



St Peter's Eaton Square C of E Primary School **SEND Policy and Information Report**

St Peter's Eaton Square Primary School is a place where every person has the right to be themselves and to be included in a safe and happy environment.

Together, we will realise the potential God has given us.

Updated by Jenna Foley, SENDCo

Approved by:	Achievement, Community and Values Governing Committee	Date:
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1. Aims

St Peter's Eaton Square C of E Primary School is an inclusive school where our main focus is to create the right opportunities, with support and encouragement, to help all our pupils to develop a life-long desire to learn and achieve as much as possible. We have very high expectations for all pupils, especially those with identified SEND and we strive to ensure our pupils with SEND make progress which compares well with the progress of all our pupils.

Our SEND policy and information report aims to:

- set out how our school will support and make provision for pupils with special educational needs or disabilities (SEND);
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Our objectives as a school are to:

- identify and assess children with SEND and additional needs as early as possible;
- work in close partnership with parents, support services and other professional agencies to ensure the best possible outcomes for children with SEND;
- ensure all staff have access to training and advice to support pupils with SEND and quality first teaching;
- provide access to a broad and balanced curriculum that is scaffolded/differentiated in a way that supports children with SEND;
- maximise the progress and achievement for pupils with SEND through an enriching and rigorous curriculum;
- support SEND pupils to become confident learners in life and achieve the greatest independence possible in their learning;
- provide an inclusive education that values equality of opportunity for pupils with SEND and enables their full participation in the life of our school;
- educate all of our pupils to understand neurodiversity and pupil's differing needs;
- develop a culture that embraces diversity and highlights how inclusion is everyone's responsibility.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of the others of the same age, or;
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four broad categories of SEND and they give an overview of the range of needs that should be planned for:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory

The purpose of this policy is to assist the school to identify, assess, monitor and meet the needs of any child who has a learning difficulty or disability.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Jenna Foley (NASENCO Qualification).

The SENDCo will:

- work with the Head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- provide professional guidance to colleagues in the area of SEND in order to secure high quality planning, 'Quality First Teaching' and effective use of resources in order to bring about improved standards of achievements for pupils;
- advise on the graduated approach to providing SEND support;
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- arrange referrals for pupils needing specialist help from outside agencies such as Speech and Language Therapist and Educational Psychologists, liaise with them and ensure that report recommendations are implemented;
- devise, implement, monitor and review intervention programmes for pupils with SEND and measure their impact;
- develop and maintain effective working relationships with parents to promote pupils' learning;

- support teachers to: implement the SEND policy, identify pupils who may require special provision, communicate effectively with parents, write Individual Education Plans (IEPs) and agree specialist provision;
- organise the deployment of resources and monitor their effectiveness;
- train and support teaching assistants in how to follow the recommendations of the Maximizing the Impact of Teaching Assistants (MITA) project to develop pupil independence and to carry out planned intervention programs;
- liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- monitor the implementation of IEPs and the teaching and learning for pupils with SEND, using the analysis to guide further improvement;
- monitor the needs and achievement of pupils with SEND together with colleagues and discuss this at Pupil Progress meetings (held three times per year);
- analyse and interpret relevant national, local and school data to monitor achievement of pupils with SEND, inform the SEND policy, practices, expectations, targets and teaching methods;
- apply for Education, Health and Care plans (EHC plans);
- convene and chair annual reviews of those children with an ECH plan;
- keep own skills updated by reading, researching and attending INSET courses on SEND;
- know how to recognise and deal with stereotyping in relation to disability or race;
- develop effective liaison between schools to ensure that there is good continuity during transition for pupils with SEND;
- work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensure the school keeps the records of all pupils with SEND up to date;
- lead on developing a culture that embraces diversity and highlights how inclusion is everyone's responsibility;
- ensure the curriculum educates all of our pupils to understand neurodiversity and pupil's differing needs.

4.2 The SEN governor

The SEN governor will:

- help to raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this;
- work with the Head teacher and SENDCo to determine the strategic development of the SEN policy and provision in the school.

4.3 The Head teacher

The Head teacher will:

- work with the SENDCo, Lead LSA and SEN governor to determine the strategic development of the SEND policy and provision within the school;
- have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- ensuring they follow this SEND policy;
- ensuring 'Quality First Teaching' which includes assessing, planning and teaching all children to allow them to make progress with their learning;
- adhering particularly to teaching standard point 5, *'to adapt teaching to respond to the strengths and needs of all pupils'*;
- ensuring the progress and development of SEND pupils in their class, including where pupils access support from teaching assistants (TAs) or specialist staff;
- providing a differentiated curriculum which provides learning experiences that are relevant to the needs of pupils with SEND;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- their pupils' learning when they are involved in intervention programs;
- working with the SENDCo to review each pupil's progress and development and decide on any changes to provision;
- identifying pupils who may require special provision and to be placed on the school's SEND register (with support from the SENDCo);
- writing IEPs, with support from the SENDCo as necessary, and place them on the school system;
- ensuring IEPs are shared, developed and reviewed with the parents and pupils three times a year;
- follow the seven key recommendations from the MITA project for making best use of TAs (see appendix);
- directing TAs to follow the 'Scaffolding Framework' from the MITA project (see appendix) when working with SEND pupils and ensure that TAs are fully aware of the pupils' IEP targets;
- follow the curriculum which will ensure all of our pupils to understand neurodiversity and pupil's differing needs;
- promote a culture that embraces diversity and highlights how inclusion is everyone's responsibility;
- attending INSET and courses when appropriate.

4.5 Teaching Assistants

TAs will:

- use the 'Scaffolding Framework' from the MITA project (see appendix) when working with SEND and all pupils;
- support the class teacher to implement the targets in pupils' IEPs;
- carry out intervention programmes and keep records updated;
- communicate with other professional agencies involved with pupils with SEND, with the SENDCo's support;
- promote a culture that embraces diversity and highlights how inclusion is everyone's responsibility;
- attend INSET and courses when appropriate.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

5.2 Identifying pupils with SEND and assessing their needs

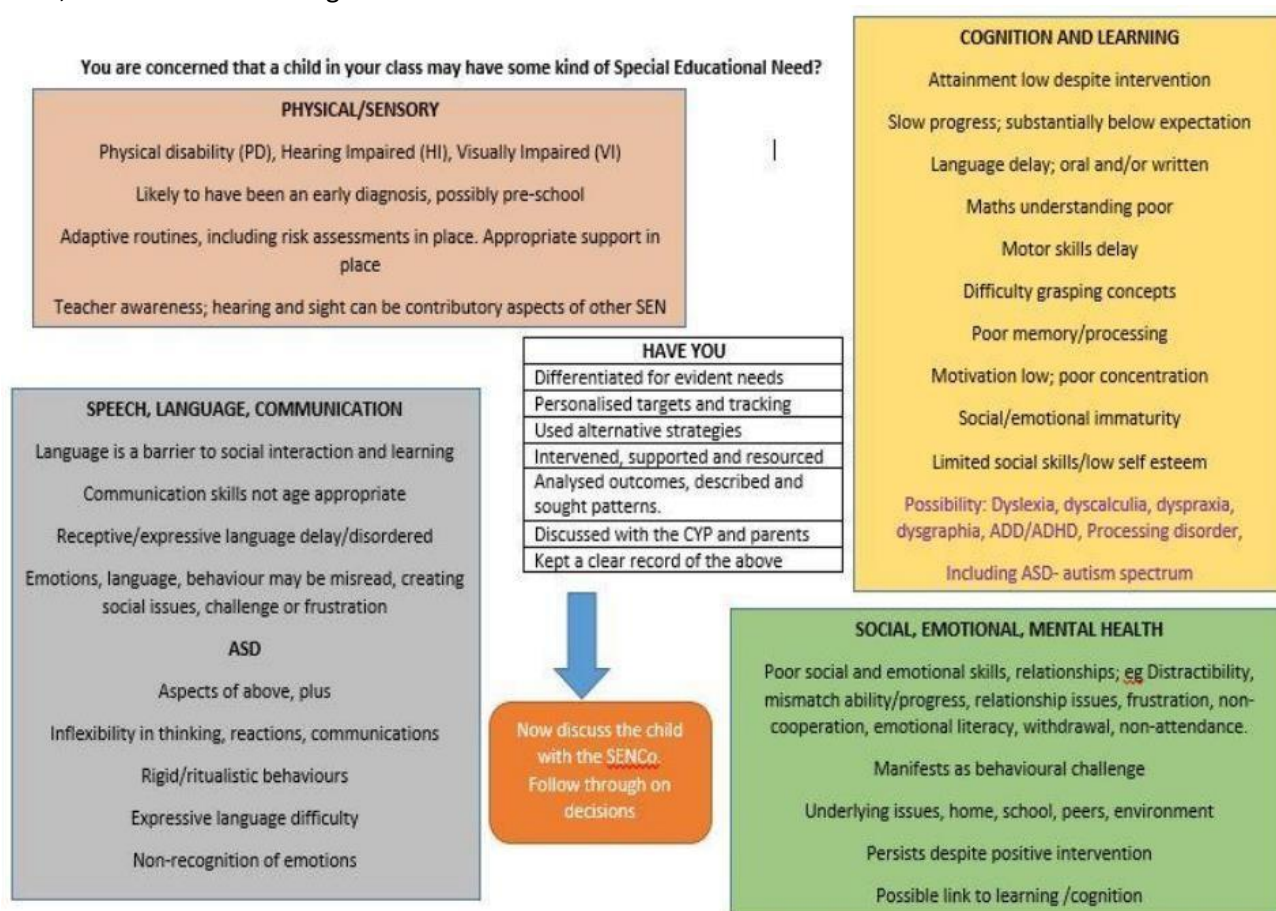
We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



NB; Any areas of concern need to have firm evidence, as described in the central box.

5.3 Consulting and involving pupils and parents

The class teacher may have an early discussion with the pupil and their parents when identifying whether they need special educational provision. This may be through an arranged time to discuss the concerns or at a parent/teacher consultation meeting.

Mrs Foley (SENDCO), may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

At St Peter's Eaton Square C of E Primary School, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.

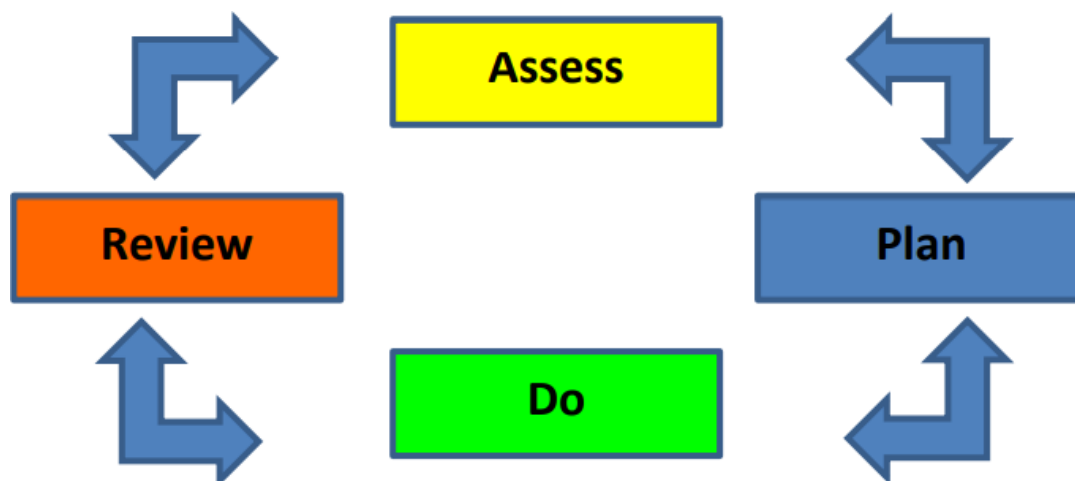
You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and others.

You and your child will be encouraged to help formulate the targets on your child's IEP and will review them termly.

If your child has an Education, Health and Care plan (EHCP) you and your child will be able to share your views at the Annual Review.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



Assess:

It is important to identify those children with SEND at the earliest opportunity, preferably in the Early Years Foundation Stage. Assessment includes observation for the Foundation Profiles and a baseline assessment on school entry in the Foundation Stage. From Year 1 onwards children will be assessed three times a year in reading, writing and maths and in Year 2 and Year 6 there are SATs. This is in addition to high quality formative assessment that is carried out daily in the classroom. St Peter's may also draw on more specialised assessments, for example from the Westminster Outreach Service and the Occupational therapy service. Parents will always be consulted when decisions are made to involve specialists.

Pupil progress meetings are held regularly throughout the year and involve the discussion of individual pupils by the Head teacher, SLT members (including the SENDCo) and the class teacher.

Children's progress through the school is tracked on OTrack and the SENDCo analyses the progress of pupils with SEND regularly.

At the assessment stage, when concerns are raised, parents will be informed so they have a good understanding of their child's areas of difficulty and can be involved in providing extra information to aid the assessment process. Early interventions may be put in place with agreed outcomes.

Where, despite Quality First Teaching (QFT) that is targeted at the pupils' area of weakness, pupils are identified as making progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap;

The pupil will be identified as having SEN and their name will be placed on the school's SEND register. The views of parents and the child (wherever possible) will be consulted.

Plan

When a child is placed on the register under 'SEND Support', the class teacher, with the parents and the support of the SENDCo will draw up an Individual Education Plan (IEP) for the child and work out the best strategies for achieving the targets, including any interventions proposed. Any necessary available resources will be allocated to help the child achieve the targets. The Child will also be involved in this process.

Do

The class teacher remains responsible for the child's learning and they should work closely with the SENDCo, TAs, specialist staff involved, to plan and assess the impact of support and interventions and how they will be linked to classroom teaching.

Review

IEPs will be reviewed three times per year and the effectiveness of support interventions and their impact on the pupils' progress will be reviewed and evaluated in line with the agreed dates. Parents and pupils will be consulted and the evaluation will be used to set new targets and possibly revise the support being provided. If a child has an EHC plan, an annual review will be held each year. Annual Reviews of the child's progress are conducted in school where all relevant parties are invited to attend according to the requirements of the Code of Practice. IEPs are produced, in conjunction with other professionals involved, to work towards achieving the goals identified in the child's initial or subsequent annual review. Progress of all children with SEND can be evaluated and/or measured as follows:

- by monitoring their individual targets (IEPs)
- by monitoring attainment levels recorded in class whole school assessments detailed above and looking for sustained progress appropriate to the children
- by baseline and post intervention assessment where specific time limited interventions are put in place for the child
- by considering feedback from the child
- by considering feedback from the parent

If, as a result of the additional or different support received, the child is no longer considered to have SEND (ref criteria below), then, in close consultation with the child's parents that child's SEND records are closed. The criteria used in the school are as follows:

- a) The attainment gap has narrowed between him/her and his/her peers.
- b) His/her rate of progress has improved

- c) He/she now has full access to the curriculum
- d) He/she has improved levels of self-help & social personal skills

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Education Health Care Plan

In a small number of cases however, when a child makes little or no progress in spite of measures put in place under the SEN support and continues to demonstrate a significant cause for concern, where his/her needs cannot be reasonably met through the school's SEND support provision, the SENDCo, class teacher and parents may feel it is necessary to request that the local authority, in which the pupil resides, conducts an assessment of a pupil's needs. This may lead to an EHC Plan. The school or parents may also request an assessment from the local authority as soon as they are placed onto the SEND register if their needs are severe or complex.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We liaise as closely as possible with the school or nursery your child is transferring from to identify any individual needs and how best to support your child in school.

While at St Peter's we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

St Peter's makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.

If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

5.6 Our approach to teaching pupils with SEND

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.

- High Quality First Teaching (QFT) is our first step in responding to pupils who have SEND. QFT includes differentiation strategies to meet the individual needs of pupils. We use the term 'differentiation' to mean when teachers adapt how they teach in response to a pupil's needs. Included in this definition is 'scaffolding' which is our main approach to differentiation. Scaffolding is when pupils work to the same learning objective as their peers but with added 'scaffolds' such as word banks, visuals, sentence starters, further modelling opportunities from an adult, more detailed 'Steps to Success' or leaning chunked into smaller, more manageable steps.
- We discuss SEND support in three levels: universal strategies (what works in class), targeted strategies (specific interventions) and specialist strategies (involving another professional)
- In order to implement QFT, every teacher needs to know their learners and where they are in their learning journeys in relation to the curriculum. This achieved by high quality formative assessment.
- In line with QFT, our TAs are trained using the 'Scaffolding Framework' taken from the MITA project. This puts an emphasis on developing all pupils' independent learning skills wherever possible (see appendix).
- We will also provide a varied range of interventions to support the individual needs. These intervention and targets are what should be recorded is the 'different from and additional to' support which an individual may require to meet their needs beyond the usual differentiation.
- We educate all of our pupils to understand neurodiversity and pupil's differing needs;
- We promote a culture that embraces diversity and highlights how inclusion is everyone's responsibility;

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by using scaffolding techniques, use of manipulatives etc
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Through all subjects, an inclusive broad and balanced curriculum is provided for all children.
- Every member of staff has a responsibility to use best practice to ensure the progress and well-being of all SEND children.
- We try to ensure that activities offered in school are carefully planned to include all children, regardless of SEND. In addition, the implementation of the Equality policy helps to ensure that children with SEND have their voice heard including representation of pupils with identified SEND on our school council.
- Teaching Assistants will be deployed by needs basis to support in class and implementing interventions.

We may also provide the following interventions:

- Social stories
- Speech and language interventions: language for thinking, Language for behaviour and emotions, shape coding, Talk Boost, bespoke word interventions, word aware (an approach to teaching vocabulary)
- Attention Builders, Lego therapy
- RWI Phonics intervention programmes- Fast Track (5-8 yrs) and Fresh Start (9-11yrs)

- Pre-teaching and re-teaching of vocabulary and text
- Individual reading
- Conversation skills groups (i.e. weavers)

5.8 Expertise and training of staff

Our SENDCo and Deputy hold the national qualification for SEN.

We have a team of 9 teaching assistants, including 2 higher level teaching assistant (HLTA).

The SENDCO holds weekly TA meetings to train all TAs to implement the Scaffolding Framework from the MITA project.

Our teachers and Teaching Assistants are trained in a broad range of interventions and regularly receive training, relevant to their current situation, to support them in providing the highest quality, personalised and focused interventions possible for our pupils.

We work with a broad range of agencies to provide support for pupils with SEN.

5.9 Securing equipment and facilities

No child should be denied access to areas of the curriculum in terms of limitations of physical ability. However, the Victorian building does not lend itself easily to adaptation.

The school is continuing to develop facilities and access for pupils with SEND as outlined in the Accessibility Plan.

- The school uses ICT support to aid with learning, use of lap tops and ipads
- Fidget toys, therra bands
- Noise cancelling headphones
- Gross and Fine motor skills support equipment (i.e. Wedge seating cushions, pencil grip supports).

The Head teacher informs the governing body of how the funding allocated to support SEN has been employed. Pupils with an EHC plan, have their needs, as described in their EHC plan, met through the appropriate deployment of resources and staff. External agencies such as the EP service, will be deployed by the SENDCo on a needs basis.

TAs (whose time is not allocated to a child with an EHC plan) are deployed in classrooms to support pupils' learning or to carry out interventions that are planned by the SENDCo. There may also be the allocation of specialist equipment and different or additional learning materials that will also be resourced.

5.10 Evaluating the effectiveness of SEND provision

To monitor children's progress and the effectiveness of SEND provision the following takes place:

- termly assessments of all children in the core subjects (Reading, Writing, Maths and Science);
- termly pupil progress meetings are carried out with the class teacher and SLT to discuss progress, attainment, intervention and support in place and the impact of these. This is fed into the support 'Plan Do Review Assess' model;
- IEP (Individual Educational Plans) review meetings each term. Progress towards identified targets is assessed and targets adjusted as needed, with a plan for how to support the child to meet these targets;
- Annual review meetings each year for children who have an EHC plan (Education and Health Care plan). These take place twice a year if below the age of 5 Years;
- monitoring by the SENDCo – lesson observations/learning walks/book looks/data analysis

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing the impact of interventions after a pre-agreed number weeks
- Using pupil questionnaires
- Monitoring by the SENDCo – lesson observations/learning walks/book looks/data analysis
- Using IEP outcomes to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Sayer's Croft Activity Centre.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admission arrangements are the same for pupils with and without SEND. If it is known that a child due to start at St Peter's Eaton Square has SEND, the SENDCo and class teacher will make every effort to contact the current school setting to obtain as much information as possible in order to facilitate a successful transfer to this school.

We regularly review the steps we have taken to prevent disabled pupils from being treated less favorably than other pupils

The school's accessibility plan which you can find our school's accessibility plan on the school website.

5.12 Support for improving emotional and social development

At St Peter's we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that, in particular, your child's class teacher, the teaching assistants and the SENDCo are available to provide support to match your child's needs.

Please contact your child's class teacher if you have any concerns.

At St Peter's:

- We have adopted the Zones of Regulation approach to make all pupils aware of their emotions and strategies to self regulate
- We follow the 'Emotion Coaching Steps' when dealing with all behavioural incidents
- Pupils with SEND are encouraged to be part of the school council
- We have a zero tolerance approach to bullying
- We have a school councilor who works with individual and groups of children
- We have an Education Mental Health Practitioner working to support our pupils' mental health needs through working with their parents and teachers
- We run nurture/friendship support groups when needed
- We have conversation skills groups in natural settings such as weavers group.

5.13 Working with other agencies

If a Class teacher, in partnership with the SENDCo and the child's parents, feels that a child with SEND would benefit from access to external support services (such as speech therapy, occupational therapy educational

psychologist, specialist advice from the Westminster QE2 outreach service- Autism Advisory Team, The school councilor or Education Mental Health Practitioner), a referral is made by the school to which all parties will have contributed. Close liaison is kept with specialised outside agencies working with individual children.

- Speech and Language Therapist, Liz James
- Educational Psychologist, Amy Moore
- School Nurse, Shevaughn Seedall
- For Parent support information please visit the Westminster Council page:<https://www.westminster.gov.uk/parenting-services-information>
- School councilor, John Collins
- Education Mental Health Practitioner, Aramide Salami
- Occupational therapist (Individual contact basis)
- Early Help (at the Bessborough), Carolyn Ross

5.14 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

If you have any queries or need further clarification, please do not hesitate to contact a member of the City of Westminster Special Educational Needs team, who are based at the address below:

The Town Hall, 2nd Floor, Green Zone, Hornton Street, W8 7NX

Telephone: 020 7361 3311

5.16 Contact details for raising concerns

Talk to your child's class teacher about your concerns. It is likely that the class teacher will have discussed your concerns with the school SENDCo, Mrs Foley. You may wish to arrange a meeting with Mrs Foley through the school office. If you continue to have concerns arrange to discuss these with Mrs Carrington, Head teacher, through the school office.

5.17 The local authority local offer

Our local authority's local offer is published here: [SEND Local Offer | Westminster FIS \(openobjects.com\)](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Mental Health and Well Being Policy
- Anti-bullying policy

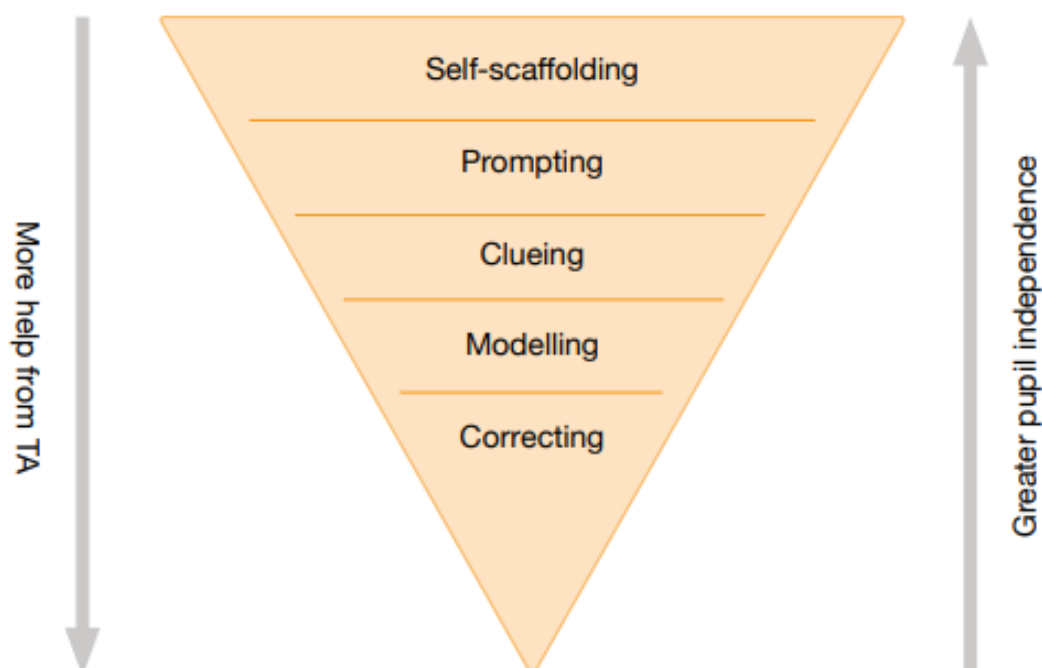
MAKING BEST USE OF TEACHING ASSISTANTS

Scaffolding framework for teaching assistant-pupil interactions

This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning. TAs should move down the layers in turn.

The initial expectation is that pupils self-scaffold whilst

the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.



Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolding can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do next?'; 'What's your plan?'; 'You can do this!'

Clueing

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.








Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) *The teaching assistant's guide to effective interaction: How to maximise your practice*, published by Routledge.



MAKING BEST USE OF TEACHING ASSISTANTS RECOMMENDATIONS SUMMARY

	The effective use of TAs under everyday classroom conditions		The effective use of TAs in delivering structured interventions out of class	Integrating learning from work led by teachers and TAs	
Sections are colour coded for ease of reference	<div data-bbox="325 409 481 1187"> <div>1</div> <div>TAs should not be used as an informal teaching resource for low attaining pupils</div> <div></div> <div> <p>The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers.</p> <p>Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option.</p> <p>School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p> </div> <div> <p>Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions (see Recommendations 5 and 6).</p> </div> <div>Page 13</div> </div>	<div data-bbox="652 409 809 1187"> <div>2</div> <div>Use TAs to add value to what teachers do, not replace them</div> <div></div> <div> <p>If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p> </div> <div> <p>Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions (see Recommendations 5 and 6).</p> </div> <div>Page 14</div> </div>	<div data-bbox="978 409 1155 1187"> <div>3</div> <div>Use TAs to help pupils develop independent learning skills and manage their own learning</div> <div></div> <div> <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p> </div> <div>Page 15</div> </div> <div data-bbox="1155 409 1305 1187"> <div>4</div> <div>Ensure TAs are fully prepared for their role in the classroom</div> <div></div> <div> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.</p> <p>During lesson preparation time ensure TAs have the essential 'need to know's':</p> <ul style="list-style-type: none"> • Concepts, facts, information being taught • Skills to be learned, applied, practised or extended • Intended learning outcomes • Expected/required feedback. </div> <div>Page 16</div> </div>	<div data-bbox="1305 409 1474 1187"> <div>5</div> <div>Use TAs to deliver high quality one-to-one and small group support using structured interventions</div> <div></div> <div> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2-0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> </div> <div>Page 19</div> </div> <div data-bbox="1305 409 1474 1187"> <div>6</div> <div>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</div> <div></div> <div> <p>Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:</p> <ul style="list-style-type: none"> • Sessions are often brief • (20-50mins), occur regularly (3-5 times per week) and are maintained over a sustained period (8-20 weeks). Careful timetabling is in place to enable this consistent delivery • TAs receive extensive training from experienced trainers and/or teachers (5-30 hours per intervention) • The intervention has structured supporting resources and lesson plans, with clear objectives • TAs closely follow the plan and structure of the intervention • Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child • Connections are made between the out-of-class learning in the intervention and classroom teaching (see Rec 7). </div> <div>Page 20</div> </div>	<div data-bbox="1474 409 1493 1187"> <div>7</div> <div>Ensure explicit connections are made between learning from everyday classroom teaching structured interventions</div> <div></div> <div> <p>Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to base allows relatively little connection between what pupils experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.</p> </div> <div>Page 23</div> </div>
For more information see the report on:					