

WELFARE IN THE CLASSROOM

- Equality and fairness, teaching and learning inclusive of all students
- Positive attitude and mutual respect
- High expectations from all but differentiated instruction and individual pace taken into account
- Attention to disabilities, cultural issues and other individual or group elements
- Teaching materials for a variety of learning styles
- Valuing individual differences
- Working together and supporting each other – peer support and peer learning
- Class/group and individual feedback on homework and performance in tests
- Getting to know the students (student information form, class profile and informal discussions)
- Some differentiated materials and support, attention to pairing students in order to enhance learning
- Study skills support
- Guidance on self-study outside the classroom
- No age or disabilities discrimination but attention to these issues in terms of approach to pair work and class activities that involve moving and mingling
- Planning solutions for possible problems or difficulties (lesson plan), including student levels, personalities and learning styles

SUPPORT FOR LEARNING DIFFICULTIES AND DISABILITIES

- Literacy: specific exercises for working on reading and writing, enhanced support, more time allowed in tests
- Dyslexia: questionnaire, info pack for teachers, coloured paper, using a specific font, extra time allowed in tests
- Visual impairment: making bigger size copies, bigger writing on the board
- Hearing impairment: written instructions
- Mental disabilities: no provision
- Motor disabilities: no provision

PASTORAL CARE

- Monitoring attendance and performance (both in terms of results and of involvement in class activities and doing homework) and following up on any possible issues in this order: teacher, welfare officer, DOS
- Informal discussion with students before the class, during the break and after the break
- Inclusion of suggestions for learning and development on ILPs (can include notes on possible student problems, although these are usually noted in the database – absences, illnesses etc)
- Tutorials – group and individual discussions with the students following progress tests
- Opportunity to provide feedback (feedback questionnaires, suggestions forms, complaints forms) or discuss personal or class problems, e.g. with the teacher or in drop-in sessions