LSF Policy

‘Every student can learn, just not on the same day, or the same way.’

- George Evans

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**LSF Ethos:**

The Learning Support Facility within Bayside School endeavours to provide a learning environment that is appropriate, individualised and inclusive. The LSF aims to put the student at the forefront of their learning experience; allowing their own strengths and aspirations to dictate their learning journey. This is achieved through regular progress monitoring, target setting and communication with the student in order to create a meaningful learning experience that stretches where required, and supports when needed.

1. **LSF Aims:**

* To create an inclusive learning environment where all students feel challenged and supported.
* To create a learning environment where students that enter the LSF leave with a sense of achievement.
* To regularly and systematically assess and track students’ progress to ensure that every child is progressing and is achieving their full potential.
* To integrate students into mainstream subjects in a meaningful way; ensuring the education package provided for each student is highly personalised in order to cater for their learning needs.
* To have an ‘open door’ policy that allows staff, students and parents to view the work being carried out within the LSF.
* To give the student agency over their learning experience.

1. **Staff within the LSF**

**SEN Department:**

Julian Guilliano – SENCO

Louise Garcia – Assistant SENCO

Sarah Duarte – LSF Coordinator

**Specialist Teachers**

All LSF students in the LSF access all subjects within the mainstream curriculum. The subjects taken within years 7-9 are:

* English
* Maths
* Science
* Spanish
* Religion
* Physical Education
* Design and Technology
* Drama
* Music
* Food Studies
* All these subjects are delivered by subject specialists, who form part of the LSF teaching staff. Teachers are encouraged to use the LSF curriculum plan and termly targets set to guide their learning. All subject content will follow National Curriculum guidelines for KS3.
* In exam/portfolio-based subjects within the Year 10 plus options package will also have subject specialists delivering their courses.
* All learning is project based and suited to the individual learner. The LSF aspires to create a fun, accessible, and rigorous curriculum.

**Role of the Learning Support Assistant within the LSF**

* Assist in providing an inclusive, safe environment for LSF pupils.
* Assist the teacher in the delivery of individualised or group learning programmes of SEN, LSF pupils.
* Assist the teacher where appropriate on LSF pupil’s specific learning, behavioural and emotional needs.
* Assist LSF pupils in ICT and iPad use where relevant
* When a student is unable to self-regulate his or her behaviour, the Special Needs Learning Support Assistants will, under the direction and supervision of a teacher, assist the teacher with the implementation of identified behaviour management programmes and generally assist the teacher to:

▪ Assist SEN, LSF pupils to model and encourage respect for self and others.

▪ Assist the teacher to promote SEN, LSF pupils in the development of organisational skills.

▪ Assist the teacher to promote equity or facilitate positive interactions of LSF pupils towards all pupils.

▪ Assist the teacher to provide information and observe LSF pupils as required (e.g., frequency of a particular behaviour, on/off task information) and assist with programmed support when specifically directed and monitored by a teacher.

**Specialised External Staff:**

**Occupational Therapist:** Can work 1:1 with a student to target specific areas that need development. Can also conduct small group sessions. The main areas they will work on with outlined LSF pupils are:

* Orientation, Mobility
* Cooking or other Daily living tasks (gaining independence)
* Communication-difficulty reading writing, listening (help with fine motor skills in handwriting/typing, also various skills with regards to reading for meaning)
* Educational issues (school movement, understanding structure of working day, timetable construction)
* Social

**Speech Therapist:** Can work 1:1 with a student to target specific areas that need development. Can also conduct small group sessions. The main skills that they will work on with outlined LSF pupils are:

* Getting & giving information
* Social interaction
* Expressing wants and needs
* Strategies to be better understood

**Supported internship/employment coordinator:** Specialises in transition into the college and focuses on helping to find work experience and employment for students taking the PSD course in the CFE.

1. **Curriculum**

The LSF curriculum is highly individualised. Each year group will have a generic timetable, however, timetables will vary depending on the students’ personal strengths and abilities. Timetables may also change as the year progresses, depending on the development of the student.

**Assessment and Targets:**

* Baseline assessments are conducted in Literacy and Numeracy termly.
* These assessments are used to conduct literacy and numeracy targets along with teacher observations.
* Targets are shared with all subject teachers, heads of year and parents.
* At the end of each term, these targets are reviewed (met/partially met/not met)
* All not met, or partially met targets will be carried over to the following term.

**KS3 Year 7-9 Theme/project-based Learning**

KS3 students have a theme & project-based curriculum. This is to try and achieve a cross-curricular approach to learning a topic and to help overall understanding of a given period, genre or idea. Each term all subject specialists will be given a theme

Each subject should aim to work towards a graded project or clear ‘end goal’ every term, where students are working towards a collaborative or independent project. All skills required for students to learn within the subject/year group can be taught using the theme.

A curriculum plan is provided to all teachers outlining topics that could be covered within the given theme.

**Year 10 plus curriculum:**

The year 10 plus curriculum is highly individualistic and organised on a case by case basis. Each LSF student at the end of year 9 is provided with an individualised options package. Options will be selected by the student, in discussion with their parents and relevant members of staff. The possible paths students may take after year 11 are:

* Remain in Bayside School to repeat or attempt to gain new qualifications.
* Move through our transition program to begin the College of Further Education after year 11 (See external staff)
* Move through our transitions program to gain employment outside of school (See external staff)

**Integration into mainstream subjects:**

Inclusive practice with regards to integration into mainstream subjects means that introduction into mainstream subjects needs to be meaningful and individualised. It is a decision that is reviewed on a case by case basis and values the overall well-being of the student above all else. Students, parents and staff should be involved in the decision making process.

The criteria for moving into a mainstream subject/s:

* Evidenced academic progress made in particular areas of learning
* If it is felt that the student may benefit from integration into certain subjects to help support their social/emotional development
* If a student has a particular skill (Music/Art/PE) that is at a higher level than their core academic ability

1. **Internal LSF policy:**

* **Homework policy:**

Subject specific homework:

* Homework should not be given more frequently than once a week
* Students should be given homework that **reinforces skills** taught in the lesson rather than teaches **new skills**.
* Students may be given ‘finishing off’ work.
* Homework does not have to be given every week, it is up to the teacher’s discretion and how much they feel a particular area of subject content needs to be reinforced at home.

**Targeted weekly homework:**

Students will be given weekly homework based on a particular targeted area that needs work within literacy or numeracy (or both) this could be in the form of:

* SPAG work
* Weekly reading targets in appropriate book
* Handwriting work
* Development of fine motor skills (Finger Gym exercises)
* Consolidation of 4 number rules
* Timetable revision
* Mental maths test revision

**Marking policy:**

Marking should be constructive. All work should be acknowledged.

When marking teachers should:

* Keep language simple and comments short.
* Feedback should be meaningful
* Avoid over-correction, instead focus on key skills, the effort made and the strategies used
* Improvements that the child has made compared to his/her earlier related work.
* Keep language of correction positive ‘Well done you have……. Next time try to….’

Time for correction:

Marking is only productive and children can only learn from it when they are given time to respond to the teacher’s comments.

* Time should be given during the week for children to review their work in light of the comments made.
* All children should have the opportunity to improve their work. ‘Fix it Five minutes’ is a good way to organise this. Students can be given five minutes to complete this can be a repetition task, looking for spelling of key vocabulary or editing a section of work where they have made a key error.

Other forms of marking:

**Independent/self-assessment**: This helps to encourage independent learning through self-checking and encourages students to be more critical and mindful in their approach to their work.

**Peer assessment:** This can be a useful strategy to encourage collaborative work and also to help improve social communication.

**Behaviour policy**

* Positive behaviour management strategies
* Visible behaviour charts (Behaviour lights R/A/G)
* De-escalation strategies (encouraging independent regulation of behaviour and emotions)
* Serious behavioural issues (follows whole school procedure)

**Communication policy**

* Two way open and honest dialogue with parents
* Parents aware of termly targets and review
* Alerted of serious behavioural or emotional issues