



Learning Support Units

Introduction

This is a bespoke SEN resource for children struggling with Key Stage 1 or 2 curriculum focusing on skills in English and Maths with objectives mainly matched to the Key Stage 1 programmes of study. In Rockets LSU the topics are planned with a 4 year rolling programme to meet the needs of all KS2 children.

The Crickets unit runs for 5 mornings every week, Rockets is a full time provision.

The teachers have a responsibility for the delivery of IEP targets which are achievable, measurable and developmental within the activities throughout the sessions.

Focus is on acquisition of basic skills, social and emotional developmental support and developing resilience and independence.

The aims of the classes are to create an environment which supports these children to thrive and make progress with a view to them re-joining their mainstream class when/if they are ready. Cricket's children will still be part of their mainstream class for afternoon activities and will join with enrichment curriculum opportunities as accessed by their chronological year groups where appropriate.

The aim is to have up to 14 children in the LSUs and the needs must be based on learning need rather than behaviour.

Crickets Learning Support Unit is a KS1 provision. It operates during the mornings. Teaching is delivered by a Lead Teacher, who is supported by 2 other HLTA/Teaching Assistants. The lead Teacher plans closely with the Year 1 team and the SENDCo; responding to the children's needs and progress. Children are picked up from their class in the morning after registration and return to their class just before lunch.

Rockets Learning Support Unit is a KS2 (Y3/4) provision. It operates as 'Rockets' Class. Teaching is delivered by a Lead Teacher and 2 teaching assistants. The Lead Teacher liaises regularly with the SENDCo to plan, responding to the children's needs and progress. Planning is undertaken using objectives from the Key Stage 1/2 curriculum as appropriate.

Children from the LSU will always be allocated to a 'base' KS2 class for the purpose of requirements for class sizes and administration.

Selection

Children are selected for inclusion in the units based on their attainment and the results of key assessments. Staff will use the results of the Salford Reading Test, the Sandwell Early Numeracy Assessment, phonics assessments, teacher assessment and the advice of other professionals where it is available. Assessments should indicate that a pupil is achieving significantly below the expected level across the board, if a child is to be considered for inclusion in the LSU. The Senior Management Team will consider the evidence and make the final decision about how places are allocated.

Placement is discussed with parents and their agreement is sought.

Provision

Children experience high quality teaching and learning, delivered using a range of multi-sensory tools and techniques to ensure that the specific needs of all pupils are catered for. There are distinct English, Maths and Phonics sessions each morning, the content of which follows the early KS1/KS2 curriculum where appropriate, but is delivered at a level and pace suited to the needs of the pupils. The LSU is well-equipped with a variety of teaching and learning resources, including ICT, to match different learning styles and preferences. Activities are differentiated in each subject to reflect the ability levels within the group. Precision teaching is used daily with pupils as recommended by external professionals or the school SENDCO.

Monitoring and Assessment

The SENDCO has a line management responsibility for the Crickets and Rockets Lead Teachers; management of both LSUs involves close liaison with the Head Teacher and SENDCO when considering placements and provision. Daily assessments are completed by the staff in the LSUs and these are used to plan future learning. Additional Sandwell Early Numeracy Assessments and Phonics checks are carried out to track progress. The school's assessment policy is followed and evidence for a HAP, AAP and LAP (in the LSU setting) are collected for moderation and future reference. The children's progress and weekly learning outcomes are discussed at half termly meetings between the SENDCO and Lead Teachers. The LSU Lead Teachers prepare detailed plans which are adapted from Key Stage 1 National Curriculum objectives as the term progresses.

Mainstream class teachers will liaise with the LSU Lead Teacher **at least twice per half term** about progress made and next steps. The Crickets and Rockets Lead Teachers will be available to talk to parents about a child's progress at parents' evenings. For children in Crickets it is good practice for the Mainstream teacher and LSU teacher to meet parents together at parent's meetings. LSU teachers will collaborate with class teachers to write reports requested by outside professionals and end of year reports.

The SENDCO will carry out observations in the LSUs and report to the HT and Governing Body about the impact of the units on learning and progress.

Wider Liaison with Class Staff

The Class Teacher will observe in Crickets once per half term. This will be followed by the class teacher teaching one session (Maths or English) per half term. The LSU Lead Teacher will provide cover. In this way class teachers will ensure that they are fully meeting Teacher Standard 5. **'Adapt teaching to respond to the strengths and needs of all pupils'** by having a clear understanding of the needs of all pupils, including those with special educational needs. Every teacher is a teacher of children with SEN.

Re-integration or Additional Intervention

When assessment shows that a child is making better than expected progress, consideration is given to reintegration into the child's 'base' class. Re-integration could be full time or for one particular area of the curriculum where the child is showing particular strengths.

When a child is making less progress than expected and becomes a concern, the SENDCO will seek the advice of other professionals including the Educational Psychologist, Advisory Teacher or Speech and Language Therapist. Where necessary, an application for a placement at a specialist SRB may be considered. School may use the outcomes from the LSU intervention as part of the evidence to support an application for an Education, Health and Care Plan, where it is felt the criteria have been met.

Agreed by Staff: July 2018

Agreed by Governors: October 2019

Review: Annually


Chair of Governors