



Create a positive and supportive environment

WHY? So that every student feels safe, valued, ready to learn and able to ask for help.

STAFF ACTIONS

 Seat students where learning is supported — so that they can focus and participate.

 Ask: “How can I help?” — so that students feel heard and supported.

 Use the praise and rewards policy — so that positive choices and progress are recognised.

 Be mindful of sensory needs — so that avoidable sensory barriers are reduced.

 Use the SOR process, including a PSR where identified — so that further support can be considered.



Purbeck 6: Supporting students in the classroom
needed for some, beneficial for all



Understand students' needs

WHY? So that support reflects the whole student, their strengths, needs and circumstances.

STAFF ACTIONS

 Keep high expectations for every student — so that all students are encouraged to achieve.

 Read and act on '10 ways to' sheets — so that support reflects identified needs.

 Read EHCP students' IEPs on Arbor — so that agreed provision is understood and followed.

 Liaise with SEND/Pastoral when needed — so that concerns are shared and coordinated.

 Explain upcoming routine changes — so that students can prepare and feel secure.



The Purbeck School
Achieving Excellence Together

Purbeck 6: Supporting students in the classroom
needed for some, beneficial for all



High quality teaching for all

WHY? So that strong teaching removes barriers and enables everyone to participate and succeed.

STAFF ACTIONS

🎯 Provide visual instructions — so that students can access and remember expectations.

🗣️ Use clear, concise explanations — so that instructions are easier to understand.

⌚ Allow processing time — so that students can think and respond without unnecessary pressure.

✅ Check in after whole-class teaching — so that misunderstandings are identified early.

📄 Use Purbeck Learning Principles — so that planning supports effective learning.

📝 Use identified exam concessions — so that students can access assessments appropriately.



Adaptive Resources

WHY? So that resources are accessible and students can focus on learning.

STAFF ACTIONS



Use readable fonts — so that written information is easier to access.



Use a pastel-blue background — so that visual presentation may be more comfortable.



Use blue paper, rulers or overlays — so that reading barriers can be reduced.



Encourage blu-tack — so that students are able to focus.



Provide sentence starters and writing frames — so that students have a clear way into tasks.



Provide clear success criteria — so that students know what successful work looks like.



The Purbeck School
Achieving Excellence Together

Purbeck 6: Supporting students in the classroom
needed for some, beneficial for all



Learning Mentors

WHY? So that staff and Learning Mentors work together to reduce barriers.

STAFF ACTIONS

 Check in at the start of each lesson — so that support is coordinated from the outset.

 Provide key resources — so that the Learning Mentor can support access to learning.

 Clarify the Learning Mentor's role — so that responsibilities are clear during lessons.

 Use flexible seating plans — so that students can work in ways that support their needs.



Purbeck 6: Supporting students in the classroom
needed for some, beneficial for all



Identifying Need

WHY? So that students needing additional support are identified early and receive the right help.

STAFF ACTIONS



Complete the Exam Concession Referral Form — so that assessment support can be considered.



Complete the SEND Referral Form — so that class or intervention support can be explored.



The Purbeck School
Achieving Excellence Together

Purbeck 6: Supporting students in the classroom
needed for some, beneficial for all