



**ASHFIELD
SCHOOL**

INCLUSION AND INTERVENTION SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES POLICY

Date of issue: 01/09/2022



Ashfield school SEND Policy

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Ashfield School Inclusion and SEND Policy

Definitions of special educational needs and/or Disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with Education, Health and Care (EHC) Plans. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors

1. The SEND & Inclusion Aims and objectives of the School

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and/or Disabilities Code of Practice.

Our school aims are:

- To identify and provide for pupils who have special educational needs and/or disabilities or additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and/or disabilities.
- To ensure that parent/ carers of pupils with SEND are supported and informed of their child's progress and attainment.
- To ensure all pupils work towards reaching their potential.

Objectives

- To ensure all pupils requiring SEND provision are identified as early as possible in their school career.



- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have access to the National Curriculum.** This will be co-ordinated by the SENCo, Head of SEN, Head of Faculties and Achievement Leaders for each year group. Pupil progress will be carefully monitored and regularly reviewed in order to ensure that aspirational targets are set and reasonable adjustments are in place to meet pupils' needs.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing grade runs on their child's progress, and providing information on the provisions for pupils within the school as a whole and the effectiveness of the SEND policy and the school's SEND practice.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing meetings between teachers and support staff and monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEND provision

The SEND team of the school comprises:

- Head Teacher; John Maher
- SENCo; Sharon Mcara
- Head of SEN; Karen Braithwaite
- A team of staff who work within inclusion and around the school supporting children with a range of needs.

Faculty Learning and Progress Assistants (LPA's).

3. Arrangements for coordinating SEND provision

The SENCo and Head of SEN will hold details of all SEND support records including transition profiles, SEND profiles, record of involvements and targets from grade runs.

All staff can access:

- The Ashfield School SEND Policy.
- Details on the School Information Management System (SIMS) relating to all individual pupils needs, including K - SEN Support, E - Education Health and Care Plan and M - Monitoring.
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans).
- Information on individual pupils' special educational needs and/or disabilities.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision on the shared drive.
- Information available through Nottinghamshire's SEND Local Offer through a link on the staff portal.

This information is accessible to all staff and parents in a clear summary version in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and/or disabilities and their requirements, which will enable them to provide for the individual needs of all pupils within their lessons.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.



Special Circumstances

Consideration will be given to applicants who can establish exceptional medical, social or humanitarian grounds (e.g. a learning, behavioural or mobility difficulty which calls for special educational provision) relating to the child or to the circumstances of the family. Supporting written evidence from a doctor, social worker or other relevant professional must be provided at the time of application, together with details of the particular reasons why it is considered that Ashfield School is the most suitable school and the difficulties that would be caused if the child had to attend another school. Each case will be considered on its merits and the Governing Body may seek any independent specialist advice deemed necessary. Special circumstances may take precedence over all.

Note: If applications exceed the number of places available, the school will operate a waiting list in which priority for places will be given on the basis of the above criteria. The child's place on the waiting list may go up or down depending on whether places become available or if late or mid-term applications are received. The Governors of the school, in partnership with the Local Authority, will administer the waiting list for the duration of the co-ordinated admissions scheme. Once the co-ordinated scheme is closed, the waiting list will remain open but will be administered by the Governors of the school for one year.

5. Specialist SEND provision

Ashfield School is able to support a number of pupils with different levels of Special Educational Needs and/or Disabilities.

The Inclusion and Intervention Team comprises of the SENCo (Miss McAra), Head of SEN (Mrs Braithwaite), plus 7 Coordinators responsible for:

- **Coordinator of Individual Needs interventions linked to Cognition and Learning (Dyslexia/EAL/Moderate Learning Difficulties)**
- **Coordinator of pupils who have a diagnosis of Autism and Communication and Interaction difficulties**
- **Coordinator responsible for pupils with Physical and/or Sensory needs**
- **Coordinator of the Bridging Room (for pupils with Social Emotional Mental Health difficulties or in need of reintegration due to Anxious Related Non Attendance)**
- **SEMH Intervention and ADHD Support Coordinator**
- **Enrichment Coordinator for individualised timetables**
- **Ashfield Response Curriculum Lead (for students with SEMH difficulties who are unable to access mainstream school).**

A TLR Holder responsible for the coordination of The 'Lit Programme' linked to The Hackney Learning Trust.

A Children in Care Welfare Officer.

A team of Learning Progress Assistants and Learning Mentors.

We are committed to whole school inclusion. For more information on our provision for inclusion see section **10**.

6. Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

- A Learning mentor/bridging room
- Three small groupwork classrooms
- A reflect/reconnect room for short term time out
- A classroom for anxious learners with an adjoining sensory room
- A comfortable learning room- specifically for our students who have a physical disability to undertake bespoke exercise programmes, with a disabled toilet and changing area
- A full time school counsellor with a specially designed room

The school is a wheelchair friendly site including ramps and lifts.



7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £4,548 for a KS3 pupil and £5,126 for KS4. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its 7 feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Where students have specified hours allocated by the High Level of Additional Family Needs Funding received from Nottinghamshire LEA, then these are fully met/used, in the deployment of Learning Progress Assistants (LPA's) and relevant interventions to meet the needs of the pupil.

The Inclusion Team is well resourced in terms of teaching and support materials and equipment of various types.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs and/or Disability at the start of the policy.

We recognise that many pupils will have individual needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Early Identification

Early identification, assessment and provision for any student with SEND is very important because it can:

- minimise the difficulties that a student is experiencing;
- maximise the likely positive response of the student;
- allow for a temporary learning difficulty to be overcome and for future learning to be unaffected.
- lead to positive outcomes.

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- evidence from performance data
- teacher concern, observation and assessment
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- their progress against the objectives specified in the National Literacy and

Numeracy Strategy Frameworks

- standardised screening or assessment tools

Students identified will receive an individual assessment as soon as is practicable. Following this assessment, a decision will be made as to the appropriateness and level of intervention needed.

Annual Reviews take place for all students with an Education Health and Care Plan (EHCP).

Multi agency meetings are held as appropriate with the relevant external agencies involved.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.



- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching strategies that needs to be applied. (See appendix 1)
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being 'Monitored' due to concern by parent or teacher but this does not place the child on the school's SEND register. It is recorded by the school as an aid to further progression and for future reference.
- i) Tutor evenings, Grade Runs and Parents evenings are used to monitor and assess the progress being made by all pupils.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this decision. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Assessment of needs starts with a whole school approach that quickly identifies where a student is not making adequate progress despite high quality teaching.

Assessment involves analysing teacher's assessment and experience of the student, together with progress, attainment and behaviour. Comparison will also be made with peers. Parents and the students own views are vital. Advice will also be requested where necessary from external support services; after obtaining parental consent.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved; their work will help inform the assessment of need. Where they are not involved they may be contacted following discussion and agreement from parents.

Plan

Once the need for SEND support has been identified; the first step is to ensure high-quality teaching that is differentiated for individual needs is in place.

Planning involves consultation with teachers, Achievement Leaders, inclusion staff and parents to agree to the intervention and support required.

All those working with the student, will be informed of their individual needs, the support being provided, any strategies that are to be adopted and the outcomes they are aiming for.

Do



The SEND Code of Practice places the teacher at the centre of responsibility for working with **all** students. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with Learning Progress Assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is requested by the school but can be requested by a parent in consultation with the SENCo. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion staff
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to the Assessment Team from the Integrated Children's Disability Service (ICDS) on:

0115 804 1275

or by contacting Ask Us Nottinghamshire (formally the Parent Partnership Service) on:

0115 8041740

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services



Pupils with SEND will be given access to the curriculum through the SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

All students have access to a broad, balanced and relevant curriculum. The school will develop the curriculum over a 2 week (10 day) timetable consisting of 5 lessons of 60 minutes per day.

The school helps to support students in a variety of ways, its primary resource being good classroom practice, including scaffolding. All teachers are teachers of students with Special Educational Needs and/or Disabilities and remain responsible for the differentiation of their curriculum area.

Support staff are available, due to a flexible timetable, to work with students and staff in a variety of ways in order to achieve optimum accessibility to the curriculum.

The support timetable is drawn up both to meet the needs of students who are funded through the High Level Needs and Additional Family Needs arrangements; and to enable flexibility of response to changes in pupil need throughout the school year.

10. Inclusion of pupils with SEND

The Head Teacher John Maher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, Multi-Agency Safeguarding Hub and Student Behaviour and Attendance Partnership (SBAP).

In some cases students attend off-site provision as an alternative form of education which forms all or part of their timetable.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

All provisions and interventions are reviewed annually and modified as necessary; this includes pupil's voice, parental voice, and analysis of data.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The SENCo, their direct Line Manager, Head of SEN and the link SEN Governor carry out the evaluation. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parent's evenings, consultation evening, feedback forms, school forums. This will be collated and published by the school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child; an appointment can be made by them to speak to the SENCo or Head of SEN who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Every new member of staff attends an initial induction programme which is monitored and reviewed regularly with their allocated mentor.



Staff attend external training sessions relevant to their specific role. Whole school training is delivered during INSET days.

The SENCo and Head of SEN attend relevant SEND related courses, Family SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all staff.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and ensure school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and Head of SEN who will then inform the child's parents.

The following services will be involved as and when is necessary:

Educational Psychology Service, the NHS, Emotional Health & Wellbeing (CAMHS), Social Care as well as signposting to a wider range of organisations available through the Early Help Unit.

15. Working in partnerships with parents

Ashfield School believes that a close working relationship with parents is vital in order to ensure

- a) Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through assessment points, parent's evenings, and reports.

Informal open evenings are planned annually for pupils who access our interventions (Next Chapter, Ready to learn, The Lit Programme, Literacy Champions), parents are invited to 'drop in' for an informal discussion and to be able to understand the interventions that are offered.

The team work closely with outside agencies such as the Integrated Childrens Disability Service (ICDS), SBAP and NBS Family Service to offer and coordinate parental help for those who need extra external support.

The Inclusion and Intervention Faculty offer an 'open door' policy ensuring staff are available to speak to parents and attend any meetings that are requested whenever the need arises. Meetings are always recorded and minutes sent out to the necessary staff.

16. Links with other schools

Ashfield School has close links with other primary schools in the area; this enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Close links exist between the Ashfield family of schools both in terms of liaison work at the point of transfer and for funding issues. Parents are encouraged to make contact with Inclusion staff before their children start at the school and/or at the New Intake Evening.

When a student leaves Ashfield School, full records are passed onto the student's new school when requested. These will include Pupil Profiles, up-to-date Inclusion records and appropriate examination access arrangements.

17. Links with other agencies and voluntary organisations

Ashfield School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, pupils with SEND. The SENCo, Head of SEN and Coordinators are responsible for liaising with the following:

- The Education Psychology Service
- Cognition and Learning Team
- Communication and Interaction Team



- Specialist Outreach Services
- Physical Disability Support Services

18. School re-opening and SEND provision

In relation to SEND provision it's important to note that, whilst schools have had to make changes to the way they deliver education to ensure the education environment is as safe as possible from the risk of coronavirus, their statutory duties for children and young people with SEND remain the same. This means using best endeavours to secure that the special educational provision called for by the pupil's or student's special educational needs is made. They must have regard to the SEN and Disability Code of Practice 2015

What are children and young people with SEND's entitlements if schools are closed or partly closed by a local lockdown?

For pupils with SEND, the guidance states that schools should work with parents where the pupil can't access learning without adult support. Therefore, as a school we will offer parents/ carers support with providing home learning experiences to meet each child's needs to the best of our capabilities and within the unprecedented times.

What will happen if my child is having difficulties returning to school due to social and emotional difficulties or with their learning.

If you have a concern then please speak with your child's pastoral team. If your child's class teachers have a concern; they will communicate this with you. The class teachers will communicate this concern with the SENCo. However, a child will not be placed on the SEN register during this period of reintroduction and recovery. Outcomes of any additional work will be shared with you and if difficulties continue to persist following a clear period of intervention, following the graduated response, then we will work collaboratively to ensure that your child's needs are recorded upon the SEN Support register if this is appropriate. School may refer to other agencies for advice or a short-term piece of work or suggest having regular review meetings as a team around the child, following the usual school systems.

General data Protection Regulation

All data within this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's [Improving Behaviour in Schools](#) guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Putting Evidence to Work: A School's Guide to Implementation](#).

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Making Best Use of Teaching Assistants](#) provides detailed recommendations.