

Information about the Learning and Behaviour Advisory Team

LBAT: Enabling Learners - Equipping Teachers





West Sussex County Council

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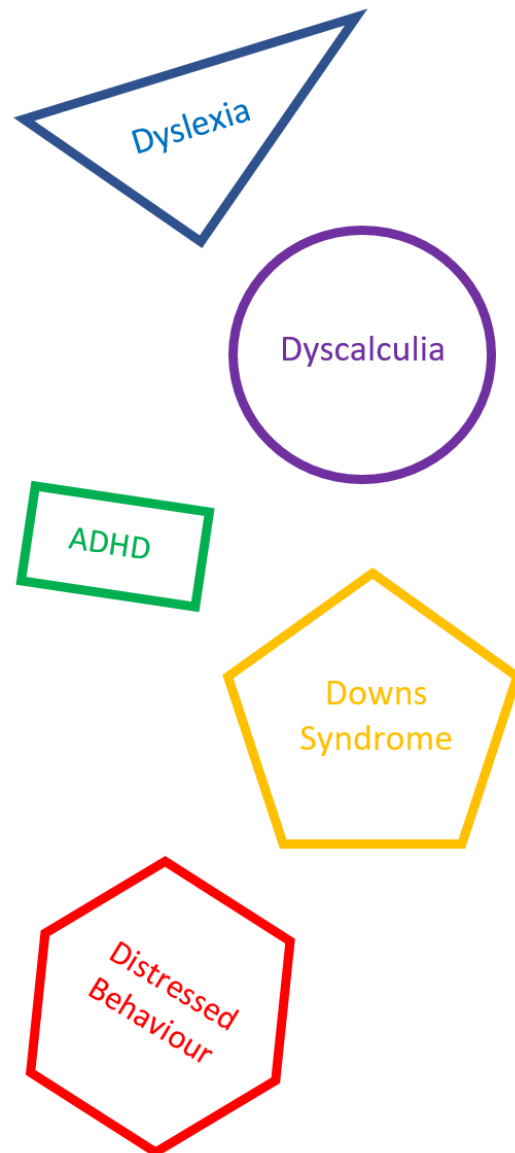
Introduction:

Sometimes pupils do not learn or behave at school in the way we know they can. They may find it hard to come into school or follow instructions; maybe they are not making progress, even with extra help in class. At these times the school can ask for help from the Learning and Behaviour Advisory Team (**LBAT**).

They will work with teachers to find out more about the pupil, such as the things they are good at, all that they find hard, and why they behave this way. We can then make a plan together just for this pupil with new ways to help them to learn or behave as we would hope.

The Team:

LBAT Teachers have lots of different ways to understand and support pupils with many learning and behaviour needs. They can also train teachers how to help pupils with...



There are other Advisory Teams for pupils with autism, physical disability, hearing or sight loss and those from ethnic minorities and travelling groups.



How do we work?

If the extra help is not helping the pupil as we would hope, the school's special needs and disability coordinator (SENDCo) can ask to meet with a LBAT Advisory Teacher. They will ask for permission from parents and carers before they do this and explain why this will help your child.

The Advisory Teacher's understanding of the pupil grows as they hear from all who know the pupil well.

This includes the views of the pupil which are recorded with a key adult in the school before the meeting. We want to hear what helps, what they are good at and what is difficult and might make them feel worried or angry in school.

They also want to listen to parents and carers to hear how your child's past experiences, current situation and needs might be affecting them. Your views can be shared with the school before or during the meeting.

The Advisory Teacher will also work with teaching staff to build on all we know about the pupil. This may include speaking with the SENDCo, class teacher

and teaching assistant, or seeing the pupil in class and looking at their work. They will also explore any assessments done by the school or another team such as a Speech and Language Therapist.

With a clearer picture of the pupil, we can now **plan** some next steps. The Advisory Teacher will share some ways we can help the pupil to make progress. This can include different types of support, equipment or activities that are added to a plan for the pupil. They also offer training for school staff if this is needed to deliver the plan.

It is not likely that you will see a change straight away, as it takes time for the pupil to become familiar with the plan and make progress. The difference the plan makes to the pupil will be recorded so that it can be **reviewed**, and the next steps planned.





Summary:

Learning and Behaviour Advisory Teachers are there to **equip** school staff and **enable** pupils to **thrive** at school as they are heard, understood, and can join their learning activities more and more. For you, the aim is to ensure that you have more confidence that your child is understood, and their school provision is right for them.

