**Title: DM650061**

**Interviewee/s:**

##### Interview Date:

**Interviewer:**

**Transcriber note:**

Q: So I’ve never been to this school before, could you tell me a bit about it?

A: It’s a good school for us.

Q: Yeah?

A: We – in Year R, we normally work on the sounds of letters and stuff, and with cards. And read Biff and Chip books.

Q: Oh I remember Biff and Chip books.

A: But when you go into year five like now, you read like – because I’m on stage ten, you – and I don’t read Biff and Chip books anymore, but you read like chapter books and stuff.

Q: Okay, so they’re a bit longer in year five?

A: Yeah.

Q: Amazing, and could you tell me some of the things you like about school?

A: I like it how you have lots of – quite some long breaks, because I love going outside.

Q: Amazing.

A: Outside, and hmm.

Q: What do you do in your break time?

A: Me and my friend NAME, we invent new games, and we made some new games and stuff.

Q: Did you, what sort of games did you make?

A: We made a game called Hide It, and there’s lots of rules, so [laughs] it would take me quite a long time to explain. So the counter has to imagine a spot to hide, and then he says like if it’s like that way or something, he – you have to – the people who’s not counting, the opposite way, then once they touch something they come on – the way he – they come. So then they go and hide and stuff. And then the counter, if the people who’s not counting sees him and when he’s moving he – then they get to move from their hiding spot, but if they can’t see him they can’t move from their hiding spot.

Q: Oh, so you’ve got to keep a close eye out?

A: Yeah.

Q: Okay.

A: So and what – once everyone’s caught there’s a person where that you – like some people have to go to where they think you were counting, and then whoever was closest or in the exact spot gets to choose who’s on next round.

Q: Oh okay, so there’s lots of rules, that sounds really fun though.

A: It is.

Q: Did you make that up?

A: Me and my friend NAME.

Q: Amazing, that’s really clever, it’s amazing you can remember all the rules as well, that’s really good. Amazing, is there anything you don’t like about school?

A: Not really.

Q: That’s all right, so you like, yeah, you like the building, you like the teachers, you like your friends?

A: Hmm-hmm.

Q: Yeah, amazing, that’s really good. How do you find the work in lessons?

A: Some work is like difficult for me, but sometimes I find something easy and then different times I think it’s hard.

Q: Okay, so does it depend on the lesson?

A: Every [inaudible 00:03:37] days, every one of those my grandma used to be a teacher, so she does [inaudible 00:03:43] and then she teach – gives me like working to do after school every day, not every day but on the tough days.

Q: Okay, so you actually have some extra teaching from your grandma on Thursdays?

A: Yeah.

Q: Oh amazing. And do all of the children in the class do the same work, is it –

A: Yes, but sometimes I do – like ‘cos we do spellings, sometimes I have different spellings than them.

Q: Okay, and –

A: Easier ones than they have.

Q: Okay, I see and do some children have more help and some children have less help?

A: Hmm-hmm, because I’m dyslexic I find stuff more harder than other people to do, like \*\*\* he is – he’s really good at like literacy, maths and stuff. But I’m a bit more [unassured 00:04:43] of that.

Q: Okay, that’s a big word, I like that word, and are there things that you’re really good at?

A: Yes, like my friend \*\*\* he doesn’t go in this school, he lives near the water, and nearly every weekend we see him, and we go into the water where my grandma and grandpa live near the water. They live with a big garden and they have two houses, one near us and then one somewhere else. ‘Cos that’s my grandpa’s old house where he used to live, and it has a big field with like some water at the bottom of it so we play and \*\*\* made a raft. So we go on that.

Q: That sounds really fun.

A: It is [both laugh].

Q: Fun, amazing. And how about the adults in school then, so which adults help you in school?

A: My teacher helps me and the LSAs.

Q: And the LSAs, can you – what are their names, do you know them?

A: Mr [NAME 00:05:51], Miss [NAME 00:05:52] the LSAs, Miss [CT 00:05:54] is my teacher.

Q: Oh okay, that’s cool, so you’ve got a few adults in school that help you. And what sort of things do you do with your teaching assistant?

A: Pardon?

Q: What sort of things do you do with your LSA?

A: We like go out and practice spellings, and I go out to Leeds and to help me read and stuff.

Q: Okay, amazing, and where do you go, is it a little room or is it somewhere…

A: We go into a kitchen but not that one down there, there’s one up there, we go into that or the kitchen or the purple room that’s way up there.

Q: Oh, so there’s a few different rooms you go into?

A: Hmm-hmm.

Q: Amazing, and so how does your teaching assistant help you do you think, or sorry your LSA, how does your LSA help you?

A: She and he helps me by like helping me with spellings and stuff if I – like if I’m struggling on a word they help me with that.

Q: Amazing, and how do they do that, do they…

A: Like ‘cos they spell it out and stuff.

Q: Amazing, they give you a little bit of help when you’re stuck?

A: Hmm-hmm, yeah.

Q: Fantastic, and how much time do you think you spend with your LSAs?

A: Pardon?

Q: Do you see your LSAs lots, every day?

A: Yes, every day unless they have like a bug or something [both laugh].

Q: Okay, unless they’re a bit poorly. And is that every lesson you see them or…

A: They’re normally there but we have different ones in the afternoon, with MrsTA1 and Mrs [TA2 00:07:31] in the afternoon. Mrs TA1 who I does reading with.

Q: Okay, so you’ve got lots of adults that help you in school?

A: Hmm.

Q: Amazing, that’s really good. And does your – oh we’ve asked that one, so when you go to little rooms with your LSAs do you like being in those rooms or do you prefer being in a classroom?

A: I like going in those rooms ‘cos they’re less like noisy and stuff.

Q: Yeah, I get that, it’s a bit quieter isn’t it, it’s a bit easier to concentrate?

A: Yeah.

Q: And how do you feel about it when your LSA helps you?

A: Good.

Q: Good, why do you feel good?

A: Because I’m getting some support.

Q: Amazing, I love the way you’re explaining things CHILD, it’s really good [laughs], that’s really good. And if you didn’t have your LSA helping you how do you think you’d get on in lessons?

A: I would struggle with them way more.

Q: Do you think, yeah?

A: Hmm-hmm.

Q: Why do you think that might be?

A: It’s because dyslexia, I think that’s how you say it.

Q: Yeah.

A: It’s like you struggle with something and then you struggle with something but it – you’re better at something else.

Q: Yeah, yeah.

A: So [laughs], hmm.

Q: Yeah, that’s a really good explanation I think, amazing. And have you done any work without the LSAs helping you this – oh well last week let’s say because it’s only Monday isn’t it [laughs]?

A: Yes, yes, I have.

Q: Yeah, and how did you find that?

A: Good.

Q: Good, yeah, do you remember what work it was?

A: I do go out every morning but not on Fridays, or this day, because – and it’s – and I do like sort of work what we’re doing in maths and stuff. Sometimes I find it easy, and I go back first to the classroom, but sometimes I find it really difficult.

Q: Okay, and then do you stay with your LSAs a bit longer so they can help you, fantastic, well done. And what do you think the other children think about the LSA, so in the classroom what do you think the other children think about the Learning Support Assistants?

A: Good.

Q: Do you think they’re good as well, yeah, okay.

A: Yeah.

Q: And if you needed help, if you were sat in lessons and you thought oh well this is a bit tricky, I think I need some help, would you ask your teacher or your LSA do you think?

[00:10:06]

A: LSA ‘cos the teacher is normally marking other people’s work and stuff.

Q: Oh okay, so why do you – so do you think the LSA is there, is more easy to talk to?

A: Mmm -hmm.

Q: Yeah, that’s a good idea. Right, we’ve got a fun bit now CHILD, right [laughs]. [Moving around] All of these they’ve got funny little faces on, can you see them?

A: That’s an excited face, these two, that one’s a happy face sort of, happy face, angry faces.

Q: That one does look quite angry that one doesn’t it [laughs]?

A: That’s cheerful.

Q: Right, I like the way you’re explaining these.

A: Not sure of this one.

Q: What’s that one? Oh yeah.

A: Sad, this one’s sad, that’s sad, this is sad, this one’s cheerful.

Q: Cheerful, yeah, that is very cheerful isn’t it?

A: Cheerful, cheerful.

Q: [Laughs].

A: Angry.

Q: Angry again, okay. So –

A: Angry, really angry.

Q: [Laughs] Could you pick, so having a think about the LSA that you spend the most time with, who would that be?

A: Probably Mrs TA1 in the afternoon.

Q: Okay, could you pick one of these that reminds you of Mrs TA1 [laughs]?

A: She’s always cheerful.

Q: Yeah.

A: What’s this one? No, not that one.

Q: What was that one?

A: That’s –

Q: Oh no, that’s not cheerful [both laugh].

A: This one here is cheerful I think.

Q: That one’s very cheerful isn’t it [laughs]?

A: This one’s sad, that one’s like happy.

Q: That one is happy, yeah.

A: I think this one.

Q: Yeah, okay, okay, and why is that one like your teaching assistant, or your LSA sorry?

A: Because she’s always helping me, and hmm … and she’s always cheerful and stuff.

Q: Yeah, so reminds – the smile on that one reminds you of her?

A: Yeah.

Q: Amazing, and what do you think your LSAs job is?

A: To help you put in work.

Q: Yeah, amazing.

A: Things like that.

Q: Yeah, fantastic, is there anything else that they do, do you think?

A: Help the teacher too, like go and print off stuff for the teacher.

Q: Yeah, they’ve got a couple of jobs haven’t they?

A: Hmm.

Q: Amazing, and do you like your teaching – your LSA?

A: Yeah.

Q: Yeah [laughs] amazing.

A: I had her for like every year apart from year one I think.

Q: Oh have you, so you’ve been with her all the way through the school?

A: Yeah, apart from year one.

Q: So you must know her really well then?

A: Fantastic.

Q: Could you give me three words to describe her do you think?

A: Happy, cheerful and … excited sometimes.

Q: Excited sometimes, what sort of things does she get excited about do you think?

A: She gets excited about like – not really sure.

Q: It’s all right, that’s fine, so those are three really good words to describe her, amazing. And what do you think your LSA thinks of you?

A: Good.

Q: Good, yeah, why do you think that?

A: I just do.

Q: You just do, that’s all right, that’s fine. Is there anything that you’d want to change about the way that your LSAs work with you?

A: Not really.

Q: No, so you like the way they help you at school?

A: Hmm.

Q: Yeah, fantastic, okay. Having a look at them again then, can you pick one that reminds you of your teacher?

A: No [both laugh], not this one.

Q: That one’s a bit scary that one actually isn’t it [laughs]?

A: [Background noises] [Inaudible 00:14:09].

Q: That’s all right.

A: No, not, definitely [both laugh]. No, no, no. What’s this one? Hmm, this one [laughs].

Q: That one there, okay, why that one [laughs]?

A: Because she’s happy and she’s funny.

Q: Oh okay, happy and funny, amazing. You’re going to my next question, I was going to say three words, so you’ve given me happy, funny, is there another word?

A: And cheerful.

Q: And cheerful as well, amazing. And what do you think your teacher’s job is?

A: To like help you in work, like the LSAs.

Q: Yeah, okay, amazing, amazing. And do you like your teacher?

A: Yeah.

Q: Yeah, fantastic, and what do you think your teacher thinks of you?

A: Good.

Q: Good as well, yeah, amazing. And how does your teacher make you feel?

A: Good.

Q: Good as well, amazing, in the same way that your LSA does?

A: Yeah.

Q: Yeah, fantastic. And is there anything that you’d like to change about the way your teacher works with you?

A: Not really.

Q: No, do you see your teacher lots in the day?

A: Hmm-hmm.

Q: Yeah, does she help you lots in lessons too?

A: Yeah.

Q: Yeah, fantastic, okay, so looking at these two then is there anything that’s the same about your teacher and your LSA?

A: They’re both happy, cheerful and like helps me.

Q: They both help you, do they help you in the same way or different ways?

A: Different ways, because they have different ways of explaining stuff.

Q: Ah, okay.

A: So I get kind of confused when they say like how about try this one, and then try this one.

Q: Okay, so they have different ways, and is one more way more helpful than the other do you think?

A: Yes.

Q: Which one’s more helpful?

A: Hmm, I think maybe like LSA, because they like help me every morning and stuff.

Q: Oh okay, so it’s a bit more the same every day?

A: Yes.

Q: Amazing, and is there anything that’s different about, so you said about the way they explain things is a bit different, is there anything else about their jobs or them as people that’s different?

A: No.

Q: No, they’re quite similar otherwise, amazing. And do you like one more than the other, I won’t tell them [laughs].

A: Not really [laughs].

Q: No, you like them the same?

A: Hmm-hmm.

Q: Yeah, amazing, is there anything else you’d like to tell me about your school or your teachers?

A: I really like my [overtalking 00:16:48].

Q: Do you, amazing.

A: Hmm-hmm, and I like the purple room down there because it has like beanbags and we – and down there when I was in year four we got [inaudible 00:17:04] of the whale and it was a soft toy, soft animal, what kind of – if you get angry or something you can go in that room and stroke him, calm me, yourself down.

Q: Oh that sounds like a lovely room.

A: Hmm.

Q: Is that something where you do – work with your LSA?

A: Yes.

Q: Yeah, so it’s quite a calm room that you work in?

A: Hmm-hmm.

Q: Yeah, fantastic, anything else?

A: Not really.

Q: No, amazing, well those are all my questions, do you want to press the red button again.

A: Okay.

[END OF RECORDING – 00:17:31]