Purpose: To establish a full picture of how support staff are currently deployed, prepared and utlised in the school.

Impact: To continue to develop how well the school meets the needs of students with SEN. To develop a cohesive and consistent approach across the school.

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| Using the scales on the right, indicate the extent to which you are in involved in the following tasks, which support teachers and the curriculum.  **SUPPORT FOR TEACHERS/CURRICULUM** | Little or no involvement ---> High involvement |
| Classroom preparation including display | 1 2 3 4 5 |
| Clerical support (e.g. worksheet preparation | 1 2 3 4 5 |
| Feedback to teachers | 1 2 3 4 5 |
| One plan development and implementation | 1 2 3 4 5 |
| Participate in development of lesson plans | 1 2 3 4 5 |
| Prepare and maintain equipment/resources | 1 2 3 4 5 |
| Provide advice and guidance for teachers | 1 2 3 4 5 |
| Record-keeping | 1 2 3 4 5 |
| Support and use ICT | 1 2 3 4 5 |

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| **DIRECT LEARNING SUPPORT FOR PUPILS IN LESSONS** | Little or no involvement ---> High involvement |
| Deliver lessons (covering teacher absence) | 1 2 3 4 5 |
| Deliver learning activities directly | 1 2 3 4 5 |
| Deliver intervention/booster programme | 1 2 3 4 5 |
| Give feedback to pupils in class | 1 2 3 4 5 |
| Managing pupil behaviour | 1 2 3 4 5 |
| Perform pupil assessments | 1 2 3 4 5 |
| Provide specialist pupil support e.g. sign language | 1 2 3 4 5 |
| Supervise pupils out of class | 1 2 3 4 5 |
| Support for pupils to achieve learning goals | 1 2 3 4 5 |
| Support pupils to understand instructions | 1 2 3 4 5 |

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| **DIRECT PASTORAL SUPPORT FOR PUPILS ANYTIME** | Little or no involvement ---> High involvement |
| Attend to pupils personal needs | 1 2 3 4 5 |
| One-to-one mentoring | 1 2 3 4 5 |
| Provide specialist pupil support | 1 2 3 4 5 |
| Pastoral support for pupils (this could be clubs for handwriting, social stories etc) | 1 2 3 4 5 |

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| **INDIRECT SUPPORT FOR PUPILS** | Little or no involvement ---> High involvement |
| Interaction with parents/carers (phone/meetings) | 1 2 3 4 5 |
| Monitor and record pupil progress | 1 2 3 4 5 |
| Record keeping | 1 2 3 4 5 |

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| **SUPPORT FOR SCHOOL (admin)** | Little or no involvement ---> High involvement |
| Admin tasks (e.g. ordering materials) | 1 2 3 4 5 |
| Clerical (e.g. booking meetings for others) | 1 2 3 4 5 |
| Dealing with school correspondence (e.g. emails) | 1 2 3 4 5 |
| Liaise with agencies/external professionals | 1 2 3 4 5 |
| Liaise between teaching and support staff | 1 2 3 4 5 |
| Provide advice/guidance to staff and pupils | 1 2 3 4 5 |

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| **SUPPORT FOR SCHOOL (environment)** | Little or no involvement ---> High involvement |
| Arrange storage of stock and supplies | 1 2 3 4 5 |
| Ensure standards of cleanliness maintained | 1 2 3 4 5 |
| Ensure security of premises and contents | 1 2 3 4 5 |
| Maintain a good working environment | 1 2 3 4 5 |
| Maintain/check/repair equipment | 1 2 3 4 5 |

Do you have any concerns / questions about teaching and supporting students with SEND?

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Is there any CPD that you would find particularly beneficial?

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Any other information you feel would help develop the SEN provision and support for students