

St Andrew's CEVC Primary School, Great Yeldham.

LEARNING SUPPORT ASSISTANT POLICY



Reviewed Autumn Term 2010
(Maria Trappitt)

St. Andrew's CEVC Primary School
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Great Yeldham
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Introduction

At St Andrew's we value the team approach as the way forward, which provides a supportive learning and teaching environment for all those involved in the life of the school. Human resources are all essential and our most valuable asset.

Learning support staff work with teachers in the classroom, helping pupils progress with their learning. They include Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs).

The purpose of this document is to better inform Learning Support Assistants of their role and its impact on learning and teaching which should support them in making better judgements about how the children are performing.

Rationale

- Learning Support Assistants (LSAs) are highly valued and integral members of the school community undertaking a broad range of complex and challenging tasks.
- The LSA plays a central role in the successful implementation of the school's policies for pupils with Barriers to Learning and Participation (BLP), Equal Opportunities and Learning and Teaching policies.
- Class Teachers and LSAs working co-operatively and collaboratively in the classroom are modelling positive interpersonal relationships, which the school believes to be fundamental to successful learning and teaching.
- The school is committed to teamwork in its approach to learning and teaching. LSAs are members of the staff team, flexibly deployed most effectively to maximise pupil achievement.
- The presence of the LSA in the classroom facilitates a flexible approach to classroom practices, supporting the inclusive approach of the school.
- One of the purposes of this document is to raise awareness of the importance of Learning Support Assistants at St Andrew's and to ensure their roles and responsibilities are understood by the whole school community.

Aims

The key aims that underpin the role of the LSA are:

- To enable all pupils to gain full access to the entire curriculum, and particularly in the areas of Literacy and Numeracy.
- To support the work of the head teacher, SENCO and class teachers in meeting the needs of pupils on the Essex Stages of Assessment (ESA).
- To foster the full participation of pupils in the social life of the school.
- To enable all pupils to become independent readers.
- To support pupils in becoming independent learners.
- To support pupils in developing appropriate patterns of behaviour.
- To extend the language opportunities of all pupils,
- To enable pupils to have collaborative learning experiences with their peers.
- To promote peer group support.
- To support and extend the learning experiences of all pupils.
- To enable pupils to experience success.

Implementation

The school's responsibilities:

LSAs are expected to be flexible in their roles across the school. The school encourages LSAs to work in both Key Stages, where appropriate. A variation on the Performance Management system, for the class teachers, is used to encourage personal development. Governors, in liaison with the head teacher of St Andrew's, recognise the importance of LSAs and that their employment assists the development of all pupils towards independent learning.

St Andrew's recognises that training is critical to the development of staff potential and seeks the best means of ensuring each LSA is given the opportunity to attend relevant courses.

The school undertakes to:

- Ensure that LSAs have access to all school policies.
- Provide LSAs with a base to store materials and belongings.
- Ensure LSAs receive pay for courses attended outside their contracted hours which have been agreed as being of benefit to the school within the context of the School Improvement Plan (ScIP).
- Include LSAs in all Curriculum and School Development Days.
- Ensure LSAs are invited to attend relevant Staff Meetings and have access to the minutes of these meetings.
- Provide LSAs with clear and specific job descriptions.
- Provide LSAs with opportunities to extend their knowledge and skills through observation of colleagues.
- Ensure LSAs are included in and understand the communication systems within the school.
- Provide LSAs with regular professional development meetings.
- Ensure the opportunities for career progression are explored.
- Provide a consistent approach to the work of the LSA throughout the school.

The class teacher's responsibilities:

The day-to-day in-class management of the LSA, at St. Andrew's, is the responsibility of the class teacher. Class teachers retain responsibility for the learning and teaching of all the pupils in their class.

The class teacher undertakes to:

- Arrange liaison time with the LSA.
- Indicate on planning documents the role of the LSA for the session.

- Ensure the LSA knows and understands the objectives, targets, strategies and teaching approaches for the session.
- Ensure the LSA knows and understands their role in the session.
- Include the LSA in the preparation of materials for the session - whenever possible!
- Include the LSA, where possible, in the planning and evaluation of sessions.
- Deploy the personal skills and expertise of the LSA to best effect.
- Support the LSA within an effective working relationship.
- Ensure the LSA is familiar with the organisation and management of the classroom.

The LSAs Roles and Responsibilities.

LSAs work with individuals, groups and where agreed, with the whole class under the supervision of the class teacher. It is essential that the LSA is sensitive and responsive to the constantly changing levels of support required by any individual pupil. The LSA can make a major contribution in enabling pupils to become independent learners and to develop positive relationships with their peers, their class teacher and other adults. LSAs will have a clear understanding of their roles and responsibilities.

The LSA undertakes to:

- Possess good organisational skills.
- Possess good levels reading, writing and numeracy skills.
- Contribute to the planning and review of Individual Education Plans (IEPs).
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- Establish and maintain positive relationships with pupils. Support the class teacher within an effective working relationship.
- Foster and encourage positive relationships amongst pupils.
- Foster and encourage positive relationships amongst each other and all other adults in the school.

- Manage behaviour in line with the school's Behaviour Policy.
- Maximise peer group support.
- Assist in ensuring pupils have understood the task and the instructions.
- Help pupils remain on task.
- Offer encouragement and frequent, genuine and specific praise.
- Contribute to the planning process (when possible).
- Assist in enabling pupils on ESA to meet their targets.
- Record and report relevant information about pupils to the class teacher.
- Maintain a brief written record of their work on the appropriate forms.
- Assist in mentoring new LSAs.
- Undertake training and development.
- Observe confidentiality.
- Have high expectations of all pupils.
- Disseminate knowledge and skills gained from training with colleagues.
- Contribute to the assessment, recording and reporting of pupil achievement.
- Support pupils in self-assessment and self-review.
- Support pupils in developing thinking, learning and organisational skills.
- Liaise with parents under the guidance of the class teacher.

The Head teacher's responsibilities:

- Responsibility for the co-ordination, leadership and management of LSAs lies with the head teacher.

The head teacher undertakes to:

- Identify the overall support needs of the school.
- Ensure LSAs are familiar with the procedures for identifying pupils with BLP.
- Identify the support needs of pupils and class teachers.
- Organise and review LSA timetables.
- Monitor and evaluate the impact of the deployment of LSAs.
- Arrange the procedures for the recruitment of LSAs.
- Organise and deliver an induction programme for LSAs.
- Attend Learning Support Team meetings, when appropriate, led by the SENCo.
- Organise training and development for LSAs.
- Plan and deliver training sessions for LSAs.
- Inform Governors about support issues and resource implications.
- Ensure LSAs have access to relevant IEPs and ESA documents.
- Ensure LSAs have access to the resources and materials available.
- Support the LSAs within an effective working relationship.
- Ensure LSAs have the opportunities to support one another.
- Invite LSAs to SENCo meetings with parents, where appropriate.
- Familiarise LSAs with appropriate school policies.

Equal Opportunities

There are numerous development opportunities and qualifications for support staff, to which all LSAs at St Andrew's have access, if required.

Barriers to Learning & Participation

This policy addressing BLP issues.

Assessment Recording and Reporting

LSAs will assist the class teacher and the head teacher in the assessment, recording and reporting of pupil progress, by feeding back their observations and assisting in the writing of IEPs, where necessary.

Reviewed by Maria Trappitt – **September 2010**

Shared with staff - **October 2010**

Shared with Governors **November 2010**

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