



# What we did

## Autumn Term 2024

- Established the 135 Support Staff Partnership Group.
- Each school nominated up to three Lead TLAs to share best practice.
- Conducted a survey of 80 support staff to identify training needs— SEMH emerged as a priority.
- Held introductory sessions for Lead TLAs and SENDCOs to define roles and build collaborative groups.

## Summer Term 2025

- Continued peer visits and observation.
- Delivered external training - SCERTS modelling by CLCS and reflective practice training by CAMHS and PLSS.
- Hosted a reflective session for SENDCOs led by CAMHS clinical psychologist.
- Began developing a shared resource bank (Padlet) for best practice—ongoing into 2025–26.

## Spring Term 2025

- Visit 1: Visiting TLAs observed Lead TLAs in action, followed by feedback and planning discussions.
- Visit 2: Lead TLAs visited other schools to deepen understanding and engage in peer coaching.
- Adapted visit schedules to accommodate TLAs supporting high-needs pupils.
- Collaborative feedback sessions were restructured into smaller, focused discussions led by Rhyl SENDCO.



## Key Learning

### Improving TLA Expertise

- TLAs gained confidence through observation, feedback, and modelling.
- Those with limited access to OT/SALT benefited from seeing interventions in action.
- TLAs refined their practice and became stronger advocates for pupils with SEND.
- Peer learning reduced reliance on SENDCOs and fostered a culture of shared responsibility.

### Improving Recruitment and Retention

- TLAs felt recognised and valued, boosting morale and motivation.
- Reflective sessions helped TLAs see their evolving role in strategic SEND provision.
- SENDCOs deepened their understanding of TLA strengths and developed stronger working relationships.

## Key Takeaways

### Dedicated coordination is essential

A central lead ensures consistency, follow-through, and shared learning across multiple settings.

### Flexible models are needed to release TLAs

TLAs supporting high-needs pupils are often least able to attend training. Research from the Education Policy Institute highlights the need for flexible CPD models to ensure equity in access and impact.

### Peer observation and coaching are powerful tools

Observing practice and engaging in reflective dialogue builds confidence and deepens expertise. This mirrors findings from the EEF's Effective Professional Development report, which recommends modelling and peer support as key mechanisms for change.

### Specialist-led reflective sessions support strategic thinking

SENDCOs and TLAs gained valuable insights through structured discussions with CAMHS and PLSS professionals.

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*Rhyl Primary School worked in partnership with:  
Netley, Gospel Oak, Primrose Hill and Fleet Primary School London Borough of  
Camden.*