PURBECK 6: SUPPORTING SEND STUDENTS IN THE CLASSROOM

The Purbeck School — Achieving Excellence Together

Create a positive and supportive environment for all students

We plan for lessons by identifying SEND students and seek to understand the specific challenges that they face in reaching their potential at school.

Where appropriate, we:

- 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.

Ensure you have a holistic understanding of students needs

We promote an ethos of 'aspiration' attainment and high expectations for all students, all students have the potential to succeed.

Where appropriate, we:

- For TIER 1 and TIER 2 read and act on the information available on SIMS Student View.
- For TIER 3 and TIER 4 (EHCP), read and act on the Individual Education Plan (IEP), found in SIMS Linked Docs.
- If a student is not engaging, be aware they may be displaying secondary behaviours.
- Inform students of any upcoming changes to normal routines.
- Use SOR to identify if a student requires a movement break (PSR).
- If all reasonable adjustments have been made to support the student, then utilise the behaviour policy.

Ensure all students have access to high quality teaching

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.

Where appropriate, we:

- 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.

SEND resources

We aim to provide accessible resources to reduce barriers to learning.

Where appropriate, we:

- 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.

Learning Mentors

We aim to work collaboratively with Learning Mentors to reduce the barriers that students may have to accessing their learning.

Where appropriate, we:

- Teachers to check in with Learning Mentors at the start of the lesson.
- Teachers and Learning Mentors to work collaboratively to adapt resources.
- Learning Mentors to support with movement breaks.
- Teachers to check in with Learning Mentors throughout the lesson to support understanding and progress.

Use exam concessions to support in assessments

We use exam concessions to ensure that students maximise their opportunity to be successful.

Where appropriate, we:

- Use class marksheets to identify students with exam concessions
- Request support by emailing *AA Concessions*. Please provide:
  - An electronic copy of the assessment
  - The names of students and their concessions.
  - Length of test
- Email names of any student who used their extra time in class.
- If a student requires a reader, they should be sent with relevant resources.
- Students with extra time should be facilitated in the classroom.