# Support activities in school

- WHAT DO I NEED TO KNOW AS A PARENT?





## You are important

You know your child best. This is why it is important that you and the school your child is attending enjoy good relations and work together for the benefit of your child's development. Through this cooperation, you increase your child's chances of progressing as far as possible, both in terms of knowledge and social development.

If you are familiar with the tasks of the school, this will enable you to work together with your child's school. This booklet provides information about some of the changes now being introduced in the school, which will have an effect on your child's schooling. It is intended for parents who have children in preschools, compulsory schools for learning disabilities, special schools, Sami schools, upper secondary schools, upper secondary schools for learning disabilities or recreation centres.

#### THE CONCEPT OF PARENT AND GUARDIAN

Usually one or both parents have custody of their child. The guardian is responsible for the child and shall ensure that the child receives care, security and a good upbringing. A child's guardian almost always has the right to take part in all the tasks related to the child in school, even those protected by confidentiality. A parent who does not have custody has no right to information of a confidential nature concerning the child.

THE CHILDREN AND PARENTS CODE AND THE PUBLIC ACCESS TO INFORMATION AND SECRECY ACT

### Towards the same goal

The Education Act and national curriculum place demands on organisers of education that all pupils shall receive an equally good education, regardless of where they live or what school they attend. The curriculum describes the school's core values, overall goals and mission. By reading it, you will learn about what expectations and requirements you can have.

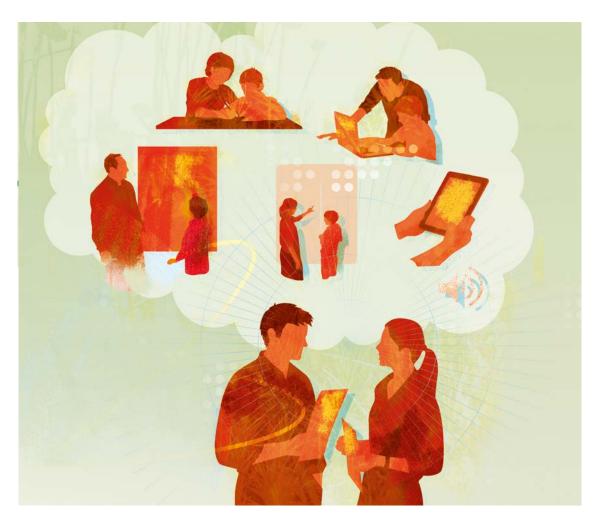




Every syllabus and subject plan describes why the subject or subject area is taught in school. They also describe the contents of teaching in the subject. Every syllabus and subject plan concludes with knowledge requirements that describe the minimum acceptable level of knowledge and what is required for the various grading scales.

An equal education does not mean that teaching should take the same form for all pupils, or that school resources should be distributed equally among all pupils. The school must take into account pupils' different abilities and needs. There are different ways of achieving goals.

All pupils are entitled to guidance, support and stimulation in school in order to develop as far as possible in accordance with their potential. The school has special responsibility for those pupils who for various reasons have difficulty reaching knowledge requirements. For these reasons, teaching can never have the same form for everyone. Certain pupils need support at some time during their school years. Some pupils need support for a short period while others may need it for a longer period of time, possible for the whole of their time in school. It is the headmaster who is responsible for the school's various forms of support.



# Various forms of support

It is always the responsibility of the school to plan and implement teaching. This also applies to the support measures available at school, namely additional adjustments and special assistance.

### **ADDITIONAL ADJUSTMENTS**

If a teacher or other member of school staff notices that a pupil is at risk of not achieving the knowledge requirements, the school must find out why. If it emerges that the pupil requires additional adjustments to the teaching, these adjustments must be made immediately.



Additional adjustments may include giving the pupil clear instructions or explaining terms, concepts or relationships before a new topic is introduced. They may be in the form of additional training in reading, mathematics, study technique or swimming. Access to scanned material or digital aids are further examples of additional adjustments, as well as a special education teacher working with the pupil during a short period. The additional adjustments can be entered in the written individual development plan.

### **SPECIAL SUPPORT**

If a pupil is at risk of not achieving knowledge requirements despite additional adjustments, the school must investigate whether the pupil is in need of special support. The investigation is usually carried out by the teacher together with staff from the school health service.

An investigation consists of a survey of the pupil's school situation and an analysis of the pupil's special needs. It is important that the school listens to your child's and your point of view. An investigation can sometimes be made quickly and easily, but at other times a more extensive investigation is required. It is always best to cooperate with the guardian, but the school may make an educational investigation even if the guardian does not want it.

Special support is provided for a longer time period and is more extensive. Examples of special support are a special education teacher who works with the pupil for a long time, special teaching groups or a pupil's assistant who follows the pupil throughout most of the school day.

### Special support is documented in an action programme

If the investigation shows that the pupil is in need of special support, the school must develop an action programme.<sup>1</sup> The investigation may also show that the pupil is not in need of special support, which then leads to the headmaster's decision not to prepare an action programme.

The action programme is a tool and a plan for what actions the school intends to implement. The action programme must also contain information about when it will be evaluated. The evaluation is there to note the results of the actions. The school has one unique action programme for each pupil needing special support, which covers all subjects, topics or courses. You and your child will be offered the opportunity of participating by giving your comments when a programme is committed to paper and evaluated.

<sup>&</sup>lt;sup>1</sup> Chapter 3, sections 8 and 9 of the Education Act 2010: 800



### Appealing a decision

You, as a guardian, and pupils over 16 years of age have the right to appeal against an action programme to the Board of Appeal for Education. It is possible to appeal if the school decides not to prepare an action programme. It is also possible to appeal the contents of an action programme.

An appeal must state what decision the case concerns and include a justification of your appeal. If a pupil has two guardians, both must appeal for it to be valid.

The appeal must be sent to the school within three weeks of the pupil or guardian receiving the decision. The school can either change its decision or abide by it. If the school decides to abide by the decision, the school forwards the appeal to the Board of Appeal for Education. More information is available on the website www.overklagandenamnden.se



The Education Act (2010: 800) and the National Agency for Education's *General guidelines for working with additional adjustments, special support and action programmes* can be downloaded from the Agency's website www.skolverket.se.

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