


# Primary Learning Support Unit

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Glover - Morningside Primary  
The Unit



# What is a PLSU?

- Well resourced centre providing positive learning experiences for Year 6 children who are underachieving.
- Children attend every morning for two and half terms, returning to home school for afternoon sessions.
- It aims to provide intensive learning support, raise self-esteem and develop positive learning behaviour.
- Each unit is for a maximum of 10 children.

# Who is it for?

- Children who are not working to their full potential, yet have the cognitive ability to achieve at least Level 4.
- Children must be working at a minimum of N.C. Level 3c.
- Children who may display negative learning behaviour, manifesting itself disruptively or by withdrawal.
- Unlike the PRU, it is not the function of the PLU to work with those children who's behaviour is so disruptive that it prevents learning from taking place.

# Selection Criteria

- CATs showing significant discrepancy between attainment and cognitive ability.
- Documented previous concerns about achievement.
- Evidence of significant unhappiness, stress and/or disaffection.
- Distractibility in the classroom that inhibits the progress of the pupil.
- Record of regular attendance.
- Full support of the parents.

# Examples of children

- Child A – withdrawal

- Introvert
- Low Self esteem
- Reluctant to contribute in class
- Isolated from his peer group

- Child B – external

- Anger management problems
- Forms very few friendships
- Problematic family background
- ‘Self-destructive’ tendencies
- Academically capable
- Desire to achieve

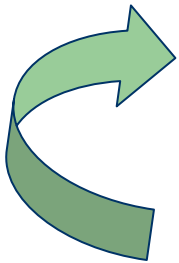
# Sessions include

- Regular setting and reviewing of individual targets, encouraging the children to become independent and reflective learners.
- Intense literacy and numeracy sessions to secure knowledge and key skills needed for SATs.
- Using ICT as a tool to motivate and stimulate children's interest.
- Circle time sessions to raise self esteem and promote positive behaviour management.
- Understanding that we all learn in different ways and becoming aware of how we learn best.

# Role of Feeder School

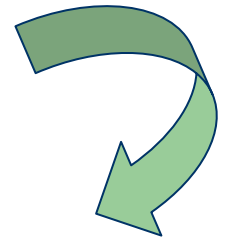
- Partnership plan between school, parents and PLSU.
- Referrals sent to PLSU by end of Spring 2.
- Mentor identified with time allocated for re-integration.
- Releasing class teacher for progress meetings.
- Inform parents of initial steps in referral process.
- Transportation.

# Overview of the PLSU programme



Phase A  
Autumn Term

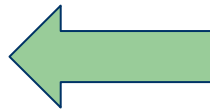
- Building relationships
- Identifying gaps in knowledge
- Setting individual education programmes
- Identifying barriers to learning
- Social skills activities, anger management and circle time
- Group work/cooperation skills



Phase C  
Summer 2

Reintegration  
Supporting secondary school transfers

- Meeting with staff from home school
- Observations
- Collecting information
- Meeting parents / visit PLSU
- Set IEPS
- Social days



Phase B  
Spring Term

- SAT preparation
- Intensive programme covering key objectives to raise Level 3 to Level 4

Summer 1

- Consider new referrals

Revision

- Supporting through SAT
- Create individual Record of Achievement
- Prepare for reintegration

# Rationale for 2 ½ term cycle

In review of the trial period, we firmly believe that having spent two terms in the PLSU, children would be at risk of becoming unsettled by reintegration into their home classroom, in the crucial weeks prior to SAT. The two and a half term cycle allows us to support children through the exams, revise in an environment saturated with memory cues, motivate them with confirmation of strengths and continue with the positive learning behaviour that has been developed in the unit. We can then focus on the reintegration to the home class during the final half term and support children preparing to leave the security of primary school for secondary school.