

# The role of the LSA in the classroom

## How to make sure you have a real impact with the students you support!

**Louise Dawson, Head of Inclusion 3-18**  
**Kings' School Al Barsha**



Is it possible to train every one to support every child?

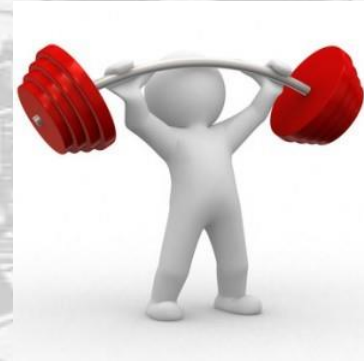
Yes! But....  
not in one training session  
and it wouldn't always be necessary!



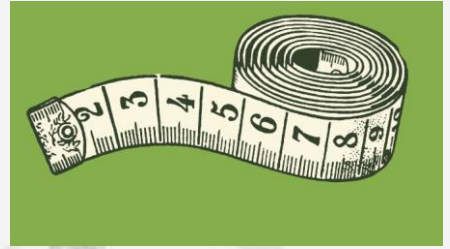
# Questions to ask of yourself and your setting:



- What are your student needs?
- What are your strengths and challenges?
- What do your students, parents, teachers say?
- What feedback do we have from KHDA, Leadership, Observations?
- What do you think of yourself?
- Can you do this alone?
- What resources do you have access to?



# What student needs do we have?



**You have to measure it before you can manage it!**

- Review of your Inclusion Register
- Ask to be observed by Head of Inclusion or SENCOs
- Ask to be observed by Heads of Department and Leaders
- Speak to class teachers, heads of year, senior leaders
- Identify whole school challenges
- Identify quick wins in the classroom to support the removal of barriers
- Create a list of strategies that can be implemented at class level
- Register of language need (EAL / ELL)



# What are our strengths and challenges?



**You have to measure it before you can manage it!**

- Think about what you have access to:
  - LSAs - what are your qualifications, experiences, business and home
  - Teachers - what do they suggest next steps are
  - Parents - what do they like and what would they say needs improving
  - Leadership - what areas do they say need improving
  - Specialists - don't forget Arabic and Islamic
  - External Professionals - documentation
  - KHDA - what feedback did they give the school
  - Observations



# LSA Self Review



## LInK LSA Self Review

**Date of Self Review:**

<b>LSA Name:</b>		<b>Setting:</b>	FS Pri Sec
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<b>Tasks</b>	<b>N/A</b>	<b>Not often enough</b>	<b>Often</b>	<b>Always</b>
I help the pupils catch up with work they have missed				
I read to pupils or hear them read				
I supervise practical work				
I adapt materials to support learning				
I share knowledge of books for enjoyment				
I help with spellings / expanding vocabulary				
I keep the students on task				
I report challenges and successes back to the teacher				





# LSA Peer Review



## LInK LSA Review by Peer

Date of Peer Review: |

<b>Observer</b>		<b>Setting:</b>	FS Pri Sec
<b>LSA Name:</b>			
<b>Observing:</b>			

<b>Tasks</b>	<b>N/A</b>	<b>Never</b>	<b>Often</b>
LSA helps the pupils catch up with work they have missed			
LSA reads to pupils or hears them read			
LSA supervises practical work			
LSA adapts materials to support learning			
LSA shares knowledge of books for enjoyment			
LSA helps with spellings / expanding vocabulary			



# Inclusive Classroom Checklist



## LInK Inclusive Classroom Checklist

Class/Subject	Observer	Year Group	Date
<b>Environment</b>			<b>Seen</b>
The whole classroom is clearly labelled with text and pictures to provide a literacy rich environment.			
The classroom door is clearly labelled with a photo where possible.			
Pupil's trays and pegs are labelled and easily identified by pupils.			
A visual timetable should be provided on the wall separate to the smartboard for all pupils to access and refer to throughout the day. Individual ones may also be necessary for pupils requiring a 'now and then' approach.			
The alphabet should be displayed in an age appropriate form.			
Numbers, number words and possibly dot patterns should be displayed in an age appropriate form.			
Months of the year, days of the week and seasons should be displayed.			
Topic words should be displayed clearly.			
Helps boxes should be available for maths, literacy and possibly topic.			
Dictionaries, thesauruses and VCOP supports should be available and easily accessible.			
Finished work tray should be provided to give closure to tasks.			





# LSA Observation



## LInK LSA Observation

LSA	Observer	Year Group	Date

Task	Seen
LSA helps student to understand the lesson objectives and outcomes.	
Helps to differentiate the learning outcomes and adapts work to ensure that all students are challenged	
Assessment criteria is explained so that they understand the outcomes and what is required	
Students are engaged and redirected where appropriate	
LSA moves away when a student is working independently	
Discussion with students about their performance, areas for improvement	
Motivation and positive reinforcement used consistently	
There is no negativity	
Student is comfortable with the LSA and asks questions	
The student understands the tasks	
LSA encourages the student to assess their own success and others work	
LSA encourages the student to set their own targets	
LSA encourages the student to work with the other students	



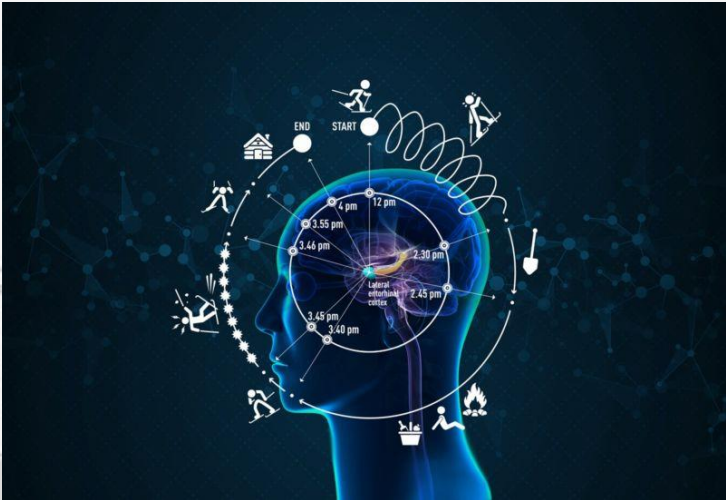
# Once you know where you are, then what....

- You now have a list of improvement areas and gaps
- Create a self improvement plan
  - You can't do everything in one day
  - You can't learn everything in one day
  - New challenges arise so be both proactive and reactive
  - Ensure you have a job description - ask for one
  - Ask for a list of Roles and Responsibilities
  - Ask for performance management
  - Personalised your training to the students you support
  - Use the student documentation and IEPs



# Barriers to training

## Time

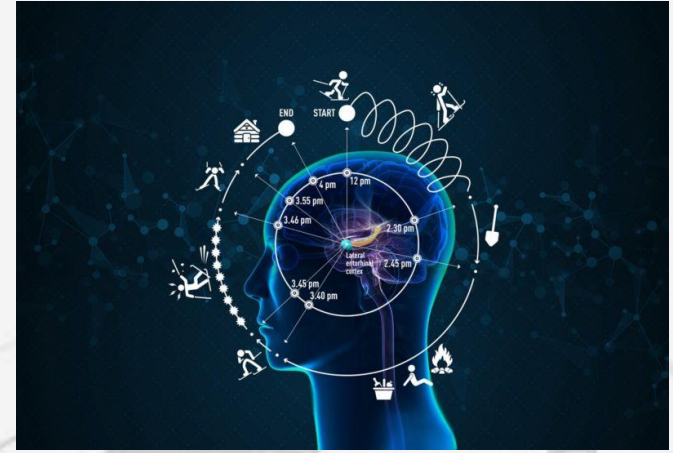


## Money



# Time

- Lunchtimes - eat and learn
- Opportunities to talk, unjudged
- Culture of support - teachers/LSAs
- One strategy at a time
- Strategy Sheets / Access to materials
- Videos and Online Tutorials
- Classroom visits
- Peer work - shadowing
- Observations





# Money



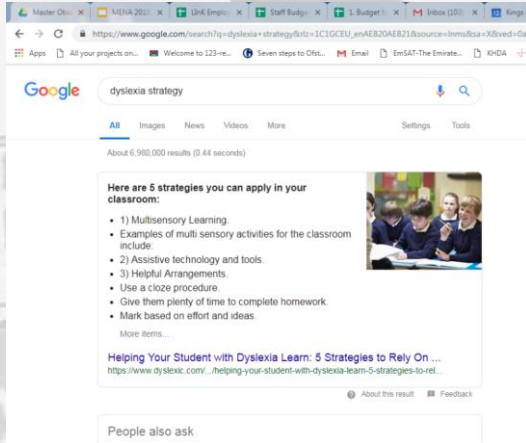
- Strategy Sheets are free
- Books and materials - downloadable
- Videos and online tutorials
- In house resources - staff
- External resources
  - Agencies
  - Host events
  - Arrange workshops
  - Invite others in
  - Go out and observe others
  - Google!



# Strategy Sheets

LSAs need to :

- Observe the student
- 'Say what you see'
- Go Online
- i.e. search 'Dyslexia Strategy'
- Manuals / handbooks
- Access to good material



Secondary induction

Literacy

For teaching assistant trainers



developing people, improving young lives

- 64 page
- Subject specific
- Manual for Training



# Impact on Progress

- Observe - say what you see
- Identify what needs to be worked on
- Baseline assess - formative or summative
- Identify what expected progress would look like
- Identify what exceeded progress would look like
- Identify how the school can measure



# Tip: measuring progress using a prompting hierarchy

5 Point Scale of Prompting	
5	<b>Full Physical Prompt</b> teacher provides: hand over hand assistance to complete target skill ex: teacher guides student's hand to stack blocks
4	<b>Partial Physical Prompt</b> teacher provides: physical guidance toward target skill ex: teacher nudges student's elbow toward correct response
3	<b>Modeling Prompt</b> teacher provides: demonstration of target skill ex: teacher demonstrates clapping to elicit clapping from student
2	<b>Visual Prompt</b> teacher provides: pictures, gestures, positional prompt ex: points to correct response
1	<b>Verbal Prompt</b> teacher provides: oral, telling, written words, signs ex: "write your name"

AAC Prompting Hierarchy <small>(From Positive AACtion - Rocky Bay 2010; Senner 2010; YAACK 1999)</small>		
1	Expectant Pause	Give the child time to respond or the opportunity to initiate communication.
2	Indirect Nonverbal Prompt	Use your body language to indicate to the child that something is expected (e.g. expectant facial expression, questioning hand motion with a shrug, etc).
3	Indirect Verbal Prompt	Use an open-ended question that tells the child that something is expected but nothing too specific (e.g. "Now what?", "What should we do next?").
4	Request a Response	If there is still no response, you can try to direct the child more specifically (e.g. "Tell me what you want." "You need to ask me.").
5	Gestural Cue	You can point to the symbol or leave/tap your finger there for several seconds to get the child started with his message.
6	Partial Verbal Prompt	If there is still no response, give them part of the expected response (e.g. "You went to the...").
7	Direct Model	If still no response, model on the student's device (e.g. "The bear is sad."). Pause and wait for the child to imitate or respond.
8	Physical Assistant	Provide hand-over-hand assistance to help the child to form the message using their device.

## Picking up a pencil

Time: 1 Week

Baseline: FPP

Expected: PPP

Exceed: MP

1 Feb	2 Feb	3 Feb
FPP	FPP	PPP
4 Feb	5 Feb	8 Feb
PPP	PPP	MP

You must identify how you are going to teach each step



# Tip for measuring small steps in writing

- Marks show understanding of the difference between pictures and writing
- Marks are accompanied by the child telling the adult what they mean
- Marks include a greater range of shapes: straight, angled, curved
- Some marks represent letters
- Greater proportion represent letters
- Clear letters are placed randomly amongst letter shapes
- Some letters are strategically placed like the 'f' in fish
- Spaces appear between attempted words
- Clusters of letters and spaces
- Words start to form



# Progress tracking

1:1 / Small group planning



## LiNK Support Lesson Plan

<b>Student Name:</b>
<b>Class:</b>
<b>Date:</b>

<b>Identified Need:</b>
<b>Lesson Objective/Target:</b>

<b>Next steps:</b>
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# In class progress



## LInK – Learning Inclusively at Kings'

### Lesson Monitoring

Rough notes on what the student is learning; were they successful; does overlearning need to take place

PERIOD	LESSON		
Period 1 8:10 – 9:00	Student Initials: Objectives:	Subject:	Teacher:
	<b>Type of support given:</b> <b>Objectives Met:</b> Yes/No	<b>Overlearning required:</b> Yes/No	
Period 2	Student Initials:	Subject:	Teacher:



# Social and Emotional

Record visits to the department

Record teacher feedback

Record parent conversations



**KINGS' SCHOOL AL BARSHA**

**LIInK**

**LEARNING INCLUSIVELY AT KINGS'**

**Pastoral Note**

Date:		Adult:	
		Student:	

Record thoughts and observations





# Books

Can be as simple as following instruction!

8/11/17

**Angles**

LO: To be able to use angle facts to find missing angles on p

Starter: Calculate all the missing angles:

\* good [ ]

\* Next time show your working out for your calculations

**Joke of the day!**  
Never discuss infinity with a maths teacher...

but b.

4)

5)  $180 - 35 - 90 = 55^\circ$   
 $180 - 55 = 125^\circ$   
 $180 - 125 - 21 = 34^\circ$

6) well done for showing your working out

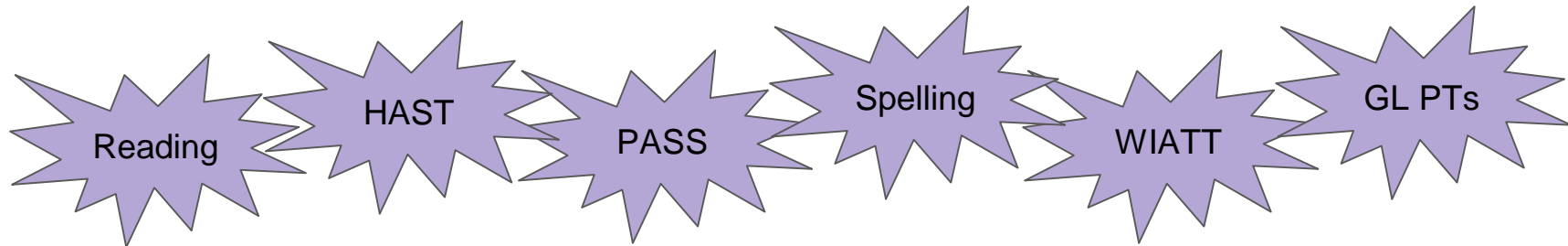


# Data

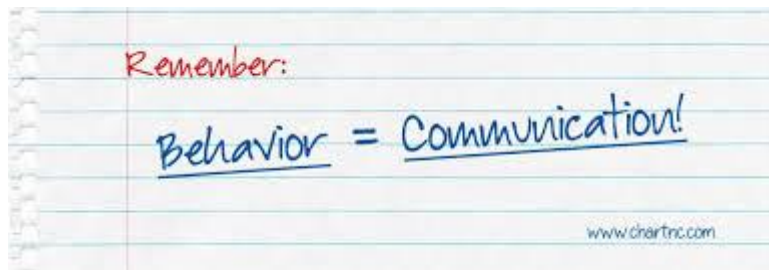
GCSE Progress over 3 years

	EOY	EOY	Actual	EOY	EOY	Actual	EOY	EOY	Actual
	English	English	English	Maths	Maths	Maths	Science	Science	Science
	Jun 15	June 16	June 17	Jun 15	June 16	June 17	Jun 15	June 16	June 17
SEND Student	C	B	A	5	5	5	D	D	B

	C	D	E	F	G	H	I	J	L	M	N	O	P	Q
1	Gender	Yr	Reading Progress from 2017 to 18	Reading Progress from 2016 to 2018	Reading SAS 2018/19	Reading SAS 2017/18	Reading SAS 2016/17	Spelling Progress from 2017 to 18	Spelling Progress from 2016 to 2018	Spelling SAS 2018/19	Spelling SAS 2017/18	Spelling SAS 2016/17	Spelling SAS 2015/16	
264	SEND	F	9	-3	12	108	111	96	11	11	100	92	89	
265		M	9	6	130	130	124		126	126	126	121		



# The biggest impact :



## POSITIVE THINGS TO SAY TO YOUR CHILD

1. You are helpful.
2. You were right.
3. I know you did your best.
4. I'm grateful for you.
5. You have great ideas.
6. I love being your mom.
7. I believe in you.
8. You are important.
9. You make me proud.
10. You are loved.
11. You don't have to be perfect to be amazing.
12. I believe you.
13. You are worth it.
14. Don't be afraid to be yourself.
15. It's good to be curious.
16. We all make mistakes, it's OK.
17. I understand you.
18. You can say no.
19. This family would not be the same without you.
20. We can try it your way.
21. I appreciate you.
22. I know you did your best.
23. I forgive you.
24. I am so glad you're here.
25. That was really brave what you did.
26. I admire you.
27. It's your decision.
28. If you really believe in something, it's important.
29. Don't give up.
30. I could never stop loving you.
31. You can try again tomorrow.
32. Don't compare yourself to anyone else.
33. You are enough.
34. It's OK to be scared.
35. Even if you make a mistake, you can fix it.
36. Being kind does not make you weak.
37. Your ideas are great.
38. You don't have to do what everyone else is doing.
39. Anything is possible.
40. You can make a difference.
41. I love how you said that.
42. I'm listening.
43. You did that so well.
44. You make my heart full.
45. Not everyone will like you, and that is okay.
46. You have a choice.
47. That's a great question.
48. I'm so excited to spend time with you.
49. That was a really good choice.
50. I trust you.
51. I hear you.
52. Your attitude can change any situation.
53. You are a great friend.
54. Never stop trying.
55. I'll always love you.

Thank you!

[L-Dawson@KingsAlBarsha.Com](mailto:L-Dawson@KingsAlBarsha.Com)

Resources are shareable!

Visits are welcome!

