



# SEND Policy

**Date Policy due to be reviewed: September 2024**

**Committee Responsible for Policy: Full Academy Trust**

# SEND Policy 2023-24

## Appendix: Supporting the use of Teaching Assistants Procedure

### 1.0 Roles and Responsibilities

- 1.1 Hillcrest School and Sixth Form Centre (Hillcrest) and the Governing Board will use their best endeavours and resources to ensure that every student actively participates in high quality education, which is enjoyable, relevant, and motivating.
- 1.2 The Headteacher has the responsibility for the overall management of all aspects of the Academy's work. On an operational basis, the management, responsibility and evaluation of this policy will be with the **SEND Co-ordinator (SENDCo)**
- 1.3 This policy on Special Educational Needs and Disabilities (SEND) will help to ensure that every student receives the learning, resources, support and challenge each needs to be successful. The policy reflects and is in line with the *Special Educational Needs and Disability Code of Practice; 0-25 years (2015)*.

Hillcrest will aim to support individual needs, interests, aspirations, and prior progress of each student; from their own individual starting point; as far as resources within the school permit. Inclusive learning in this school will provide quality-first learning for every student; those who are the most able, those students who need greater, more specific support, those students who are disengaged, wholly or partially from learning for whatever reason; ill-health, attitude, those with family responsibilities and every student within these continua. Through their planning, inspiring teaching and wider support, all school staff will strongly promote students' learning.

The school will seek to appoint a number of specialist staff, to support students and colleagues. This work will be led by the Special Educational Needs and Disabilities, Co-ordinator (SENDCo) Learner Support Team and Senior Leadership Team.

- 1.4 More widely, the SENDCo will liaise regularly with the local SEND support services provided by Birmingham Local Authority, to ensure all practices and approaches are complementary and appropriate to individuals and SEND cohorts.
- 1.5 The SEND Coordinator (SENDCo) will also take a lead role in relation to inclusion alongside the Deputy Headteacher (DSL/Inclusion) and will report regularly to the Senior Leadership Team on this area.
- 1.6 The SEND Governor is Miss D McIlmurray, who will also be asked to oversee Equal Opportunities/Educational Inclusion practice, as part of this role.

### 2.0 Suggested Audience

All teaching and support staff plus nominated Governors: As part of their staff induction programme or professional development, all teaching and support staff and nominated Governors will participate in training which will enable them to effectively use the principles and procedures outlined in this policy. This will be part of the school 'Continued Professional Development' planning (CPD) and part of on-going continual staff training needs.

### 3.0 Links with other Academy policies

This policy fully complies with the Equality Act 2010 and should be reviewed with reference to these other academy policies:

- Teaching and Learning Policy
- Behaviour Policy
- Attendance Policy
- Assessment, Data and Feedback Policy
- Anti-bullying Policy
- Equality and Diversity Policy
- Accessibility Plan

#### **4.0 Hillcrest Values and Ethos:**

Hillcrest School and Sixth Form Centre is a safe and respectful learning environment where every child is valued as an individual with unique talents and ambitions.

We:

- are an outward looking and confident community, actively promoting the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs;
- are a happy, responsible and fair school, respected by the community;
- improve our environment to meet the educational demands of the twenty-first century;
- raise expectations and achievement for all;
- prepare everyone for the challenges of modern Britain and a changing world; and
- develop a passion for life-long learning.

We believe our school is an ideal size, since it is large enough to provide a full range of subjects and to enable us to employ specialist teachers, but not so large that the individual becomes lost in the crowd.

## **5 Introduction**

5.1 This SEND Policy includes provision for students with Special Educational Needs and Disabilities (SEND), as well as those students who are, or may become disengaged from the academy for a number of reasons.

5.2 Hillcrest is committed to providing an appropriate and high-quality education to all our students. We believe that all students, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic, careers and Life Skills curriculum, which is accessible to them and enables them to be fully included in all aspects of school life. In accordance with our ethos, every student will be welcomed, respected, supported and valued, to develop into a well-balanced person, confident in their own abilities and able to take full advantage of the opportunities which arise in the future.

5.3 Hillcrest as a learning community is committed to ensuring success for all. This means that in all work with students we will aim to ensure that they:

- Achieve their potential and enjoy their learning;
- Achieve recognition for their hard work, community participation and experiences;
- Achieve the highest levels of success in all courses, particularly in relation to those with a rigorous academic approach, notably; English, mathematics, the sciences.
- Have high aspirations for their school careers and for progress beyond Hillcrest on to training, education or employment
- Can make a positive contribution to the school, the community and the wider world.

- 5.4 Hillcrest will value all students equally. Academy staff will strive to eliminate prejudice and discrimination and to develop an environment where all students can flourish and feel safe.
- 5.5 Hillcrest is committed to supporting SEND and inclusive practice. Part of the school's strategic planning for continuous improvement is to develop cultures, policies and practices that include all students. Hillcrest will engender a sense of community and belonging and offer new opportunities to students who may have experienced previous difficulties. We will work collaboratively with other educational settings within the Oaks Collegiate and local networks, to offer the highest levels of support, challenge, and educational provision for every student.
- 5.6 This does not mean that we will treat all students in the same way, but that Hillcrest will respond in ways which take account of students' varied life experiences and needs.
- 5.7 Hillcrest Staff and Governors believes that educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, difficulty, SEND, attainment levels and background. Hillcrest will pay particular attention to the provision for and the achievement of different groups of students including;
- Minority ethnic and faith groups, asylum seekers and refugees
  - Students with special educational needs
  - Students who are identified as having a disability
  - Students in receipt of Free School Meals
  - Those who are *looked after* by the local authority
  - Others such as those who are sick; those who are young carers; those who are in families under stress
  - Any student who are at risk of disaffection and exclusion
  - Any student who is underachieving
- 5.9 This policy describes the way Hillcrest will meet the needs of students who experience barriers to their learning and the steps it will take to remove those.
- 5.10 Hillcrest recognises that students learn at different rates and that there are many factors affecting achievement, including ability, emotional skills, age and maturity. It is likely that all students will require help, support, and challenge at times throughout their educational journeys. We believe that many students, at some time in their school career, may experience difficulties which affect their learning and behaviour, and we recognise that these may be long or short term.
- 5.11 Hillcrest will aim to identify these needs as they arise and using the *SEND Code of Practice's* graduated approach, provide teaching and learning contexts that enable every student to achieve their full potential.

## 6.0 Rationale

Hillcrest School and Sixth Form Centre will help to ensure that appropriate reasonable adjustments are made so every student receives the learning, resources, support and challenge SEND student needs to be successful. All policy reflects and is in line with the *Special Educational Needs and Disability Code of Practice; 0-25 years 2015*. The code states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Hillcrest will aim to support individual needs, interests, aspirations and prior progress of each SEND student; as far as resources within the academy permit. Inclusive learning in this school will provide high-quality learning for every student through strategic planning, inspiring teaching and wider support, all school staff will strongly promote students' learning.

## 7.0 Objectives

- To ensure relevant policies such as the *Special Educational Needs and Disability Code of Practice; 0-25 years 2015*, and the *Equality Act 2010* are implemented consistently and effectively across the school, by all staff.
- To ensure equality of opportunity and to eliminate prejudice and discrimination against all students and their specific needs, be they social, emotional or educational.
- To continually monitor the progress of all students, to identify needs as they arise and to provide support and challenge, as early as possible.
- To ensure that accessibility to necessary resources, curriculum opportunities and environmental adaptations, is regularly monitored and developed in accordance with all SEND needs.
- To enable universal access to the curriculum for all students, including those with SEND, through adaptive teaching methods/strategically planned provision by teachers, school leaders and support staff as appropriate (Teacher Standards: 5)
- To provide targeted support, matched to individual needs, in addition to adapted universal classroom provision, for those students recorded as requiring such intervention (Teacher Standards: 5)
- To ensure that necessary specialist agencies are employed to guide, advise and support staff working with SEND students and work with SEND students where required, as part of a graduated approach.
- To ensure all staff are involved in supporting students identified with SEND, through feedback, assessment, observation, using reasonable adjustments; contributing to provision and Provision Mapping, in accordance with the *SEND Code of Practice, 2015 – Every teacher is a teacher of SEND*
- To ensure that all students including those with special needs are perceived positively by all members of the school community and that inclusive provision is positively valued and utilised by staff and parents/carers.

- To enable students to move on from school, having developed their skills and competences to the best of their ability; well-equipped with a range of valued personal, learning and thinking skills, and qualifications which prepare them for meaningful and worthwhile careers.
- To involve parents/carers at every stage in plans to meet their child's additional needs; and to involve the students themselves in planning and in any decision-making that affects them.

## 8.0 Context

The *SEND Code of Practice 2015* (xiii) states a child has a learning difficulty if:

- They have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- Special educational provision means:  
Educational provision, which is additional to, or otherwise different from, the educational provision made generally for the child's age in maintained schools, other than special schools, in the area.

Hillcrest recognises that there is a continuum of SEND, which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.

The *Code of Practice 2015* provides an overview of the range of needs, which is divided into four broad areas.

These areas are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of identification is so that appropriate universal and targeted support can be actioned, in accordance with a graduated approach, and that where necessary, the employment of specialist agencies, best fit for the students' individual needs are implemented as part of their mainstream education.

## 9.0 Implementation of the policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all areas outlined in the *Special Educational Needs Code of Practice 2015*. This will be achieved by these specific outcomes:

- Hillcrest will set high standards for students with SEND with an expectation that they will achieve their full potential, based on their own individual starting points.
- Every student with special educational needs and disabilities will have the barriers to achieving their potential identified and where possible removed.
- Students with SEND have equal access to extra-curricular and extended activities.

- The use of assessments and the value-added data, provided to the Learner Support team, by Heads of Department, Pastoral Staff, and other Senior staff, will provide effective measures of the performance of students with SEND, enabling strategic intervention, using the graduated approach.
- Ensure the Educational, Health and Care Plans (EHCP) of SEND students are reviewed annually, involving all necessary school staff, appropriate agencies, their families so as to ensure ongoing provision and progress is monitored and action(s) taken or targets set, where required.
- Enabling successful transition of SEND students from their previous educational establishments, and then into Further/Higher Education settings/placements, following their time at Hillcrest.
- Ensure individual education plans (One Page Profiles) are reviewed regularly with strategies shared with all staff to inform on appropriate/bespoke support strategies, reducing possible barriers, both inside and beyond the classroom.
- Ensure procedures for identifying students with SEND and for monitoring their progress are clear, effective, and straightforward and follow published local and national criteria – the graduated approach.
- Ensure that Person Centered Reviewing (PCR) procedures are consistently implemented when gathering feedback/views of parents/carers and students, within the statutory review process, and when new targets are set.
- Ensuring that all governors, particularly the SEND link Governor, are up-to-date and knowledgeable about the Schools' SEND provision, inclusive practices - both inside and beyond the classroom.
- The quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.

## **10.0 Approval by Governing Board and Review Date**

- 10.1 This policy and procedure will be reviewed by the Assistant Headteacher - SENDCo when there are changes in the law, or in accordance with the schedule drawn up by the Headteacher and agreed by the Governing Board.
- 10.2 This policy has been formally approved and adopted by the Governing Board at a formally convened meeting.

# Appendix 1

## Supporting the use of Teaching Assistants Procedure

### 1. Roles and Responsibilities

The responsibility for the implementation of this procedure and provision has been delegated by the Governing Board to the Headteacher. On an operational basis, the management, responsibility and evaluation rest with the **Assistant Headteacher - SENDCo**.

### 2. Suggested Audience

Governors, all teaching and education support staff, parents/carers

### 3. Related Policies

This procedure is one of a suite of policies which should also be referred to:

- Teaching and Learning Policy
- Behaviour Policy
- Attendance Policy
- Assessment, Data and Feedback Policy
- Anti-bullying Policy
- Equality and Diversity Policy
- Accessibility Plan

## Introduction

This procedure is in keeping with Hillcrest School and Sixth Form's aims, its teaching and learning policies and its policy on equal opportunity. Hillcrest is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all its students matter. The management and deployment of the school's resources is designed to ensure that all student needs are met. Hillcrest seeks to ensure that the provision of additional learning support, as well as effective teaching strategies enables all students, including those who have Special Educational Needs and/or disabilities and Looked after Children (LAC) to achieve their potential.

### 4. Roles and Responsibilities of Teaching Assistants

#### a) Role

Teaching Assistants have a key role in supporting identified students, specifically those that have Special Educational Needs and/or Disabilities. They work collaboratively with all necessary staff;

- Contributing lesson planning and delivery, to support targeted students
- Working alongside subject specialisms, where possible
- Working with class groups, individual or small groups delivering targeted intervention, appropriate and relevant to individual student needs, specifically when identified as SEND – under the direction of the SENDCo.
- Promoting the progress of and advocating for all students identified on the SEND register.

## b) Responsibilities

Teaching Assistants are employed by the Headteacher and Governors and deployed by the SENDCo to help deliver supportive learning opportunities, in accordance with individual needs.

The Teaching Assistants wider responsibilities in line with their job description are:

- To be an active member of the whole Hillcrest team
- To project a professional manner in representing Hillcrest
- To maintain confidentiality of all information
- To support Hillcrest policy
- To participate in the Hillcrest's PD programme
- To participate in Hillcrest's performance review programme
- To take opportunities to develop their knowledge and skills

Teaching Assistants have a responsibility to the SENDCo and subject teaching staff to ensure that they are;

- Part of a flexible and supportive team dedicated to enabling students to gain full access to the curriculum
- Supporting the delivery of both Numeracy and Literacy, where necessary.
- A link between the SENDCo, Learner Support Team and identified subject areas and to be responsible for communicating relevant information from and between the SENDCo, Learner Support Team and subject staff, as appropriate.
- To take the lead in an identified area of Special Needs and/or specialist agency liaison becoming the resource base for that particular difficulty (where directed/appropriate)

Teaching Assistants have a responsibility to their students:

- Supporting students to first identify and then help overcome barriers to learning
- Encouraging independence
- Providing encouragement and the will to succeed
- Supporting social and emotional welfare via mentoring, where identified

## 5. Roles and Responsibilities of Staff towards Teaching Assistants

Hillcrest regards good staff development and supportive management as the key to the success of the TA role in raising student achievement and confidence. The roles and responsibilities of staff towards TAs include

### a) Governors and Headteacher

- Having overall responsibility for determining a detailed job description and allocating hours of support, as required
- Providing a CPD/Induction programme which includes training on health and safety at work and safeguarding and child protection policy and procedures
- Providing opportunities for further professional development and performance review

### b) SENDCo

- Planning and directing the learning support programmes strategically, providing information guidance and resources, where necessary, to enable the Teaching Assistants to fulfill their role
- Ensure that subject staff develop necessary communication, knowledge, and skills in order to work effectively with Teaching Assistants

- Support subject staff with the role and deployment of TAs in their subject area

#### c) Teaching Staff

- Share information with the Teaching Assistants e.g., lesson plans, assessment data
- Provide clear guidance on the role of within their classroom
- Involve the Teaching Assistant in the planning and delivery of the lesson
- Feedback to the Teaching Assistants, enabling the continuation of strategic support/provision for all SEND learners
- Allow Teaching Assistants to guide support strategies, where necessary and when appropriate

## 6. Operational guideline for Supporting the Teaching Assistant at Hillcrest

In order to maximise the impact of the work of Teaching Assistants in raising the achievement of all students at Hillcrest the following good practice should be adhered to:

### a) Fostering the participation of students in the social and academic practices of Hillcrest

This form of support for students is seen in:

#### *i. Supervising and assisting small groups of students in activities set by teachers*

Teachers set activities, ideally in consultation with assistants. Often the TAs' greatest contribution to children's learning is made when they are working with groups of children under the management of the teacher, in the classroom. This form of work can be especially helpful to children with special educational needs and/or disabilities (SEND). They are thus able to benefit from the attention of a sensitive adult, without being stigmatised as 'different' because of frequent separation from their peers for individual tuition.

#### *ii. Developing students' social skills*

Supporting children in groups who might otherwise have been separated from other children for individual attention promotes the inclusion of those children in mainstream environments.

#### *iii. Implementing behaviour management policies*

In accordance with guidance provided by the teacher, a TA can provide valuable support to them in dealing with disruptive or potentially dysregulated behaviour from students, if called upon to do so.

#### *iv. Spotting early signs of bullying and disruptive behavior*

As an extra adult, an alert TA can be in a position to de-escalate potentially difficult situations, before it develops further.

Some children find it easy to confide in a TA, seeing the TA as 'the listening ear', and it is therefore the TA who may be alerted to instances of social difficulty/bullying.

#### *v. Helping the inclusion of all children*

TAs can do much to help promote the inclusion of children into Hillcrest and support individual children who for one reason or another find it difficult to form friendships and good relationships with others. They can, for example, help foster the inclusion of children, by having time and expertise to help them with language.

*vi. Keeping children on task*

Often the input of an attentive adult will prevent students' minds wandering off their work, which can happen when they are in a large group with only one adult. This attention supports the students in helping them become better learners.

**b) Seeking to enable students to become more independent learners**

It is well known that children learn better if their efforts are appreciated, and they feel valued. As they gain in confidence, they will become more independent. TAs can help students develop independence in their learning in several ways:

*i. Showing interest*

TAs have an important role in helping raise the self-esteem of children by showing interest not only in their work but in what the children do outside of school.

*ii. Assisting individuals in educational tasks*

The TA can foster independence by assisting the child to increase their knowledge, understanding and skills, especially those children with SEND who might otherwise find it difficult to perform the tasks requested of them at all.

The TA also needs to know when to stand back and enable the child to work with other students in a group.

*iii. Freeing up the teacher to work with groups*

Where the teacher is satisfied that the TA is sufficiently confident and accomplished the TA can address the whole class for a time according to plans made in advance with the teacher. This enables the teacher to concentrate on students who need special attention, thereby ensuring that such students benefit from the direct input of the qualified teacher.

*iv. Working with outside agencies*

TAs have a function in working with specialist agencies such as the Communication and Autism Team and the Pupil and School's Support Service. For some students the input of these specialists is crucial, and the TA can play an important part both in liaison and in supporting their work.

*v. Modelling good practice*

TAs can provide good models for students both in behaviour and in learning. For example, modelling language for students for whom Speech, Language and Communication needs is a difficulty, can provide a model of good language skills.

*vi. Assisting students with physical needs*

Intervention when help is necessary in a tactful manner, and not at other times, enables students with physical disabilities to become more independent learners and to move towards independence as adults.

**c) Help to raise standards of achievement of all students**

All the points listed in the above two categories contribute towards this goal by directly supporting students who need additional help, for examples those identified as SEND. There

are also certain aspects of the TAs' role in which they are assisting in the education of all the students in the class. Moreover, even when working with individual students they are assisting the others, as they are thereby free to progress at their own pace.

*i. Being involved at whole-class level*

TAs can alternate intervening with particular students and being a general resource for the whole class. Assistants who are fully engaged with the aims, content, strategies and intended outcomes for a lesson are likely to be more effective than those who are required only to concentrate on individual students and their learning plans.

*ii. Helping implement lesson plans*

A TA who is briefed as to what is planned for a lesson is in a stronger position to help the teacher realise its aims.

*iii. Making possible more ambitious learning activities*

Teachers have commented that the availability of an extra pair of hands, eyes and ears makes it possible to provide and supervise a greater number of practical activities.

*iv. Providing support for the Literacy and Numeracy Strategies*

Many TAs now take an active part in supporting the teaching of reading, writing and mathematics as a result of the Literacy and Numeracy Strategies – under the direction on the subject teacher..

*v. Providing feedback to teachers*

As a member of a team, a TA is in a good position to observe student performance, and to provide the teacher with valuable thoughts on what works for students, what barriers to learning they encounter, and the effectiveness of classroom processes and organisation.

*vi. Preparing classroom materials*

Getting materials ready for the lesson, preparing resources, preparing books and setting up equipment all help free up teaching time to the benefit of all the class.

## **d) Creating partnerships with teachers**

By definition, support for the teacher is at the heart of the role of the teaching assistant. If a TA is not able to function well in this respect, then their ability to support students, curriculum and Hillcrest is impaired. It is a key management responsibility in employing TAs to ensure that this relationship works well, that the respective responsibilities are well defined and understood by both parties, and that there is the mutual respect and trust that enable both to fulfil their roles fully.

It is obvious that successful partnerships produce effective practice. A TA who is well informed and confident will enhance the work of students, help them stay on task, enable the teacher to set graduated and more ambitious learning tasks, provide more speaking, reading and writing opportunities for students, and make useful contributions to lesson plans and student assessment.

The teacher will always be the senior partner in the relationship, and retain, at all times, responsibility for what is planned, taught, assessed and for the conduct of the students. However, all the evidence shows that the team of teacher and TA works at its highest level when the TA is informed by the teacher of the plans and intentions for the lesson and is consulted over their execution.

### *i. Differentiating the roles of teacher and TA*

Both teacher and TA need to be aware of their different functions. The teacher plans lessons and directs learning. The TA provides support to the teaching environment and through this to students and to the teaching of the curriculum. The TA works under the direction of the teacher, whether in the whole class or on their own with a small group of students or an individual.

### *ii. Ensuring TA participation in planning*

Good planning and preparation of work in accordance with clear objectives are essential conditions for success in team working generally. It follows that TAs should be involved by teachers in their planning and preparation of the work. In respect of short-term planning this involves a few minutes a day to inform the TA in advance of the lesson plans, preferably entailing both explanation by the teacher of their plans and conversation between the teacher and the TA about the TA's contribution. Medium-term plans will generally require a longer conversation between the teacher and the TA once a term or more.

The cycle of 'assess, plan, do and review' is familiar to teachers at Hillcrest. Teachers should ensure TAs are fully a part of all aspects of that sequence.

### *iii. Creating a climate that encourages high-quality TA input*

The effective TA functions with confidence and feels able to exercise their own judgement. This comes with time and grows in part from a mutually supportive relationship with a teacher where the direction given by the teacher has been absorbed and does not need to be constantly explicit.

### *iv. Developing feedback mechanisms*

Good teamwork enables TAs to contribute fully to the information held about students, including the nature of the barriers that impact on students' progress. Where TAs are managed well, the teachers recognise and take full advantage of the detailed knowledge that TAs may gain, when working with individual students.

Feedback to the teacher by the TA after targeted or universal support contributes to the teacher's assessment of the relevant students and provides information that is valuable in planning, in the future.

v. *Dealing with behaviour management issues under teacher guidance*

Individual teachers will have their own routines that are applied using the whole school behaviour policy. The TA needs to be familiar with these approaches so that conflicting messages are not given to students. This includes the TA's knowing the reasonable adjustments the teacher will apply to individual students.

vi. *Ensuring TAs are informed of the learning needs and any behavioural difficulties of students with SEND*

TAs responsible for students identified as SEND should be made fully aware of those needs and what they entail if they are to be able to deal with them confidently and help give the students access to the curriculum.

vii. *Including TAs in EHCP reviews*

Because they often spend more time with some students than the teacher does, assistants working with students identified as SEND may well have important contributions to make to their education health and care plans. Inclusion of the TA in this work also signals recognition of the value of the support they provide.

viii. *Recognising the legal responsibilities of TAs*

Health and Safety, Safeguarding, Child Protection and other forms of legislation bear on the day-to-day work of a school. TAs need to be informed of the provisions of the legislative framework around schools, and be kept up to date with changes, particularly on those issues that directly affect their own work with students.

## **7. Induction of new Teaching Assistants**

They will be given guidance on:

- Roles and responsibilities
- Assessment and record keeping procedures
- Resources available for learning support
- Roles and responsibilities of other members of the team
- Safeguarding procedures
- Behaviour codes for both staff and students
- Staff Development, training, and Performance Review

Teaching Assistant's will be introduced to:

- Daily routines of Hillcrest
- Members of the team and their roles
- Administrative duties
- The SEND register and identified SEND students
- Provision – Universal. Targeted and specialist
- Specialist agency links
- Pre-determined duties

## **8. Staff Development and Training**

The Teaching Assistant will be given:

- A clear job description
- A schedule for feedback on performance and an individual development plan
- Opportunities to observe good practice
- Access to further internal and external training and professional development
- Access to professional publications

## **9. Monitoring and Review**

- 11.1 This procedure will be monitored by the Assistant Headteacher (SENDCo) to ensure its effectiveness through Hillcrest's self-review processes.
- 11.2 Evidence will be sought to confirm that the procedure is promoted effectively to all stakeholders, ensuring that staff, students and parents/carers understand and meet their responsibilities.
- 11.3 The revision of the procedure will be ongoing, ensuring the involvement and commitment of the whole school community.