

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.

Unit Title: Positive Behaviour Management in the Classroom

Ofqual unit reference number (code)	601/6454/2 R/507/3294
Level:	Two
Credit Value:	2

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the meaning of Behavioural, Emotional and Social Disabilities (BESD).	1.1. Define what is meant by the term BESD. 1.2. Describe the possible causes of BESD. 1.3. Identify types of behaviour that may be shown by learners with BESD.
2. Understand the barriers to learning which BESD brings and strategies to reduce these.	2.1. Describe barriers to learning caused by BESD. 2.2. Describe strategies to reduce barriers to learning for learners with BESD.
3. Know strategies for managing challenging behaviour in the classroom.	3.1. Describe behaviour that can interrupt learning in the classroom. 3.2. Describe verbal and non-verbal strategies which can improve learners' behaviour in the classroom.

Unit Title: Safeguarding Learners	
Level:	Two
Credit Value:	1

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand safeguarding in the learning environment in relation to the role of the Learner Support Practitioner (LSP).	1.1 Describe the importance of safeguarding in the learning environment. 1.2 Describe the role and responsibility of the LSP when safeguarding learners.
2. Understand the different types of abuse.	2.1. Describe 5 different types of abuse. 2.2. Describe the signs of these types of abuse.
3. Know how to respond to safeguarding concerns appropriately.	3.1. Describe potential safeguarding concerns that an LSP may encounter. 3.2. Describe how to deal with concerns relating to safeguarding of a learner. 3.3. Describe the action to take if a reported concern is not acted upon.

Unit Title: Supporting Learners with Autistic Spectrum Conditions

Level:	Two
Credit Value:	2

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by Autism Spectrum Conditions (ASC).	1.1. Define what is meant by the term ASC.
2. Understand the impact ASC has on behaviour and learning.	2.1. Map behaviours associated with ASC onto the dyad of impairment. 2.2. Define at least 5 characteristics of behaviour associated with ASC which may impact on learning. 2.3. Describe sensory difficulties learners with autism may experience in the classroom.
3. Understand the barriers to learning which ASC cause, and strategies to reduce these.	3.1. Describe barriers to learning caused by ASC. 3.2. Describe strategies to reduce barriers to learning for learners with ASC.
4. Know how to provide support for challenging behaviour caused by learners with ASC in the classroom.	4.1. Describe the causes of challenging behaviour that learners with ASC may present. 4.2. Describe strategies to prevent challenging behaviour. 4.3. Describe at least 4 intervention strategies to use with a learner displaying challenging behaviour.

Unit Title: Supporting Learners with Attention Deficit Hyperactivity Disorder

Level:

Two

Credit Value:

2

This unit has 3 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand what is meant by Attention Deficit Hyperactivity Disorder (ADHD).	1.1. Define what is meant by the term ADHD 1.2. Describe the known causes of ADHD. 1.3. Identify two well-known myths surrounding the causes of ADHD.
2. Understand the barriers to learning which ADHD brings and strategies to reduce these.	2.1. Describe barriers to learning caused by ADHD. 2.2. Describe strategies to reduce barriers to learning for learners with ADHD.
3. Know how to provide support for challenging behaviour.	3.1. Describe behaviour shown by learners with ADHD which can prevent learning. 3.2. Describe a range of strategies which can be used in the classroom to improve behaviour.

Unit Title: Supporting Learners with Dyslexia

Level:	Two
Credit Value:	2
Unit Code:	

This unit has 3 learning outcomes

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.