**TOBERMORE PRIMARY SCHOOL**

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**Policy and Guidance for the**

**Use of Adult Assistants**

**Date Reviewed:** May 2019

**Due for Review:** April 2021

***POLICY AND GUIDANCE FOR THE USE OF ADULT ASSISTANTS***

*Please note the umbrella term adult assistant is used to cover all additional adult support e.g. classroom assistants, general assistants, supervisory assistants, funded by EA to support pupils with SEN.*

***Role***

*In school, adult assistants are a valuable resource for supporting the needs of pupils with SEN. It is important that their role and remit is clearly understood by all teachers in the school. This will be on the agenda of at least one staff meeting per year and updates will be provided to the Board of Governors.*

***Duties***

***At all times the assistant should be working within the school policies and promoting inclusion and independence for the pupil. The class/subject teachers should be vigilant to ensure that “learned helplessness” is avoided.***

***The assistant unless otherwise instructed will not liaise directly with parents and will observe confidentiality in line with all school policies.***

*Under the direction of the SENCO/class teacher the adult assistants will undertake a range of duties to support pupils with SEN including:*

* *Supporting the class teacher in the delivery of the curriculum*
* *Preparation of practical activities*
* *Delivering one to one support as identified in education plans*
* *Ensuring the health and safety of the pupil and other pupils*
* *Working with small groups giving additional support*
* *Assisting the pupil in moving around the school*
* *Motivating and encouraging reluctant learners*
* *Modifying and adapting materials*
* *Promoting inclusion*
* *Supporting planning and record keeping*
* *Assisting with monitoring and evaluating pupil/pupils progress*
* *Complementing supervision at break and lunchtimes or providing separate arrangements if identified in plan*
* *Toileting assistance*
* *Noting information in a homework diary (Never writing a comment that infers judgement of a pupil’s ability or progress)*
* *Medical procedures as identified in statement*
* *Preparing/supporting pupil during changed arrangements*
* *Checking the notice board in the staff room for all forthcoming events*
* *Discussing concerns with the class teacher*
* *Acknowledging that the teacher is totally responsible*
* *Informing the class teacher of any messages given to you by parents*
* *Referring a child who wishes to go to the toilet to the class teacher for permission. The teacher needs to know where the pupils are at all times.*
* *Checking with the teacher if in any doubt rather than make a mistake.*
* ***Using mobile phones during class is totally unacceptable. It is always possible for members of staff to be contacted on the school telephone number in the event of an emergency.***
* *Any other duties identified by the class teacher/SENCO.*

***Talking to Pupils***

*It is essential that adult assistants establish a* ***quiet presence*** *in the classroom. The class teacher should not have to compete to be heard – the role of the adult assistant is to support the pupils in their learning and to assist the teacher to provide the best possible learning opportunities.*

*Adult assistants must, at all times, be aware of the appropriateness of their language when talking to pupils or within the earshot of pupils. Comments of a sexual, political or racial nature will not be tolerated.*

***Line Management Arrangements***

*Adult assistants are required to contact the principal or senior teacher by 8.30 a.m. to report the reason for unexpected absence.*

*In cases of absence the principal will ensure the SENCO and class teacher are informed prior to registration in order that alternative arrangements can be put in place.*

*Within the classroom the assistant is always working under the day-to-day direction of the teacher and any deviation from recorded duties should be with the agreement of the class teacher.*

*Generally the SENCO will identify how the assistant can best be used to support targets on the education plan. The SENCO will also oversee any joint planning between class teacher and assistant and address any concerns in relation to same.*

***School Induction***

*The principal will meet with all new staff as part of induction and provide information on hours, renumeration, contract, school, school day etc. All staff will be given relevant policies and will meet with the Designated Teacher for Child Protection prior to starting in the classroom. The SENCO and class teacher will meet with the new assistants to identify specific duties in relation to the education plan, statement and general background issues.*

***SEN Training/School Based Inset***

*All assistants will be expected to participate in identified training. They will be invited to attend school based INSET when appropriate and will be released to attend Board training whenever possible. The SENCO will arrange for specific advice on individual SEN as required.*

*At the request of the principal the school nurse can deliver specific training for pupils with medical difficulties. If desirable, special schools can be approached for shadowing and/or observation.*

***Planning and Record Keeping***

*In liaison with the SENCO/ class teacher the assistant will:*

* *Assist with the planning process for identifying targets in the education plan;*
* *Be responsible for any record keeping which will inform the class teacher.*

***Health and Safety***

*Adult assistants are expected to share in the responsibility for the health and safety of pupil/s. All reasonable steps should be taken to ensure that pupils:-*

* *do not have access to sharp or harmful items*
* *do not run around the classroom*
* *do not hit, bite or kick*
* *do not have access to slippy or wet areas.*

*Any concerns regarding pupil or personal safety should be reported to the class teacher or principal.*

***Monitoring and Evaluation***

* *The assistant will be actively involved in the process and encouraged to engage in all school self-evaluation procedures*
* *Records of progress will be maintained by the SENCO*
* *As part of the monitoring and evaluation process the SENCO will meet with the classroom teacher and assistant on a regular basis to review records etc.*

***Working Away From Direct Supervision Including Off Site Arrangements***

*At times it may be desirable for the child/young person to work with the assistant away from the class e.g. short one-to-one sessions for an easily distracted child or calming time for a pupil with ASD. The class teacher should be informed of any additional or unplanned time away from the class and such incidents should then be forwarded to the SENCO.*

*It is likely that an individual risk assessment will be required for any off site activity involving a pupil with SEN who has an assistant. The assistant should be given written guidance on his/her specific duties for the outing as appropriate in line with school policies.*

***Planning and Record Keeping***

*It is widely recognised that the involvement of the assistant in the planning process leads to enhanced outcomes for the pupil. This is particularly important when the Education Plan is being reviewed and new targets are set. All written information is confidential unless otherwise stated.*

***Lunchtime/Break time Arrangements***

*Lunch/break time arrangements will be in line with targets on the Education Plan and will be agreed with management and or SENCO/class teacher.*

***Contractual Arrangements/Changes in Hours***

* *A standard contract of employment will be issued by EA*
* *Human Resources must be consulted if there is to be alteration to working arrangements*
* *Role and responsibilities should reflect the needs of the pupil(s) and be clearly defined*
* *Alterations to hours of work should normally be addressed through the Annual Review.*
* *Adult assistants who have agreed to the contract of working school term plus two weeks will be required to work the first week in July and the last week in August. Exact dates will be available from the school Principal.*

*In Tobermore Primary School, teachers and adult assistants work closely as a team. Although every member of staff has particular duties and responsibilities, each member of the staff is involved in dealing with the needs of the children at all times. It is important that each adult assistant acknowledges the significance of their role within the team.*

***TOBERMORE PRIMARY SCHOO****L*

***Issue of Policy and Guidance for the Use of Adult Assistants***

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***I confirm that I have received a copy of the above document.***

***Name(print)………………………………………………………………..***

***Signed………………………………………………………………………..***

***Date ………………………………………………………………………………….***