



## Tomlinscote School Provision Map 2024-2025

### **Wave 1 – High Quality Teaching**

The vast majority of students make progress through receiving High Quality Teaching. High Quality 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 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 High Quality 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

<b>Wave 1</b>	<b>Cognition and Learning</b>	<b>Speech, Language and Communication</b>	<b>Sensory &amp; Physical</b>	<b>Social, Emotional and Mental Health</b>
	<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>

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

<b>Wave 3</b>	<b>Cognition and Learning</b>	<b>Speech, Language and Communication</b>	<b>Sensory &amp; Physical</b>	<b>Social, Emotional and Mental Health</b>
	<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>Access to the wellbeing hub</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>Access to the wellbeing hub</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>Access to the wellbeing hub</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/ GASP motor project/Pyford Centre/Elysian Farm</p> <p>Access to the wellbeing hub</p>