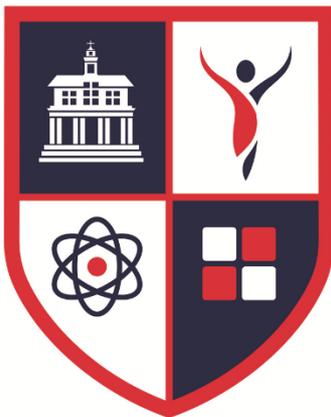




CHILDWALL
SPORTS &
SCIENCE ACADEMY

SEND Policy and Information Report



CHILDWALL
SPORTS &
SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

SEND Policy and Information Report – September 2021

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Context

Childwall SSA School's SEND Policy is informed by the statutory framework set out in:

- Education Act 1996
- SEN Code of Practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- SEN Code of Practice 2014 and updated version Jan 2015

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Please see Appendix A for:

Definition of Special Educational Needs

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

Classification of SEND and levels of support

Please see Appendix B

Roles and Responsibilities

The Special Educational Needs Code of Practice 2015 sets out the statutory responsibilities held by Local Authorities (LA) and schools.

SEND Information Report (Local Offer)

School, LA and other services have set out an SEN Information Report (also known as the Local Offer) of all services available with the intention of giving parents a real choice of school. Childwall Science and Sports Academy aims to provide a Local Offer which is informed by the expertise of families, teachers, the Local Authority, health professionals and other relevant external agencies. This Local Offer is available to parents via the School website.

The Local Authority's local offer is published here:

<https://liverpool.gov.uk/children-and-families/special-educational-needs/send-local-offer/>

SEND Policy

'Identifying children's support needs early is vital if they are to thrive and enables parents and professionals to put the right approach in place quickly.'

Support and Aspiration: A new approach to special educational needs and disability (Government green paper)

Childwall Sports and Science Academy aims to promote the successful inclusion of students with special educational needs and disabilities; we acknowledge that many students will have a special educational need at some time in their school life. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or abilities, as a result of everyone working together.

Aims

- To ensure that students with SEND are identified early and placed on the SEND register appropriately.
- To work closely with parents and primary schools to ensure appropriate transfer of information relating to students' abilities and needs.
- To ensure the fair and appropriate use of available resources in order to secure the best possible outcomes for students.
- To work closely with parents and support agencies to ensure clear communications and sharing of expertise in the best interest of the student.
- To ensure students are fully included, where appropriate, in the mainstream classroom and wider school community.
- To ensure students with SEND make reasonable progress in line with their level of ability.
- To ensure that interventions for each student are reviewed regularly to assess their impact.

The success of the school's SEND policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The named SEND coordinator (SENCO) for the school is Mrs E. Wylie. The Governing body as a whole is responsible for making provision for pupils with special educational needs and have an appointed person as link governor to the SEND faculty.

The Governing Body has agreed with LA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the Guidance in the Codes of Practice which accompany the SEN and Disability Act 2001.

Identification and Assessment of Special Educational Needs (SEN) and Disabilities

The school is committed to early identification of special educational need and disabilities and adopts a graduated approach to meeting special educational need in line with the Code of Practice 2014.

“Teachers and staff in schools must be equipped to identify correctly barriers to children’s learning and understand whether this is a special educational need so that every child can be given the best opportunity to succeed by professionals who know how to support them. At present, the way that schools identify children with SEN is not achieving this. In particular, children are often identified as having lower level SEN (at School Action) when in fact the barrier to their learning could and should be addressed through normal day to day classroom practice.”

SEN Green Paper

Process

Most students with SEND transferring to Year 7 will have already been identified as having additional needs by this stage although there may be some who have not been recognised as requiring extra support.

The SENCO is fully involved in the transition of students from KS2 to KS3, liaising with primary SENCOs to ensure that the needs of students transferring into year 7 are, as far as possible, fully met. This process involves the SENCO:

- meeting regularly with primary colleagues
- Attending Transition Day organised by LA with Head of Year 7
- visiting students due to transfer in their primary school setting
- attending Education Health Care Plan Review meetings,
- reviewing students’ prior attainment data (SAT and teacher assessed levels of attainment)

Additionally, information is gathered from parents or carers and external agencies as appropriate.

Students in year 7 are assessed on entry using a variety of diagnostic and screening processes as appropriate. This includes:

- PIRA and Puma assessments in September of year 7
- Reading and spelling testing using standardised scores with 95% reliability and validity

Identification of SEND may occur as a student progresses through school. This is done through:

- Observations of teachers or support staff and subsequent referral to the SENCO
- Analysis of assessment data; internal assessments, reading and spelling test results
- Referral by parents or carers
- Self-referral by students
- Health or medical issues which affect the ability to learn.
- Referral from outside agencies (Speech and language)

Any student who has difficulty learning within a subject may be assessed by the subject teacher as having SEND; initially this would be subject-specific. Normally this would be a student who is not progressing in the normal class range or a student who is having difficulty with particular areas of work or a student with behavioural or physical needs. Subject teachers should assess students and inform the SEN Co-ordinator of their concerns. They are required to provide at least two reviews of the student's progress. If no further progress within the subject is made and the student is falling behind further investigation follows. If an SEND is confirmed the student is placed on SEND Support. Students with Special Educational Needs or Disabilities have their needs classified (see Appendix B); if a student has more than one category of need these are recorded as primary, secondary need etc.

A review of each student's progress is carried out termly using Progress Review data and other available information.

Assessment, Monitoring and Review Procedures

Pupil Profiles

All students placed on the SEND register have a Pupil Profile/SEND Support Plan, sometimes referred to as an Individual Education Plan (IEP), which is drawn up following consultation with staff, external agencies, parents and students.

The Pupil Profile/SEND Support Plan is a working document that is under continuous review. They are made available to all staff through the shared area of the school computer network.

The SENCO formally reviews the Pupil Profile/SEND Support Plan annually. Reviews are also carried out at with parents at Consultation Evenings.

The Pupil Profile includes:

- Attainment data (including prior attainment data, reading and spelling ages)
- Pen portrait (as appropriate)
- Long term learning aims
- SEND category- Learning Need
- Additional or different resources required
- Strengths and interests
- Suggested strategies for teaching and learning

- Suggested rewards and sanctions
- Quality First Teaching Strategy
- Adaptive Teaching Strategies
- Exam Access Arrangements

Graduated Approach

The four stages of SEND support are: -

- Assess
- Plan
- Do
- Review

Assess: This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

Plan: Your school or other setting needs to agree, with your involvement, the outcomes that the SEND support is intended to achieve – in other words, how your child will benefit from any support they get – and you need to be involved with that. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: The setting will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.

Review: The support is reviewed at the time agreed in the plan. It is then decided together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

Students can be referred for an Education, Health and Care Plan. The referral can be made by a variety of sources including:

- Parents
- Teachers
- SENCo
- Social care
- Health professionals

Provision

Transition

The following activities take place in preparation for transfer of students:

- The transition team, which includes the SENCO, visits feeder primary schools to gather information enabling students' needs to be assessed and appropriate provision to be made in advance of transition and attend Transition forum.
- Primary school students visit Childwall SSA during Year 5 and Year 6 on taster days.
- Departments at Childwall SSA organise events to include primary students.
- The SENCO from Childwall SSA meets with the primary SENCOs to discuss individual students, attend Statement reviews and to meet parents. Additional visits are made by TA's to the primary schools and by SEND students to Childwall Sports & Science Academy.
- Parents attend a consultation evening in June prior to starting in September where Progress Development Managers, Form Tutors and SENCO are present.
- Activities which support students in their primary setting to ensure a smooth transition
- Planning meetings each term with Educational Psychologist.

Curriculum

Students with SEND are taught for most of their curriculum time with their peer group except on occasions when they are withdrawn for specific purposes:

- Literacy/Numeracy intervention from Lead Literacy Practitioner and/or literacy practitioner,
- disapplication from specific subjects,
- reading or spelling intervention from SEND team.

Curriculum content

Curriculum provision for students with SEND offers the same range of subjects available to all other students throughout key stages 3 and 4. Consideration of prior attainment and learning ability is taken into account when grouping students for some subjects to ensure that the needs of all students can be met. School self-evaluation and the annual curriculum review ensure that provision is modified as required to meet students' needs. This ensures that appropriate allocation of time, courses and schemes of work, size of teaching groups and deployment of teachers, support staff and other resources match the needs of students.

Teaching

All teachers are expected to differentiate and adapt as appropriate to ensure that all students are able to access the curriculum and make good progress. In order to do this, they are expected to have an understanding of the needs of students on the SEND register and to be familiar with their Pupil Profiles.

They are also expected to work effectively with support staff and are responsible for deploying them appropriately so that students make at least good progress.

Each faculty nominates a link teacher who attends termly SEND meetings. This ensures that faculties maintain close links with the SENCO and support team.

Learning Support

The support staff team, led by the SENCO, includes non-teaching Teaching Assistants, Higher Level Teaching Assistants and dedicated Literacy practitioners.

The SENCO meets at least fortnightly with the SLT line manager, one of the Assistant Head teachers, and also maintains close liaison with subject and pastoral leaders including the Director of Student Support Services.

Core subjects such as science have subject specialist Teaching Assistants attached to their faculties; they are deployed by those Head of faculties with guidance from the SENCO.

Other Teaching Assistants are deployed by the SENCO to support individual students or whole classes under direction of the teacher.

(See Appendix C for further clarification on role of TA)

HLTA and dedicated Literacy practitioners provide opportunities for students to develop literacy, and other skills, through one to one, small group and whole class teaching under the guidance of the SENCO and other teaching staff.

The support team provides:

- literacy intervention; reading and spelling support for small groups or individual students
- curriculum support for students in class
- supervision of lunchtime activities

Resources

Differentiation and adaptive teaching styles are viewed as a fundamental and essential component of effective teaching and learning. This might also include adaptations to the physical environment to meet the needs of students with specific disabilities.

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs. (NCET Differentiation 1993)

Differentiation is the process by which curriculum objectives, teaching methods, learning styles, assessment methods, resources and learning activities are planned to cater for individual needs. (Science for students with SEN: NCC 1991)

The school strives to provide opportunities for all staff to experience INSET on differentiation and quality first teaching strategies, which is aimed to develop their awareness of how to differentiate appropriately and promote adaptive teaching. This includes differentiation of:

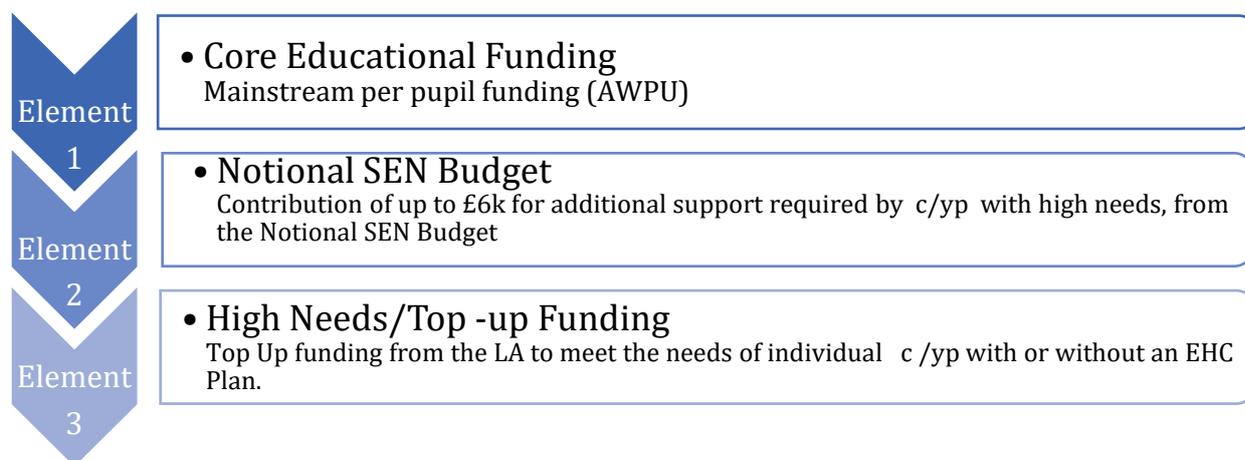
- resources
- activities and tasks
- objectives and outcomes
- support
- response to work

Funding

a) Funding for SEND in Mainstream

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school have a 'notional SEN budget' which caters sufficiently for the special educational needs of the children and young people within their school. This is often managed by the Head Teacher with advice for its deployment from the SENCO.

The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:



The money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority, different Local Authorities have their own methodology and operational guidance which our school is aware of. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support. Additional resources for individual statements and EHC plans - Element 3 can be allocated through top-up funding from the High Needs block budget. The level of top up funding for each pupil is allocated within 5 bands i.e. 1, 2, 3, 4 or 5 depending on the type and level of need of each pupil and the provision that is made available. High Needs pupils with or without statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

Pastoral Support

Pastoral support for students with SEND ensures that their personal development, confidence, self-esteem, participation in the school and wider community is provided by staff at all levels from form tutors, subject teachers and support staff to pastoral and curriculum leaders.

Standards and Achievement

It is recognised that the standards and achievement measures for students with SEND are significant in judging the overall success of a school. As such the attainment and progress made by students within this group are monitored using the data available. The performance indicators for students completing KS4 are compared with both those for all students nationally and also for SEND students nationally to make judgements about standards and achievement at Childwall Sports & Science Academy. These indicators also enable more detailed analysis to be made so that the performance of sub-groups within the SEND group can be compared.

The SENCO, together with the Assistant Head teacher responsible, undertake an analysis of the results and final outcomes looking at both attainment, progression and value added measures. This process supports development planning as part of the faculty self-review process.

Roles and Responsibilities

The SEND faculty consists of a team of support staff led by a designated teacher, as SENCO. The SENCO is responsible for:

- Identification of students with SEND; testing, screening and referrals
- Preparation of Pupil Profiles
- Liaison with curriculum and pastoral managers and all teaching staff
- Establishing links with parents, support agencies and other professionals
- Reviewing and monitoring of progress of students with SEND following the graduated response to ensure students are given maximum support
- Ensuring appropriate liaison and transfer of information as students' progress from each phase of education (primary to high school, high school to further education / employment/training)
- Organisation of a programme of in class support and withdrawal lessons for students and deployment of Learning Support Assistants
- The organisation of voluntary help
- INSET and curriculum development
- Close liaison with the Social Inclusion Facilitator regarding support of students with emotional, behavioural and social difficulties
- Specific advice, consultation and INSET to help all staff in differentiating and adapting the curriculum and developing a range of strategies to meet student's individual needs
- Use of software and hardware to further students' access to the curriculum

Supporting Our Children/Young People with Medical Needs

At Childwall Sports and Science Academy we recognise that children and young people at school with medical conditions should be supported effectively so that they have full access to education, including school trips and Physical Education. Some children and young people with medical conditions may have a disability and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have an Education Health and Care Plan (EHCP). If so, the SEND Code of Practice (January 2015) is followed.

Links with External Agencies and Professionals

The school-based staff work closely with colleagues who have the additional expertise to enhance the provision available in school, such as:

- Educational Psychologist
- Health Authority
- Social Services
- LA
- Speech and Language Therapy
- Education Welfare
- School Nurse
- Child and Adolescent Mental Health Service
- SENCO Network
- Autism Initiatives
- ADHD Foundation
- YPAS

Role of Parents

Parental rights and responsibilities are as laid down in the Code of Practice for SEND.

Parents play a crucial role in the effective education of their children and especially for students with SEN and/or disability.

To this end we:

- Encourage parents to help identify problems
- Keep parents informed of provision
- Involve parents in decision-making
- Invite parents to all EHC reviews
- Invite parents to discuss the progress of all students on SEND support respective parents' evenings

The school's complaint procedures are set out in the school prospectus. Parents of students with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school is able to provide further information about this process on request.

Home School Partnership

The following methods of informing parents of student progress are currently in place:

- Progress Assessment
- Parents' consultation evenings
- Letters home
- Telephone calls
- Open access to parents
- Open evenings
- Newsletter
- School Prospectus
- Awards ceremonies

Involving Students

Student voice is an integral part of self –evaluation and as such students are involved as much as possible in making decisions about the provision and support they might need, about their learning and progress and in evaluating the success or otherwise of the support they receive.

Staff Development

Inset and a CPDL programme is provided for colleagues regarding SEND issues to ensure that staff are aware of their responsibilities and that they have the knowledge and skills to support students to make at least expected progress.

Teaching Assistants are engaged in the Appraisal process and have access to an extensive range of training opportunities and associated accreditation where applicable.

Self-Evaluation

The SEND faculty embraces the process of self-evaluation as a means of monitoring, reviewing and developing the provision at Childwall Sports & Science Academy and raising standards and attainment. The faculty self- review process is modelled on the whole school cycle incorporating a review of standards and achievement, behaviour and safety, teaching and leadership with outcomes and judgements used to inform priorities for future development.

Equality Objectives

“In the most effective schools, the Head teacher and governors establish a clear vision, rooted in an unwavering commitment to ensure the success of every pupil. Equality of opportunity is at the heart of this vision, with an insistence that all pupils will do well.” - Ofsted

Legal Requirements

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Childwall Sports and Science Academy seeks to promote equality and we celebrate the diversity within our community. We welcome the public sector equality duty as set out in the Equality Act (2010).

What is the duty?

We must:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection on the grounds of specific characteristics (referred to as protected characteristics. For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Childwall Sports and Science Academy commitment

At Childwall Sports and Science Academy, we wish to create and maintain a trusting, secure and happy environment where everyone can work as equals. All members of the school community have responsibilities to promote equality of opportunity, experience, and treatment, and to challenge stereotypes. Our wider school community consists of a diverse range of people – employees, visitors, students, and parents/carers. We need to celebrate our differences, by understanding them and enjoying the diversity this brings.

As a public organisation, we are required to:

- Publish information to show compliance with the Equality Duty. This is done via our [Equality Policy](#)
- Publish Equality Objectives which are specific and measurable

Childwall Sports and Science Academy Equality Policy

Our Equality Policy contains information about how the school complies with the Public Sector Equality Duty. We also give guidance to staff and outside visitors on our approach to promoting equality.

Childwall Sports and Science Academy Equality Objectives

We publish equality objectives which show how we plan to tackle particular inequalities and reduce or remove them. Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of these objectives is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

The schools chosen equality objectives are:

1. To ensure the schools commitment to equality is evident in its strategic development planning, operations, promotion and self-review
2. To promote equality and diversity amongst school stakeholders in order to raise awareness and encourage understanding and contributions from all
3. To achieve inclusivity and cohesion between all student groups, through education, understanding and celebration of different cultures, religions, sexualities and ethnicities
4. To improve the levels of attendance and attainment across all key stages and respond to variation between groups of learners, as identified by internal and local authority data. In particular, high ability boys and disadvantaged
5. To ensure all pupils have equal access to the curriculum, free from limitations, discrimination and barriers
6. To further improve accessibility to learning and participation for students, staff and visitors; removing barriers in order to ensure full engagement in school life

Equality, Diversity and Inclusion Audit

At Childwall Sports and Science Academy we annually review how well we achieve our equality commitment with regards to the protected groups under the Equality Act (2010). We do this through conducting a detailed Equality, Diversity and Inclusion Audit. This is completed by the Senior Leadership Team and quality assured by the Governing body, before being published to key stakeholders. This audit provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. The results ensure that we can continue to tackle issues of disadvantage and underachievement of different groups at Childwall Sports and Science Academy.

Equality, Diversity and Inclusion progress made to date:

- We have conducted partnered work with Stonewall; including staff and students training
- Personal development, behaviour and welfare was judged to be 'good' by Ofsted in June 2018
- Our data tracking systems have enabled teachers to focus even more precisely on identifying and addressing gaps in progress between boys and girls.
- Increased student leadership opportunities, with a particular focus on engagement of underrepresented and vulnerable groups.
- Greater use of the student leadership group on particular equality related issues in school, including refurbishment of toilets and uniform
- We have established an active LGBTQ+ club
- The development of progressional and bespoke Personal Development programme; incorporating all aspects Relationships and Sex Education (RSE)
- The training of a teacher and non-teacher in mental resilience programmes.
- A regular and robust student voice and parent/carer voice schedule which collects the views of all groups.
- Enhanced transition process for SEND, disabled and disadvantaged pupils and their families
- We have improved accessibility to the school/learning through:

- Additional disabled car parking by the main building

- Portal ramps for students requiring wheelchair access

- Providing individuals with individualised assessment of equipment and furniture upon entry to Childwall Sports and Science Academy, in order to provide adequate desks, IT equipment, seating, stationary, overlays

**Further improvements to whole school accessibility will be achieved through the new school build which will commence in 2021*

Appendix A

Definition of Special Educational Needs

The term "special educational needs" (SEN) has a legal definition which is set out in the Education Act 1996.

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- (a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do 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.

Special educational needs can arise for a number of reasons and may involve, for instance:

- reading, writing, number work or understanding information
- expressing ideas or understanding what others are saying
- making friends or relating to adults
- behaving properly in school or other settings
- personal organisation
- sensory or physical needs.

Special educational provision means:

Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area. *SEN Code of Practice; DfES 2001 (See Section 312, Education Act 1996)*

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A child is disabled if he is blind, deaf, or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. *Section 17 (11), Children Act 1989.*

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities. *Section 1(1), Disability Discrimination Act 1995*

Appendix B

Codes used to categorise SEN (as recorded in SIMS and submitted as required in census return)

K	SEND Support
N	No longer SEN support
E	Education Health Care Plan
SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty
PMLD	Profound & Multiple Learning Difficulty
BESD	Behaviour, Emotional & Social Difficulties
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
ASD	Autistic Spectrum Disorder
OTH	Other Difficulty/Disability

Classification of Levels of support (Code of Practice September 2014)

Education, Health Care Plan

SEND Support

SEND Support Categories-The Graduated approach (New Code of Practice September 2014)

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social and Emotional

Appendix C

The role of the Teaching Assistant

Teaching Assistants have Job Descriptions appropriate to the level of responsibility which they hold, however the following list provides some of their expected roles and responsibilities:

- Support students experiencing learning difficulties.
- Contribute to the management of student behaviour.
- Contribute to the maintenance of a safe and secure learning environment.
- Contribute to the health and well-being of students.
- Establish and maintain relationships with individual students and groups.
- Assist in preparing and maintaining the learning environment.
- Contribute to the planning and evaluation of learning activities.
- Contribute to maintaining student records.
- Observe and report on student performance.
- Promote students social and emotional development.
- Provide support for bilingual and multilingual students.
- Support students with communication and interaction difficulties.
- Support students with cognition and learning difficulties.
- Support students with behavioural, emotional, and social development needs.
- Provide support for students with sensory and / or physical impairment.
- Support the use of information and communication technology in the classroom.
- Help students to develop their literacy skills.
- Help students to develop their numeracy skills.
- Help students to access the curriculum.
- Review and develop their own professional practice.
- Support the development and effectiveness of work teams.
- Develop and maintain effective working relationships with other professionals.
- Liaise effectively with parents.