

## Teaching Assistant (TA) Self-Reflection Tool

This self-reflection tool can be used by TAs to consider how they can embed the adaptations and reasonable adjustments described in Hertfordshire's Ordinarily Available Provision guidance into their everyday classroom routine.

Providing high-quality provision	To what extent do I ...	Reflections
	... monitor and adapt the physical environment to meet the needs of all children and young people?	
	... understand the individual needs of children and young people that I support and know how to respond to them such as by referring to SEND written plans?	
	... adapt teaching in the moment using a range of scaffolding strategies to meet the needs of all children and young people, and to promote independence?	
	... provide opportunities for collaborative learning and peer support to ensure that children and young people with SEND are fully included in learning?	
Improving outcomes	To what extent do I ...	Reflections
	... develop a growing understanding of children and young people's needs including their strengths, starting points, and barriers to participation and learning?	
	... give regular and purposeful feedback to teachers about an individual's learning so they can evaluate the impact of provision?	
	... promote active engagement, positive relationships and wellbeing for all children and young people?	
	... ensure that all children and young people feel safe, and that their opinions and concerns are valued?	

Communicating with parent/carers and children and young people	To what extent do I ...	Reflections
	...listen to the views of children and young people, and encourage them to make decisions about their learning?	
	.... contribute to information provided for parents/carers?	
Managing resources	To what extent do I ...	Reflections
	... ensure equipment and adapted resources are readily available to children and young people during a lesson?	
	....use technology as a useful tool to support teaching?	
	.... collaborate with teachers to integrate the strategies taught during an intervention into day-to-day teaching so that children and young people can sustain progress within the classroom?	
Collaborating with others	To what extent do I ...	Reflections
	... actively seek information from the SENCO or other professionals about children and young people to inform teaching and learning.	
	... actively share information with the SENCO or other professionals about children and young people to inform teaching and learning?	