



## CALLINGTON COMMUNITY COLLEGE (FOUNDATION SCHOOL)

# POLICY ON THE USE OF NON-TEACHING STAFF TO SUPPORT THE LEARNING OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

### **Aims**

- To ensure that each individual student with SEN receives the appropriate and relevant support in terms of type and nature, as assessed by our professional staff, to meet their individual learning needs.
- To ensure that the learning of each student with SEN is supported effectively within the context and operation of the college curriculum and to the benefit of the learning of all students.
- To provide each individual SEN student with a variety of learning and support experiences, which is in line with the philosophy of the college in relation to all students.
- To enable all non-teaching staff involved in supporting the learning of SEN students to develop an area of expertise and to develop professionally.
- To ensure that through the support provided that each individual student with SEN is treated as an individual with access to the same range of opportunities, experiences and quality of education as all other students.

### **Nature of support**

At the start of each academic year, and at regular other intervals depending on a student's need, professional staff at the college will assess the learning needs of each individual student with SEN. After this has been done the most appropriate type of support will be allocated to the student.

The type of direct support could be in the form of one to one support, group support, small group work, independent learning, ICT support, specialist assessment, mentoring/tutoring and other types of support.

Support may also be in the nature of the style/approach to learning adopted by a specific subject or activity, or by the use of technology.

There will be no one single form of support, the support provided for each child is likely to take a variety of forms.

## Operation of support

### *The use of Teaching Assistants*

There will be three self-managing distinct groups of teaching assistants providing different levels of expertise:

#### ➤ ***Medical specialist team:***

- This team will be managed by a Senior TA and will provide mainly direct in—lesson support and technological aids for support.
- The TA will primarily be with the SEN student but will also offer support to other students with learning needs in each lesson.
- These TAs will always be timetabled first.
- In some cases support for students with medical needs may be provided by TAs in other teams (in PE and the focus groups), in such cases the medical TA team will provide relevant training.
- The Senior TA managing this team will provide cover for absent TAs and this team will provide information and training in medical matters for other staff.
- Each of the TAs will have a responsibility for developing student IEPs.

#### ➤ ***Behaviour specialist team:***

- This team will be managed by a Senior TA and will provide a range of support, including placement in the Student Support Unit (SSU), Learning Support Unit (LSU) and in-class.
- This team will be trained in behaviour management strategies and will work closely with teachers to manage student behaviour.
- This team will manage students with statements of SEN and other students with behavioural needs.
- Some TAs will work permanently in the SSU or LSU, others in-class or with small groups.
- Some students with a statement may well be provided with a fixed timetable of support, other students will be provided with support as and when it is needed.
- Each week a meeting of the TA team and senior pastoral staff will take place to arrange support for the following week.
- This team will monitor student behaviour and liaise with teaching staff.
- Each TA will have a responsibility for a group of students with behavioural needs and will closely mentor the students, liaise with parents and where necessary develop IEPs.

➤ ***Learning Support Team:***

- This team will be managed by the SENCO.
- A few TAs in this team will be designated to work in specific subject areas - PE, Focus Groups, English/Literacy, Maths/Numeracy, Youth Award - although the remainder will be allocated on a fixed termly basis to particular lessons.

***General operational points***

- The SENCO is responsible for the overall training and development of all TAs.
- There will be a weekly management meeting of the support team - Director of Behaviour, SENCO, Senior Medical TA and Senior Behaviour TA and Managers of the SSU and LSU.
- Any short term absence of learning TAs will be covered by other support staff.
- There will rarely be more than one TA in a lesson.
- Teaching staff will be trained in the effective use of TAs and in the development of appropriate learning strategies for students with SEN by the SENCO.
- Most TA support will be placed in Years 7 and 8 unless there is medical need, or in specialist teaching groups, such as Combined Studies in order to maximize development and also to help older students to develop individual learning skills.

***The use of technicians***

Technicians in practical subjects - Science, Design and Realisation and Food - should be used whenever possible to provide in-class support during practical lessons and to cover for particular TA absences from their particular subject area.