

# Tomlinscote School & Sixth Form College Provision Map 2016-2017



## **Wave 1 – Quality First Teaching**

The vast majority of students make progress through receiving high quality teaching. Quality First Teaching 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, time limited intervention programs delivered by a member of the school's Learning Support team, that 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.
- The teachers lesson design and planning, will ensure that all pupils are involved and able to engage with their learning
- The teacher will differentiate the curriculum planning, questioning and tasks set
- The delivery will be differentiated by using simplified language and slower lesson pace
- Verbal and written feedback informs pupils of their next steps and how to achieve them
- Differentiated outcome expected from the start of the task
- Teachers will vary tasks to involve collaborative group or paired work
- Increased visual resources i.e. pictures, starters, writing frames, task lists
- Hierarchical Learning Objectives will be addressed at the beginning of each lesson
- 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
- LSA or teacher support may be directed to one particular group or an individual student
- Regular assessments are conducted to monitor progress
- SIMS and SISRA databases are used to track progress
- Regular SEN updates and support for all teachers is available
- Whole school INSET on Assessment for Learning and regular updates on successful techniques
- Staff will be aware of individual needs of students
- Teacher have an Open Door Policy to promote a positive learning environment
- Some lessons will benefit from LSA support in the classroom
- Student have access to a wide range of clubs and activities
- Tomlinscote support and celebrate students' achievements
- Teachers and LSAs promote independent learning skills

<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 Time to process information LSA support to read instructions and assist with clarification Visual prompts ICT used where necessary Additional time for some tasks Positive strategies to promote listening Advice from Speech and Language therapists</p>	<p>Good links with the Physical and Sensory Support Service Resources and materials available Modified curriculum when needed 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 Modified resources and environment 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 Impaired Service</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 Stickers, certificates and awards Expectations clear 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/Homework Homework Club</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>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>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>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>

<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>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 programmes 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 scribe</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 Project/GASP project/Pyford Centre</p>