



Teaching Assistant Professional Support Guide



NO.1
Teaching
Assistant

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Purpose of guide

WPES Teaching Assistants work under the direction of teaching staff and senior leaders.

This guide gives a clear steer to service staff on the professional expectations in relation to Teaching Assistants. The guide also outlines professional support for Teaching Assistants through training.

WPES is a service with several provisions and centres. WPES has an obligation to ensure equality of opportunity and equity in relation to the offer of support and challenge to all staff.

WPES also provides for children and young people with complex backgrounds and this guide provides essential guidance and information on the contextualised expectations relating to the Quality of Education.

WPES takes its role in developing high quality staff for the Alternative Provision and Special School sector very seriously and working at WPES will provide deep insight into what it means to work and teach within the AP / Specialist context.

In essence, this guide exists to:

- Provide clarity to service staff on expectations.
- Provide all staff with clear, consistent review and feedback procedures.
- Provide clarity of an entitlement to professional development for Teaching Assistants.



Professional standards for teaching assistants

Purpose

This document defines high standards which are applicable to all teaching assistant roles in a self-improving school system. The main purpose of these standards are to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children.

The teaching assistants' standards review follows analysis of both the teachers' and headteachers' standards by independent groups. The publication of these standards recognises that existing standards for higher level teaching assistants (HLTAs) do not apply to all teaching assistants. These standards do not replace the professional standards for HLTAs; they are complimentary to them. (see further information).

National Occupational Standards for staff supporting teaching and learning provide a detailed framework for the training and development of support staff. They provide more detailed insights and guidance (see further information).

The aim of the review was to establish a set of standards for teaching assistants that:

- are unequivocal, clear and easy to understand and use.
- can be used to inform performance management processes.
- steer the professional development of teaching assistants at all levels.
- inspire confidence in teaching assistants and ensure that schools use their skills and expertise to best effect.
- focus primarily on the key elements of their professional relationship with teachers to ensure that all pupils attain the highest possible standards.

What is a teaching assistant?

A number of different job titles are used for staff supporting teaching and learning. For the DfE's school workforce census "teaching assistants" comprises those support staff based in the classroom for learning and pupil support, for example HLTAs, teaching assistants, special needs support staff, early years practitioners, minority ethnic pupils support staff and bilingual assistants. While most teaching assistants are employed by schools, some are employed by local authority services and work across a range of schools and settings.

The role of the teaching assistant

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. Teaching assistants provide support to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. Effective deployment of teaching assistants is crucial in making a difference to pupil achievement (see further information). Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.

The role of school leaders

School leaders should value and hold teaching assistants in the same esteem as fellow educational professionals. These standards provide school leaders with a tool to ensure consistency for all teaching assistants, so their skills and expertise in raising pupil achievement are recognised and developed.

School leaders should ensure that teaching assistants have the right knowledge and skills to provide effective teacher and pupil support. Teaching assistants should receive appropriate and timely training and professional development, and support to reflect on their own practice in order to identify their training needs. Teaching assistants should have an appropriate career development pathway and access to training within the working day.

Effective deployment of teaching assistants is the key to their success in supporting teaching and learning. Meeting these standards depends on school leaders being able to provide a climate that supports forms of collaborative working that do not burden teachers or teaching assistants; and recognising that many teaching assistants manage other staff and require the time to do this effectively.

The four themes

The professional standards for teaching assistants are set out in four themes.

- personal and professional conduct
- knowledge and understanding
- teaching and learning
- working with others

Within each theme there are several standards expected of teaching assistants.

Why were these themes chosen?

Personal and professional conduct

In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding

Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge, specialist skills and knowledge to support pupils with special educational needs or disabilities, knowledge of the curriculum, lesson planning and evaluation, and behaviour management strategies.

Teaching and learning

An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. Teaching assistants work under the supervision of a teacher in accordance with arrangements made by the headteacher of the school. Teaching assistants and schools should refer to the Education Endowment Foundation guidance report (see further information) for 'relevant strategies to support the work of the teacher'.

Working with others

Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves.

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.
- **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
- **Having regard for the need to safeguard pupils' wellbeing** by following relevant statutory guidance along with school policies and practice.
- **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.
- **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

- **Acquire the appropriate skills, qualifications, and/or experience** required for the teaching assistant role, with support from the school employer.
- **Demonstrate expertise and skills in understanding the needs of all students** (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
- **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
- **Demonstrate a level of subject and curriculum knowledge relevant to their role** and apply this effectively in supporting teachers and pupils.
- **Understand their roles and responsibilities within the classroom and whole school context** recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.
- **With the class teacher, keep other professionals accurately informed** of progress or concerns they may have about the pupils they work with.
- **Understand their responsibility to share knowledge** to inform planning and decision making.
- **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Who are the standards for?

1. The standards are a tool for teaching assistants and for teachers and members of a school leadership team responsible for managing their work. They are also intended to help employers and governors when recruiting support staff and defining the job roles of teaching assistants. They may also be useful to local authority support services which employ teaching assistants. They are core standards for all teaching assistants.

What are the standards for?

2. These core standards are intended to raise the status and professionalism of teaching assistants. They define characteristics that all teaching assistants can demonstrate regardless of their working context. The standards are designed to ensure that the skills and experience demonstrated by teaching assistants help to support high-quality teaching, learning and social inclusion.

3. The standards have been written to reflect the diversity of school employers and the wide-ranging responsibilities of teaching assistants working with

students and teachers in a variety of contexts. They are designed for all teaching assistants and for schools to adapt to their own context.

4. The standards are complementary to the existing standards for Higher Level Teaching Assistants (see Further information), rather than a replacement for them. The standards provide clear and concise expectations for all teaching assistants, working at all levels, and a framework to strengthen their status as education professionals.

5. The standards may be used as a tool to support the performance management of teaching assistants, although employers are free to decide the standards against which teaching assistants are assessed.

What are the standards not for?

6. Whilst the standards may be used in support of any recruitment exercise, they should not be used as a checklist. The standards are not appropriate for job evaluation; instead the role profiles developed by the National Joint Council for Local Government Services role profiles can be used (see Further information). The standards are generic and broad based – they do not specify requirements for staff recruited to specialist roles.

7. The standards should be considered as a whole. Although some standards may be more important in some contexts, the professionalism and contribution of teaching assistants needs to be recognised in its entirety rather than under specific themes. The weight given to each element will vary from school to school and will depend on the individual job role and responsibilities.

Using the standards

The standards can be used by:

1. Teaching assistants, to shape their own practice and professional development, within and beyond the school

- Self-evaluation in a supportive context is key to the development of all education professionals. These standards can be used by teaching assistants as a focus for reflection on their own practice.
- Teaching assistants can use the standards to have a constructive conversation with headteachers, teachers and others about areas where support is needed for professional development. Teaching assistants should feel empowered to seek such support. School leaders are expected to provide such training and support as may be necessary for the support staff in their schools.

2. Teachers or other line managers, to inform the appraisal of teaching assistants

- There is no mandatory requirement to use the standards for this purpose, but they provide a useful framework for appraisal discussions. These standards should not be used as prescribed objectives. Objectives must be relevant to the context of the individual school and teaching assistant.
- They may be used to support and supplement existing appraisal frameworks but are not designed as a sole tool for performance management.
- The standards should not be used to assess the performance of teaching assistants in the way that teachers' performance is assessed. The standards are not part of a statutory framework and teaching assistants do not have the same sort of pay and career structure as teachers. Teaching assistants should not be expected to provide evidence against each of the standards for appraisal.

3. Employers to support the recruitment and appointment of teaching assistants

- The standards are not an off-the-shelf job description or a person specification, but they can be used to underpin and shape these.
- It is important to focus on the context of the individual school. Different schools and teaching assistants within each school will have different levels of responsibility and so require different skills and experience.

4. Employers to evaluate their induction arrangements and provision of continuous professional development (CPD) for teaching assistants

- The standards should inform schools' processes for identifying training and development needs. Schools need to have CPD policies which effectively address the needs of the whole workforce and should use their own and external training budgets to this end.

Further information

Teaching assistant deployment

Education Endowment Foundation (2015). Guidance report: Making effective use of teaching assistants

<https://dera.ioe.ac.uk/1095/1/Workforce%20reform%20in%20schools%20has%20it%20made%20a%20difference.pdf>

Standards for higher level teaching assistants

https://webarchive.nationalarchives.gov.uk/20130321070112/https://www.education.gov.uk/publications/eOrderingDownload/hlta_professionalstandards_no_v06.pdf

<https://www.gov.uk/government/publications/nationaloccupational-standards-for-supporting-teaching-learning>

Teaching assistants – careers, training and development

<http://www.skillsforschools.org.uk/>

Other resources

- <https://www.gov.uk/government/publications/statutory-policiesfor-schools>

Expectations on Teaching Assistants at WPES

Teaching Assistants need to have the highest of expectations of all learners, irrelevant of their needs and starting points. Ensuring sufficient challenge for learners is a key strategic priority for all staff at WPES.

As general guiding principles, Teaching Assistants are expected to:

- Encourage independence in thought, in understanding and in doing
- Encourage ownership of work and progress
- Enable access to the same learning and activities that most other learners access
- Focus on learning and progress
- Create the appropriate calm, stable circumstances for effective and efficient teaching and learning to take place
- Deeply understand the needs of all children in assigned classes; their triggers, their likes, dislikes and strategies for de-escalation if required
- Be available to support all learners, not just a targeted few

In all contexts, when working alongside learners, Teaching Assistants should not:

- Give learners the answers to questions
- Give so many hints that the learner does not have to think for themselves
- Do the work for a learner
- Scribe for a learner unless it is specified in a learning plan (which should be dependent on the learner progressing to being able to write independently themselves)
- Over-scaffold the work so that there is very little scope for thought or processing of knowledge
- Collect and fetch materials for them; open pencil cases to extract equipment, etc (unless specified in learning plan and dependent on the aspiration to enable greater independence over time)

Teaching Assistants should concentrate their work on:

- Ensuring the learner understands what is expected of them
- Reinforcing instructions and guidelines on what is to be done in the lesson
- Ensuring effective communication between adults and learners to that any communication needs and barriers are taken into account and accommodated for in the teaching and learning process
- Effective differentiated questioning to enable independence of thought, understanding and doing
- Encouraging the learner to think and do for themselves
- Modelling where required but always with the intention that the learner will think, understand and do for themselves

In-class support

In-class support needs to be seen in the context of the above guiding principles. Teaching Assistants are to be regarded as essential partners with Teachers to facilitate effective and efficient teaching and learning.

Teaching Assistants are occasionally assigned to specific learners as a starting point. These targeted learners do not always need intensive 1-2-1 support. A Teaching Assistant should therefore be regarded as additional capacity to facilitate learning for all learners in a class; yet always be available to focus on targeted learners as and when required.

Teaching Assistants should circulate around the classroom, steering their support to learners as and when required according to the changing dynamics of the class. Teaching Assistants should not 'velcro' themselves next to a learner unless it is essential to enable learning to take place. Being constantly next to a learner is not going to enable independence, ownership or true progress to take place over time, it is likely to disable and create dependence.

Effective partnership working with Teachers is essential for outstanding teaching and learning to be evident. Ideally, Teaching Assistants should know about the content and focus of lessons in advance and should become an integral part of delivery and facilitating learning and progress.

Teaching Assistants should not become passive and not participate. They should be active participants in the teaching and learning process. They should be involved and dynamic.

Working 1-2-1

When working 1-2-1 with a learner, outside of a usual classroom situation, the same guiding principles apply as for any other context.

The reasons for working 1-2-1 will be different for every individual learner. They are likely to be focused on the need to provide a less-manic, calmer environment than a usual classroom. The learner is likely to require less sensory input, less noise and 'people' distraction.

Working in partnership with Teachers and Senior Leaders, the aspiration should always be that a learner will become gradually integrated into the usual classroom setting with other learners. It is not appropriate for children to be withdrawn from the social aspect of teaching and learning for long periods of time, without review and a clear strategy for inclusion and integration.

In a 1-2-1 situation, it is even more important that Teaching Assistants are mindful not to disable or discourage independence in thought, understanding and doing. Modelling to such an extensive degree cannot become the norm so that a learner does not develop the ability to think, understand, process information and do for themselves. The ambition should always be to ensure sufficient challenge for a learner and encourage them to think for themselves, find other means of understanding and to try to do something first before there is intervention.

The aim is to enable access. Enabling access to learning is not the same as doing the work for someone.

Small group delivery

The same principles apply here also.

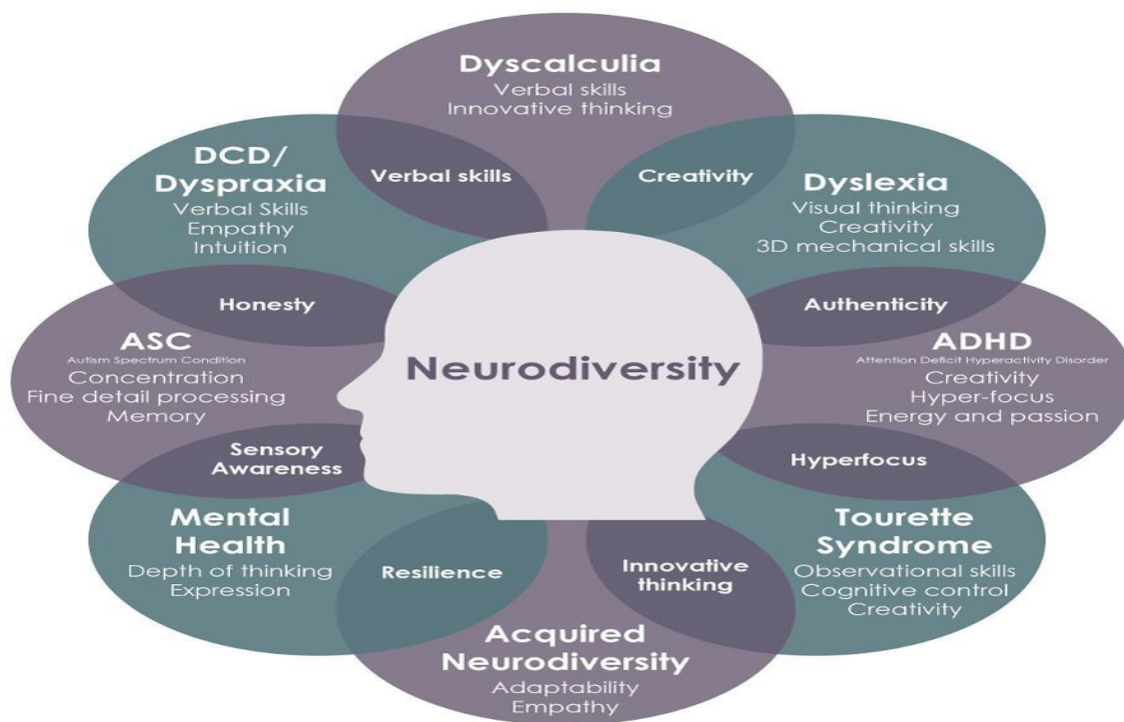
It is very important to be aware of the different needs and abilities of the learners in a small group situation; to deeply understand triggers and how to navigate the varying attempts to get the Teaching Assistants full attention by learners.

Teaching Assistants need to be mindful of the communication needs of learners and ensure that giving instructions and managing lesson transitions are managed carefully to ensure that all learners are able to access what is expected of them and can follow the sequencing of the learning.

Differentiating tasks (enabling access)

When discussing differentiation, it is important to also be aware of staff workload. It is not always a requirement to extensively differentiate work or to create several different tasks for learners to complete in a lesson. Differentiation cannot deflect from having the highest of expectations for learners and securing challenge for them. Differentiation should be focused on 'enabling access' to the same learning as other learners; accepting that the pace and complexity of work might sometimes need to be amended.

Quality First Inclusive Teaching is the priority and the aim is to create neuro-diverse classrooms which create learning opportunities that effortlessly take into account the needs of all learners; irrelevant of their differing needs. Needs should be seen as a positive and as having the potential to enable learning and progress for a group of learners. Needs should not be regarded as an indication of a deficit or an incapacity.



Created by Dr Nancy Doyle based on the work of Mary Colley

Teaching Assistants and Teachers should work together to:

- Consider communication and information processing needs within a class; plan to address these through a consistent approach to giving instructions and managing in-lesson transitions
- Consider the natural instinct and inclination of many of WPES learners to be physical learners, to need to ‘fiddle’ and ‘be moving’; plan to build in a lot of active, hands-on learning and enable access to ‘fidget tools’.
- Moderate and adapt their response to those learners who are more likely to be verbal and react adversely to requests; this means changing language when giving instructions, remaining calm and using deflection or distraction tactics to refocus a learner away from where their mind had naturally taken them
- Consider how the classroom environment needs to be made sensory-appropriate for learners; are rooms clean, clutter-free spaces devoid of unnecessary distraction; do some learners need ear-guards; does calming music help?
- Consider the use of supporting visuals in presentation of materials; the use of the electronic whiteboard is key; are words and images being strategically used to support engagement and understanding?
- Ensure the service-wide approach to scaffolding access to reading materials is in operation (see Literacy Guide)
- Ensure the service-wide approach to scaffolding access to writing tasks is in operation (see literacy guide)
- Find support approaches which do not rely on adults providing the answers; ask a friend, use a computer, read a book, look a page....
- Consider the need to differentiate the written instructions on work sheets and in text books; in many occasions, learners cannot access learning because they cannot

understand the language being used in the instruction – change the instruction, they can do the task!

- Consider the font, font size, colour of text and colour or background on any power point presentation

The most workload and efficient way of differentiating a specific task, as a default approach is to focus time and energy on thinking about how the same task needs to be accessed differently by the individual learners in a class. Do some require different instructions? Do some require a different style or questions? Do some require access to other support materials? Do some require a model as an exemplar? Do some require something re-explaining 2-3 times patiently before it clicks? **In all cases, individual learning plans should be followed.**

For example, the challenge is:

How do you get a class with different needs and abilities to access the same reading text?

**Expectations on the Quality of Education
(KEY CRITERIA RELATING TO TA PRACTICE ARE HIGHLIGHTED IN GREEN)**

Aspect of quality of education	Links to Teacher Standards and Early Career Framework	Practice is embedded and highly impactful	Practice is having a positive impact on provision and standards	Practice is still developing	Practice is in its early stages of development
Curriculum intent – curriculum map / overview	1(a) 2(b) 2(d) 3(a) 3(c) 3(b) 4(e) 5(d)	Middle Leaders / Senior Leaders have developed a strong INTENT and show a firm understanding of this INTENT and what it means for practice. The curriculum is ambitious and designed to give all pupils (including PP, FSM and SEND) the knowledge and cultural capital they need to succeed in life, develop fluency and independence. The requirements of the National Curriculum are taken into account or a programme with similar breadth and ambition.	Not all key areas of a highly effective curriculum are 100% secure but most are.	The vast majority of areas of a highly effective curriculum are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. I key area is underdeveloped: cultural capital, assessment, There is insufficient information on the key topics, skills and knowledge to be covered. There is no reference to the National Curriculum (if a NC subject)	The areas of development outweigh the strong areas. 1 key area is missing: cultural capital, assessment.
Curriculum Intent – Schemes of Work	1(a) 2(b) 2(d) 3(a) 3(c) 3(b) 4(e) 5(d)	Schemes of Work are carefully designed to match the interests and needs of all learners, enabling support, challenge, creativity, the development of literacy, reading, numeracy and vocabulary enrichment. SOW develop conceptual understanding and sequence knowledge and skills so that pupils can progress to the next stage and can recall knowledge and skills long-term. Learning	Not all key areas of a highly effective SOW are 100% secure but most are. Learning gains / objectives are clearly articulated for every lesson / week with brief guidance on the learning activities.	The vast majority of areas of a highly effective SOW are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. Key skill areas and agenda are not sufficiently identified in the SOL (literacy, reading, independence, resilience, speaking, SMSC) There is a noticeable lack of detail on 1 key agenda: work related learning, cultural capital,	The vast majority of areas of a highly effective SOW are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. Key skill areas and agenda are not identified in the SOL (literacy, reading, independence, resilience, speaking, SMSC) There is a noticeable lack of detail on more than 1 key agenda: work

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		gains / objectives are clearly articulated for every lesson / week with brief guidance on the learning activities.		prerequisites, common misconceptions	related learning, cultural capital, prerequisites, common misconceptions
Curriculum intent – Schemes of Work – SMSC and Personal Development	2(e) 5(b) 5(c)	SOW are well conceived to take into account SMSC and personal development, character, resilience, independence and team work.	Not all key areas of a highly effective SOW are 100% secure but most are.	The vast majority of areas of a highly effective SOW are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.	The areas of development outweigh the strong areas. SMSC is not identified at all in the SOL.
Curriculum intent – lesson planning	1(a) 2(b) 2(d) 3(a) 3(c) 3(b) 4(a) 4(e) 4(d) 5(d)	Learning is sequenced effectively over the session, designed to capture all learner’s interests, support and challenge. Questioning is bespoke and well-planned, coupled with open-ended learning which challenges all pupils to make strong progress. Homework is planned appropriately and where relevant. Prior learning is recalled and applied to new situations. Learning gains / objectives are clearly articulated for every lesson / week with brief guidance on the learning activities.	Not all key areas of highly effective planning are 100% secure but most are. Learning gains / objectives are clearly articulated for every lesson / week with brief guidance on the learning activities.	The vast majority of areas of highly effective planning are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. Learning gains / objectives are not clear enough AND / OR there is not enough guidance on sequencing of activities.	The areas of development outweigh the strong areas. There are no learning gains / objectives expressed and the focus is on the completion of tasks.
Quality of Education – implementation – subject knowledge	2(d) 4(a) 5(a) 5(b) 5(c) 5(d)	The work given to pupils over time consistently matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and	Not all key areas are 100% secure but most are.	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.	The areas of development outweigh the strong areas. There is a lack of coherence and / or gaps in the knowledge, skills and information being planned for delivery.

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		employment. Teachers have strong subject knowledge of the courses they teach.			
Implementation – Presentation	1(b) 1(c) 2(b) 2(d) 4(a) 5(a) 5(b) 5(c) 5(d)	Teachers present subject matter clearly, promoting appropriate discussion which has an open-ended aspect to challenge all learners to think creatively and to apply prior knowledge and skills. Clear, ambitious learning gains / objectives are shared. Delivery is appropriately paced and has regard for the learning and communication needs of pupils. Instructions are well paced, with pupils learning and communication needs in mind. Transitions are well managed and timed for pupils, taking their learning, communication and emotional needs into account.	Not all key areas are 100% secure but most are. Clear, ambitious learning gains / objectives are shared. Delivery is appropriately paced and has regard for the learning and communication needs of pupils. Instructions are well paced, with pupils learning and communication needs in mind. Transitions are well managed and timed for pupils, taking their learning, communication and emotional needs into account.	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. Learning gains / objectives are not clear enough. There is too much teacher / adult talk and not enough ‘focused’ learning that activates memory or engagement. There is not enough thinking time given in between questions / comments.	The areas of development outweigh the strong areas. Learning gains / objectives are not presented and / or are incoherent / not matched to the intent. There is very little room for pupil thinking or follow-up. Instructions and / or transitions are muddled and / or do not take pupil needs into account.
Implementation – Checking pupils’ understanding and feedback	1(a) 1(b) 2(a) 2(b) 2(c) 2(d) 2(e) 4(b) 4(d) 5(a) 6(b) 6(d)	Teachers check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Pupils are always given time to think before responding.	Not all key areas are 100% secure but most are. Pupils are always given time to think before responding.	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.	The areas of development outweigh the strong areas.
Implementation – Questioning and Differentiation	1(a) 1(b) 2(a) 2(b) 2(c) 2(d) 2(e) 4(b)	Through effective questioning and sequenced learning, teachers respond to pupils’ different levels of understanding, adapting teaching	Not all key areas are 100% secure but most are. Pupils are always given thinking time and strategies are	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.	The areas of development outweigh the strong areas. Delivery feels rushed with little regard for

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	4(d) 5(a) 6(b) 6(d)	as necessary without unnecessarily elaborate or individualised approaches. Pupils are always given thinking time and strategies are used to drill down and encourage deep thinking.	used to drill down and encourage deep thinking.	Pupils are not always given thinking time and strategies are used to drill down and encourage deep thinking. Work is not always as accessible as it should be to all pupils and / or is too easy.	thinking time or deeper thinking. Adults give too many prompts or jump in with answers too quickly, There is very little regard for the different abilities, reading ages within the group.
Implementation – Teacher and other adult support for learning and progress	1(a) 1(b) 2(a) 2(b) 2(c) 2(d) 2(e) 4(b) 4(d) 5(a) 6(b) 6(d)	Teachers and other adults circulate around the classroom, engaging pupils in work-related discussion, supporting learning and providing instant feedback.	Not all key areas are 100% secure but most are.	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area Teachers AND / OR other adults are not as engaged as they could be with learning and do not circulate around the classroom as often as they should.	The areas of development outweigh the strong areas. Teachers sit behind their desk for most of the lesson AND / OR other adults are not effective in engaging pupils in their learning for a sufficient time for progress to take place.
Implementation – challenge and thinking skills	1(b) 2(a) 2(b) 2(c) 2(e) 3(c) 4(a) 4(b) 5(b) 5(d) 6(a) 6(b) 6(d)	The work given to pupils is demanding and matches the aims of the course and SOW. It is coherently planned and sequenced towards cumulatively sufficient knowledge. All pupils are stretched to think creatively and to solve problems. Staff challenge all pupils to produce well-presented, high-quality work. Opportunities are seized to encourage discussion, questioning and deep thinking on a concept or idea.	Not all key areas are 100% secure but most are. Opportunities are seized to encourage discussion, questioning and deep thinking on a concept or idea.	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.	The areas of development outweigh the strong areas. There are no attempts to engage pupils in discussion, questioning is shallow and therefore so is thinking.
Implementation – long term memory	1(b) 6(a) 6(b) 6(c) 6(d)	Teaching is designed to help pupils remember long term the content they have	Not all key areas are 100% secure but most are.	The vast majority of areas are in place AND / OR some areas lack depth, there is a	The areas of development outweigh the strong areas.

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		<p>been taught and to integrate new knowledge into larger ideas.</p> <p>There are regular opportunities for recap and recall.</p>	<p>There are regular opportunities for recap and recall.</p>	<p>lack of challenge or development of a key area.</p>	<p>There is very little evidence of encouraging recall.</p>
<p>Implementation – assessment of learning</p>	<p>1(a) 1(b) 2(c) 2(d) 2(e) 5(a) 5(b) 5(d) 6(a) 6(b) 6(d)</p>	<p>Assessment is ongoing and well-designed to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</p> <p>Summative assessment is not intrusive and does not place unnecessary burdens on pupils or staff.</p> <p>Pupils are involved in their learning, know where they are in their learning and how to find out how to improve.</p>	<p>Not all key areas are 100% secure but most are.</p> <p>Pupils are involved in their learning, know where they are in their learning and how to find out how to improve.</p>	<p>The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.</p>	<p>The areas of development outweigh the strong areas.</p> <p>Pupils are passive and are not involved sufficiently in their learning – there is very little evidence of peer / self – assessment. Pupils do not know where they are, why they are learning what they are learning and / or how to improve.</p>
<p>Implementation – environment for learning</p>	<p>8(c)</p>	<p>Teachers create an environment that allows pupils to focus on learning. Teaching materials reflect the teacher’s ambitious intentions for the course and support a coherently planned curriculum.</p> <p>Resources are well-matched to the intended outcomes and to pupils needs, with stretch and challenge.</p> <p>Additional adults are deployed with impact on progress and learning.</p>	<p>Not all key areas are 100% secure but most are.</p> <p>Resources are well-matched to the intended outcomes and to pupils needs, with stretch and challenge.</p> <p>Additional adults are deployed with impact on progress and learning.</p>	<p>The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.</p> <p>Additional adults are not deployed with impact on progress and learning.</p>	<p>The areas of development outweigh the strong areas.</p> <p>The environment does not enable sufficient learning to take place and / or resources are not well matched to intended outcomes. There is a lack of pace and challenge.</p>
<p>Implementation – Behaviour & Attitudes</p>	<p>1(b) 1(c) 2(e) 7(a) 7(b) 7(c) 7(d)</p>	<p>The classroom is an appropriately calm environment.</p> <p>Clear routines and expectations are embedded.</p>	<p>Not all key areas are 100% secure but most are.</p>	<p>The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge</p>	<p>The areas of development outweigh the strong areas</p> <p>There is a significant</p>

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	Part 2 (a) Part 2 (b) Part 2 (c)	<p>Policy is being followed appropriately.</p> <p>Children are treated with dignity and respect and fairly.</p> <p>The environment feels safe.</p>		or development of a key area.	Health & Safety issue which is not adequately managed or followed-up.
Implementation – phonics (EYFS-KS2)	3(d) 4(b) 3(c)	There is a sharp focus on ensuring that children gain phonics knowledge and language comprehension necessary to read and the skills to communicate which gives them the foundations for future learning.	Not all key areas are 100% secure but most are.	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.	The areas of development outweigh the strong areas
Implementation – reading, literacy & numeracy skills and vocabulary enrichment	1(b) 2(a) 2(b) 2(d) 3(d) 3(e) 4(b) 3(c)	<p>Reading is prioritised where relevant to allow pupils to develop the skills to access the full curriculum.</p> <p>There is strong evidence of literacy skills being developed well over time.</p> <p>There is a sharp focus on enriching and extending subject-based vocabulary and wider vocabulary.</p> <p>There are word lists for every topic, for every pupil.</p> <p>Staff are very good role models for language and communication</p> <p>Relevant numeracy and numerical reasoning skills are being prioritised.</p> <p>Access to reading / writing is well-scaffolded with regard to purpose, audience and the</p>	<p>Not all key areas are 100% secure but most are.</p> <p>There are word lists for every topic, for every pupil.</p> <p>Access to reading / writing is well-scaffolded with regard to purpose, audience and the identification of word types and language devices.</p>	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.	<p>The areas of development outweigh the strong areas</p> <p>There are no word lists evidenced.</p> <p>Access to reading / writing is not well-supported.</p>

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		identification of word types and language devices.			
Implementation – quality of marking and written feedback.	1(b) 5(b) 5(d) 6(a) 6(b) 6(c) 6(d)	Marking is in line with agreed policy: (LIST KEY ELEMENTS OF POLICY). Marking and feedback is highly effective in enabling all pupils to make strong progress.	Not all key areas are 100% secure but most are.	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.	The areas of development outweigh the strong areas
Quality of Education – IMPACT – knowledge and skills	2(a) 2(b) 2(c) 2(d) 2(e) 2(c)	Pupils are developing detailed knowledge and skills and as a result are achieving well from their starting point. Nearly all pupils are on track to meet expectations and / or to achieve appropriate outcomes in qualifications. When asked, pupils can recall prior knowledge in depth and can answer deep questions and explain. Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)	Not all key areas are 100% secure but most are. When asked, pupils can recall prior knowledge in depth and can answer deep questions and explain. Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. When asked, pupils recall of prior knowledge is not deep enough. Books show that not enough pupils are making sufficient progress over time.	The areas of development outweigh the strong areas Not enough pupils are recalling sufficient knowledge over time. Books show that very little, if any progress is being made over time and / or reading and writing are not being developed.
IMPACT – SEND and disadvantaged learners	2(a) 2(b) 2(c) 2(d) 2(e) 5(a) 5(b) 5(c) 5(d) 6(c)	SEND, PP and FSM learners are achieving well from their starting points and / or are on track to meet expectations and / or achieve appropriate outcomes in qualifications. When asked, pupils can recall prior knowledge in depth and can answer deep	Not all key areas are 100% secure but most are. When asked, pupils can recall prior knowledge in depth and can answer deep questions and explain. Books / folders show strong (contextualised) progress and development over	The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. When asked, pupils recall of prior knowledge is not deep enough. Books show that not enough pupils	The areas of development outweigh the strong areas. Not enough pupils are recalling sufficient knowledge over time. Books show that very little, if any progress is being made over time and / or reading

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		<p>questions and explain.</p> <p>Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)</p>	<p>time (including complexity of reading and writing)</p>	<p>are making sufficient progress over time.</p>	<p>and writing are not being developed.</p>
<p>IMPACT – quality of pupils’ work</p>	<p>1(a) 1(b) 2(a) 2(b) 2(c) 2(d) 2(e)</p>	<p>Pupils work is well presented and indicates challenge and creativity in learning and thinking.</p> <p>Work output and quality indicates strong progress from starting points.</p> <p>Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)</p>	<p>Not all key areas are 100% secure but most are.</p> <p>Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)</p>	<p>The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.</p> <p>Books show that not enough pupils are making sufficient progress over time.</p>	<p>The areas of development outweigh the strong areas.</p> <p>Books show that very little, if any progress is being made over time and / or reading and writing are not being developed.</p>
<p>IMPACT – pupil response to marking and feedback</p>	<p>1(b) 2(a) 2(e)</p>	<p>Pupils’ respond well in the session and in their books to teacher feedback, acting on it appropriately and they are therefore making very strong progress and achieving well from their starting point.</p>	<p>Not all key areas are 100% secure but most are.</p>	<p>The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.</p>	<p>The areas of development outweigh the strong areas</p>
<p>IMPACT – long-term memory</p>	<p>2(a) 2(b) 2(c) 2(d) 2(e) 5(a) 5(b) 5(c) 5(d) 6(c)</p>	<p>Pupils are recalling prior knowledge well in the session and in their books, applying it in new situations and indicating long-term memory retention.</p> <p>When questioned about previous work, pupils can answer questions and recall knowledge, and apply skills.</p>	<p>Not all key areas are 100% secure but most are.</p> <p>When questioned about previous work, pupils can answer questions and recall knowledge, and apply skills.</p>	<p>The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.</p> <p>When asked, pupils recall of prior knowledge is not deep enough.</p>	<p>The areas of development outweigh the strong areas.</p> <p>Not enough pupils are recalling sufficient knowledge over time.</p>

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IMPACT – reading, literacy, numeracy and vocabulary enrichment	2(a) 2(b) 2(c) 2(d) 2(e) 3(c) 3(d) 5(a) 5(b) 5(c) 5(d) 6(c)	<p>Pupils can read confidently within their context.</p> <p>Work output and books show that pupils literacy, numeracy skills are developing very well.</p> <p>Pupils are using key subject vocabulary fluently and when asked can explain terms and / or guess.</p> <p>Books indicate that the complexity of reading and writing is increasing over time.</p>	<p>Not all key areas are 100% secure but most are.</p> <p>Books indicate that the complexity of reading and writing is increasing over time.</p>	<p>The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.</p> <p>Reading and writing is not developing at the pace they should be.</p> <p>There is not always the expected awareness of key subject vocabulary.</p>	<p>The areas of development outweigh the strong areas.</p> <p>There is very little development or progress in reading and writing.</p> <p>There is no awareness of key subject vocabulary.</p>
IMPACT – behaviour and attitudes	1(b) 1(c) 2(e) 7(a) 7(b) 7(c) 7(d) Part 2 (a) Part 2 (b) Part 2 (c)	<p>All pupils are behaving well within their context and are engaged in their learning for sufficient periods of time to enable progress.</p> <p>When asked, pupils report that they enjoy sessions and that behaviour is good most of the time. They report that learning is taking place over time.</p> <p>Relationships are very strong between pupils and staff</p>	<p>Not all key areas are 100% secure but most are.</p>	<p>The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.</p> <p>Not enough pupils are engaging in sufficient learning for progress to take place.</p>	<p>The areas of development outweigh the strong areas.</p> <p>Hardly any pupils are engaging in sufficient learning for progress to take place.</p>
IMPACT – SMSC and personal development	1(c) 2(e) 5(c) 5(d) Part 2 (a) Part 2 (b) Part 2 (c)	<p>Pupils report feeling safe and cared for.</p> <p>Pupils are showing resilience when challenged, independence when required and are willing to go beyond in their learning. They are well-motivated.</p>	<p>Not all key areas are 100% secure but most are.</p>	<p>The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.</p>	<p>The areas of development outweigh the strong areas.</p>

Supporting pupils with their anxiety and mental health

To work successfully at WPES, Teaching Assistants need to have a deep understanding of what lies beneath a learner's behaviour.

Most learners who attend a WPES site have a history of trauma with great childhood adversity. As a result of this life experience many are in a constant state of toxic stress, where fight, flight or freeze are instinctively their only options.

Some learners have clinical needs which mean that they are naturally anxious.

Please see the separate service guides on supporting learners with their mental health.

Anxiety and poor mental health in children and adolescents can present in a variety of ways: (this list is not exhaustive)

- Unpredictable, irrational sporadic behaviours
- Aggression and angry outbursts
- Lashing out at people and objects
- Becoming quickly verbally aggressive
- Withdrawing and becoming silent and unresponsive
- Running away
- Hiding
- Physical ticks
- Smiling and laughing
- Low mood
- Crying frequently
- Panic Attacks
- Poor self-care
- Self-harm

Our default service-wide response is to be:

- Non-judgemental
- Calm and patient
- Silent when required
- A good listener
- Present and available when needed
- Inquisitive
- Open-minded
- Caring and compassionate

Supporting pupils with challenging behaviour

Nearly all of the children and young people who attend a Woodbridge Park Centre have experienced high levels of toxic stress, have survived childhood adversity and are profoundly vulnerable. Our approach is relational – we do not judge and we work to understand the causes of challenging behaviour as opposed to reacting to the behaviour itself. We are compassionate, patient and forgiving. By focusing on building strong, trusting bonds, Woodbridge Park provides boundary and attachment. Students at each Centre have often failed in their previous relationships with adults, with teachers and other staff. They regularly mistrust these people. Students in our Centre may often have very low self-esteem which will interfere with their learning. We are aware that it takes a long time to overcome behaviour which has been created over an extended period of time.

Students come to Woodbridge Park because they have difficulties engaging learning and with other people; occasionally not being classroom ready. The usual strategies employed in mainstream Services are unlikely to be adequate on their own. We are aware that we need to consider our strategies for supporting children and young people to facilitate curriculum access.

In producing appropriate and successful teaching and learning strategies we accept that despite what students may say or do, e.g. destroying work, refusing rewards, etc. all students value achievement and want to succeed.

Woodbridge Park Service Expectations on children and adults

Be ready to learn

- Find an adult to **talk** to if you are feeling unsettled
- Attend **every day** and be in the **right place** at the **right time**
 - Wear the **right clothing** for learning
 - Put in **100%** effort

Be respectful

- Use **kind** words
- **Listen** to others
- **Breathe** in deeply at least once before you speak to someone
 - **Look after** property and the school building
 - **Keep to social distancing** where you can

Be safe

- **Use your own equipment** and avoid touching things that are used by others
 - **Wash or sanitise your hands** regularly throughout the day
 - **Cough or sneeze** into a tissue or your inner elbow, avoid unhygienic behaviour
- Find an adult to **talk** to if you feel uncomfortable or unsafe about anything in school, out of school or online
 - **Breathe** in and out deeply three times if you feel yourself getting upset or angry
 - **Keep** your hands, feet and unkind words **to yourself**
 - **Walk** around the building calmly
 - Eat & drink in the **right places**

We know that students value well prepared, interesting lessons and activities which support access to the curriculum and encourage positive behaviour.

Be proactive in the management of your classroom

- Don't be static, visit all areas of the room regularly.
- Ensure the best seating arrangements for the students in each lesson.
- Make your classroom a stimulating environment in which to learn - change displays regularly.
- Please report any graffiti immediately and report repairs for attention by the Site Manager to his pigeonhole on the yellow Classroom Defect Form (available in the staffroom/staff resource room).

It is best to

- Have all equipment and books ready.
- Make sure that DVDs/online materials are used in the right setting.
- Make sure that you have all keys etc. for all rooms to be used.
- Make sure that lesson content and activities accurately match students' needs and abilities.

Lesson routines

- The teacher and TA must always arrive before the students and welcome the students into the class.
- The teacher and TA should meet and greet students off the corridor and into the classroom.
- Students should enter calmly at the direction of the teacher.
- The teacher and TA should organise seating arrangements.
- Lessons to start promptly.
- Students to remain in seats.
- Explain what is going to be learned.
- All staff need to manage 'giving instructions' and 'activity transitions' very carefully, reducing down unnecessary language and giving take-up time.
- Students cannot finish learning before the end of the lesson. We have high expectations and ensure there is challenge for all children and young people.
- Summarise at the end of the lesson.
- Dismiss students when **you** are ready.

Students should leave class with a clear indication of what they have achieved and of their progress in the lesson.

Weekly Target Sheets

Each student carries a target sheet to lessons. The targets, agreed between the pastoral tutor and the student, are based on the targets set down in their ISP. These can be modified to recognise progress or regression and can be screened on a daily basis.

At the end of each lesson the teacher writes a comment on the target sheet and gives the student points for achieving their personal targets. If there is a Teaching Assistant supporting in class, they also need to be included in the completion of the target sheet.

Students participate in a points system. At the end of each lesson a student will be awarded points for their behaviour and attitude to work. At the end of the day the points are totalled and recorded by the tutor. These scores will be translated into stars and recorded on the display chart in the classroom

Responses to inappropriate behaviour

As a member of staff, your response to inappropriate behaviour is crucial. Staff must always use strategies which have been agreed in pupil-centred planning. Our focus is always on maintaining calm and de-escalation. Our first strategy is to regard a child or young person as distressed as opposed to 'naughty'. We see behaviour as a communication of something (unmet learning need, arising from stress or anxiety, linked to a learning need or disability). We do not discuss sanctions with an angry or distressed child. Sanctions are secondary to securing calm and reducing stress in a child. Sanctions complement intervention, compassion and pupil-centred planning to help students learn about the consequences of their behaviour and to develop skills to put things right. With our students, sanctions in themselves will not lead to a change in behaviour.

Staff should first check that they are calm themselves when supporting in a challenging behaviour situation.

- Breathe deeply three times and regulate your own emotional state
- Do not discuss WHY or sanctions with an agitated, distressed child
- Keep your distance
- Try to be silent and avoid unnecessary talk
- Call for support if you feel the situation is escalating

Staff should use **careful and calm language** when dealing with an incident, e.g.

- You are safe. Everything is okay. You are safe here.

When the situation is calm and the child's anxiety has reduced, use the language of repair and restoration:

- Do you know what you have done?
- What should you have done?
- How can you put it right?
- What can you do in the future?

How can students 'put it right'?

- By apologising.
- By making up for lost time.
- By repairing damage caused (not necessarily physical damage).

The following sanctions are available to the staff

- Not awarding points.
- Written comments on target sheet.
- Time out.
- Withdrawal from lesson.
- Separation from rest of working group.
- Referral to tutor and telephone call home.

- A Behaviour Management form should be completed. Copies of these are in the staff work room.
- Individual Monitoring Sheet.
- Internal Exclusion (Can only be agreed by SLT).
- Very rarely - Fixed Term Exclusion (Can only be recommended by SLT and agreed by Head teacher).

The majority of responses at classroom teacher level may include:

- Isolation within the group for a short period.
- Withdrawal from the classroom. The teacher 'on patrol' will be contacted and withdraw the student to another area to carry on with work, and return to the class in time to discuss points with class teacher.
- Encouraging student to work and only spending time with the student discussing inappropriate behaviour if the student is calm and compliant.
- Encouraging the student to resolve the issue before moving on to the next class.
- If it cannot be resolved at this time, students can be detained at the end of the morning or afternoon session to calmly discuss the problem with the teacher. The teacher may wish to involve the tutor at this point.
- If the problem is not resolved the teacher, in consultation with the tutor, should involve the parents by telephoning home at the end of the session. The incident should also be recorded on the target sheet.

If the incident falls into the 'serious' category, it should be reported as soon as possible to the member of the Senior Leadership Team responsible for that Key Stage.

Incident details should be written up and passed to the student's Form Tutor.

If you are involved in an incident with a child/children you should report this straight away to your HOC, AHT or your line manager and not wait until the end of the day.

APPENDICES:

AUTISTIC SPECTRUM DISORDER AND ASPERGER’S SYNDROME	
Background Information:	
<ul style="list-style-type: none"> • Autism forms a part of a collection of developmental disorders called Autistic Spectrum Disorders. • Autistic Spectrum Disorder (Classic Autism) is the most common condition on the spectrum. Symptoms include major delays in language, difficulties in social interactions and unusual, stereotype behaviours. Some children and adults may have a range of learning difficulties. • Asperger’s Syndrome symptoms are usually milder than those of autism. These include social challenges and difficulties . 	

A spectrum disorder is a group of disorders with similar features. One person may have severe symptoms whilst another person may have much milder ones. Autism is at the more severe end of the spectrum whilst the symptoms of Asperger’s Syndrome are usually milder. Both are a lifelong developmental disability.

Children and adults with Autism usually exhibit difficulties in social interaction as well as in verbal and non-verbal communication. They also tend to be interested in repetitive or restricted activities. There are currently over half a million people in the UK with an autistic spectrum disorder, which is approximately 1 in 100.

Individuals who have been placed on the spectrum come from all nationalities, cultures, social backgrounds and religions. However, the condition appears to be more common in males than females.

AUTISTIC SPECTRUM DISORDER AND ASPERGER’S SYNDROME

Some recognisable characteristics:

Autism	Asperger’s Syndrome
Poor eye contact.	Poor eye contact.
Unusual facial expressions.	Unusual facial expressions.
Difficulty developing friendships.	Difficulty developing friendships.
Poor social and emotional understanding.	Poor social and emotional understanding.
Delayed language development.	Obsessive behaviours and interests.
Difficulty sustaining conversation.	A dislike of change.
Poor imagination.	Poor decision making skills.
Obsessive behaviours.	
Repetitive physical behaviours.	

Diagnosis of Autism is generally completed earlier than that of Asperger’s. The recognizable characteristics may look similar but it is important to remember that they are more significant in the individual with Autism and the delayed language development becomes apparent quite rapidly in the early years.

Diagnosis of Asperger’s, in particular, is made difficult as the syndrome varies widely from person to person. It is frequently diagnosed later in children than Autism and sometimes symptoms may not be recognised until adulthood. Formal diagnosis must be made by the appropriate medical professionals including psychiatrists, clinical psychologists and pediatricians.

The exact cause of these syndromes continues to be investigated but research to date suggests a combination of factors, genetic and environmental, may account for the changes in brain development. There is no link to upbringing and social circumstances and there is currently no cure or specific treatment.

AUTISTIC DISORDER AND ASPERGER'S SYNDROME	
Possible classroom strategies:	
<ul style="list-style-type: none"> • Clear routines and structures. 	<ul style="list-style-type: none"> • Repeat instructions and check for understanding.
<ul style="list-style-type: none"> • Avoid ambiguous language. 	<ul style="list-style-type: none"> • 'Normalise' the behaviours.
<ul style="list-style-type: none"> • Give advance warning of changes to activity or routine. 	<ul style="list-style-type: none"> • Use a variety of means of presentation.
<ul style="list-style-type: none"> • Teach the other students to understand the child's difficulties. 	<ul style="list-style-type: none"> • Ensure that there is a consistent approach and expectations from all staff involved with the student.
<ul style="list-style-type: none"> • Teach social rules and skills. 	<ul style="list-style-type: none"> • Minimise and remove distractions.
<ul style="list-style-type: none"> • Address the student individually. 	<ul style="list-style-type: none"> •

Good classroom practice for including a child with an ASD should provide clear structure. This will be evident in the rules, routines, work systems, daily timetable and the visual structure of the classroom. For example, consistent routines regarding asking for help or recording homework are important. Changes to routine can be very stressful for a child with an ASD so preparing for changes and transitions is essential. Examples are moving from one year group to another or having a supply teacher. Allow the child to visit new classrooms separately and, if possible, provide photographs of new rooms, teachers and support staff.

Visual structure can be provided through visual timetables, taped lines on the floor or chairs labelled with the child's name. Adding visual clues to activities will also be beneficial.

Most children with an ASD will need to be taught social skills as they will not learn skills in interaction simply by being placed in social environments. Normalise the behaviour and expect that his/her behaviour may appear strange or rude. Do not take it personally. Teach the preferred behaviour rather than just what not to do.

Do not use ambiguous language such as, 'Hold your horses', 'It's raining cats and dogs', or 'Eyes on me'. These may be taken literally and cause confusion.

ADHD
Background information:
<ul style="list-style-type: none"> • May affect as many as 1 in 20 school age children. • Symptoms include inattention, hyperactivity and impulsivity difficulties. • Usually diagnosed around the age of seven. • May co-exist with other disorders. • Exact cause unknown.

Attention Deficit Hyperactivity Disorder (ADHD sometimes referred to as ADD) is a common childhood behavioural disorder that affects four times as many boys as girls. It is usually diagnosed around the age of seven and often continues through adolescence and into adulthood. Children with ADHD often have difficulty completing tasks in school as they are unable to focus, are impulsive or are easily distracted. All children will exhibit these behaviours from time to time but for children with ADHD these behaviours will occur more frequently and over a sustained period of time. ADHD often co-exists with other disorders which can lead to difficulties in diagnosis. For instance, many children with ADHD also have Oppositional Defiant Disorder (ODD).

The exact cause of ADHD is unknown but it is likely that there are a number of genetic and environmental factors involved.

ADHD		
Inattention	Hyperactivity	Impulsivity
Making careless mistakes in schoolwork.	Fidgeting.	Interrupting others.
Not listening to or following instructions properly.	Running and climbing when and where they shouldn't.	Unable to wait their turn or in queues.
Not finishing things or being easily distracted.	Unable to stay sitting down or play quietly.	Answering questions before they have been fully asked.
Losing and forgetting things.	Talking constantly.	

Children and young people with ADHD may have mostly hyperactive or impulsive symptoms, mostly inattention symptoms, or a combination of these.

Other symptoms common in children and young people with ADHD include:

- Aggressive and poor discipline – disruptive behaviour.
- Clumsiness.
- Fearlessness and reckless behaviour.
- Irritability.
- Emotional immaturity.

ADHD may interfere with his/her ability to learn and maintain appropriate levels of concentration and behaviour in the classroom. ADHD may become more noticeable or get worse when a child starts school. Learning may be slowed down by a lack of attention and concentration. If a child is hyperactive and aggressive he/she may have difficulty getting on with other children. If a child is dreamy and inattentive but not disruptive, his/her condition may go unnoticed.

ADHD	
Possible classroom strategies:	
• Visual resources.	• Break down tasks.
• Calm environment.	• Quiet desk, noisy desk.
• Checklists and timers.	• Sit near front of classroom in rows where possible.
• Built in time out.	• Visual reward systems.
• Clear boundaries and structure.	• Give a small individual whiteboard.
• Repetition.	
• Busy box/calm box	

Children with ADHD usually respond particularly well to visual resources. Display a visual timetable to indicate the length of each task. Use photographs of the child demonstrating any behaviors or rules you are targeting, for example putting hand up to answer a question. These can be ticked each time they remember to follow the rule to give instant positive feedback.

The environment should be visually and audibly calm. Sit the child away from very busy displays and preferably near the front away from doors or windows. If space allows, allocate the student two desks, a quiet desk for completing individual work where talking is unnecessary and a noisy desk for paired or group work.

Checklists and timers will help the ADHD child to organise their work and tasks should be broken down into small, manageable parts. Activity pages can be cut up into smaller sections.

Have clear structure and boundaries but choose your battles. It may be necessary to choose one or two rules to focus on at a time. Give warning of any changes to the normal routine.

Instructions may have to be repeated numerous times and if this becomes exhausting a buddy system may be useful.

Children with ADHD often need to fidget with something, for example, pencil tapping. If this is taken away from them they are likely to just find something else to play with. Provide a 'busy box' of items for them to legitimately fiddle with.

Give the student a small individual whiteboard on which they can write their answers then hold it up to show the teacher. This often helps him/her not to shout out.

DYSLEXIA AND SpLD (specific learning difficulty)

Dyslexia is a specific learning difficulty that affects the ability to read and spell. About 60 per cent of children with dyslexia also have trouble with the sounds that make up words. Dyslexia can also cause difficulties with basic maths (especially the order of numbers and multiplication tables), general literacy skills, word interpretation and perception, organizational skills, short-term memory, sequencing and information processing. Children with dyslexia, however, are often very creative and able in certain areas of the curriculum, such as art, design, technology, computing, drama and lateral thinking. Dyslexia is a complex neurological disorder and affects about 10 per cent of the population, across all levels of intellectual ability. It tends to affect boys more than girls and often runs in families. It is believed to have a genetic cause.

Key characteristics
A dyslexic pupil may:
• Use bizarre spellings and have poor phonological awareness.
• Frequently lose the place when reading and see blurred or distorted word shapes.
• Confuse some high frequency words, such as was/saw.
• Reversed letters and number digits beyond the age where this is normal.
• Write words with the correct letters in the wrong order.
• Write sequences of letters and numbers in reverse.
• Have difficulty remembering a word and substitute other words instead.
• Have great difficulty organising themselves and their belongings.
• Be unable to remember simple sequences, such as days of the week.
• Experience problems following oral instructions.
• Have poor sense of time and direction.
• Make frequent errors when copying especially from the board.
• Have some coordination difficulties.
• Have low levels of motivation and self-esteem.

Support strategies
You may need to:
• Use multi-sensory methods to support learning.
• Ensure repetition of learning, using word and language games for enjoyment.
• Make use of coloured overlays and line trackers where necessary.
• Create a positive reading environment, with opportunities to listen to stories.
• Teach keyboard skills and encourage use of spell-checkers.
• Encourage alternative methods of recording, such as writing frames, diagrams, labeled drawings, flow charts or comic strip stories.
• Allow the use of a scribe where appropriate, especially for copying anything important, such as homework instructions.
• Make use of audio-visual aids.
• Keep oral instructions brief and clear.
• Revise and review previously taught skills at frequent intervals.
• Raise self-esteem and confidence with lots of praise and encouragement.
• Have students work in pairs, for example, a Dyslexic student who has good ideas but difficulty with spelling and handwriting with a student who is good at writing but not so strong on ideas.
• Have any text that the student will struggle with read to them by a 'study buddy' or TA. Avoid asking students to copy from the board; have them work with a 'study buddy', or quickly jot things down for them, or use a photocopied transcript.

- Be aware that students may find it hard to hold questions, information or instructions in their head for long enough to act on them.

Remember to:

- Repeat instructions / questions.
- 'Chunk' them rather than saying in one long string.
- Jot them down on a sticky note, or encourage the student to do so.
- Allow time for processing, for example paired discussion with a partner before putting hands up.
- Be aware that Dyslexic students may know something one day and forget it the next, may lose or forget equipment they need, or may forget what they are supposed to be doing in the course of a lesson. Avoid criticism when this happens; instead talk with them about strategies they can use to help them remember things.
- Use ICT supports, for example, audio taped texts, laptop, predictive word processing, speech-supported texts, spell checkers and mind mapping software.
- Mark for content rather than presentation. When marking, praise for two correct spellings, target two incorrect spellings and use these errors as teaching points. Suggest a way of avoiding the mistake in the future, for example, the similarity of the spelling to other known words, or 'the tricky bit' that has to be learned.
- Enable students to record their ideas using alternatives to writing: PowerPoint presentations, making posters, oral presentations and dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories.

Scaffold writing:

- Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.
- Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.
- Provide clue cards.
- Use cloze procedure (where the student fills in missing words in text).
- Print off an IWB page used in whole-class session and have students add to it and annotate.
- Do not expect student to easily remember sequences such as days of the week, months of the year, the alphabet, times tables, number facts. Provide aids, for example, a pocket alphabet or calendar, table squares, calculator.
- Avoid embarrassing student by asking them to read aloud in front of others, unless they volunteer.
- Overcome problems in learning by rote by helping students recognize patterns, use mnemonics, or use memory strategies that create relationships between items in a list in order to aid recall.
- Allow extra time to complete tasks and be aware of the fatigue the student may experience because of the amount of effort they have to put in to learning.

MLD (moderate learning difficulties)

Students with moderate learning difficulties have a general developmental delay. They have difficulties with learning across all areas of the school curriculum. Those with MLD comprise the largest group of students with special educational needs in mainstream schools. Many of these learners have a delay of about three years and consequently need a high level of support within the mainstream classroom.

Many students with moderate learning difficulties will also be suffering from low levels of self-esteem and motivation. They may become resentful and refuse to attempt new work as they perceive themselves to be likely to fail before they start. It is likely that they will become over-reliant on TAs to help them with tasks and they will need much encouragement and praise to persuade them to attempt new challenges which are within their capability and develop greater independence.

Key characteristics
Children with MLD may:
• Have immature listening/attention skills.
• Have immature social skills.
• Rely on a teaching assistant to direct them within the class situation.
• Have a poor auditory memory.
• Have a poor visual memory.
• Have difficulty acquiring basic literacy and numeracy skills.
• Have difficulties with comprehension skills.
• Need a high level of support with investigation and problem-solving activities.
• Have poor verbal and non-verbal reasoning skills.
• Have difficulties with applying what they know to other situations.
• Have some motor coordination difficulties.

Support strategies
You may need to:
• Provide TA support at the beginning and end of a lesson, but encourage learners to work independently whenever possible.
• Ensure that learning activities are broken down into small steps and are clearly focused.
• Simplify, differentiate or abbreviate class tasks.
• Provide a multi-sensory approach to learning.
• Provide activities to develop motor skills.
• Use visual and concrete materials to aid understanding.
• Keep language simple and familiar in guided group work.
• Make use of songs, rhymes and rhythm to aid learning sequences (such as the alphabet, days of the week).
• Keep instructions short and concise.
• Ask students to repeat instructions in order to clarify understanding.
• Provide alternative methods of recording, such as labelled pictures, diagrams or flow charts.
• Ensure repetition and reinforcement within a variety of contexts.
• Allow extra time to complete a task.
• Monitor and record progress so that each small achievement is recognised.
• Organise activities to develop listening and attention skills, such as sound tapes.
• Practice a range of sequencing activities, such as pictorial activity or story sequences, word/sentence sequences, days, months and number sequences.

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<ul style="list-style-type: none"> • Develop role-play and drama activities including the use of finger and hand puppets to aid the understanding of new concepts.
<ul style="list-style-type: none"> • Help learners organize their written work by using writing frames.
<ul style="list-style-type: none"> • Praise every effort and successful achievement of new skills.
<ul style="list-style-type: none"> • Use TAs for pre-tutoring, e.g. preparing students for a task so that they come to it already knowing the key vocabulary and concepts.
<ul style="list-style-type: none"> • Link new learning to what students already know e.g. start lessons with a class mind map of what they already know about a subject.
<ul style="list-style-type: none"> • Tell students the three key points of the lesson, teach them and recap on them at the end.
<ul style="list-style-type: none"> • Break new learning down into small steps.
<ul style="list-style-type: none"> • Provide multiple examples of new concepts, and take these examples from the student's own real-life experience rather than talking in the abstract.
<ul style="list-style-type: none"> • Use visual and kinesthetic learning, for example, learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.
<ul style="list-style-type: none"> • Use scaffolding: Having a peer or adult work alongside the student at first, then gradually withdraw as confidence grows, or having a student finish a task that has already been part-done for them.
<ul style="list-style-type: none"> • Use short simple instructions: Give one at a time and check for understanding. Write down and leave up instructions after saying them.
<ul style="list-style-type: none"> • Question student, after some other students have given examples of what is required.
<ul style="list-style-type: none"> • Give student time to think, or to talk to a partner before answering a question or say 'I'm going to come back to you in a minute to ask you xxxx'.
<ul style="list-style-type: none"> • If student can't answer a question, scaffold/support until they can rather than saying 'Can anyone help X'; echo back the student's answers in expanded form.
<ul style="list-style-type: none"> • Buddy the student with a more able peer.
<ul style="list-style-type: none"> • Have any text that the student will struggle with read to them by a 'study buddy' or TA.
<ul style="list-style-type: none"> • Put up a list of key vocabulary for a particular topic or lesson and teach the meaning of each word.
<ul style="list-style-type: none"> • To help student extract the salient points from information they are given, use highlighter pens or provide cards telling them what they have to look out for on a visit, in a text or from sources such as film.
<ul style="list-style-type: none"> • Make learning strategies explicit by 'thinking aloud' yourself.
<ul style="list-style-type: none"> • Help student develop and generalize effective learning strategies – when successful, ask them to identify what they did to solve the problem/find the information.
<ul style="list-style-type: none"> • Model to the student that making mistakes is okay and part of the learning process.
<ul style="list-style-type: none"> • Agree a private signal the student can use to show you they have not understood.
<ul style="list-style-type: none"> • Pair a higher attaining group with a lower attaining one and provide a range of collaborative activities so students can help one another.
<ul style="list-style-type: none"> • Prepare students for writing – have them work in a group with you or a TA to rehearse orally what they want to say, then plan the writing together.
<ul style="list-style-type: none"> • Enable student to record their ideas using an alternative to writing: PowerPoint presentations, making posters, oral presentations and dramatic reconstructions, mind maps, matching labels to pictures/diagrams/maps, sorting statements or pictures into categories.
<ul style="list-style-type: none"> • Use software that supports writing, with on-screen word grids from which they can choose the words they need.
<ul style="list-style-type: none"> • Scaffold writing.
<ul style="list-style-type: none"> • Provide writing frames and templates (e.g. writing up a science experiment) to help structure thinking.
<ul style="list-style-type: none"> • Provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings.
<ul style="list-style-type: none"> • Provide clue cards.

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| <ul style="list-style-type: none">• Use cloze procedure (where the student fills in missing words in text). |
| <ul style="list-style-type: none">• Print off an IWB page used in whole-class session and have students add to it/annotate. |
| <ul style="list-style-type: none">• Give homework instructions on a sheet and make time to explain them. Allocate a homework buddy they can phone if they need help ('phone a friend'). |

Attachment Disorders
Background information:
<ul style="list-style-type: none"> • Difficulty connecting to others and managing emotions as a result of negative experiences in the relationship between child and care giver. • This results in a lack of trust and self-worth, a fear of getting close to anyone, anger and a need to be in control.

Attachment issues occur when children have been unable to consistently connect with a parent or primary caregiver. This can happen for many reasons including the following:

- A baby cries and nobody responds or offers comfort.
- A baby is hungry or wet and they aren't attended to for hours.
- Nobody looks at, talks to or smiles at the baby, so the baby feels alone.
- A young child gets attention only by acting out or displaying other extreme behaviours.
- A young child or baby is mistreated or abused.
- Sometimes the child's needs are met and sometimes they aren't. The child never knows what to expect.
- The infant or young child is hospitalised or separated from parents.
- A baby or young child is moved from one caregiver to another. This can be the result of adoption, foster care or the loss of a parent.
- The parent is emotionally unavailable because of depression, an illness or a substance abuse problem.

ATTACHMENT DISORDERS	
Some recognizable characteristics:	
Signs in infants:	Behaviours in school:
<ul style="list-style-type: none"> • Avoids eye contact. 	<ul style="list-style-type: none"> • Non-compliance.
<ul style="list-style-type: none"> • Doesn't smile. 	<ul style="list-style-type: none"> • Frequently lies.
<ul style="list-style-type: none"> • Doesn't reach out to be picked up. 	<ul style="list-style-type: none"> • Lack of ability to give/receive affection.
<ul style="list-style-type: none"> • Rejects efforts to calm, soothe and connect. 	<ul style="list-style-type: none"> • Poor peer relationships.
<ul style="list-style-type: none"> • Doesn't seem to notice or care when the parent leaves them. 	<ul style="list-style-type: none"> • Cannot share or take turns.
<ul style="list-style-type: none"> • Cries inconsolably. 	<ul style="list-style-type: none"> • Rarely completes schoolwork.
<ul style="list-style-type: none"> • Doesn't coo or make sounds. 	<ul style="list-style-type: none"> • Lack of guilt or remorse.
<ul style="list-style-type: none"> • Eyes do not follow the parent/carer. 	<ul style="list-style-type: none"> • Immature and regressed behaviours.
<ul style="list-style-type: none"> • Isn't interested in playing interactive games or with toys. 	<ul style="list-style-type: none"> • Poor eye contact and unusual speech patterns.
<ul style="list-style-type: none"> • Spends a lot of time rocking or comforting themselves. 	<ul style="list-style-type: none"> • Violent aggressive behaviours.

Students with Reactive Attachment Disorder may have an aversion to touch and physical affections. They often flinch laugh or even say, 'Ouch!' when touched. Rather than producing positive feelings, touch and affection are perceived as a threat.

Most students with Reactive Attachment Disorder go to great lengths to prevent feeling helpless and remain in control. They are often disobedient, defiant and argumentative. They may be manipulative and cheat at games.

Anger may be expressed directly, in tantrums or acting out or though manipulative, passive-aggressive behaviour. Students with Reactive Attachment Disorder may hide their anger in socially acceptable actions, like giving a high five that hurts or hugging someone too hard.

Inappropriate affection may be shown to strangers but little or no affection is shown towards their parents.

Students with Reactive Attachment Disorder may act like they don't have a conscience and fail to show guilt, regret or remorse after behaving badly. They are often cruel to animals and will lie about the obvious.

ATTACHMENT DISORDERS
Possible classroom strategies:
• Predictable, consistent, repetitive.
• Model and teach appropriate social behaviours.
• Avoid power struggles.
• Break down tasks.
• Identify 'time out' area if student is capable of using this appropriately.
• Empathise but do not pity.

Students with attachment disorder are very sensitive to changes in schedules, transitions, surprises and chaotic social situations. Being predictable and consistent will help the student to feel safe and secure, which in turn will reduce anxiety and fear.

Never accept rudeness and model this yourself. Use please and thank you when making requests to the students. Choose your battles and remain calm and in control. You will not be able to address all inappropriate behaviours at the same time so select which behaviours you are targeting.

Address comprehension difficulties by breaking assigned reading and other literacy based activities into manageable segments. Monitor progress by periodically checking if the student is understanding the material.

OPPOSITIONAL DEFIANCE DISORDER	
Background information:	
•	A psychiatric disorder affecting behaviour.
•	There are three main characteristics: Aggression. Defiance. A tendency to bother and irritate others.
•	Affects both females and males.
•	The pattern of behaviour starts from toddler/pre-school ages.
•	The cause is not certain, possibly a combination of genetics, environment and/or medical problems.

Oppositional Defiant Disorder (ODD) is a pattern of behaviour that is negative, hostile and defiant. It is diagnosed by a medical practitioner when the characteristics or behavior patterns have persisted for a least six months. These require good documentation by both parents and school staff over this period of time.

ODD can be evident from an early age when behaviours that may seem 'normal' for a two year old persist beyond this age. Many children will display some ODD characteristics at some time but the frequency of these behaviours is the key to diagnosis. It is not known for certain what causes ODD.

Treatment varies and may include medication, therapy or a behaviour modification programme. The earlier the treatment the greater the chance of success.

OPPOSTIONAL DEFIANT DISORDERS	
Some recognizable characteristics:	
•	Often loses temper.
•	Argues with adults.
•	Is defiant and refuses to comply with rules and routines or simple requests.
•	Deliberately annoys others and is easily annoyed.
•	Is spiteful and vindictive.
•	Lacks accountability and blames others.

Not all these characteristics must be present for a diagnosis, but a number over a sustained period of time. Some will occur daily whilst others will be less frequent.

These behaviours have a negative impact on the social and academic functioning of the child and make their inclusion in the mainstream classroom challenging.

Diagnosis is difficult as ODD is often present with other conditions, commonly ADHD and depression. ODD differs from ADHD in that the behaviours can be vindictive rather than impulsive. The child with ODD is also capable of sitting still, unlike a child with ADHD.

For children with ODD even the simplest instructions can turn into power struggles and the child will rarely show remorse. They are getting a reaction out of people and creating arguments between adults whilst remaining calm and collected themselves.

OPPOSTIONAL DEFIANT DISORDERS
Possible classroom strategies:
<ul style="list-style-type: none">• Consistent firm boundaries.
<ul style="list-style-type: none">• Involve parents/carers to ensure consistency between home and school strategies.
<ul style="list-style-type: none">• Model appropriate behaviour and do not be drawn in to power struggles.
<ul style="list-style-type: none">• Give immediate praise for appropriate behaviour.
<ul style="list-style-type: none">• Establish a quiet cooling down area for time out.
<ul style="list-style-type: none">• Seek medical advice.

The best outcomes for a child with ODD are achieved with good home / school cooperation and communication. A 'no response' approach should be adopted and consequences should be applied immediately, fairly and consistently. Behaviour contracts can be a useful tool for modifying behaviour.

Medical advice should be sought to access medication and therapy if necessary. Managing a child with ODD can be extremely stressful and adults involved would benefit from stress management techniques such as 'self-talk'.

Consistency in the classroom is important but also consistency amongst all school staff is essential. Rules and boundaries should be the same in every classroom and in every member of staff the child encounters.

Establish a designated time out area. Show this to the student and teach them to go there whilst they are calm so they are more likely to go there compliantly when it is needed.

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

This term is used when a student's ongoing behavioural difficulties appear to have their root cause in emotional or possibly social problems. It is important to remember that some children and young people have such deep-rooted emotional difficulties that these may manifest themselves in unusual quietness, rather than disruptive behaviour.

Some SEMH problems may be temporary and can be dealt with using standard pastoral strategies. However, others are so complex that outside professionals need to be involved to help the student cope with daily living and learning.

A variety of praise and reward strategies are often useful and it is important to raise self-esteem at every opportunity. It may also be helpful to consider making a home visit or arrange to see the parents/carers in school to involve them in agreeing a home-school programme of actions.

It is advisable to consider the wellbeing of all the other students in the class, as well as any adults who work with a child with SEMH difficulties.

SEMH
Key characteristics – child with SEMH difficulties may:
• Find it difficult to form friendships.
• Often appear preoccupied and therefore find it difficult to get involved in activities.
• Have difficulty keeping on task.
• Have difficulty taking part in group activities and discussion.
• Often become tearful or throw tantrums for no apparent reason.
• Have psychosomatic illnesses.
• Have low self-esteem and often become victims of bullies.
• Become bullies themselves.
• Be aggressive and disruptive.
• Find it difficult to conform to classroom rules and routines.
• Be excessively attention-seeking through either negative behaviour or clinginess.
• Sometimes have school phobia.
• Under achieve in many areas of the school curriculum.

SEMH
Support strategies – you may need to:
• Ensure a consistent approach to the child's behavioural difficulties by all members of staff by developing positive behaviour management strategies.
• Encourage the provision of a positive classroom environment.
• Have group and class discussions (circle time) to focus on problems and give all children opportunities to air their views in a controlled environment.
• Set up small social skills groups for students who have difficulties in particular areas, such as anger management or relating to other children.
• Develop social interaction through games and paired problem-solving activities.
• Give short, clearly defined tasks.
• Encourage the development of ICT skills to increase motivation.
• Provide activities that encourage the building of self-esteem.

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<ul style="list-style-type: none">• Give the student opportunities to express their feelings through the use of puppets or role-play in pairs or small groups.
<ul style="list-style-type: none">• Develop positive links between older and younger students.
<ul style="list-style-type: none">• Arrange for support input from the Educational Psychologist or the Behavioural Support Team (such as implementing the circle of friends approach to promote inclusion).
<ul style="list-style-type: none">• Arrange for counselling or family support provision usually through either the Educational Welfare Service, The Family Centre, of the Child and Adolescent Mental Health Services (CAMHS).
<ul style="list-style-type: none">• Seat student by a more settled peer.
<ul style="list-style-type: none">• If student becomes wound up/anxious allow him/her to remove self to an agreed calm-down area.
<ul style="list-style-type: none">• Make tasks short, with frequent breaks and opportunities to move around.
<ul style="list-style-type: none">• Remember that children and adults who are stressed find it hard to take in and remember complex information; make instructions short and clear. When a student is experiencing emotional turbulence or anxiety, provide low-key tasks and increased structure and predictability in the classroom environment.
<ul style="list-style-type: none">• Set tasks with clear goals, outputs and timescales.
<ul style="list-style-type: none">• Teach/use clear classroom routines e.g. have all students hold an object when it is their turn to talk. Display classroom rules and routines for students to refer to. Illustrate them visually – for example, use a traffic light system to indicate whether students can talk or not, or symbols for different noise levels (partner voices, group voices, classroom voice, playground voices).
<ul style="list-style-type: none">• Expect to teach student specific behavioural skills e.g. how to ask for help/

Speech Language and Communication Needs

Speech and language impairment can vary a great deal from mild difficulties to severe problems with the understanding and use of language. A specific language impairment is diagnosed when a child has difficulty with language but is developing normally in all other areas. Many children have speech and language difficulties associated with physical, sensory, neurological difficulties. Over a million children in the UK have some kind of speech and language difficulties. One in 500 of these children has a difficulty that is both severe and long term. These learners will have difficulties with understanding and using language in one or more areas.

Speech Language and Communication Needs	
Key characteristics – children with a specific language impairment may have difficulties with one or more of these areas:	
• Phonology: Some children have difficulty processing speech sounds and using them correctly, while others confuse or substitute sounds.	
• Grammar: Some children have difficulty organizing words into sentences, using the correct grammatical structure (they often muddle verb tenses and have difficulty with conjunctions and prepositions) or they may have difficulty pronouncing –ed, -ing, and –s endings and sound like much younger children in the way they form their sentences.	
• Word finding: Some learners have difficulty in recalling the right word when they need to use it and have to describe the word rather than naming it (for example, 'It's hot. You make tea. You put water in it' for the word 'kettle'), which may be caused by their difficulties.	
• Semantics (the meanings of words and the way they relate to each other): Some learners may be affected by poor auditory memory skills which can have serious implications for learners in the classroom. If they cannot retain the meaning of new vocabulary, then they will have difficulty understanding new concepts and ideas, which will in turn affect their ability to express their own thoughts.	
• Attention and listening: Students with attention and listening difficulties have one of two problems. Either they cannot screen out what is unimportant from what they hear and so listen to everything or they lack skill at controlling attention and therefore miss large chunks of information. Oral whole-class teaching can therefore cause great difficulty for these learners.	
• Pragmatics (the way that language is used to convey thoughts and feelings): Some children have difficulties in understanding how to use language in different social situations and can make very inappropriate remarks.	

WORD FINDING DIFFICULTIES	
• Give X time to talk and try not to interrupt him/her.	
• Model the correct form when X makes an error. Don't correct his/her errors.	
• If X uses a non-specific word/phrase (e.g. that one, there, do, make) model the specific word or phrase for him/her.	
• Encourage and accept X's use of gesture to substitute for a word.	
• Encourage and accept X's spoken descriptions of the target word or other verbal clues X provides.	
• To reduce the word finding load in spoken tasks, cue X by: Telling them the first sound in the word. Describing the word. Using a gesture.	
• Giving a forced alternative: Give them two choices of what they could say and allow them the choice rather than giving them the answer.	

- Using sentence completion: You start a sentence for X and give them time to complete it.

Props and resources that reduce word finding demands in the classroom include:

- Cueing cards that prompt the student to use retrieval strategies that help them e.g. thinking of the word's first sound or meaning.
- Visuals, notebooks, cue cards and mind maps to use during oral and written work and tests.
- Multiple choice and true/false questions on tests.

UNDERSTANDING INSTRUCTIONS
<ul style="list-style-type: none"> • Speak slowly and clearly: Use your voice by varying your pitch.
<ul style="list-style-type: none"> • Use simple and specific language that X can understand.
<ul style="list-style-type: none"> • Emphasise key words: Key words are the most necessary for understanding e.g. in a maths problem 'A girl bought TWO RED apples for lunch' Or for geography 'Show me the SEA and show me the LAND on the map'.
<ul style="list-style-type: none"> • Break up unfamiliar, long instructions into single steps. For routine tasks, give 2-3 instructions at a time or encourage X to think of what comes next. Give instructions in the order that they should be done generally but in familiar situations when the student is receptive, you can try using words like 'first, before, until'.
<ul style="list-style-type: none"> • Leave pauses between phrases and sentences. Give X time to process what you have said. Up to 8 seconds is the minimum time that should be allowed before expecting an instruction to be carried out or a reply to a question.
<p>Rephrase: Say it again differently if X hasn't understood. Be sure to leave enough time before rephrasing (at least 8 seconds).</p>
<ul style="list-style-type: none"> • Use visual supports including gestures, real objects, pictures, diagrams, word webs, symbols and the written word.
<ul style="list-style-type: none"> • Support spoken instructions with written instructions if the student finds this easier.
<ul style="list-style-type: none"> • Give important information at the beginning of a sentence.
<ul style="list-style-type: none"> • Identify new vocabulary and explain it. Try to relate it back to the student's experience and previous learning. Try to use a multi-sensory approach to word learning e.g. use props, actions, visuals, etc.
<ul style="list-style-type: none"> • Use repetition to reinforce new ideas and support word learning.
<ul style="list-style-type: none"> • Check that X has understood. Ask him/her to repeat the instruction, or ask specific questions about it.
<ul style="list-style-type: none"> • Avoid ambiguous words and sentences. Idioms and figurative speech cannot be interpreted literally, e.g. 'He nearly lost his mind'. When using figurative speech, follow with a clear statement of what you meant.

USING LANGUAGE
<ul style="list-style-type: none"> • Choose activities which encourage interaction and give students a turn to talk or a turn to lead. Think about non-verbal as well as verbal joining in e.g. in a practical lesson students could take turns building or constructing a model or allow chances to work on the whiteboard without having to say something/put their hand up. You could ask specifically, 'Do you want to come to the whiteboard?'
<ul style="list-style-type: none"> • Comment on what the students are doing more than your question. Comments give students an opportunity to hear and learn language which is relevant to the topic. Use comments selectively remembering to pause from time to time to allow students to talk.

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<ul style="list-style-type: none">• Use expectant pauses. Give the student a turn to talk and use encouraging facial expressions.
<ul style="list-style-type: none">• Use sentence expansion. Repeat what X says back to him/her and add a word or phrase to give the student a model e.g. If the student says "The Romans wore togas" you could say "Yes, they wore white togas at their weddings".
<ul style="list-style-type: none">• Model the correct form when X makes an error. Don't correct his/her errors.
<ul style="list-style-type: none">• If X uses a non-specific word/phrase (e.g. that one, there, do make) model the specific word or phrase for him/her e.g. student says "They used that thing to do it". You could say "Yes, the Romans used chariots to have races".

USING LANGUAGE
If X has difficulty contributing or responding verbally, either:
<ul style="list-style-type: none">• Allow non-verbal responses as well e.g. pointing, using a gesture/action to stand for something.
<ul style="list-style-type: none">• Use sentence completion: You start a sentence for X and give them time to complete it.
<ul style="list-style-type: none">• Use scaffolding questions: Ask the who, what, where, when, of what they want to say and model a sentence for them.
<ul style="list-style-type: none">• Give a forced alternative: Give them two choices of what they could say and allow them the choice rather than giving them the answer e.g. Do you want to write about this or draw about it? Is this continent Europe or Africa? Point to options if possible as you give them e.g. to the pen/coloured pencils, to the two continents on the map.
<ul style="list-style-type: none">• Give specific and immediate praise for contributions if they respond well to praise, even if the student wasn't 100% correct you can say "Well done for trying to"

A wooden sign with a white center containing the text: "Behind every good teacher is a great teaching assistant!"

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Call us: 020 8289 4658
www.wpes.org.uk
Email us: office@woodbridgepark.hounslow.sch.uk