

Roles of external professionals who work with schools



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There are a large range of professionals who work with the school on a regular basis they will come in and work with the head and other staff when needed. There are many children in schools today with learning, physical and behavioural difficulties. The educational psychologists provide advice and support for schools/parents of children with special educational needs they will work closely with the special educational needs co-ordinator. Spending time with any individual child and trying to establish the reasons for their learning or behaviour problems.

Once they have established the reasons they will then present their findings to both school and parents. The speech and language therapist will work with children who have difficulties with understanding, expressing themselves and using communication to socialize appropriately. But they will also work with children who have difficulty with eating, drinking and swallowing. The speech and language therapist works in close partnership with the child, their family, school and any other healthcare professionals.

Together they share the Child's needs but it will be speech and language therapist who will decide how the child can be helped to reach their full communication potential. Specialist teachers are teachers who training in a specific area and the role of a specialist is very important, as it is to ensure that children receive the best level of education. They provide direction and practical support for teachers and schools leaders around their specialist area.

Their role often finds them working closely with under achieving pupils this is to help them to rise their performance. The educational welfare officer works

with schools, pupils and families to resolve any issues. Their responsibilities would include meeting with the school, pupils and parents to identify problems and possible solutions. They may also make home/school visits to provide any on-going support for those who need it. Making referrals to other agencies is part of their role as is writing up case notes, sending letters to parents and preparing any court reports.

Educational welfare officers are also involved in regulating child employment, advising on child protection issues and preparing reports on pupils with special educational needs. Schools improvement partners' role is to provide expert support to schools in their drive to raise standards and improve the education of all pupils. The school improvement partner who is someone with current or recent headship experience will act as the conduit between government, the local authority and the school. Helping to set targets and identifying needs they will also advise the governor's on the performance of the head teacher.

The physiotherapist is concerned with the gross motor skills and mobility of children. They are often involved with children who have dyspraxia, are blind or have any muscular conditions. As part of the multidisciplinary team the physiotherapist will write up a report as part of the statutory assessment that will then be used to draw up the child's statement of special educational needs. In schools the physiotherapist will advise the teacher and teaching assistant on the kind of activities that will be helpful eg. exercise routines and games. As another member of the multidisciplinary team the occupational therapist receives referrals from medical staff, physiotherapist and schools.

Occupational therapist may be called in for children with learning, physical
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difficulties and behavioural problems. They will visit the children at school to undertake a complete assessment. They would then give advice on equipment and teaching strategies. In close partnership all these outside agencies work together for the wellbeing of all school children.