



Oasis Academy
South Bank Learning
Support Assistant
Deployment Policy
2023-2024



Introduction and Aims

Oasis Ethos

Our ethos is rooted in what we believe and who we are.

- We have a passion to include everyone
- We have a desire to treat everyone equally, respecting differences
- We have a commitment to healthy and open relationships
- We have a deep sense of hope that things can change and be transformed
- We persevere and keep going for the long haul

At Oasis Academy South Bank we believe that Learning Support Assistants and Teacher Scholars¹ play a vital role in the education and wellbeing of our students. They are highly valued and an integral part of the teaching team. We provide a clear leadership and management structure, provide continuous professional development, robust monitoring and ensure that our Learning Support Team have a high status in the school.

The aims of this policy are to:

- To clarify expectations of LSAs at Oasis Academy South Bank to ensure consistency.
- To outline how we deploy and use LSAs as well as how they are led and managed in order to achieve maximum impact on outcomes for students in terms of their academic performance as well as their physical and mental well-being.
- To define the roles and responsibilities of LSAs both inside and outside of the classroom, including working hours and leadership of specialist LSAs.
- To outline the manner by which LSAs are inducted, trained, and line managed to ensure that staff continue to develop to become highly expert practitioners.
- To help young people to become independent, successful and happy adults who make a meaningful contribution to society.

Statutory requirements and national guidance

The Academy takes full consideration of the guidelines in the SEND Code of Practice 2015.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The Academy has considered the DfE publication: *'The Deployment of Teaching Assistants in Schools'* 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf

The Equality Act 2010 details some key equality provisions for the delivery of education and duty of public bodies, such as OCL, to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relationships between different groups.

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/guidance/equality-act-2010)

The Academy has considered guidance from the Education Endowment Fund (Established by the Sutton Trust) who together form the government-designated What Works Centre for Education.

'Making Best Use of Teaching Assistants' <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

Policy development

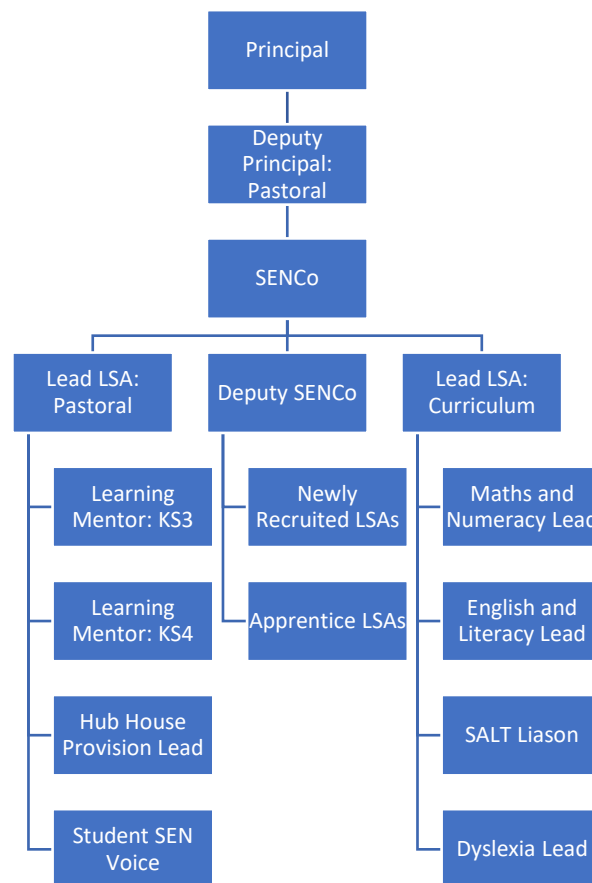
This policy specifies our vision for the role, purpose and contribution of Learning Support Assistants (LSAs) at Oasis Academy South Bank. It sets out expectations in relation to LSAs' work and conduct, and also the expectations that LSAs can have of teachers and the Academy's Senior Leadership in terms of the support they will receive to make a meaningful contribution to teaching and learning. It has been developed following extensive work in our academy on maximising the impact of our LSAs staff in line with the best available evidence on LSAs deployment, use and training. This Oasis South Bank Academy policy has been developed through the following consultation process:

¹ Learning Support Assistants and Teacher Scholars are roles both within the Learning Support Team. While their pathways and specific roles in the academy may have slight variances, this policy refers to their deployment in a consistent manner. As such, references to LSAs also refers to Teacher Scholars unless noted otherwise.

1. Review – Assistant Principal for Inclusion pulled together all relevant information including relevant national and local guidance; best practice models available in research; local contextual research.
2. Staff consultation – Communication with LSA and Teacher Scholars, as well as staff voice on the best manner to deploy the Learning Support Team.
3. Pupil consultation – Making use of SEN student voice panels to best determine what students regard to be the best version of support.
4. Ratification – once amendments were made, the policy was agreed with the Principal.

In line with the SEND Code of Practice, the expectations of Oasis Community Learning and our students and their families, we recognise that teachers at Oasis Academy South Bank are responsible for meeting the learning needs and the progress of all the students in their classes. Our LSAs have a different, but distinct, complementary role in helping our students become confident, competent, independent and successful learners. It is the responsibility of the Senior Leadership Team to ensure that LSAs support the work of our teachers and the school more broadly, and maintain the appropriate demarcation between the role and responsibilities of teachers and the role and contribution of LSAs.

Learning Support Team Structure:



- The Learning Support Team is led by the SENCo, who is responsible for the management of LSAs and Teacher Scholars. The SENCo is Line Managed by the Deputy Principal- Pastoral, who has strategic oversight of the LSA Deployment Policy. The Deputy Principal and SENCo meet weekly to discuss the Academy’s SEND provision.
- The SENCo is supported in the line management of LSAs by the Deputy SENCO, who is responsible induction and training of newly recruited LSAs, as well as the leadership of Lead LSAs. The SENCo line manages the Deputy SENCO, meeting with them weekly to ensure that the LSA team is functioning effectively, and adequately supported.
- The LSA team is broadly divided into two specialisms: Pastoral focused LSAs, and Curriculum focused LSAs. Lead LSAs manage the areas of the LSA team that they are responsible for. Lead LSAs meet with the SENCo or Deputy SENCO weekly to ensure that the training and deployment of LSAs is successful to positively impact students with SEND.
- LSAs meet termly with either the Lead LSAs, Deputy SENCO or SENCo to review their practice and support them in their professional development and execution of responsibilities.

Recruitment of LSAs and Teacher Scholars

- The OCL Recruitment Policy is adhered to in the recruitment of all LSAs at Oasis Academy South Bank: [Recruitment and Selection Policy \(finalsite.net\)](#)
- All LSAs are required to have appropriate academic qualifications to at least GCSE standard or ability to demonstrate literacy and numerical competency through proven experience.
- Teacher Scholars are required to be educated to degree level, with the intention of beginning a teacher training route at the Academy.
- LSAs and Teacher Scholars are required to possess a range of essential experience, knowledge and qualifications to fulfill their duties, as outlined in their Job Description and Person Specification.
- LSAs and Teacher Scholars are desired to have evidence of recent professional development and an ongoing commitment to their professional development.
- A full-time LSA contract is 37 hours per week, term-time only. We recruit both full and part-time LSAs depending on the needs of the students, and the context of staffing.
- LSA's 37 hour contract includes a paid lunch period, which reflects the deployment of LSAs outside of the classroom for duties, clubs and student supervision.
- There is flexibility in the day-to-day hours worked by different members of the Learning Support Team depending on role and content, however, the default allocation is as follows:

<u>Day</u>	<u>Start Time</u>	<u>End Time</u>	<u>Hours</u>
Monday	08:00	16:00	8
Tuesday	08:00	16:00	8
Wednesday	08:30	14:00	5.5
Thursday	08:00	16:00	8
Friday	08:30	16:00	7.5
			Total: 37

- We recruit LSAs into varying responsibility levels (and therefore pay grades). This includes Apprentice LSAs, LSAs, and Lead LSAs.
- The SENCO leads on the professional development of LSAs. Training is mainly internally based, with weekly LSA CPD focusing on best practice in support students with SEND.
- LSAs will have an Induction programme which consists of shadowing other LSAs, observing key students, meeting with SENDCo/Deputy SENCO, Safeguarding briefing training, culture for learning briefing, training on IT systems, training on procedures and expectations.

Expectations and Deployment of LSAs

We ensure LSAs and Teacher Scholars are deployed effectively so we can respond to the changing needs of the academy.

The TA roles outlined in this policy have been informed using evidence-based practice, in particular: '*Maximising the Impact of Teaching Assistants*' (Webster, Russell and Blatchford, 2016) [Maximising the Practice of Teaching Assistants \(maximisingLSAs.co.uk\)](#) and '*Making Best Use of Teaching Assistants*' (Education Endowment Fund, 2018) [Making Best Use of Teaching Assistants | EEF \(educationendowmentfoundation.org.uk\)](#)

Expectations

All LSAs will (as directed by Line Manager):

- Implement and follow all whole academy policies
- Support the learning of pupils during lessons by making use of effective strategies and processes to increase progress of students
- Collaborate with teachers and subject departments to best prepare knowledge required for supporting students during lessons.
- Lead on breakfast club provision for students prior to school.
- Lead on a specific specialist area linked to SEND provision, such as: SEND Voice, Literacy Lead, Numeracy Lead, Learning Mentor.
- Participate in whole academy CPD sessions and training, in order to keep up to date with current academy and wider developments.

- Take part in peer observations and support/train colleagues if necessary, as well as the coaching of other LSAs.
- Make use of ClassCharts to provide information on SEND support provided to students during the course of a lesson or intervention.
- Administer Wave 2 and Wave 3 interventions for students with a high level of need, including 1-to-1 support and small group extraction work.
- Support with Wave 3 alternative curriculum programmes, including the OASB Steps provision where pupils learn outside of usual mainstream lessons in order to best support progress over time.
- Receive additional support and training that is more specific to their roles such as, SALT, ASD, Mentoring, ELSA, Literacy and Numeracy programmes
- Take instruction and direction from the SENDCo/Deputy SENDCo/class teacher/SLT in line with the needs of the academy/class
- Prepare resources and displays for their own intervention groups
- Attend daily LSA briefing to receive key information and notices
- Contribute to information gathering on student' progress, and the development of Pupil Passports
- Promote positive behaviour in line with the academy culture for learning policy
- Promote positive attendance and engagement with school- through supporting the whole academy attendance strategy via key adult conversations
- Supervise students at break times and lunchtime
- Participate in school trips
- Cover classes in an emergency
- Communicate with parents/carers and attend meetings where necessary e.g. SEND parents review, annual reviews, progress or behaviour meetings, external agency meetings (with the exception of parents' evening, these meetings will always have another academy representative alongside the TA e.g. SENDCo/Deputy SENDCo/SLTr/Designated Safeguard Lead)
- Be a keyworker for a group of students, meet with these students regularly and be a point of contact for the parents (not applicable to specialist centre LSAs)
- Be role models in line with our Academy Code of Conduct

} Within working hours (unless agreed otherwise) and as agreed with Line Manager

Deployment

The SEND Code of Practice States: *'Special Educational provision is underpinned by high quality teaching and is compromised by anything less.'*

SEND Vision at OASB

Starting at Great: we ensure all students maximise their full potential through quality first teaching and a curriculum that is **unapologetically ambitious**. Great progress for students is holistic across: academic attainment; attendance and punctuality; behaviour and character; literacy and numeracy; therapeutic interventions.

Support for children with Special Educational Needs is **pre-emptive rather than reactive** and is **available at the point of need**, fostering resilient and independent learners.

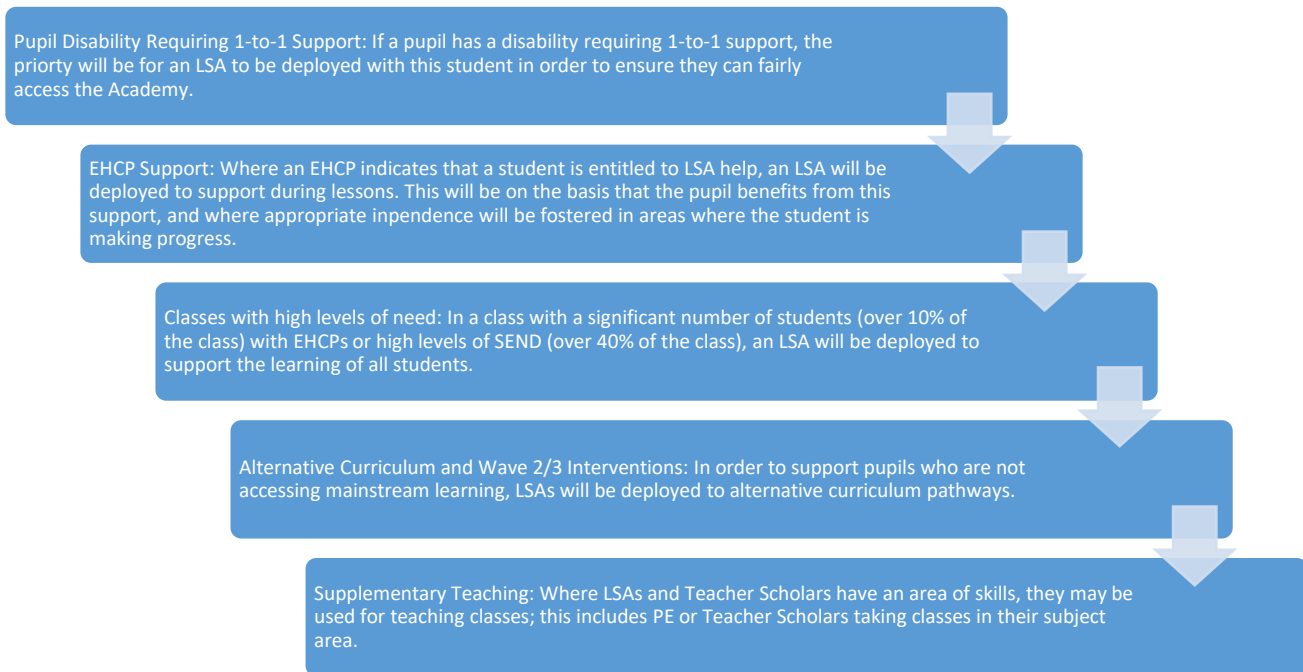
Key principles that underpin our LSA Deployment:

- LSAs will offer the least amount of help first and increase it if a student needs- this helps to foster independence and resilience
- LSAs supplement not replace teachers- ensuring all SEND students have full access to the expertise of the class teacher and ensuring quality of opportunity
- LSAs are Teaching Assistants not Teacher's Assistant- they support the learning of students and their primary deployment should be centred around learning activities rather than administration duties
- Remove the 'Velcro effect' of LSA dependency- Ensuring students have access to the class teacher for support, their peers as well as the LSA and also ensuring students have the opportunity to build their independence, using peers as role models and promoting positive outcomes
- Reduce student/teacher separation- LSAs should not be used as an additional teacher for lower ability students
- Use of the Wider Pedagogical Role Model to improve: Deployment, Preparedness and Practice of LSAs (Appendix B)
- Student/LSA talk is meaningful and cognitively challenging – LSAs will use scripted examples of meaningful talk in their professional development

- LSAs foster independence and resilience in students using the MPTA/EEF Scaffolding framework (Appendix A)

Process to determine deployment of LSAs

The decision as to where LSAs and Teacher Scholars are allocated is based on the level of need that a student or group of students present, and the intended impact of the Learning Support Team in reducing barriers to learning. An LSA will be deployed to a class or student for additional support based on the following order of priorities:



LSA roles at Oasis Academy South Bank are specialised into Pastoral and Academic roles but all LSAs are expected to be able to perform roles in both categories when necessary (according to their level of training e.g. a LSA would only be expected to provide mobility support to a student if appropriately trained)

Academic roles- directly related to teaching and learning

Pastoral roles- performing wider support duties to remove barriers to participating in learning

Academic Roles of LSAs:

- Plan and deliver structured intervention sessions with students as 1-1 or in small groups. Track the progress of students in their interventions and report on this progress to the SENDCo
- Administer, mark and record screening tests for interventions or whole academy baseline assessments such as NGRT tests (LSAs will not need to mark when a programme has auto-marking)
- Plan and deliver 1-1 sessions for their key students focusing on emotional wellbeing, progress, behaviour and attendance
- Deliver parts of lessons to whole class or small groups as agreed by LSA/classroom teacher/SENDCo/Director of SC and as appropriate to the training, qualifications and subject expertise of the TA
- Liaise with class teachers about lesson content, learning objectives, success criteria
- Offer advice and support to class teacher on how to differentiate and meet the needs of individual students
- In lessons, circulate and support students with motivation towards learning and accessing content in order to promote progress.

Non-Pedagogical Roles of LSAs:

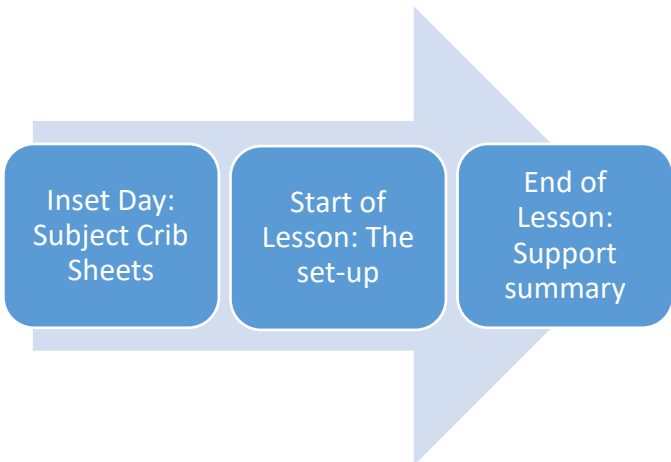
- Supporting students with physical, mobility or sensory needs
- Communicating with parents/carers
- Supporting the examination/assessment process e.g. administration duties, scribing for students, facilitating additional time arrangements, organising specialist equipment
- Supporting the entry and exit routines of the academy day and transition between lessons
- Lunch/break time duty supervising students and/or facilitating activities
- Support with preparing or administering resources in practical based lessons

- Promote the academy culture for learning policy by rewarding students for positive behaviour or challenging inappropriate behaviour around the academy
- Supporting with ensuring students are in correct uniform and equipped for learning
- Working with the Pastoral Team in promoting attendance of pupils
- Leading on SEND student voice
- Acting as mentors with identified students in a manner that is consistent with whole-school expectations.

Teacher-LSA collaboration:

Rather than deploy LSAs in ways that replace the teacher, LSAs can be used to enable teachers to work more with lower-attaining pupils and those with SEND. Where TAs do work with pupils individually or in groups, it is essential that they are equipped with the skills to support learning, consistent with the teachers' intentions.²

LSA and Teacher collaboration is essential to ensuring that in-class support is effective. It is crucial that LSAs understand the content for each subject, and how this connects to wider learning. Furthermore, LSAs need to be aware of the knowledge taught in each lesson and how to best support particular students. Communication between LSAs and Teachers are based on the following three processes:



1) Subject Crib-Sheets: During Inset Days at the start of team, LSAs are assigned to a department to complete summary sheets for learning during the term. This is then shared with the wider team in the first LSA weekly CPD of the term.

2) At the start of each lesson, the teacher and LSA should complete the set up, where the teacher summaries: Today, the topic is.... The main pieces of knowledge are... The key focus students are....

3) After the lesson, LSAs should indicate the support they have given to students on ClassCarts, and refer any cause for concerns to the teacher.

In- Class support:

LSAs will follow the structure below in support lessons:

Part of Lesson	LSA support offered	Throughout Lesson
Entry routine	<ul style="list-style-type: none"> • Arrive at classroom for start of lesson, or in the line up space prior to the beginning of the lesson. • Support teacher in transitioning and lining all students up outside classroom, and greeting them through the threshold • If supporting a student 1-1 then ensure the pupil goes straight to their seat, and is prepared for learning. • Once the class has entered the room, engage with the teacher in the lesson set-up to determine what is being learned during the lesson, and the key students to focus on. 	<ul style="list-style-type: none"> • Avoid sitting next to same child throughout lesson (even if child has an EHCP) allow for direct teacher support of student and also peer interactions (where appropriate to the learning) • Use Scaffolding Framework for LSA-Student interactions to ensure students develop independent learning skills (see below)

² Education Endowment Foundation, 2021

Do Now/Retrieval	<ul style="list-style-type: none"> • Support key students to sit down and begin Do Now. Support may include but is not limited to: reading and explaining, modeling example, prompting students about prior learning, scribing on mini-whiteboard or writing chunked instructions on mini-whiteboard, offering ipad support • Once key students are settled, circulate room with teacher, identifying misconceptions or capturing good work, feeding this back to class teacher. Give praise to any students who warrant it. 	<ul style="list-style-type: none"> • Clarify instructions for any student who requires it (not only SEND students) • Prioritise learning skills as opposed to LSAs completion, ensuring understanding and progression • Promote Culture for Learning Policy by offering praise and challenge, issuing demerits and ICs (as agreed with class teacher)
Teacher Exposition/ Direct Instruction	<ul style="list-style-type: none"> • Keep students focused using visual cues or very quiet voice or contingent touch (where appropriate) • Listen to teacher exposition identifying key vocabulary, key instructions and steps for task • Write down key instructions or vocabulary for key students (if necessary) • Help students to chunk exposition/direct instruction using mini whiteboards or bullet point notes in the exercise books. 	
Modelling (I do, we do)	<ul style="list-style-type: none"> • Support teacher with role-play or modelling (if requested) • Act as turn and talk partner to allow students to rehearse their ideas and think aloud • Emphasise key vocabulary and rephrase key information • Work with a variety of groups (Less able group should work with the Class Teacher as well as the LSA) • Focus on sharing, turn-taking, body language and active listening skills 	
Independent Practice (you do)- The Switch	<ul style="list-style-type: none"> • Prompt students to get started • Support students with planning longer written pieces • Remind students about key vocabulary or key steps they need to use • Allow students time to work independently and encourage resilience- offer 'least help first'. 	

	<ul style="list-style-type: none"> • Give chunked instructions and chunked targets for completion if necessary • Focus on learning skills, quality of work and demonstrating clear understanding, rather than LSA completion • Circulate room with teacher offering praise and prompts • Regular check-ins as appropriate for progress <p>Utilise <i>The Switch</i>: When working with a pupil, it may be that their barriers to learning are subject-based; in this case, switch with the teacher so that they support the pupil or small group with grasping the content, whilst you circulate and scan to ensure all other pupils are on-task.</p>	
Exit Ticket	<ul style="list-style-type: none"> • Allow students to complete quizzes or questions independently (as much as possible) to demonstrate the extent of their learning for the lesson • Check key students' exit ticket (as well as class teacher) to support with identifying misconceptions or barriers to success 	
Exit Routine	<ul style="list-style-type: none"> • Support class teacher in silent, seated pack-away: students to wait silent sat in their seat, checking work stations are clean and tidy, uniforms are correct • Support class teacher in exiting the students silently • Monitor students leaving classroom, supporting culture for learning policy and silent corridors. 	
After the lesson	<ul style="list-style-type: none"> • Ensure that the SEND support tile is utilized on ClassCharts to indicate support given to different students during the lesson; if there were any students who did not access the content, refer this to the teacher. • Add a StepLab drop-in to provide the teacher with feedback on their practice, focusing on SEND provision. 	

Delivery of targeted, structured interventions

LSAs will:

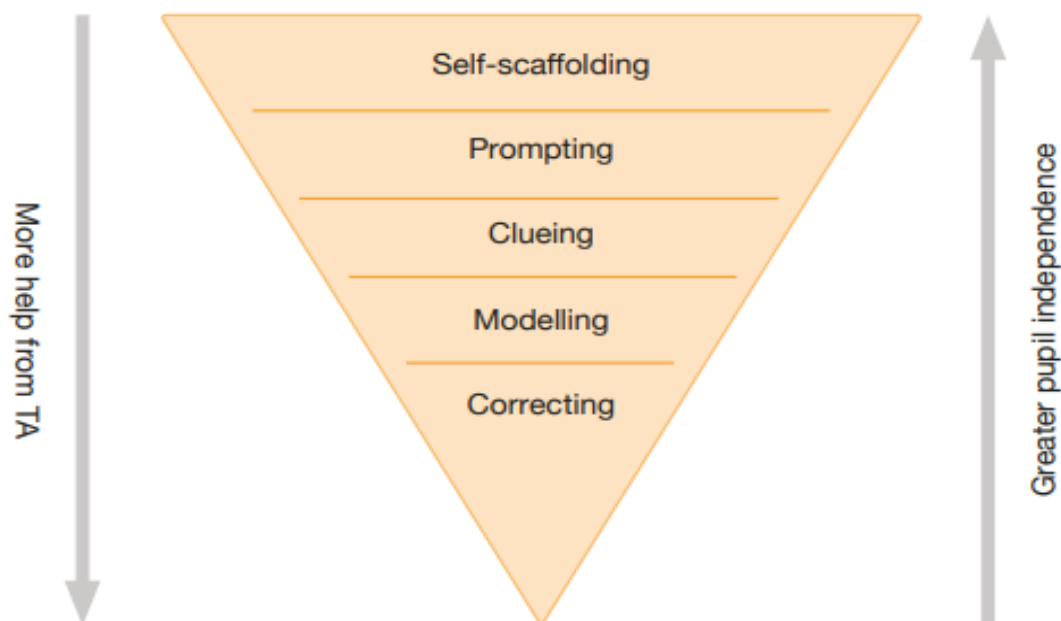
- Only deliver the interventions instructed by SLT/SENDCo/DoSC, these will be evidence-informed interventions that have been selected on the basis of impact on student progress
- Ensure fidelity of delivery- follow the guidelines for the intervention programme to deliver it exactly how the creator intended, this will maximise impact of the programme
- Plan all sessions in advance including preparing any resources needed
- Adhere to academy entry and exit routines for group interventions that take place in a classroom environment
- Give regular and clear feedback to students on their progress through the intervention
- Communicate with parents/carers about student progress through the intervention as directed by SENDCo/Assistant SENDCo/DoSC
- Keep progress trackers up to date and feedback in line management meetings

MAKING BEST USE OF TEACHING ASSISTANTS

Scaffolding framework for teaching assistant-pupil interactions

This practical framework is designed to help TAs scaffold pupils' learning and encourage independent learning. TAs should move down the layers in turn.

The initial expectation is that pupils self-scaffold whilst the TA observes their performance. TAs should then intervene appropriately when pupils demonstrate they are unable to proceed. It is important the tasks set by teachers, and supported by TAs, provide pupils with the right level of challenge.



Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem-solve as they go; and review how they approached a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: "What do you need to do first?"; "What's your plan?"; "You can do this!"

Clueing

Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) *The teaching assistant's guide to effective interaction: How to maximise your practice*, published by Routledge.



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Appendix B- The Wider Pedagogical Role Model

Decision making and actions around TA deployment, practice and professional development is underpinned by the Wider Pedagogical Role Model

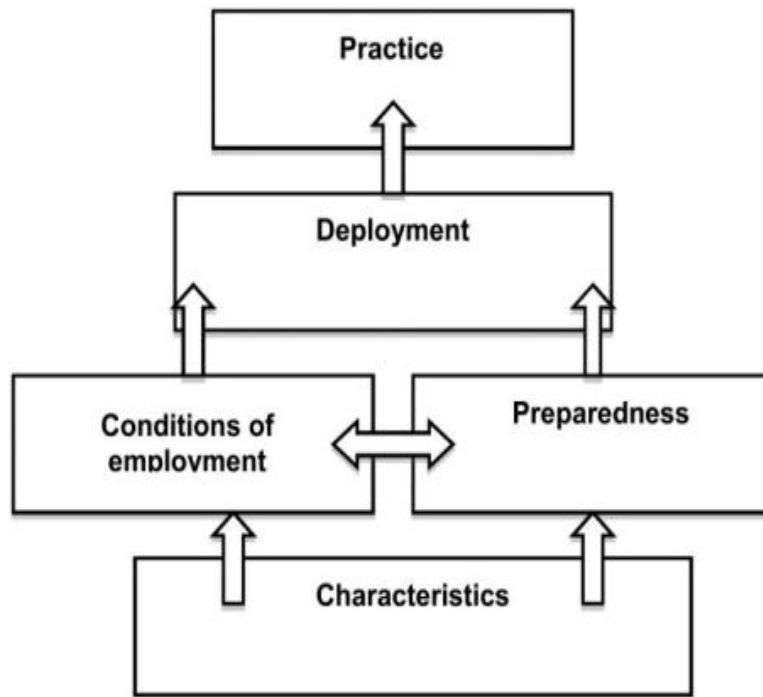


Figure 1. Wider Pedagogical Model (Webster *et al.*, 2011)