Ofsted and the new SEND Code of Practice:

Clarifying accountabilities for the effective use of TAs

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What will Ofsted look for?

Inspectors must evaluate the use of and contribution made by teaching assistants. They should consider whether teaching assistants are clear about their role and knowledgeable about the pupils they support. They should also consider how well the school ensures that teaching assistants have sufficient knowledge of the subjects in which they provide support.

School Inspection Handbook, July 2014 (p.58)
**DISS Project**

Conclusion: Pupils who received the most support from TAs made less progress

Explanation:

Organisational factors over which TAs have little or no control e.g. training, deployment, monitoring.

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**EDTA Project**

To develop and evaluate alternative ways of working:

1. Preparedness
2. Deployment,
3. Practice
TAs and Pupil Premium
(Ofsted Surveys 2013 and 2014)

TAs were effective when schools had:

- Ensured TAs understood their role in improving achievement
- Trained TAs well to fulfil this role and kept training up-to-date
- Placed TAs where data indicated they were most needed
- Deployed TAs to maximise strengths within different subjects and to support independence
- Carefully monitored and evaluated their impact.
Every Teacher, Every Pupil…

*Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

SEND Code of Practice (p.99)

• Are teachers taking the responsibility?
• How effectively are teachers deploying TAs?
• How can SENCOs / senior leaders support?
1. Assess

Starting point = high quality teaching, assessment, tracking and monitoring

Pupil not making expected progress

2. Plan

3. Do

The Graduated Approach: SEN Support

4. Review
The SEN and Disability Review, Ofsted (2010): Best Practice

For all staff:

- High expectations of all pupils
- Learning developed around strengths, needs and interests of pupils
- Focus on learning rather than on engagement and being busy
- Challenging and motivating activities
- Focus on developing key communication, literacy and mathematics skills
- On-going assessment and feedback that informs teaching

For teachers and leaders:

- Effectively managing and evaluating additional support towards improving learning – increasing independence
- Ensuring pupils with SEN receive high-quality teaching at key times
- A thorough evaluation of the impact of additional provision, including additional staff, in helping to improve students’ progress
Ofsted Grade Descriptors: Quality of Teaching

Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.

How do leaders support TAs to have appropriate knowledge of both pupils’ needs and subjects they support?
Role of TAs in SEN Support

- How do TAs contribute to initial assessment / planning of needs?
- How are TAs made aware of the plans for individuals?
- How do teachers work with TAs to plan, monitor and assess the impact of their support?
- How are TAs involved in reviewing plans, where appropriate?
TAs Delivering Interventions

- How are TAs supported to develop the knowledge and skills required to deliver interventions?

- How do TAs feedback the outcomes of interventions to the teachers?

- How do all staff ensure skills can be transferred back into the classroom?

- How is the quality of delivery / impact monitored and evaluated?
Education, Health and Care Plans

- 0 to 25 years
- Child and family centred
- Focus on outcomes not processes
- TA hours not specified
- Managing parental expectations
- Personal budgets
- Flexible approach
Demonstrating Accountability: Showing Impact

- Evidence of processes (recruitment, induction, deployment, CPD, communication)
- Lesson observation evidence
- Evidence of monitoring interventions
- TA records
- Discussions with pupils, staff, parents
- Performance management
- Pupil achievement data
Resources

- Ofsted School Inspection Handbook (July 2014)
  http://www.ofsted.gov.uk/resources/school-inspection-handbook

- Deployment and Impact of Support Staff research summary:
  www.ioe.ac.uk/diss_research_summary.pdf

- Ofsted SEND Review (2010)
  www.ofsted.gov.uk/resources/special-educational-needs-and-disability-review

- The Pupil Premium: an update (Ofsted, 2014)
  www.ofsted.gov.uk/resources/pupil-premium-update

- The SEND Code of Practice: 0 to 25
Thank you!

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