

## Considerations for TAs and LSAs

### DIALOGUE

While in the book we spend a great deal of time on the content of the pupil/TA dialogue here we focus on finding ways to avoid face-to-face communication in close proximity.

As the teacher is leading from the front and remaining, where possible, at a distance it makes most sense to ensure that it is the class teacher who deals with detailed questions and explanations.

Avoid sitting next to pupils

Talk while beside pupils rather than face-to-face

Take a position at the periphery of the classroom and move around when necessary

Stay within the pupils' eyeline

Use non-verbal communication to check-in

Use mini dri-wipe boards to prompt and answer questions where pupils are able to read instructions

Offer pupils colour coded or image cards to indicate the need for equipment, more time or to ask a question?

Agree simple hand signals to indicate need for additional support – thumbs up/side or down.

Keep responses and instructions short while ensuring a positive tone/expression to avoid being curt or discouraging.

### RESOURCES

Does the pupil's position offer access to equipment? It is useful to check that the pupil has *ready* access to the necessary features of the classroom and the materials that they need for the lesson.

Time spent in advance making sure that pupils with SEND have the necessities with or near them is time saved in the lesson and will reduce the sharing of equipment:

pencil case and usual contents

communication cards

a timetable

fidget toy/manipulative

anti-bac wipes

dri-wipe board and pen etc.

the source material for lesson

relevant technology - laptop etc.