

10. how to minimise the amount of recording in the design of recording sheets.
 11. how to follow up recommendations.
 12. how to support and encourage team use.
 13. how to review and evaluate the team process (formative)
- adapting team procedures

On-going support for TSTs

TST members value the mutual support given by the regular meetings of, networks of other schools running TSTs. The guidance given in the recent circular on the organisation of special provision provides strong support for the notion of such cross school collaboration.

Given appropriate conditions within the school TSTs can make a significant difference to the quality of teaching and learning. Schools may become more actively engaged as organisations by not treating support as provided mainly by individual co-ordinators / support teachers to individual teachers. Difficulties may be dealt with more collectively

and collaboratively. TSTs can also be seen to enable individual teachers to become more actively engaged with SENs in their class teaching through the systematic approach used by TSTs in analysing difficulties, making positive action suggestions and following up referrals. TSTs may make it possible for schools to be more actively engaged with SEN in that better use may be made of staff resources and individual teachers may have opportunities to discover and develop their own teaching knowledge and approaches.

References

- DES** (1989) *Discipline in schools* (Elton Report) HMSO
- Hanko G.** (1989): *After Elton - how to manage disruption*. Br. J. Spec. Educ. 16, 4, 140-143
- Hanko G.** (1990): *Special needs in ordinary classrooms, supporting teachers*, Blackwells
- National Curriculum Council** (1989): Circular number 5 NCC

