

# ① Improvement workshop plan - Maximising the impact of TAs.

**Context:** The school's review looked at the deployment of LSA's/TAs. An aspect identified for further development relates to the strands 5 and 7 in the "Making best use of TAs" recommendations. The school wanted the workshop to consider how 1:1 and small group interventions could be further/better integrated with everyday classroom learning.

**Introduction to the workshop** - HT and DfT (oversight of LSA's/TAs). Provide a brief summary of review and focus for the workshop.

**Participants:** Year group leaders, SENDCo, all LSA's/TAs, HLTAs.

**GOAL** Establish that this is about refining and further improving current approaches. Seeking views on support needed.

**REALITY** Working in year group teams reflect on the following prompts in relation to delivering targeted structured interventions.

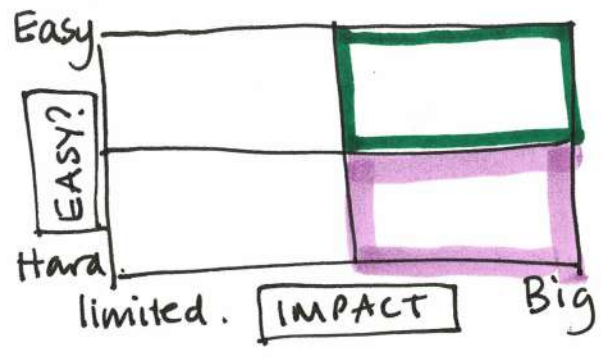
To what extent... (NB Taken from MBUTA EEF Materials).  
Categorise responses...



- are interventions structured?
  - the right duration?
  - evidence based?
  - linked to learning in class?
  - well timetabled?
  - do LSA's/TAs feel well trained?
  - do LSA's/TAs/Teachers meet to review + plan?
  - does interventions link to wider curriculum?
- Roses - this is flourishing  
Buds - some good elements,  
Thorns - this is tricky.



Record on post it notes

**OPTIONS.** Take all the responses "buds" & "thorns"

Prioritisation matrix: add to this grid.



-  Quick(ish) wins = easy to do + big impact
-  Long term wins = hardest to do + big impact.

 } Identify top 3 actions  
 } in each box. **WILL**

## ② Improvement workshop plan - Involvement of parents/carers

Context: This large secondary school's review explored the effectiveness of communication regarding pupils with SEND. The aspect they identified for the Improvement workshop related to further developing the involvement and engagement of parents/carers of pupils with SEND.

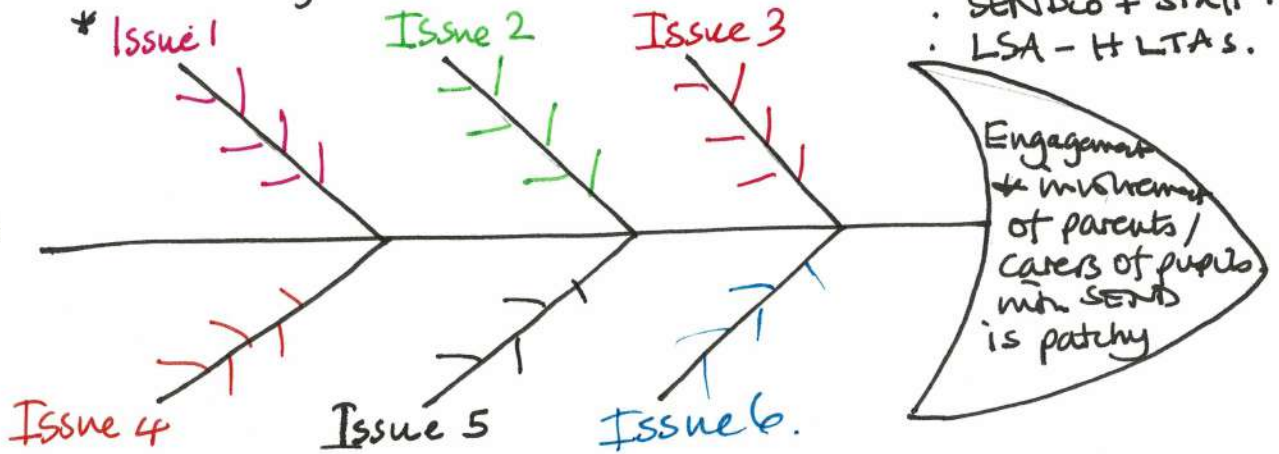
Introduction to the workshop: Brief joint input from DfET + SENDCo. **GOAL** setting. Context from review findings.

### REALITY

Use brainstorm then...  
Use fishbone analysis tool on large (paper tablecloth) sheet

Participants:  
• All Inclusion staff  
• SENDCo + staff  
• LSA - HLTAs.

\* There may be more or less themes



Brainstorm the issues re engagement/involvement.

Categorise them into broad themes.

Then cut the 'fish' into sections by issue and task small groups to explore the issues more deeply, noting key points.

### OPTIONS

Each group captures ideas (on individual post-its) to resolve the issues. For reference: SEND in mainstream schools from EEF.

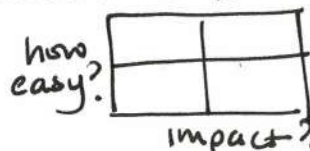
(If time sub-groups could visit other groups to add to ideas.)

Next each sub-group takes their potential ideas and uses a "diamond nine" to prioritise and identify the top 3 actions they think should be taken.



### WILL

If time and depending on number of actions use a prioritisation matrix to further reduce actions.



### ③ Improvement workshop plan - Transition for inclusion.

Context: The review identified many positive elements of transition including clear and consistent documentation at handover, transition experience days and some focused meetings. However the school wants the IW to explore more deeply what is working and what more could be done to further improve transition.

Introduction to workshop - HT of host school. **GOAL**  
Participants - Year group leaders, pastoral leaders, SENDco.  
HLTAs.

#### **REALITY**

Brainstorm & Categorisation Activity.

① Using post-its: what do we currently do to support smooth transition for vulnerable/all pupils.

② Identify common themes/activities then...

③ RAG rate these:

**Red** not yet working well

**Red** working ok  
could improve.

**Green** working well,  
consistent.

④ Barrier and enablers analysis. - Work in groups

**Red** what is preventing  
this working well?

**Red** what is preventing/  
enabling this?

**Green** what is  
enabling this?

⑤ Reading activity: EEF Blog: Supporting pupils through transition - a trio of challenges.

⑥ Three flip charts: Curriculum, Systems, Peer networks.

Move the RAG rated post-its on to the charts.

**OPTIONS** Identify any further actions that could be taken to improve/develop practice.

⑦ Dotocracy to prioritise actions. → **WILL**