Children with SEND should have access to high-quality teaching. Additional, targeted interventions can be delivered by teachers and trained TAs and integrated into whole class learning. TAs can support a range of children in the class using the EEF’s scaffolding framework (see below). Crucially though, teaching assistants should supplement support from classroom teachers, not act as substitutes for it.

'A Teaching Assistant (TA) is responsible for a child with SEND.’

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Some pupils with SEND may display misbehaviours, but not all. These challenging behaviours may or may not be related to their needs. SEND can affect: how a child behaves; how they socialise and communicate; and their concentration levels.

Challenging behaviours can feel personal to a member of staff and reduce empathy for the learner. Acknowledgement that behaviour could be a form of communication is helpful. Plotting overlapping needs for children with SEND is important to identify appropriate provision.

Some questions to consider may include:

• Are literacy needs creating a barrier for learning and reduced engagement?
• Has learning been supported and scaffolded so the child can succeed?
• Are reasonable adjustments to the learning environment or the routines of the day in place; for example, consistent routines, reduction in visual stimuli, seating arrangements?
• Is there a targeted intervention that can be put in place?
• Have positive communications about the pupil’s learning been communicated with the parents or carers?
• Does the pupil have a supportive relationship with a member of staff?