

## What does a Curriculum Intervention Assistant (CIA)/ Learning Support Assistant (LSA) do to support in class?

- They must not be 'velcro' support. Where they are in a lesson their role with the whole class is planned and agreed in advance.
- The class teacher is responsible for the progress of all the students in the class and should deploy the CIA/LSA to support that- which could be working with a group, individual or large group.
- It is not up to the CIA/LSA to define their role or say who they will or won't work with- even where a child has an EHCP the job of the team of staff is to meet the learner's needs in a holistic sense as a team of adults managing the lesson.
- The CIA/LSA's role could change during the lesson. They must be mobile; coming in offering some support to an individual then moving away to let the student work unsupported and develop resilience.
- They need to be able to ask expert questions that drive students on not just give answers to aid completion of task.
- They would work in partnership with the class teacher to help the teacher carry out the aims of their lesson plan which would be shared and co-owned by the team in the classroom.
- They might be delivering a planned programme of intervention with a group, perhaps in the region of 10 students, who are withdrawn from the lesson for a fixed period of time to secure better resilience and independence so they can return to mainstream lessons and make better progress under quality first teaching.
- These would be recognised programme agreed with the SEND department and the subject leader. The CIA/LSA would be trained to deliver such programmes.
- **THE PRIORITY SHOULD BE THE CHILD WITH SEND SHOULD BE SEEING MORE OF THE CLASS TEACHER'S ATTENTION AND THE CIA/LSA ENABLING THAT TO HAPPEN- NOT TO REPLACE THE TEACHER.**