

Curriculum can assume some form of continuity across different sides, so that what goes on in special schools in units and clinics and can have some degrees of compatibility. The children can move, they don't get locked into particular kinds of Curriculum which deny them the possibility of ever moving, and hopefully that schools will work together much more to develop patterns of provision where short and long term Curriculum requirements can become a corporate responsibility that schools can develop common Curriculum policies and that the common communication break down that often typified schooling can be eased. That's what's been going on roughly in the UK.

The introduction of some kind of transactional model of causation and the kind of intervention that has been largely meant to support children with special needs, in main stream and in special schools has been in two broad directions. We've been doing a lot of work with children as individuals and our recently introduced code of practice talks about individual education plans for children, and we've been doing a lot of work in trying to make schools as institutions better places for all children but particularly for those with special needs through the development of special needs policies which talk about Curriculum, they talk about the general systems which apply in schools.

Now, that sounds great which in work it doesn't. Individual teaching is jolly expensive, unlike Luxembourg the UK is really a rather poor place. Individual teaching costs an awful lots of money. If you start to cost what a child having two or three hours a day, of individual support, comes to across a year you can demolish a special needs budget for even quite a large school with four or five children, you can't do it. There are significant problems in mounting special needs support systems particularly in main stream schools because while on a one hand we said we want to remove the social stigma attached to special education provision that's a nice thing to have it accurate but if somebody like me is operating as a special needs support teacher if I stood up and reveal the full horror of my bulk I don't sly it into classrooms I've noticed people tend to see that I'm there and if I just casually wander up next to some unfortunate twelve years old and sit down and say "how is your work going" ?

The rest of the children seem to know what's going on they seem to know why I've come in there and that presents social problems particularly for other lessons. They may not feel always terribly comfortable about somebody shambling into a classroom and trying to be discretely supportive. There are many issues behind the social organisation of support work in schools as well as the financial implications. The other side of the work developing policies when schools take on policy development as parts and parcel of themselves being learning organisations they see themselves as organisations organised around the principle of learning that the children and the adults are there in schools to learn to develop. And school policy development really helps schools to walk (as Susan Rosenholz would say: to move), they develop, they change, they respond, they're flexible.

However, thanks largely to the wonders of technology I could let you have on desks so very nice policies which you can download into Apple Mac or IBM-PC form you could print out as your school policy which would be fine if an inspector said «Where is your policy? We've got one", but aren't really that much use in terms of making a difference to how children and adults feel about working together in a kind of complex support work in main stream schools. An awful lot of policy development has become entirely rhetorical. In the two lines of work, the individual child oriented work in a school policy work does lots of good work that's going on but it's not perfect.

When my colleague Brahm Norwich and I sat down about four or five years ago and have been approached by a local authority in the Northern part of London to give them some ideas about how we could help them develop their response to children in main stream schools particularly children with learning and emotional difficulties maybe particular emotional difficulties. We were looking at these kind of developments and it occurred to us, well, there are children in schools, schools are institutions, but as there are people in schools, there are adults in schools and we are not offering them that much support. So the work I want to talk to you about is actually supporting teachers.

Supporting teachers to teach children? But nonetheless the work that we've been doing has