

## LEARNING SUPPORT UNIT POLICY

### AIM/PURPOSE

The purpose of the Learning Support Unit (LSU) is to reduce the number of fixed term and permanent exclusions from school. In achieving this it will provide short term education for students at high risk, concentrating not only on their National Curriculum entitlement, but also on strategies aimed at modifying and improving their behaviour so that re-integration into mainstream lessons can be successfully achieved.

### GENERAL PRINCIPLES

Although the LSU should operate a tight regime it must not be so austere as to alienate students, neither is the LSU a “sin bin” for students disrupting individual lessons. Such students should be managed within the Department under the direction of the Subject Leader.

### THE LEARNING SUPPORT UNIT AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

At any one time there are likely to be a maximum of six students per room, but no more than 15 students in total in the LSU. In general, three types of students will benefit from the LSU.

- i) One who has had a significant number of fixed term exclusions from school and has already been given support according to the Pastoral Support Programme. Despite this, there are still serious concerns about behaviour and attitude.
- ii) One who may have been involved in or responsible for an incident that, prior to the LSU, would have probably resulted in a lengthy fixed term or permanent exclusion.
- iii) One who regularly disrupts lessons, thereby jeopardising the education of in the class. Such a student would be failing to respond to the normal support strategies available.

Referral to LSU seclusion room should happen when:

- A situation with a student has reached one of the above criteria.
- Other interventions have been attempted.
- The Pastoral Team have been informed, preferably prior to or immediately after referral.
- An extreme situation has occurred.

Referral other than for the LSU's isolation section should come from the Deputy Head (Student Support) through discussion with the pastoral team. The Deputy Head or deputy will discuss the situation with the LSU Manager, the Manager may set up a meeting with the parents/guardians and student in order to support the process.

To run smoothly, the following points should be adhered to;

- Students should be taken to the LSU, not sent, and a referral form completed.

- The expectation is that, once referred to the LSU, the student will remain there, unless a restorative process has been completed.
- The office should be asked to send a standard letter home stating why the student has been placed in the LSU, a copy of which will go on the students' file.
- The referring member of staff must log the incident on SIMS.
- The seclusion room is a silent, working environment.
- Where the LSU seclusion room is timetabled, staff are expected to arrive on time and to treat this session as any other timetabled classroom activity. They are there to provide discipline and to help and support the students' learning.

Re-integration; It is expected that staff will meet with students to resolve outstanding issues in order to enable students to return to lessons. The LSU Manager can facilitate a restorative process as required.

Subject Leaders should ensure that by 1<sup>st</sup> September each year the LSU Manager has;

- Schemes of Work. Individual work will subsequently need to be set for each lesson.
- A copy of text books and other items mentioned in the schemes of work.

### MONITORING AND EVALUATION

The success of the LSU will be monitored by the Deputy Head (Student Support) and LSU Manager, the former reporting to the Head. Changes to the policy will be the responsibility of the Governors' Personnel Committee and ratified by the Full Governing Body.