

Purbeck 6: Supporting students in the classroom- *‘needed for some, beneficial for all’*

Create a positive and supportive environment for all students	Ensure you have a holistic understanding of students needs	Ensure all students have access to high quality teaching	Adaptive Resources	Learning Mentors	Identifying Need
We seek to understand the specific challenges that students face in reaching their potential at school. - Ensure students are seated in a placement that suits their learning. - Come down to the student's level and ask "How can I help?" and/or "What can I do to make this better for you?" - Use the praise and rewards policy. - Be mindful of students' sensory needs. If all reasonable adjustments have been made use the SOR process including a PSR where identified	We promote an ethos of aspiration attainment and high expectations for all students, all students have the potential to succeed. - For monitoring (M) and SEN support (S) read and act on the information available '10 ways to sheets.' - For EHCPs, read and act on the Individual Education Plan (IEP), found on Arbor. - If required liaise with the SEND/Pastoral team. - Inform students of any upcoming changes to normal routines.	We focus on high quality teaching first rather than on bolt-on strategies and activities. We ensure that all teaching meets the needs of all students. - Provide visual instructions for all students. - Provide clear and concise explanations and instructions. - Give students processing time. - Actively check in with students after whole class delivery. - Use the Purbeck Learning Principles to inform planning. - Use exam concession when identified to support students in assessments.	We aim to provide accessible resources to reduce barriers to learning. - Use readable fonts on PowerPoints and worksheets. - Use a single pastel blue coloured background on PowerPoints and print worksheets on blue paper or provide reading rulers and overlays. - Encourage the use of blu-tack. - Provide sentence starters/ writing frames/ model paragraphs. - Provide success criteria.	We aim to work collaboratively with Learning Mentors to reduce the barriers that students may have to accessing their learning. - Check in with the Learning Mentor at the start of each lesson and provide key resources. - Clarify the Learning Mentor's role during lessons - Use seating plans to allow for flexible working.	We use a referral process to identify students who may require further support in lesson and in assessments. Exam Concessions - If you feel a student may need support in assessments, complete the Exam Concession Referral Form. Exam Access Arrangements – Teacher Referral – Fill out form In lesson support - If you feel a student may need support in class or additional intervention assessments, complete the SEND Referral Form. The Purbeck School SEND Referral Form – Fill out form