



Tomlinscote School Provision Map 2020-2021

Wave 1 – Quality First Teaching

The vast majority of students make progress through receiving Quality First Teaching. Quality First Teaching in the classroom, provides highly planned lessons as part of a broad and robust curriculum that engages students in a range of activities and experiences to develop their learning and skill sets.

Wave 2 – Small group and one to one interventions

Some students require additional support in order to achieve and progress well. This can often be provided through small group, short-term intervention programs, delivered by a member of the school's Learning Support team, which will advance students' progress and help them achieve in line with their peers.

Wave 3 – Intensive support

Some students may require an enhanced, personalised approach with an ongoing program, that is tailored to their specific difficulties and needs.

What does Quality First Teaching look like at Tomlinscote School? – Wave 1

- Students make progress every lesson. The majority make progress over time.
- Lesson planning will ensure that all pupils are involved and able to engage with their learning
- Teaching staff and support staff will be aware of the individual needs of students
- Teachers will differentiate curriculum planning, questioning and tasks set
- Hierarchical Learning Objectives will be addressed at the beginning of each lesson
- The delivery may be differentiated by using simplified language and a slower lesson pace
- Verbal and written feedback will inform pupils of their next steps and how to achieve them
- Differentiated outcomes will be expected at the start of the task
- Teachers will vary tasks to involve collaborative group or paired work
- Visual resources may be used i.e. pictures, starters, writing frames, literacy mats and task lists
- Success criteria will be differentiated and explained prior to the task
- Pre-teaching may occur to ensure that all pupils are able to access the task
- A variety of styles of teaching will be used
- Some lessons will benefit from LSA support in the classroom
- Teacher or LSA support may be directed to one particular group or an individual student
- Teachers and LSAs promote independent learning skills
- Regular assessments are conducted to monitor progress
- SIMS and SISRA databases are used to track progress
- Regular SEND updates and support for all teachers are available
- Whole school INSETs are held on Learning and Teaching
- Teachers have an Open Door Policy to promote a positive learning environment
- Tomlinscote supports and celebrates students' achievements

Wave 1	Cognition and Learning	Speech, Language and Communication	Sensory & Physical	Social, Emotional and Mental Health
	<p>Quality First Teaching Supportive classroom environment Learning prompts on the walls Engaging displays Thinking time Use of whiteboards to ensure all are engaged Mix of practical activities, verbal and written work Regular monitoring of lessons and planning by Senior Leadership Team Planned seating Creative, differentiated curriculum designed to both extend and support students Differentiated delivery e.g. simplified language, slower pace, alternative resources Collaborative group/paired work Access to IT Visual aids Visual timetables Now and next sheets Writing frames Subject teacher feedback</p>	<p>Simplified language used where necessary Additional time to process information/complete tasks LSA support to read instructions and assist with clarification where appropriate Visual prompts ICT used where necessary - Positive strategies to promote listening Advice from Speech and Language therapists</p>	<p>Secure links with the Physical and Sensory Support Service Modified curriculum where needed Resources and materials available Flexible teaching arrangements to take into account difficulties e.g. seating, teaching resources, modified tasks All staff made aware of a child's medical history/difficulties Qualified first aiders Trips risk assessed and planned with students' needs in mind Training and advice sourced as soon as possible to meet needs Consideration and support given for other possible needs – social, emotional, mental health. Regular support with Hearing Support Service/Physical and Sensory Support</p>	<p>Safeguarding INSET for all staff Visual prompts Transition groups Yr6-7 Celebration assemblies Class rules and expectations PSHE curriculum Extra-curricular activities Merits and commendations Certificates and awards Clear expectations Pupils aware of available support Additional support when needed Advice from outside agencies Transition support Student voice Student mentors School council Student Support Parental Meetings Subject Teacher feedback</p>

Wave 2	Cognition and Learning	Speech, Language and Communication	Sensory & Physical	Social, Emotional and Mental Health
	<p>Modified tasks to take into account difficulties; further differentiation Small group interventions Now and next sheets Literacy and Language Support Exam access arrangements if appropriate Literacy/numeracy interventions Handwriting program Spelling groups/1:1 Promotion of independent learning skills 1:1 Target work- Report Card LSA Mentoring- support organisation/Home-learning Home-learning Club Exam Concessions for GCSE</p>	<p>Modified tasks to take into account difficulties; further differentiation SALT Sessions; termly review. Staff training Speech and language groups, SALT advised packages, staff training Lego therapy Small group interventions Modelling language External agency involvement Pre teaching vocabulary Sequencing activities Language for Thinking Listening skills activities Exam concessions for GCSE</p>	<p>Risk assessments Adaptation of PE planning /additional support Use of ICT Individual key targets Consideration to seating arrangements and background noise Allowing extra time to complete tasks Sensory perception support Students to move first/last in class Fine motor skills intervention Fidget toys External agency involvement including health, PSS, VI, HI Adaptation of PowerPoints/hand outs (colours of text/overlays etc.) Exam concessions for GCSE</p>	<p>Modified tasks to take into account difficulties/wellbeing Personalised Response Plan Drawing and Talking Eikon resilience friendship group intervention Mentoring: peer/LSA/external mentor Individual Report Lego Therapy ELSA sessions Time out card Transition groups Yr6-7 Break/Lunchtime groups (C15) Involvement with Education Welfare Social stories/Comic Strips Behaviour Response Plans Anti-bullying policy and process External agency advice/involvement from CAMHS, Paediatrics, Autism Outreach services, Pyford Centre Early Help Intervention/Family Support Program Behaviour Contracts Exam Concessions for GCSE</p>

Wave 3	Cognition and Learning	Speech, Language and Communication	Sensory & Physical	Social, Emotional and Mental Health
	<p>Flexible and/or reduced timetables</p> <p>Individualised differentiation 1:1 and small group support</p> <p>Different ways of recording work e.g. ICT</p> <p>Advice/interventions by external agencies including Education Psychology, LLS</p> <p>Individual and targeted assessments</p> <p>Enhanced monitoring report</p> <p>Individual support in class and additional teaching support</p> <p>Literacy and Maths intervention</p> <p>Planned use of scribes/readers/extra time</p> <p>Interventions; reviewed half termly</p>	<p>Individualised differentiation 1:1 and small group support/tuition</p> <p>Different ways of recording</p> <p>Individual Speech and Language targets</p> <p>Advice/intervention by external agencies including SALT/EP</p> <p>Individual targeted language assessments</p> <p>Additional resources to support individual targets</p> <p>External agency involvement</p>	<p>Specific individualised programs for students with OT needs</p> <p>Training for all staff were appropriate for physical disabilities</p> <p>Specialised equipment for VI, HI, PD</p> <p>Advice/intervention by external agencies including Physical and Sensory Support Services (PSSS) and Occupational Therapy (OT)</p> <p>Personalised plans delivered</p> <p>Staff trained to deliver plans</p> <p>Time for occupation therapy and physical exercises to be carried out</p> <p>Curriculum and environment adaptations to ensure accessibility; disabled toilets, lift in A Block</p> <p>Additional resources, additional groups and 1:1 work</p> <p>Monitoring of provision and progression by SENDCo</p> <p>Risk assessments</p> <p>Use of reader and/or scribe/keyboard</p>	<p>Flexible and/or reduced timetables</p> <p>Individualised differentiation 1:1 support for PE and breaks/lunchtimes</p> <p>Behaviour Response plan and individualised risk assessment</p> <p>Intervention through external agencies including Behaviour Support, Education Psychology, CAMHS</p> <p>Additional planning and arrangements for transition</p> <p>Access to EP</p> <p>1:1 sessions with SENDCo</p> <p>Individual targets</p> <p>Timetable and curriculum adaptations</p> <p>Family Support Program</p> <p>Monitoring of provision and progression by SENDCo where needed</p> <p>Alternative Provision/ Yes</p> <p>GASP project/Pyford Centre</p>