**Effective Use of Teaching Assistants**

**at**

**How can Teaching Assistants support pupils in class?**

Teaching Assistants (TAs) are placed with specific pupils *in addition* to Quality First Teaching (differentiated planning, subject interventions and teacher-led support strategies). These pupils usually have an Education and Health Care Plan (EHCP) or have high needs. **All teachers are responsible for teaching pupils of SEND, and this shouold be high quality teaching.**

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The SEND department aim to keep the same Teaching Assistant with a pupil so that strong professional relationships can be built upon. TAs will have copies of pupils’ Learning Support Profiles (LSPs) and be made aware of all Educational Psychologist reports and recommendations, and, other external agency recommendations in order to support pupils. Teaching assistants will have copies of all relevant materials in their folders.

TAs should adopt a ‘pupil-centred approach’ whilst supporting pupils in class rather than a ‘curriculum approach’ when supporting pupils in class. The TA will building review assessment data for the subjects in which they support the pupil and undertake professional observations within the classroom. In doing so, they will be able to identify opportunities for independence and specific risk areas for which the student may fail to make progress. **TAs should be given copies of all assessment data by the class teacher for their records, as part of the TA’s monitoring of the pupil.**

TAs can help support other pupils in the class, but this should be guided by the class teacher whilst offering targeted support for their identified pupil. They can also work to support subject staff with collaborating on lesson planning and helping to adapt resources for use in class. **This cannot be done if TAs do not have access to Schemes of Work. All Schemes of Work should be saved to the Shared Drive -> All Staff resources -> SEND SoW**

**Which students are likely to receive TA support?**

The SEND department apply for funding for High Needs pupils if a pupil is not making progress following a gradual approach. This Top Up Funding allows us to put further support in place for pupils through a holistic program, including being able to offer 1:1 support for pupils in class if we feel this is required to help support pupils make progress. Pupils who receive funding may have a Special Educational Need, such as ADHD of Autism, or another Additional Need including lack of concentration and organisation. If these needs can not be met by a Universal approach then a top up funding application will be made.

**Pupil friendly support ideas © Matt Grant, 2012**

These ideas can be shared with pupils when Teaching assistants meet pupils at the beginning of the academic year. These can also be glued into pupils’ exercise books (see appendix for book friendly printouts). They can also be revisited at the beginning of new topics:

(Teaching Assistant’s name) will help me with… 

 *making instructions clear…*

🖉 *spelling…*

 *extended writing…*

🕮 *extended reading…*

 *the meaning of new words…*

🕗 *staying organised…*

🖳 *setting up equipment…*

 *staying calm …*

 *staying focused…*

 *practical activities…*

**If the identified pupil is on task, how else can a Teaching Assistant help provide support in the classroom?**

The below information has been provided by © Matt Grant, 2012

1. **Relaying** – in-class support staff move periodically between students identified as being priorities for support due to additional needs.
2. **Zoning** – in-class support staff locate themselves near a group of students with additional needs, monitoring and providing input when necessary.
3. **Coaching** – in-class support staff are temporarily assigned to an individual or small group of students to guide them through a task that may prove particularly difficult (such as an extended writing or reading task when there are literacy difficulties).
4. **Facilitating** – in-class support staff provide ‘drop-in support’ by setting up assistive technology or other specialised equipment in the classroom, adapting resources, helping a student organise coursework / homework etc.
5. **Supervising** – in-class support staff oversee the higher-ability / independent learners whilst teaching staff provide additional input for students experiencing difficulties.

**6. Safeguarding** – in-class support staff monitor, and where necessary, assist in activities that pose a manageable risk to the health and safety of a student with an additional need, particularly those with visual impairment, a medical condition or a physical disability.

**Quality Indicators for Colleagues deployed as In-Class Support**

**This information will be taken into consideration when monitoring lessons**

**Extract taken and edited from © Matt Grant, 2012**

A core aim of Learning Support is, “*To work in support of teaching staff to develop High Quality Learning & Teaching – particularly with regard to widening the variety of differentiation / support strategies.”* The following indicators will act as guidance for establishing and monitoring effective in class support:

1) In-class support staff provide support *in addition to* differentiated planning and teacher led support strategies.

2) In-class support staff follow a ‘pupil-centred approach’:

 Staff (subject teacher and TA) have paper copies of LSPs for all SEND pupils in class

 Staff understand the additional need/s presented by the student/s in the group –

namely, potential difficulties and established strategies that can be employed.

 Staff are aware of any strengths and utilise these to provide opportunities for

independence – as a way of reducing learned helplessness.

3) TAs work in partnership with teaching staff; the classroom teacher acting as senior colleague and subject specialist with the TA acting as assistant to the teacher and specialist in additional needs. As a matter of routine, teaching staff and TAs agree a plan of action before deployment – integrated into lesson planning.

4) Students within the group are aware of the TAs and view their presence positively.

5) If the student in which the TA is supporting is on task the TA may adopt one or more of the following models (with agreement of teaching staff):

** Relaying**

** Zoning**

** Coaching**

** Facilitating**

** Supervising**

** Safeguarding**

6) TAs maintain high standards of professionalism – including:

 arriving to lesson on-time,

 giving sufficient prior notice to teaching staff if they cannot attend a lesson,

 recognising teaching staff as subject specialist and follow their input & instructions,

 supporting a positive, calm and orderly classroom environment,

 approaching students who experience difficulty with compassion and sensitivity,

 communicating with other TAs when responsibility for supporting a group or pupil is shared,

 working pro-actively to regularly evaluate their own practice and address any

knowledge & skills gaps that might be required in a lesson etc.

7) Teaching staff, acting as the senior colleague, take responsibility for:

 fully integrating the deployment of TAs into their day-to-day planning,

 communicating future topics / activities with TAs,

 providing resources that require adaptation prior to lessons – so that staff have

sufficient time to work on them,

 providing sufficient notice before an activity that requires particular arrangements, such as specialist equipment or risk management etc.,

 guiding in-class support staff through clear directions during lessons,

 working pro-actively to develop the knowledge and skills of support staff in relation to their particular subject area.

8) In-class support is regularly evaluated and monitored - in conjunction with subject leaders and the senior leadership team in order to monitor and review lessons in which it is most needed and what level / type of in-class support should be deployed. Supportive observations of lessons will be carried out periodically by the SENCO and Assistant SENCO.

**1:1 Support Monitoring Proforma**

This proforma should be completed for each subject the pupil has support from a TA, in collaboration with the subject teacher. The information can be taken from Edukey, Pupil folders, Pupil Voice and Pupil LSPs. Assessment data must be recorded at all times throughout the year as evidence for monitoring the impact of 1:1 support in lessons.

Proforma on next page

**School**

**1:1 Support Monitoring Proforma**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil** | |  | | | **Date of Birth** | | | |  | |
| **Year 7 attendance** | |  | | | **Progress Tutor** | | | |  | |
| **Year 8 attendance** | |  | | | **Student Support Manager** | | | |  | |
| **Year 9 attendance** | |  | | | **Progress Manager** | | | |  | |
| **Year 10 attendance** | |  | | | **U M L** | | | |  | |
| **Year 11 attendance** | |  | | |  | | | |  | |
| **Additional information** *(please circle / highlight)***:**  CLA Pupil Premium SEN EHCP EAL FSM  Other**:** | | | | | | | | | | |
| **Subject:** | | | | **Subject teacher:** | | | | **Target grade:** | | |
| **SEND Background:** | | | | | | | | | | |
| **Issue presenting barrier to learning:** | | | | | | | | | | |
| **Actions taken by the Subject teacher to support pupil:** | | | | | | | | | | |
| **Actions taken by the SEND department to support pupil:** | | | | | | | | | | |
| **Impact of these actions on pupil:** | | | | | | | | | | |
| **Outside agency involvement:** | | | | | | | | | | |
| **Further action /any other information:** | | | | | | | | | | |
| **Assessment 1:** | **Assessment 2:** | | **Assessment 3:** | | | **Assessment 4:** | **Assessment 5:** | | | **Assessment 6:** |

**Supporting Year Groups**

Teaching assistant have been assigned to a specific year group in order to support SEND pupils. Teaching assistants are responsible for looking after SEND pupil information (including pupil records held within the SEND department), and can contact parents over SEND concerns. The TA will remain with their year group as they move up through Yr 7 -11 so the continuity is there for pupils.

SEND pupils will be made aware of the Teaching Assistant supporting each year group, and can contact them by visiting the SEND department or by email. This can include support with:

* Choosing options for KS4
* Choosing options for Further Education or Apprenticeships at KS4
* Careers and guidance for Higher Education or Apprenticeships in Sixth Form

The TAs will be available one morning a week within the year hub so pupils will have constant contact with the SEND department. They will also be able to discuss attendance concerns with pupil, and be made aware of pupils who are close to PA.

TAs attend Learning Review Day in order to speak to parents over SEND concerns, interventions, review LSPs and discuss whether parents are happy for pupils to remain on the SEND register.

The TAs are attached to the following year groups:

**Here I have listed the yr groups, attached TA and their email address**

**Interventions**

Teaching assistants run various intervention sessions throughout the week in order to support literacy, numeracy and SEMH for our SEND pupils. This may mean that pupils are brought out of class in order to participate in various activities to support their needs in school through a holistic approach. The TAs run different interventions for different year groups.

**Here I have included the TAs names and what interventions they will run**

Interventions will be monitored and recorded on the SEND shared drive on a half-termly - termly basis as part of our gradual approach. Further details, including pupil lists can be found on the Shared Drive.

The below system will be implemented for all students who have been asked to attend intervention sessions, the below example is for Lexia and Symphony Maths:

**Screening Assessments**

In the SEND department we use Lucid Exact and Rapid as screening tools for Literacy. Teaching Assistants will be responsible for assessing pupils and printing out the reports for their Year group and placing in pupil SEND files, as well as updating information on the LSPs. This includes pupils who are in year transfers and managed moves.

**Access Arrangements**

Teaching assistants will support with internal and external examinations, acting as readers and invigilating pupils who need supervised rest breaks during their exams. If TAs are being used to support pupils during assessments, subject staff will be made aware in advance.

**I am waiting on advice from HR regarding PPA time for TAs and will give some recommendations here on how they should spend their PPA time including:**

**Preparing resources for class and interventions**

**Updating progress for pupils on intervention**

**Parental contact over pupils in their Yr group**

**Ensuring SEND files are correct**

**SEND register for pupils in their Yr group matches SIMs and Provision map**