



Code of Practice for Learning Support Assistants (LSA)

Reviewed by: Pay & Staffing Committee

Version: 1

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CODE OF PRACTICE FOR LEARNING SUPPORT ASSISTANTS (L.S.A.)

- The L.S.A. will work flexibly within the timetable of the pupil/pupils.
- The nature of support will, necessarily, vary according to the ability of the pupil and the type of lesson or activity being delivered. Collaborative work practices between staff / L.S.A. should take place.
- Discussion will need to take place with the staff member on the amount of support required.
- Time of arrival and departure: L.S.A.s should not interrupt the opening of a lesson, nor leave during a group teaching session unless a previous agreement has been made about the issue.
- Speaking to a pupil or pupils while a lesson is in progress: L.S.A.s should not conduct a separate lesson if they are all in the same room. Individual and level appropriate clarification should be conducted quietly and tactfully for the sake of all pupils and the staff member.
- Identification of support given: signature of L.S.A. on piece of work followed by an explanation if deemed necessary.
- Supportive disciplinary action should take place naturally; however, any major issues should be dealt with by the subject teacher.
- The L.S.A. should sit with the pupils where he/she chooses to sit unless the class teacher decides otherwise.
- A request for long-term extraction of a pupil or pupils from a class to work with L.S.A.s should be decided upon by H.o.D., Subject Teacher, L.S.A. and S.E.N.C.O. 'One-off' extraction situations may be negotiated between the subject teacher and the L.S.A.
- L.S.A.s should not be required to prepare or adapt worksheets apart from enlarging all or parts of the worksheets.
- Where constant communication with parents is necessary a 'blue book' may be used by L.S.A.s and parents to record, advise and keep all concerned informed. If an issue becomes a serious nature then S.E.N.CO. should be involved with all developments and communication.
- In agreement with the L.E.A. and S.M.T. and S.E.N.C.O., if a pupil is absent the L.S.A. can support other pupil or pupils on the S.E.N. registers.
- Any difficulties which may arise for L.S.A.s in or out of classes should be discussed with S.E.N.C.O. who will then approach relevant pupils or staff members.

TYPES OF SUPPORT OFFERED BY L.S.A.

Free-Wheeling / Floating:

L.S.A.s offers support to anyone who wishes to have help, which ensuring the designated pupil is making progress with his/her lesson.

Consultant:

Pupils may move to L.S.A. for help (with the subject teacher's agreement),

Summariser:

L.S.A. summarises key points at the end of a lesson.

Special Scribe:

L.S.A.s only offers support of this nature to designated pupil – copies notes etc.

Special Group Supporter:

Group with S.E.N. sit with L.S.A. who works with and supports the group.

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