

LSA POLICY

1.0 Objectives

The objective of this document is to describe the LSA Policy

2.0 Scope

This process applies to GIIS Dubai.

3.0 Policies

GIIS Dubai is committed to inclusion and supports a broad range of needs. The provision of a Learning Support Assistant (LSA) is one of the various provisions available to support students with additional needs. The need for one will be evaluated by the Inclusion and Wellbeing department based on the severity and extent of support required.

Pre-requisites of a Learning Support Assistant (LSA)

- LSA should be a graduate, preferably related to child development.
- LSA will be trained by the assigned special educator in understanding the child's needs, behavior management, classroom adaptations, and modification.
- There will be a probationary period of one month during which the services will be evaluated for suitability for the role.

Recruitment

Selecting an appropriate shadow teacher is a collaborative process. The parent may source the Learning Support Assistant (LSA) and the school may assist in the process of determining suitability with respect to the needs of the child.

LSA will be paid by the parent and will not be eligible for any other school benefits.

The contract is between the parent and LSA and the school holds no liability in this regard.

Appointment of new LSA

If there is a change in LSA, the parent should:

- Discuss with the school two working weeks prior and the new LSA must meet all the qualification requirements mentioned in the above passage and follow all procedures employed for the appointment of the new LSA.
- Attend a formal meeting in school along with the LSA, Supervisor, and Class teacher of your ward.

Leave/Absence of LSA

- If the LSA is on leave, differential arrangement /understanding must be reached with the school in writing depending on the nature of support required for your ward. This may include the child being kept in the inclusion room, remaining at home, or being taken to alternative classrooms/venues during a selected period.
- LSA must inform the parent and the Head of Inclusion atleast a week prior incase of planned leave of absence and previous day in case of unplanned leave of absence (medical).

Code of Conduct

- LSA should comply with all rules and policies of GIIS and adhere to a formal dress code at all times.
- LSA should strictly follow the principles of confidentiality. No information about students or schools is to be shared or discussed outside the scope of employment.
- LSAs are permitted to use the resources in the school for the students within the school.
- LSAs will not replace the class teacher. She/he will assist the teacher in the inclusion process. LSAs are not to do the teacher's work or correct other children's work or instruct other children.
- Communicate professionally with all the staff and students in school.
- Working time will be decided by the parent based on the need of the child.
- Regular attendance of the LSA is required in case of absence prior notice is to be given to the parent and to the respective Supervisor and Head of Inclusion.
- The parent will not be allowed to work as LSA for their own child or for any student studying in the same phase.
- LSAs are not permitted to discuss student progress with teachers outside of scheduled review meetings. Any concerns or observations must be documented and shared only during formal review sessions to ensure structured communication and alignment with the student's support plan

Role and Responsibilities

- Assist the child to follow the teacher's instructions and complete tasks.
- Help students display appropriate classroom behavior.
- Provide guidance in completing activities that promote his/her learning environment.
- LSAs will work in close coordination with the parents, class teachers, and special educators.
- Help the student achieve goals stated in his/her individual education plan (IEP)/Behavior intervention plan (BIP) by implementing agreed accommodations for the student.
- She/he will be a part of IEP meetings and contribute to the setting of IEP/BIP goals.
- Regularly update the parent's supervisor and the Inclusion team on students' progress or concern.
- Create situations to encourage social interaction.
- Be aware of, and comply with, policies and procedures relating to child protection and safeguarding, health safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person.
- Accompany the student during educational visits, trips, and out-of-school activities.
- Involve the child in a variety of structured play with others.
- Help the child understand and abide by the class and social rules by providing relevant consequences for

appropriate and inappropriate behavior.

- Ensure consistency with consequences for inappropriate action.
- Modify tasks that are necessary to make them achievable for the child.
- Prepare the child for changes in routine.
- Foster independence.
- Assist the teacher in preparing the activities.
- Do things with and not for the child.
- Complete documentation of Inclusive support (progress review report, performance trackers, etc.)
- Alert the class teacher to any problems or social information about the individual child.
- Alert the class teacher if he/she does not understand any learning materials.
- Seek professional growth through reading, attending workshops, seminars, conferences, and/or communicating advanced coursework.

Recording and Assessing

LSAs are required to maintain the following records:

1. LSA Daily Report

This will be a short note reflecting students' achievements, behavior, and areas of need/difficulty.

2. Behavior Trackers

In the case of a child with behavior problems, LSA will track behavior by recording the frequency of incidents. This data will be used to assist in the preparation of the Behavior Intervention Plan.

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