

# Mansbridge Primary School

## Special Educational Needs & Disabilities Policy

Adopted: May 2016

Review date: May 2017

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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March came into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Southampton that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The SEND local offer for Mansbridge Primary can be found on the school website.

## Mission statement

### Engage, Enjoy, Excel

Here, at Mansbridge Primary School, we place the children and their needs at the centre of everything that we do. Our curriculum is constantly changing and adapting to the children in our care.

We believe that children learn best when:

- ◆ their basic needs are satisfied
- ◆ they have a sense of belonging
- ◆ the work is relevant, understood and has appropriate challenge
- ◆ links are made to other experiences and prior knowledge is activated
- ◆ emotions are managed
- ◆ there are no distractions and disturbances
- ◆ high expectations are shared and achieved
- ◆ children are partners in their own learning
- ◆ a risk-taking atmosphere is fostered
- ◆ they are happy, interested, motivated and involved
- ◆ they feel confident, secure and are aware of expectations
- ◆ all successes are recognised and celebrated
- ◆ they are engaged in their learning

We believe that, as a healthy school, we must promote social inclusion, make explicit contributions towards tackling health inequalities and encourage high standards of healthy lifestyles and citizenship.

## 1. Aims and objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

### Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated

by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Occupational Health Services...
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

## 2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mr M. Sheehan, the Head teacher.
- The person co-ordinating the day to day provision of education for pupils with SEND is Miss G Lowenstein, the SENCO.
- There is a named governor (Jane Braithwaite) who takes responsibility for SEND throughout the school
- There are eleven class based LSAs. This includes 5 Foundation LSAs and one non-class based. The role of the class based LSAs is to support children within class, work towards class targets and IEP targets, support the emotional and social needs of the children within their class and interventions, in class or across the school if needed. They also have a role in assessment and recording of progress being made.
- The role of the non-class based LSA is to work with children with Speech and Language difficulties across the school
- There is also a Home/school liaison and Emotional Literacy role. She works with children in school to support them with their emotional literacy as well as working with families at home and social services if required. She works closely with the school nurse on medical issues.
- The SENCO will meet with the LSAs on a regular basis to ensure the monitoring of provision and training needs are met. The LSAs will attend training relevant to their role. This may be as part of whole staff training or personalised for them led by the SENCo or other relevant member of staff.

- The SENCO will work closely with and give advice to the class teachers who are usually the first people in school to highlight a problem or specify a need. Class teachers, LSAs and the SENCO liaise frequently to discuss the progress of pupils. Termly intervention meetings are planned in to the school's monitoring and evaluation timetable. These are held between the class teachers and SENCO to discuss interventions required and arrange timetables. This happens after the teacher's progress reviews with the head teacher.
- The SENCO reports to Governors and the Leadership and Management Team (LMT) regularly. The SENCO will also complete termly analysis of children's progression and update the SEN register.

The Governing Body has a statutory responsibility for:

- helping to determine the policy
- adopting the policy
- reviewing and evaluating the policy
- The SENCO will be responsible for devising and reviewing the SEND policy, which will then be presented to the Governors for approval. The Governors will report to parents on the evaluation of the policy, the development of resources, amendments to the policy and future planning.

### **3. Arrangements for coordinating SEN provision**

The SENCO will hold details of all SEN records for individual pupils.

**All staff can access:**

- The Mansbridge Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision maps and intervention timetables
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision.

## **4. Admission arrangements**

Please refer to the information contained in our school prospectus and on our school website.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## **5. Specialist SEND provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary. This support is accessed through the Primary Heads Inclusion Group (PHIG) where we can request support from Springwell, Vermont, and/or Compass Alternative Provision, which is all coordinated by SAOS (Southampton Advisory Outreach Service)

## **6. Facilities for pupils with SEND**

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details. The school will not discriminate against disabled pupils and prospective pupils in the provision of education and associated services in schools (such as the Breakfast club) and in admissions and exclusions.

## **7. Allocation of resources for pupils with SEND**

Some pupils with SEND may access additional funding if they have a EHC plan with attached hours but this is not always the case. If additional funding is given for support, school funds the first 12 hours of this. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

## **8. Identification of pupils needs**

### **Identification**

See definition of Special Educational Needs at start of policy.

### **A graduated approach:**

#### ***Quality First Teaching***

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

### ***SEN Support***

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### ***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.



### ***Plan***

Planning will involve consultation between the teacher & SENCO to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### ***Review***

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment

leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>

or by contacting Southampton information, advice and support service which offers advice to parents on:

**023 8055 7607**

[ias@southamptonmencap.co.uk](mailto:ias@southamptonmencap.co.uk)

[www.southamptonmencap.org](http://www.southamptonmencap.org)

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Southampton City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEND**

The Head teacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

There will be no discrimination against children with special needs. All children are welcome at Mansbridge through the standard admission arrangements. Mansbridge does not have particular specialism or special needs units. It does, however ensure that all children will be given access to the broad education laid down in the National Curriculum, regardless of any special needs. There are adaptations for the physically disabled and wheelchair access is difficult at present in some areas of the school, although it is basically a ground floor site (see accessibility plan).

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaire, informal discussions and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on an individual provision map, which are updated termly or when the intervention is changed. These are updated by the admin staff under direction of the SENCO and are monitored by the SENCO. These reflect interventions pupils are having and are a record of all of the interventions they have been on since being at Mansbridge. These interventions are monitored and evaluated termly by the SENCO. This helps to identify whether provision is effective.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

## **13. In service training (CPD Continued Professional Development)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCO attends relevant SEND courses, cluster SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified

through the use of provision management (see Section 11).

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

## **15. Working in partnerships with parents**

Mansbridge Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service, Southampton Information, advice and Support Service, where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

## **16. Links with other schools**

The school works in partnership with the other schools in the cluster including at least termly cluster meetings between SENCOs. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

## **17. Links with other agencies and voluntary organisations**

Mansbridge Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Southampton Psychology Service

- CAMHS (Child and Adult Mental Health Services)
- Speech and Language Therapy
- 
- Social Services are contacted and advice sought when it is considered necessary
- SAOS (Southampton advisory outreach service) - both accessed through PHIG (Primary Heads Inclusion Group)
- Occupational Health
- Child and Family Guidance
- Any other charity funded support e.g. NSPCC, Buzz network, Simon Says, Winton's Wish

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

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**This policy will be reviewed annually.**

## List of Appendices

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### APPENDIX A

#### A. Glossary of terms:

SEN Co-ordinator or **SENCO** - Member of staff who is responsible for co-ordinating SEN provision at the school

**LSA**: Learning Support Assistant.

Member of staff who works under the guidance of class teachers for the benefit of the child with special needs but who is line managed by the SENCO

**SEND** Special Educational Needs and Disabilities

**EHCP** Education, Health & Care Plan

**SpLD** Specific Learning Difficulty (such as dyslexia).

**MLD** Moderate Learning Difficulty

**SCLN** Speech, Communication and Language Needs

**ASD** Autism Spectrum Difficulty

**PD** Physical Difficulty

**IEP** Individual Education Plan. This is a plan of action for work and targets drawn up by all relevant parties for a short term. They are revised termly or sooner if necessary.

**IBP** Individual Behaviour plan. This is a plan of action for work and targets drawn up by all relevant parties for a short term. They are revised frequently.

**PHIG** Primary Heads Inclusion Group. Pupils are referred here if additional support is being sought.

**SAOS** Southampton Advisory Outreach Service

**CAMHS** Child and Adolescent Mental Health

**SLT** Speech & Language Therapy

**SALSA** Speech and language support assistant

**ELSA** Emotional Literacy Support Assistant

**OT** Occupational Therapy

## APPENDIX B

### SENCO JOB DESCRIPTION

**Post:** SENCo TLR2

**Responsible to:** Head teacher

**Job purpose:** To support, hold accountable, develop and lead a team of teachers and LSAs focussing on inclusive provision for SEN children, pupils of ethnic minority, children of 'traveller' families and Looked after children to ensure high standards of teaching and learning.

**Responsible and Accountable for:** The progress and attainment of SEN children, pupils of ethnic minority, children of 'traveller' families and Looked after children, throughout the school.

#### **Duties**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. In addition, the Governors expect TLR 2 post-holders to deputise in the short term in the absence of either the Head teacher or Deputy Head teacher if they are not already in this role. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

#### **Teaching and learning**

1. Identify and adopt the most effective teaching approaches for pupils with SEN, pupils of ethnic minority, children of 'traveller' families and Looked after children or any other vulnerable groups.
2. Monitor teaching and learning activities to meet the needs of pupils with SEN, pupils of ethnic minority, children of 'traveller' families and Looked after children or any other vulnerable groups.
3. Identify and teach study skills that will develop pupils' ability to work independently.
4. Liaise with other schools and representatives from 'outside' agencies to ensure continuity of support and learning when transferring, to a new class or setting, pupils with SEN, pupils of ethnic minority, children of 'traveller' families and Looked after children or any other vulnerable groups.

#### **Progress Recording and assessment**

1. Set, monitor and evaluate targets for raising achievement and ensuring a high rate of progress among pupils with SEN, pupils of ethnic minority, children of 'traveller' families and Looked after children or any other vulnerable groups.
2. Collect and interpret specialist assessment data
3. Set up systems for identifying, assessing and reviewing SEN pupils, pupils of ethnic minority, children of 'traveller' families and Looked after children or any other vulnerable groups.
4. Provide termly reports to the head teacher and governing body on the effectiveness of provision for and progress of pupils with SEN, pupils of ethnic minority, children of 'traveller' families and Looked after children or any other vulnerable groups.
5. Develop understanding of learning needs and the importance of raising achievement among pupils
6. Lead and attend consultation meetings including, where appropriate, representatives from other 'outside' agencies.



7. Seek the views of identified pupils and their parents and ensure parents are kept informed about their child's progress.






## **Leadership**

1. Ensure all members of staff recognise and actively fulfil their statutory responsibilities to pupils with SEN as well as pupils of ethnic minority, children of 'traveller' families and Looked after children.
2. Provide regular feedback to colleagues which recognises 'best practice' and supports their progress, resulting in a tangible impact on pupil achievement
3. Provide training opportunities for learning support assistants and teachers to learn about SEN and the needs of pupils of ethnic minority, children of 'traveller' families and Looked after children or any other vulnerable groups
4. Identify resources needed to meet the needs of pupils with SEN, pupils of ethnic minority, children of 'traveller' families and Looked after children or any other vulnerable groups and advise the Head teacher of priorities for expenditure.
5. With the Head teacher, review and evaluate spending on Inclusion to ensure the designated budget allocation is spent in line with learning priorities and best value principles.
6. Create, implement and review a development plan which achieves the relevant objectives of the school improvement plan and which actively involves all staff in its execution.
7. Regularly liaise with the governor responsible for SEN and ensure the SEN policy is reviewed, and where necessary, updated each year.

# My Individual Education Plan

Name:

Date:

Things I find difficult 	My targets 	What I need to do? 	Who's going to help me and when? 	How did I get on? Review... 
4 times tables	To learn my 4 times tables	Practice at home and at school.	Teacher and LSA	
Punctuating my sentences correctly.	To make my sentences shorter and make sure I remember full stops.	To say the sentence through before writing and then read it back to make sure it makes sense.	Teacher and LSA	
Spelling high frequency words correctly.	To be able to spell all 100 high frequency words correctly.	Practice my spellings at home and at school.	Teacher and LSA	
Telling an adult in school when I am upset	To tell an adult at school if I am upset.	Find adults to tell them when something happens that has upset me and complete my feelings diary to discuss with an adult.	Teacher and LSA Parents/Carers	

Agreed by: Teacher \_\_\_\_\_

Parent \_\_\_\_\_

SENCO \_\_\_\_\_

## APPENDIX D

LSA job description

Post title Learning Support Assistant

**Grade** APT & C **Scale** 6

Responsible to Head teacher, SENCO, Class Teacher

### PURPOSE OF THE JOB

- To assist in providing a learning environment that enables all children to learn to the best of their ability.
- To assist the class teacher in the preparation and maintenance of the learning of all.

### KEY TASKS

1. To work with the class teacher and/or the SENCO in maintaining an effective and efficient system of recording the progress of individual children.
  2. To liaise with all other professionals who have contact with individual children.
  3. To assist the teacher in ensuring that parents are fully informed of the progress of their child.
  4. To attend in-service training and staff meetings as directed by the head teacher.
  5. To uphold the school vision and aims with regard to the encouragement and maintenance of the self-esteem of all children.
  6. To be involved in the planning and preparation process of the work done by children.
  7. To be responsible for supporting the learning of groups or individual children.
  8. To feed back to the teacher responsible, information relating to the work undertaken in supporting learning.
  9. To help with the development, maintenance and use of resources for learning.
  10. To assist in general school duties e.g. display boards, tidying classrooms preparing and clearing equipment.
  11. To assist in timetabled break duties in partnership with a teacher.
  12. To take responsibility for administering SIM's system of registration in class.
  13. To take responsibility for administering dinner register in class.
  14. To help children with personal cleanliness and clean up "spoiled" areas (this includes all body spillages) as required.
  15. To undertake any additional area of responsibility as designated by the Head teacher.
- To undertake any duties which reasonably fall within the purview of the post, which may be allocated by the Head teacher.