

CLASSROOM STRATEGIES

Role of Support Staff

Children and young people with a statement of special educational need for severe learning difficulties will have support from a teaching assistant. The following document gives suggestions for the effective deployment of such staff in order to enable the access and inclusion of children and young people with severe learning difficulties. The main role of support staff is to consider the ultimate goal as 'independence' for the child or young person in terms of developing socially and emotionally as well as in their ability to learn and work independently.

Roles and Responsibilities

- Should have a clear job description
- Be aware of their roles and responsibilities
- Be aware of school policies
- To respect the confidentiality of information for all children and young people.

Work as part of a team.

- Contribution to planning and evaluation. To work with the teacher to plan suitably differentiated programmes of study, to deliver individual programmes of work as identified by the class teacher or external agencies. To carry out individual assessments as directed by teacher. To share information gained through observational assessments of child or young person to assist the teachers future planning
- Work alongside other staff to develop their own skills.

Personal and Continued Professional Development

- Develop and share personal skills
- Attend INSET training in school
- Attend training provided by external agencies
- To undertake specialised training in relation to the needs of individual children and young people.

Communication

- Be aware of how information is disseminated within the school; staff briefings, notice boards etc.
- Be aware of channels of communication within the school. Teachers may wish to speak to parents, outside agencies themselves, others may be happy with feedback from support staff
- Liaison. To liaise with external agencies, home and other staff to ensure important and relevant information is shared

General Guidelines for supporting children and young people

- To promote independence in areas of self- help, personal organisation and learning.

- Encourage independent behaviour and work
- Encourage interaction with peers at break times but also allow the child or young person to be solitary if they wish to be
- To prepare individual materials to facilitate the child/young person's inclusion for example symbol grids
- Create a clear and safe working environment
- Consider seating position in relation to teacher and other pupils
- Do not always sit next to the child or young person you are supporting. Sit within the group or with a nearby group
- Be aware of 'learnt helplessness'. Where a child or young person becomes dependant on an adult, unable to think or speak for themselves
- Give the child or young person opportunities to develop decision and choice making skills