

Mandatory Unit

Unit Title: The Role of the Learning Support Practitioner in the Classroom	
Level:	Two
Credit Value:	2
OCNLR Unit Code:	GD8/2/LQ/011
Ofqual Unit Reference Number:	Award: 601/6454/2 Extended Award: 601/6455/4 Certificate: 601/6456/6

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of a Learning Support Practitioner (LSP) in the classroom.	1.1. Define the role of the LSP within the classroom. 1.2. Describe 5 reasons why a learner may have an Education, Health and Care (EHC) Plan. 1.3. Describe 3 additional learning support needs of a learner with an EHC Plan. 1.4. Describe ways to ensure that appropriate boundaries are set between support staff and learners.
2. Understand the barriers to learning for learners with additional support needs.	2.1. Identify at least 3 barriers to learning for learners with additional support needs. 2.2. Describe strategies an LSP can use to support a learner with barriers to learning.
3. Understand the triggers and long term causes of challenging behaviour in the classroom.	3.1. Describe at least 3 long term causes and short term triggers of challenging behaviour which inhibit learning. 3.2. Describe a range of strategies an LSP can use to reduce those causes and triggers.

Positive Behaviour Management

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<ol style="list-style-type: none"> 1. Understand the meaning of Behavioural, Emotional and Social Disabilities (BESD). 	<ol style="list-style-type: none"> 1. Define what is meant by the term BESD. 2. Describe the possible causes of BESD. 3. Identify types of behaviour that may be shown by learners with BESD.
<ol style="list-style-type: none"> 2. Understand the barriers to learning which BESD brings and strategies to reduce these. 	<ol style="list-style-type: none"> 1. Describe barriers to learning caused by BESD. 2. Describe strategies to reduce barriers to learning for learners with BESD.
<ol style="list-style-type: none"> 3. Know strategies for managing challenging behaviour in the classroom. 	<ol style="list-style-type: none"> 1. Describe behaviour that can interrupt learning in the classroom. 2. Describe verbal and non-verbal strategies which can improve learners' behaviour in the classroom.

Supporting Learners with ADHD

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by Attention Deficit Hyperactivity Disorder (ADHD).	1. Define what is meant by the term ADHD 2. Describe the known causes of ADHD. 3. Identify two well-known myths surrounding the causes of ADHD.
Understand the barriers to learning which ADHD brings and strategies to reduce these.	1. Describe barriers to learning caused by ADHD. 2. Describe strategies to reduce barriers to learning for learners with ADHD.
Know how to provide support for challenging behaviour.	1. Describe behaviour shown by learners with ADHD which can prevent learning. 2. Describe a range of strategies which can be used in the classroom to improve behaviour.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<ol style="list-style-type: none"> 1. Understand what is meant by Autism Spectrum Conditions (ASC). 	<ol style="list-style-type: none"> 1. Define what is meant by the term ASC.
<ol style="list-style-type: none"> 2. Understand the impact ASC has on behaviour and learning. 	<ol style="list-style-type: none"> 1. Map behaviours associated with ASC onto the dyad of impairment. 2. Define at least 5 characteristics of behaviour associated with ASC which may impact on learning. 3. Describe sensory difficulties learners with autism may experience in the classroom.
<ol style="list-style-type: none"> 3. Understand the barriers to learning which ASC cause, and strategies to reduce these. 	<ol style="list-style-type: none"> 1. Describe barriers to learning caused by ASC. 2. Describe strategies to reduce barriers to learning for learners with ASC.
<ol style="list-style-type: none"> 4. Know how to provide support for challenging behaviour caused by learners with ASC in the classroom. 	<ol style="list-style-type: none"> 1. Describe the causes of challenging behaviour that learners with ASC may present. 2. Describe strategies to prevent challenging behaviour. 3. Describe at least 4 intervention strategies to use with a learner displaying challenging behaviour.

Supporting Learners with Dyslexia

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by dyslexia.	1.1 Define what is meant by the term Dyslexia. 1.2 Describe common characteristics of dyslexia.
2. Understand the effects of dyslexia on individuals.	2.1 Describe the possible social, emotional and behavioural impact of having dyslexia. 2.2 Describe how having dyslexia may affect an individual's learning.
3. Know how to support learners with dyslexia.	3.1 Describe strategies to remove barriers to learning for learners with dyslexia. 3.2 Describe strategies for supporting learners with dyslexia.