© Matt Grant, 2012 www.HumansNotRobots.co.uk

Effective Use of LSAs

*in 3 simple steps...*

**Context – Who is likely to require extra support?**

 **Special Needs / SEN**

When students have been identified as formally by a specialist as having a specific learning difficulty – *and* have a Statement of SEN.

Examples:

•ADHD

•Autism

•Visual Impairment

•Hearing Impairment

**Additional Needs**

•Literacy – Reading, Spelling, Handwriting

•Speech & Language

•Social

•Emotional

•English as an Additional Language

•Homework / coursework

•Exams

The term covers:

The term covers:

• Students born in the UK who use a language other than English at home.

• Students born in the UK who use a language other than English at home.

• Students born in the UK who use a language other than English at home.

• Students from a non English-speaking country. → Students arriving in the past two years are classed as *International New Arrivals (INAs).*

• Students from a non English-speaking country. → Students arriving in the past two years are classed as *International New Arrivals (INAs).*

• Students from a non English-speaking country. → Students arriving in the past two years are classed as *International New Arrivals (INAs).*

• Students from a non English-speaking country. → Students arriving in the past two years are classed as *International New Arrivals (INAs).*

Any need that students require additional support with – that cannot be met by universal approaches.

•Concentration

•Organisational Skills

•Numeracy

**English as an Additional Language**

EAL students have a *temporary* additional need which is primarily language acquisition – it is separate / distinct from typical additional needs but with crossover points.

© Matt Grant, 2012 www.HumansNotRobots.co.uk

**Context – How do we fund our LSA team?**

**Placement & Cohort Specific**: Site, FSM, Pupil Premium, Devolved SA & SA+ Funding, Charity Bids, Subject Specialism etc.

© Matt Grant, 2012 www.HumansNotRobots.co.uk

**Pupil Specific:** Statement of SEN

© Matt Grant, 2012 www.HumansNotRobots.co.uk

Key Principles

✧ LSAs are deployed *in addition* to differentiated planning, dept. interventions and teacher-led support strategies – always as a last resort.

✧ LSAs should work to guidance on the Statement of SEN – typically this means a focus on core subjects.

✧ LSAs adopt a ‘person-centred approach’ rather than a ‘curriculum approach’. The LSA acts as the ‘student specialist’ by building a close relationship with the student, reviewing assessment data and professional observation. In doing so, they identify opportunities for independence and specific risk areas.

✧ LSAs work in support of the whole class – whilst offering targeted support for identified students, they also offer general support → aim for a ‘ripple effect’ in terms of narrowing the gap.

✧ LSAs work in support of the teacher – the subject specialist – collaborating on planning with the teacher, communicating on issues etc.

So how we turn principles into

effective practice?

Take 3 simple steps...

© Matt Grant, 2012 www.HumansNotRobots.co.uk

Step 1 – Get an overview of Additional Needs...

1. Additional Needs Register & Literacy Tracker **→** \\thornnt\live\Shared Folders\Secure Shared Folders\Learning Support\2. Additional Needs Register and Focus Lists

2. IEPs → \\thornnt\live\Shared Folders\Secure Shared Folders\CGS - Learning Support Team\3. IEPs

3. Colleague Dialogue – *“What have you noticed they struggle at?” “What works for them in your class?”*

4. Attainment Data

© Matt Grant, 2012 www.HumansNotRobots.co.uk

Step 2 - Decide on a General Approach...

**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.

**1. Relaying**

**2. Zoning**

**3. Coaching**

**4. Facilitating**

**5. Supervising**

**6. Safeguarding**

**↓** - *Match to general*

*needs.*

- *Match to your*

*teaching style.*

Step 3 – Plan responses for Priority Students...

© Matt Grant, 2012 www.HumansNotRobots.co.uk

Workshop...

© Matt Grant, 2012 www.HumansNotRobots.co.uk

For further resources or to contact the author, please visit:

www.HumansNotRobots.co.uk

***Originally produced for Thornleigh Salesian College, Bolton, UK. Copyright , Matt Grant, 2012*** All rights reserved. Permission to present this material and distribute freely for non-commercial purposes is granted, provided this copyright notice and those in the slides remain intact and is included in the distribution. If you modify this work, please note where you have modified it, as I want neither credit nor responsibility for your work. Modification for the purpose of taking credit for my work or otherwise circumventing the spirit of this license is not allowed, and will be considered a copyright violation. Any suggestions and corrections are appreciated and may be incorporated into future versions of this work, and credited as appropriate. If you believe I have infringed copyright, please contact me via the above website and I will promptly credit , amend or remove the material in question.