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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

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

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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.

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

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

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**Pupil Specific:** Statement of SEN

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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...

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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

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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...

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Workshop...

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