

'The Steer Report' recommendations which relate to SEBD

(From the Report of the Practitioners' Group on School Behaviour and Discipline October 2005)

Recommendation 1.1.1. the DfES should look separately at how to improve the quality of provision for those with behavioural, emotional and social difficulties, in particular the recruitment and retention of high quality staff and minimising bureaucracy

Recommendation 3.5.2. the DfES should identify and disseminate good practice in managing the behaviour of pupils with SEN more effectively, reducing the need to resort to exclusion

Recommendation 3.5.3. the DfES should take steps to reduce the bureaucracy associated with the SEN Code of Practice, also reducing the scope for the Code to be misinterpreted, thus freeing up teacher time and enabling educational psychologists to work more closely with schools to support pupils

Recommendation 3.5.4. the DfES should ensure that its review of educational psychologists identifies the key areas in which EPs can most add value; and should disseminate those findings to local authorities, supporting them to deliver sufficient educational psychologist capacity, utilised in the most effective way

Recommendation 3.5.5. the DfES should produce guidance on the needs of pupils with behavioural, emotional and social difficulties (BESD), including a clear indication of the circumstances in which they might be referred to a more specialist placement including a pupil referral unit or a special school

Recommendation 3.5.8. the DfES should undertake research into what happens to pupils who are excluded from Pupil Referral Units or schools for pupils with behavioural, emotional and social difficulties (including residential schools)