

Woodchurch High School

A Church of England Academy



LEARNING SUPPORT UNIT STAFF INFORMATION BOOKLET POLICY DOCUMENT

Approved by the Curriculum Committee: Spring 2019

Approved by the Full Governing Body: Spring 2019

*"Be kind to one another, tender-hearted, forgiving one another,
as God in Christ forgives you."*

Ephesians 4:32

Contents

Aims of the LSU	3
General Principles of the LSU.....	6
Management of the LSU	7
Staffing and Accommodation	7
The Role of the LSU Support Staff.....	8
Learning Support Unit Entry Criteria.....	8
Referral System	9
Monitoring and Exit Criteria.....	9
Behaviour in the Unit.....	11

Aims of the LSU

- Woodchurch High School is committed to serving the community by providing a supportive, caring environment to ensure that every pupil has the opportunity to make academic and social progress, letting their light shine, so that others may see their good work and glorify God in heaven
- We recognise that some pupils struggle to flourish in our mainstream community and may need a period of respite for support, small-group intervention and intensive mentoring. To that end, the Learning Support Unit is a small-group provision for pupils for a period of time, pupils who need further support to make the most of the gifts and talents that they have been given. The Learning Support Unit is based within the whole school community and is based in the Learning Mentor's office. Each lesson pupils are taken to lessons delivered by mainstream teachers and returned to the office when the lesson is completed.
- To provide a high quality, compassionate provision of education and learning within an alternative structure.
- To improve pupils' achievement, ambition, self-esteem and integrity within a trusting, caring, small-group provision.
- To provide intensive mentoring to improve the emotional, behavioural and mental wellbeing of pupils; developing the Christian Values of compassion, thankfulness, forgiveness and hope.
- To increase pupils' ability to take responsibility for themselves, developing their integrity through self-management, personal target setting and self-evaluation, recognising and realising the value of justice.
- To help pupils to raise their self-belief that they can make the most of the gifts and talents that they have been given.
- To improve pupil behaviour and develop pupils' Behaviour for Learning skills.
- To reduce exclusions and develop positive service to the school.
- To improve engagement with the curriculum, developing resilience and endurance by reducing barriers to learning.
- To provide therapeutic intervention to develop pupils' sense of value and worth.
- To reduce truancy and safeguard pupils.
- To identify, evaluate and disseminate effective strategies, approaches and teaching styles through which severely troubled and disaffected pupils can be supported in mainstream classes and so contribute to a reduction in disruptive and anti-social behaviour in school.

- To support LSU pupils to successful re-integration into mainstream classes as soon as possible.
- This is in conjunction with the School Behaviour Policy

The Learning Support Unit is not

- Long term respite care
- A cure for all ills
- A sin bin
- A facility for the most challenging pupils who should be in a specialised environment
- A facility for pupil behavioural or educational assessment

General Principles of the LSU

- All pupils in the LSU will have full access to all areas of the curriculum relevant to their Key Stage and will be taught by specialist teachers as far as possible. Pupils have a full time timetable and work completed in the LSU will be that which is being undertaken in mainstream classes. Modifications and differentiation may be made to suit the individual needs of pupils. Lessons allow pupils to participate fully in programmes of physical education, religious education, citizenship, and personal, social, health and economic education. Pupils who are part of the Learning Support Unit study a wide range of subjects and receive the same number of English and Maths lessons as they would in mainstream.
- Upon entry to the LSU, pupils will complete a self evaluation document designed to allow pupils to reflect on poor choices they may have made (if relevant) and to identify areas of personal and social development. This will be distributed to Learning Mentors and teaching staff. This sharing of information about pupil needs equips teachers to make reasonable adjustments and plan appropriately for the pupils in their care. If a Pupil Profile has not been completed, one will be produced and shared with staff.
- The number of pupils supported by the LSU will vary from time to time depending on the level of need and type of support required.
- Pupil progress is monitored on a half termly basis and data is used to ascertain whether pupils are making acceptable progress.
- The quality of teaching in the LSU is systematically evaluated and the impact of this on pupils' progress is measured.
- The quality of pupil's personal and social progress is evaluated and pupils are encouraged to develop their reflective skills whilst developing resilience, humility and integrity.
- Pupil progress and achievement will be closely monitored during their time in the LSU and pupil data is used on a half termly basis as it would for pupils in mainstream education. When necessary, intervention is put in place to support pupil progress.
- Detailed records will be kept for each pupil referred to the LSU and a structured referral, monitoring and recording system will be followed.
- Evaluation of the impact of the provision is regularly measured and quality assurance is provided by daily report sheets and weekly summary sheets. The sheets identify areas of development and targets for the week including academic, personal/social and Christian Value targets. These targets are reviewed on a daily basis and a weekly report detailing the impact of the provision is produced for all pupils and shared with parents/carers.

- Parents/carers will be kept fully up-dated at all stages regarding their child's progress through weekly telephone contact and six weekly face to face interviews.
- The LSU is not a room for the supervision of pupils nor should it be viewed as a punishment.
- On a weekly basis, Behaviour and Behaviour For Learning targets are set. Pupils are given points for achieving their targets.
- A weekly Christian Value target will also be set and will be reviewed Friday period 5 when pupils review their week and identify the Pupil of the Week.
- When pupils enter the LSU, subject staff will liaise with the pupil's mainstream teacher and identify areas of the curriculum to be covered during the period the pupil is in the LSU. Following an exit from the LSU, the teacher will complete a report detailing academic and Behaviour for Learning improvements.

Management of the LSU

- Overall responsibility for the LSU is with Andy Smith, Assistant Headteacher, who is in turn responsible to Rebekah Phillips, Headteacher.
- The LSU manager will work closely with SLT, Pupil Progress Leaders, Subject Leaders and other staff to identify referrals.
- These referrals will be on the basis of a clear sequences of prior intervention strategies.
- There will be weekly management meetings involving the Learning Mentors and Andy Smith as well as all members of the teaching staff attached to the LSU.
- Andy Smith and the Learning Mentors will devise a Personal Support Programme with clear and rigorous targets and support strategies for each pupil in terms of attainment, behaviour and Behaviour For Learning. This will be agreed with the pupil, parents / careers and the Management Team and reviewed as decided.
- Outside agencies will become involved in the pupils' support programmes as necessary.

Staffing and Accommodation

The LSU is focused around the Learning Mentors' office. Pupils are registered in the Rehabilitation Unit in the morning and attend lessons within the school normally, following the Unit timetable. Pupils will have breaks and lunchtimes with the Mentors or in the school population depending on targets reached.

Pupils at KS3 receive their curriculum in line with their year groups and it is expected that unit staff will liaise with pupils' usual timetabled teaching staff to ensure continuity of learning.

KS4 pupils following GCSE courses will also follow their normal curriculum, albeit at times this may be taken by non specialist staff due to constraints of staff/subject availability within the Unit timetable.

The Role of the LSU Support Staff

Two staff – Ms Baker and Miss Scott – work daily with pupils placed in our Learning Support Unit. They are there both to supervise and organise registrations, timetables etc and to undertake work to support the social and emotional development of the pupils in the Learning Support Unit. This work takes varied forms – mentoring sessions, anger management sessions, working with outside agencies to build self esteem and self belief, to give a few examples.

The staff will specifically look to develop pupils' resilience, endurance, wisdom, trust, integrity and hope.

It is hoped that during their period of time in the LSU, pupils will reflect and understand why they have been placed in there, develop their sense of justice and look to develop their humility and integrity which are the keys to a successful period in the LSU

The staff will contact parents/carers to discuss their child's progress at least on a weekly basis.

The staff will use pupil self-evaluation documents to draw up a bespoke programme of personal and social development, as well as developing pupils' resilience and Behaviour for Learning skills. The weekly setting of a Christian Values target will also be used as the basis of further personal development.

Learning Support Unit Entry Criteria

CATEGORY	REFERRAL	EVIDENCE	STRATEGIES
1. Social, emotional or mental difficulties	By SLT or PPLs <ul style="list-style-type: none"> Repeated detentions Possibly on verge of exclusion History of recent poor behaviour or recent steep decline in behaviour 	IRIS Attendance data Workroom and rehab statistics	PT / FT depending on findings. PSP <ul style="list-style-type: none"> Mentoring Anger management Parental involvement Classroom support Outside agency support Modified time-table
2. Poor attendees / truants	By SLT, PPLs in conjunction with ESW	Attendance data ESW meetings with PPL's Observation	<ul style="list-style-type: none"> Can be initially FT, but usually PT Mentor support

	Lots of unauthorised absences or condoned absences.	Pupils log	<ul style="list-style-type: none"> Targeting reintegration through modified timetable
3. Returnee's following extended absence	By SLT, PPLs Prolonged absence may be:- School refuser Illness	Attendance data Contact information. From other agencies Any evidence from work sent home.	<ul style="list-style-type: none"> Usually PT but can be FT to reintegrate school refusers Mentoring Parental involvement Modified timetables
4. With temporary difficulties either physical or emotional	By SLT based on nature of difficulty	Attendance data Pupil's log Contact information	FT depending on nature of problem. Full curriculum entitlement.
5. Vulnerable pupils who require a period of respite from mainstream education and specialised support.	By SLT or PPLs <ul style="list-style-type: none"> Pupil having significant issues managing in mainstream 	Pupil Voice Parental Meetings IRIS logs Attendance data	PT / FT depending on findings. PSP <ul style="list-style-type: none"> Mentoring Anger management Parental involvement Classroom support Outside agency support Modified time-table

Referral System

Referral to the LSU is through the SLT and the Pupil Progress Leaders. If staff have a pupil that they have concerns about they should raise this first with their Curriculum Leader who will then advise them on whether to refer on to the relevant Pupil Progress Leader.

Once it has been decided that a pupil is suitable for the LSU then a teacher enquiry form will be sent out to allow a snapshot of the pupil's social, emotional and learning behaviours. Observations may also be carried out. A meeting with parents/carers will be set up. At this meeting Pupil Progress Leaders, parents and the pupil will discuss the provision that is to be offered and complete the pupil's Pupil Profile. This will set out clearly the targets that will be set and the strategies that may be used to achieve the targets. This Pupil Profile will be reviewed and targets reset at periodic intervals.

Monitoring and Exit Criteria

Monitoring

This will be an essential part of the LSU. Pupils will be monitored in the LSU as well as being monitored when they are returned to mainstream to ensure that their behaviour and academic progress, is being continually evaluated. Outside agencies such as ESW, Educational Psychologists, YISP, Child and Family etc. (where relevant) will also be expected to contribute to this process.

On entry pupils will:

- Complete a self evaluation form
- Discuss and make known to the Mentors any concerns they may have
- Be introduced to the programme which has been set up for their benefit and made aware of the expectations and rules of the Unit. (See behaviour in the unit).
- Have a daily report card with daily and weekly targets set. This will be evaluated weekly. Inappropriate behaviour will result in sanctions. There will also be a Christian Values target set and reviewed on a weekly basis.
- Set themselves long and short term targets for the time of their stay in the LSU.

Weekly Review

- A weekly review and Target setting form will be completed with the pupil each Friday who will take it home to be signed by parent/carer(s).
- Parents/carers will be contacted by phone re pupil progress.
- Action will be taken re re-integration or continuation in the Unit after discussion with pupil and mentor.
- Points from weekly targets, BFL scores and Christian Values scores will be added up and a Pupil Of The Week will be rewarded.

Long-term Review

- At the end of each half-term (or period approx to such) a report will be prepared by the Learning Mentors for the parents which will highlight the progress made and / or the targets still to be met.
- Andy Smith will then arrange for parents to come back to school to meet with themselves and the pupil to review the Pupil Profile and progress that has been made.

Exit Programme

- Once it has been decided to reintegrate a pupil back into mainstream the pupil in conjunction with Andy Smith, Learning Mentors and PPLs (as appropriate) will decide which lessons and with which teachers success is most likely to result. A moderated time-table may be necessary in some cases. In others, part-time sessions in the Unit may still be required as ongoing support. After consultation with the staff this process will commence.
- Success will be monitored through reviews, GCSEs and ongoing formal and informal interviews with teachers and mentors to ensure that any issues are tackled immediately.
- Andy Smith will liaise with all necessary staff if further behavioural support and intervention is deemed necessary.
- When a pupil attends a mainstream lesson, he/she will take an integration sheet which will be returned to the Learning Mentors. This will allow the monitoring of pupils' progress in mainstream.
- Pupils will complete a self-evaluation upon exit from the LSU and this will be distributed to LSU and mainstream staff. This will evidence social/emotional progress.
- Staff will complete pupil monitoring pro forma, detailing academic/BFL progress. These will be returned to Andy Smith who will distribute them to

mainstream teachers. These two documents will bridge the move back into mainstream lessons for the pupil.

Behaviour in the Unit

The expectations of behaviour in the unit are based on the same expectations for pupils in mainstream. Pupils will be encouraged to act with integrity, showing respect to staff and in turn should expect staff to extend them the same respect.

- Pupils are expected to act with integrity and humility at all times.
- Pupils will not be allowed to be abusive to staff
- Pupils will not be allowed to swear in the Unit
- Pupils will not be allowed to bully other pupils in the Unit
- Pupils should be thankful for the service they are receiving when in the LSU.

Failure to adhere to these guidelines will result in exclusion. If this poor behaviour continues we may need to consider a managed move or in the final analysis we may need to consider a permanent exclusion.

In lessons, pupils are expected to follow the same positive behaviour as in mainstream lessons. Should a pupil significantly disrupt the learning of others, he/she will be sent to the workroom and appropriate sanctions issued.