pupil and parent participation.

#### FINDINGS

##### *From the literature*

It is not just in Scotland that IEPs have been seen as a way of empowering parents and pupils as active consumers of education. In many European countries where there is guidance on the use of IEPs, there is an expectation that parents and pupils will be involved at some level in their design and implementation. This usually takes the form of collaboration in formulating and reviewing the IEP (see, for example, Danish Ministry of Education, 1996; Emanuelsson and Persson, 1997; Da Costa and Rodrigues, 1999). In England, the Code (DfEE, 1994) has been quite clear about the benefits to be achieved by involving pupils and parents (2.28, 2.34). This, however, was not made a requirement leaving schools with the obligation to inform parents of

the action that schools propose and how such action might be supported at home. An OFSTED Report (1999) noted that where schools saw IEPs simply in terms of tools to help teachers' planning, the contribution made by parents and pupils was limited. The Report found that although there was some evidence of pupils being encouraged to set their own targets, the preparation and review process was usually undertaken by teachers and parents and the views of pupils themselves were rarely sought. However, where schools set individual behaviour plans for pupils with behaviour difficulties, OFSTED found that pupils were much more actively engaged in both planning and review. Whilst the English Inspectorate recognizes the importance of the contribution that parents and pupils can make, there is little emphasis placed on their right to be involved other than to point out that they should be kept informed about the contents (OFSTED, 1997). In the Revised Code of Practice (DfES, 2001) schools are given clear guidelines on how they should seek to develop parent and pupil participation.

Whereas in Scotland about 2–4% of pupils have an IEP, in the US about 12% of the age range has an IEP. In the US, IEPs were instituted under the terms of the Education for All Handicapped Children Act 1975 (PL 94–142) and have been seen as a way of making schools accountable for the quality of education delivered to children with SEN (Goodman and Bond, 1993). Around the time of the Act, writers such as Abeson, *et al.*, (1975) and Gallagher (1972) argued that legal contracts should be established, with parents as equal participants in the plan, using objective measures of goal attainment, and developing punitive consequences for failure to deliver (Goodman and Bond, 1993: 4.11). The legal sanctions for failure to achieve objectives was necessary, according to Gallagher, because 'bureaucracies such as educational systems will move institutionally only under threat or duress' (Gallagher, 1972: 531). Later on though, Smith (1990) and Rodger (1995) in describing the historical development of IEPs in the US, point to a lack of parent and pupil involvement in planning, implementation and review as contributing to a range of problems in establishing IEPs as effective support systems for pupils with SEN.

A number of writers (Cooper, 1997; Bowers and Wilkinson, 1998) view parental involvement in the production of IEPs as an important vehicle of empowerment for both parents and pupils. However, although the benefits of maximum parent and pupil involvement are widely advocated, a number of commentators (OFSTED, 1997; OFSTED, 1999; Bowers, 1997; Bowers and Wilkinson, 1998) have pointed to some of the problems in increasing parental involvement. It is reported that some teachers find it difficult to allocate time to work effectively with parents and there can be organizational problems in setting up meetings at mutually convenient times. In some cases, before parents can be fully involved, schools need to undertake considerable preparatory work ensuring that the system and procedures are fully understood. Similarly, some parents may not, initially, be comfortable collaborating with teachers and there can also be problems in the three-way relationship between parents, pupils and the school with differences and disagreements about the appropriateness or desirability of some targets. Male (2000) raises the interesting issue of whether it is appropriate or not to involve all pupils in decisions about their education. She reports that two thirds of the headteachers she interviewed in schools for children with severe learning difficulties felt that their pupils would be unable to understand their targets.

The next section will offer an account of the empirical strands of the IEP research with regard to these key themes of participation and collaboration and will relate findings there to the recommendations of '*Assessing our children's needs: The Way Forward?*' (SEED, 2002)

### *From the empirical data*

Themes of participation and collaboration threaded through data emerging from the key informant interviews, the postal survey and the questionnaires in ways which clarify the existing processes and enable comment on current policy and practice in this regard.

With regard to understandings of these two terms, participation is used here to denote involvement in the processes of producing an IEP. As will be clear from the data discussed below, this term was taken by respondents to mean anything from mere presence at a meeting or a series of meetings to a form of engagement which influenced, as well as being influenced by, the processes. This mutually-formative relationship amongst participants in an enterprise is characterised here as collaboration. It might be said that the terms exist on a continuum of meaning, with participation at one end signifying involvement and collaboration at the other end indicating influence as well as involvement. Interestingly, participation was the term used most often in relation to the involvement of pupils and parents, whereas collaboration was the term used when the involvement of professionals was under discussion

### *Parents*

Through the key informant interviews, the cloudiness of concepts of participation and collaboration in this context first emerged. SEED's position on the role of parents and children in the IEP process was clearly stated by an HMI as being that they should be fully involved in decision-making and have full access to information. However, the view was expressed that the thinking behind the document Effective Provision for Special Educational Needs (SOEID, 1994) which sets out the process for staged intervention was based on practice and that the implications of '*full involvement*' had still to be thought through at a philosophical level. Further light was thrown on the government's position by a SEED representative who commented that it was the parent's role to check and balance professional decisions in what was essentially a professional process. Parents, this informant felt, were not entitled to '*...have a veto on content... It's for professionals to offer solutions and for parents to [satisfy themselves that they are] content with them.*'

The SEED policy position outlined above was reflected in the responses of both education authority officers and headteachers who generally agreed that parents should be involved in the IEP process, particularly in the final discussions, but who tended to regard the nature of that involvement as being one of 'discussion' in order to negotiate parental agreement to targets set by the school. Within one of the education authorities, all the officers interviewed claimed a level of parental involvement in their schools. However, one officer acknowledged that parental involvement in formulating IEPs was not yet routine and probably most parents and pupils in that authority were not yet very involved.

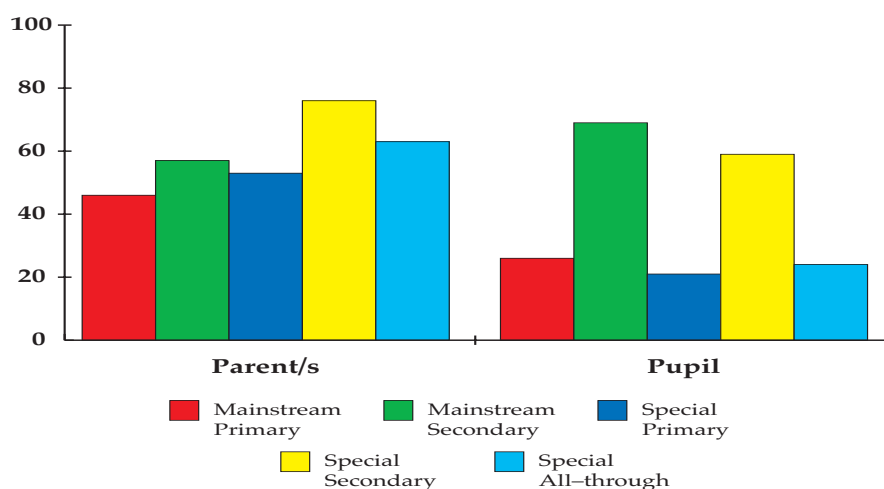
Several mainstream secondary schools claimed to encourage actively parents to enter into discussions about their child's educational programme but the two primary schools visited in this phase of the research appeared to have less formal involvement with parents over the IEP process. One of the education officers interviewed warned that involving parents and pupils in the IEP process would cause a strain in mainstream schools. This view was reinforced by the headteacher of a secondary school who remarked that '*working with parents can be very time-consuming.*' A primary-school headteacher likewise raised the point that sometimes parents can have unrealistic expectations about what their child with SEN can achieve.

This head also commented that not all parents are willing or able to be actively involved in helping their child, a view confirmed by one of the voluntary organisation representatives. A mainstream school headteacher referred to the very wide range

of responses that schools have to deal with ‘...you have got the highly involved very demanding parent who is looking for an awful lot for their child... Then we have kids whose parents are very protective of them... and then you have the parent who is very willing to help the school and do everything they possibly can, and then you have parents who are just quite frankly not interested.’

Table 1 shows the percentage of respondents to the questionnaire survey who reported that parents and pupils were *always* involved in the development of IEPs in their school.

Table 1: Percentage of pupils and parents always involved in the development of IEPs by sector



Between half and two thirds of all schools reported that they *always* involve parents in the development of IEPs, with mainstream primaries having the lowest level of involvement with just 43% of respondents reporting that they always involve parents.

And yet, schools expressed recognition of the capacity of the IEP process to give ownership of learning to parents and pupils. Again from the questionnaire survey, substantial majorities (between 80% and 90%) in special and mainstream schools believed the involvement of parents and pupils did result in such a sharing of ownership. This suggests that, although there is recognition and endorsement of the principle of parental involvement, schools are experiencing practical difficulties in securing the participation (in any form) of the full range of parents.

The case studies probed more deeply the nature of parental involvement in IEPs in an attempt to understand how participation actually functioned. Recent advice from SOEID (SOEID, 1998) had advocated the setting of targets for learning and teaching as central to the IEP process. Parental involvement in target-setting was a main focus for the research in trying to establish the nature of the parental role in learning and teaching in this context. What emerged from the case studies would be best characterised as participation rather than collaboration, with parents being given the opportunity to comment on targets set by the school. For those pupils with a Record of Needs (RoN) the annual review meeting was seen as another formal occasion in which to present IEPs to parents. Special schools and units tended to have well-established systems, such as home-school diaries, in which to involve

parents in their child's schooling. In one of the education authorities in which the research was conducted a Record of Parental Liaison was maintained which recorded discussions with parents including their responses to IEP long-term and subsequent short-term targets.

Parents interviewed during the course of the study were generally content with this situation and, while interested in what targets were set for their children, did not see any need for their own involvement in target formulation. Within special schools and units, many parents said that they had relatively close contact with teachers which enabled them to communicate easily about areas of concern which were then addressed directly or indirectly in their child's IEP. While 'partnership' may have been lacking in the actual formulation of targets, there was strong evidence that parents welcomed the introduction of IEPs. In particular, they drew attention to the IEP as a means of knowing what their child was working towards in school, enabling them to reinforce such learning at home. In addition, some parents cited the IEP as providing a useful focus for discussion with teachers and generally promoting their understanding of what the school was trying to achieve for their child.

### *Pupils*

Within the key informant phase of the research all the mainstream secondary school headteachers claimed pupil involvement was a priority and that they had formal and informal mechanisms in place to facilitate this. One special school headteacher claimed 'children's rights' to be part of the ethos of the school but, like primary schools and the other special school represented, this school did not formally involve pupils in the IEP process. Universally, the reason given for this lack of involvement was the pupils' difficulties in communication and inability to comprehend the process.

A voluntary organization respondent referred to the lack of any statutory requirement to take account of children's views in decisions about their education in general and pointed out that this would make it even less likely that they would be involved in the IEP process. This perception was borne out by evidence from the questionnaire survey (Table 1) which indicates that the primary sector (mainstream and special) seemed to have found it particularly difficult to secure pupil involvement. This was perhaps related to views found elsewhere that the pupil's capacity to be involved increased with her/his maturity.

As well as commenting on the practical problems of involving children depending upon their age and the nature of their learning difficulties, respondents also commented upon the desirability of involving pupils with certain kinds of difficulties in the production and review of the IEP. Teachers within a language and communication unit, though committed to pupil involvement, expressed concern that pupils with autistic spectrum disorders could find involvement in their IEPs, and in self-assessment more generally, particularly difficult:

'I think that they would find it difficult because some of their difficulties are about self-perception. In this area of SEN there is a difficulty in involving pupils until they are a bit more mature.' (Head of special unit)

Likewise pupils with social, emotional and behavioural difficulties were seen as posing particular dilemmas in that, where their self-esteem was very fragile, the setting of targets could be especially challenging and a failure to meet those targets particularly damaging.

Through the case studies, it became clear that, generally, pupils had little or no input into the formulation of their IEPs and either short- or long-term targets. However some broad variations in practice were discernible. Across the schools studied there was a marked division in pupil involvement in their IEPs between those

who were cognitively more able and those with learning difficulties. Within special schools and special units pupils with learning difficulties were generally excluded from any input into the formulation of their IEP on the basis that they did not have the cognitive ability to understand the concepts involved. Wherever possible, case study pupils themselves were interviewed about their IEPs. For these pupils, the term 'IEP' meant little but they knew they had targets and, often, they knew what those targets were. Ken, a mainstream-secondary pupil with specific learning difficulties, said he had heard of targets and knew they were something to do with *'doing well'*. He was aware that he sometimes did different work to other pupils and reported that, *'sometimes people say it's for dafties and you just say, 'no, it's only for people with problems''*. Ralph, a very able mainstream-primary pupil with a visual impairment, endorsed the value of targets. Ralph's IEP had been developed by staff in the Visual Impairment Unit which was based in the school. There was an established practice of encouraging pupils to set their own targets towards which their progress was graphically charted in the classroom. The attention of both peers and parents was drawn to their success. Ralph felt that he had progressed extremely well and it was clear that his experience of school was a very rewarding one.

Some further examples of pupil involvement were apparent. One such example was in a unit catering for a range of special needs where pupils were actively involved in their own review meetings from the age of fourteen onwards and were encouraged to set their own PSD targets and to develop the skills to do so as part of their social education programme. Significantly, pupil involvement in IEPs was most developed and most meaningful to pupils when it related to targets set and pursued in the context of the classroom and the curriculum.

The implications of these findings for the development of parent and pupil involvement will now be considered.

#### IMPLICATIONS FOR PARENT AND PUPIL INVOLVEMENT

Mordaunt (2001) argues that the informal nature of partnerships in Scotland (that is, they have been underpinned by 'good practice' rather than by guidance, regulation or legislation) has meant that they have had no bulwark against budgetary cuts or the encroachments of vested interests. The new proposals (SEED, 2002) offer a stronger legal basis for partnerships through a mediation service and a Tribunal. The additional support needs of most children, however, will be addressed through the staged intervention process and here the nature and extent of partnership will be governed by understandings of 'good practice.' The IEP research revealed tensions between aspirations for parent and pupil partnership and the current situation in schools. To some extent, this is caused by the historical context of special educational needs where parental involvement has been constructed as a form of consumer rights, rather than as participation in educational partnerships. This means that the role often accorded to parents in the processes of assessment, planning and provision has been to approve or not that which professionals propose – a relationship which can easily become adversarial. However, following from the new proposals, will it be possible or desirable for parents and schools to develop a more collaborative relationship? Two sets of factors will shape the nature of that relationship and should be addressed directly as proposals take shape.

The first of these is the diversity of parental wishes with regard to the form their involvement would take. The IEP research indicated that many parents were happy to be kept informed, to have opportunities (not necessarily formal) to be listened to and to discuss their child's progress. Some saw the IEP review process as a bureaucratic one, not particularly meaningful in terms of increasing their involvement in their child's learning whereas the practice of maintaining a home-school diary did increase their sense of working in partnership. The second set of factors relates to



the difficulty schools have experienced in allowing the child's class teacher to attend events such as IEP/ RoN review meetings or Children's Panel meetings because of time constraints and the impact on other children of releasing a teacher from class to attend a meeting. It is not uncommon for teachers to be unable to attend meetings where the purpose is to discuss the educational progress and plan the future learning of a pupil in her/his class.

Thus, in considering the nature of parental involvement at the earlier stages of identifying and providing for additional support needs, it will be necessary to consider the practical ways in which parents and teachers can work together to support the child's learning. To the fore of the practical issues requiring consideration will be time to enable a sharing of perspective. It will also be necessary to recognize that parents are as diverse a group as pupils – they will wish for different forms of involvement and effective systems which support their involvement will have to be multi-faceted. The proposals from SEED indicate that parental involvement in this context will be considered in the context of a review of communication with all parents to be conducted by the Scottish Executive. This will provide an opportunity to embed approaches to supporting additional needs in broader and more inclusive systems of support in schools.

For pupils, too, there are indications that participation in the processes designed to offer them additional support might be most effective when it is contextualised in broader systems of assessment, planning and intervention. There is evident in the proposals a desire to ensure that pupils have a say in the arrangements made for their education and, again to give a stronger legal underpinning to pupils' rights in this respect. However, pupils who contributed to the consultation were noted as being 'daunted' by participation in meetings as they are currently organised and the findings from the IEP research were that schools, by and large, had been unsuccessful in involving pupils in the formal processes. Whilst the 'named individual' will offer better information, support and guidance, this will not necessarily ensure participation. Indications from the IEP research and from elsewhere were that the participation of pupils can be more effectively pursued through ongoing classroom work, through, for example, self- and peer-assessment, collaborative learning and shared planning of the curriculum in the classroom context.

#### CONCLUSION

The proposals recognize that the needs of some pupils for additional support will be best met, at least in the early stages, through the resources of the school. By the same token, it is likely, therefore, that the desire for increased participation of parents and pupils with additional support needs will best be addressed through increasing participation for all parents and for all pupils in the overall curricular structures of the school.

#### REFERENCES

- Abeson, A., Burgdorf, R.L., Casey, P.J., Kunz, J.W. & McNeill (1975) Access to opportunity in Hobbs, N. (ed) *Issues in the Classification of Children*, vol.2, p 270–292, Jossey Bass, San Francisco.
- Banks, P., Baynes, A., Dyson, A., Kane, J., Millward, A., Riddell, S., Wilson, A. (2001) *Raising the Attainment of Pupils with Special Educational Needs*, Report to Scottish Executive Education Department, Strathclyde Centre for Disability Research, University of Glasgow and Special Needs Research Centre, University of Newcastle.
- Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., Shaw, L.. *Index for Inclusion: developing learning and participation in schools*, CSIE, Bristol.
- Bowers, T. (1997) Not Just A Piece Of Paper: A Consideration of IEPs in the Classroom *Education 3–13*, vol.25.3 p.47–51.
- Bowers, T. & Wilkinson D. (1998) The SEN Code of practice: is it user friendly? *British Journal of Special Education* vol. 25.3, p. 119–125.

- Campbell, C., Gillborn, G., Lunt, I., Sammons, P., Vincent, C., Warren, S., Whitty, G., Robertson, P. (2001) *Interchange 66: Developments in Inclusive Schooling*, Scottish Executive, Edinburgh.
- Cooper, P. (1997) Are Individual Education Plans a waste of paper? *British Journal of Special Education*, vol. 23.3, p.115–119.
- Danish Ministry of Education (1996) Temahæfte 16: Skolen og specialundervisning – om at lave individuelle undervisningsplaner Ministry of Education, Copenhagen.
- Da Costa, A.M.B. & Rodrigues, D.A. (1999) Special education in Portugal *European Journal of Special Educational Needs*, vol.14.1, p. 70–89.
- DfEE (1994) *Code of Practice on the Identification and Assessment of Special Educational Needs*, DfEE Publications, London.
- DfES (2001) *SEN Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs*, DfES, London.
- Emanuelsson, I. & Persson, B. (1997) Who is considered to be in need of special education: why, how and by whom? *European Journal of Special Needs Education*, vol. 12.2 p. 127–136,
- Gallagher, J. (1972) The special education contract of mildly handicapped children *Exceptional Children*, vol. 47.8 p. 527–535.
- Goodman, J.F. & Bond, L. (1993) The Individualized Education Programme: A Retrospective Critique, *The Journal of Special Education*, vol. 26.4, p.408–422.
- Male, D. (2000) Target setting in schools for children with severe learning difficulties: Headteachers' perceptions, *British Journal of Special Education*, vol. 27.1, p.6–12
- Mordaunt, E. (2001) The nature of special educational needs partnerships in Riddell, S. & Tet, L., *Education, Social Justice and Inter-agency Working*, Routledge, London.
- OFSTED (1997) PN 28/97 *OFSTED Monitors Progress in SEN Code*, OFSTED Publications, London.
- OFSTED (1999) *The SEN Code of Practice: Three Years On. The contribution of individualized education plans to raising standards for pupils with special educational needs*, OFSTED Publications, London.
- SCCC (1993) *Support for Learning: Special Needs within the 5–14 Curriculum*, Scottish Consultative Council on the Curriculum, Dundee.
- Scottish Office Education Department (1994) *Effective Provision for Special Educational Needs: A Report by HM Inspectors of Schools*, The Scottish Office, Edinburgh.
- Scottish Office Education and Industry Department (1998) *A Manual of Good Practice in Special Educational Needs*, The Scottish Office, Edinburgh.
- Scottish Executive Education Department (2002) *Assessing Our Children's Educational Needs: The Way Forward? Scottish Executive Response to the Consultation*, Scottish Executive, Edinburgh.
- Smith, S.W. (1990) Individualized Education Programs (IEPs) in Special Education: From Intent to Acquiescence, *Exceptional Children*, vol.57.1, p.6–14.
- Rodger, S. (1995) Individual Education Plans Revisited: A Review of the Literature, *International Journal of Disability, Development and Education*, vol. 24.3, p. 231–239.