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Exploring parents' perceptions of support for children with special learning needs in
three regular primary classrooms.

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Jessica L Reilly

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Abstract

The Ongoing Resourcing Scheme (ORS) is a funding provision with access to specialists, additional teachers and teacher aides to support inclusion for children with high or very high learning and adaptive needs. This study used a qualitative methodology to explore the perceptions of five parents about the supports received through the ORS funding scheme including its strengths and limitations. The study was conducted in three different regular primary schools in the Central North region of New Zealand. The main themes identified were related to the nature and extent of support by the professional teams and the process of obtaining ORS funding with a clear message for more transparency. The study suggests that the efficacy of the teacher aide role, how the ORS funding is managed and the importance of transparency are all areas for further research.

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Approval for this research was obtained by the *Massey University Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants (MUHEC)*.

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