



# TEMPLE MOOR HIGH SCHOOL WHOLE SCHOOL PROVISION MAP

## **Wave 1 - Quality First Teaching**

The majority of students achieve well through high quality classroom teaching. Quality First Teaching is part of a broad and rich curriculum that engages students in a range of activities and experiences to develop their skills, knowledge and understanding.

## **Wave 2 - Small group and one to one interventions**

Some students require additional support to achieve well. This can often be provided through small group and/ or time limited intervention programmes delivered by a member of the school's classroom based support team that will advance student's progress and help them achieve in line with their peers.

## **Wave 3 - Intensive support**

For those students who require the personalised approach of a programme that is tailored to their specific, often severe, difficulties.



## What might Quality First Teaching look like at Temple Moor High School?

### Wave 1

- All students are making progress
- The teacher's lesson design and planning will ensure that all students are involved and able to engage with their learning.
- The teacher will differentiate the curriculum planning, questioning and the work set
- The delivery will be differentiated by using simplified language, slower lesson pace, visual clues and prompt sheets as appropriate.
- Verbal and written feedback informs students of their next steps and how to achieve them
- Differentiated outcome expected from the start of the task
- Collaborative group or paired work
- Visual resources i.e. Word mats, pictures, sentence openers, etc
- Resources are readily available and differentiated according to need
- Use of writing frames and prompts
- Learning Intention stated at the beginning of the lesson
- Students understand what they are learning, and why they are learning it
- Success criteria differentiated and explained prior to the task
- Pre teaching may occur to ensure that all students are able to access the task
- A variety of styles of teaching will be used
- Space available within the classroom for a child to work separately
- Individual pupil targets, monitored and updated regularly
- Regular assessments which are then used to inform teaching and tracking progress
- Regular SEN updates and support for all teachers
- Staff aware of individual needs of every student
- Appropriate and effective use of TA support in the classroom
- Stimulating classrooms
- Celebration of Achievement
- Clear rewards and Sanctions
- Promotion of independent learning skills

## Wave 2 Provision in addition to above by Areas of Need

### **Cognition and Learning**

- Supportive and stimulating classroom environment
- Learning prompts on the walls and on desks in resource packs
- Engaging displays
- Teaching Assistant support in class
- EAL support
- Thinking time and whiteboards to ensure all are engaged
- Mix of practical activities, verbal and written recording
- Regular monitoring of lessons and planning by Faculty Leaders and Senior Leadership Team
- Planned seating
- Individual Key targets

### **Social, Emotional, Mental Health**

- Whole school positive behaviour system-adapted when necessary
- Stamps, credits
- Certificates & awards achieved through Rewards System
- Expectations clear
- Students aware of available support
- PSHE curriculum
- Additional support when needed
- STARS programme
- Advice from outside agencies
- Trained and experienced teachers, HLTAs and TAs
- Good transition support
- Clubs and activities
- Student Voice

### **Speech, Language and Communication**

- TA support to read instructions and assist with clarification
- Visual prompts
- ICT used when necessary
- Additional time for some tasks
- Positive strategies to promote listening
- Paired work
- Talking partners
- Alternative forms of recording
- Advice from Speech and Language therapists
- Promotion of independent learning skills

### **Physical/ Sensory**

- Good links with the Physical and Sensory Support Service
- Resources and materials available
- Modified curriculum when needed
- Modified resources and environment
- Trips risk assessed and planned with the needs in mind
- Training and advice sourced as soon as possible to meet the need
- Consideration and support given for other possible needs- social, emotional
- Promotion of independent learning skills

**Wave 3 Provision- set up when required following discussions with school staff, outside agencies and parents**

Access to external Professionals/ Services:

- Specialist Teaching Team: Behaviour Support, Learning and Language Support, Educational Psychologist  
Physical and Sensory Support Services- Visual Impairment and Hearing Impairment
- NHS : Speech and Language Therapist, Occupational Therapists, Physiotherapists

Staff training:

- SEN reviews (with parents)
- Half termly monitoring and review of intervention
- Additional support from TA, HLTAs and SENDCo
- Provision Monitoring

**Cognition and Learning**

- Foundation Group (Year 7, 8, 9, 10 & 11)
- Literacy Support group (which are regular structured sessions in small groups (Year 7 and 8)
- Numeracy Support Group (which are structured sessions in small groups (Year 7 and 8)
- 1:1 Targeted work as a result of identified need.

**Social, Emotional, Mental Health**

- STARS social skills programme
- Mentoring
- Communication book (ASC)
- Individual Key Targets
- Promotion of independent learning skills
- Personalised Behaviour Support Plans.

**Speech, Language and Communication**

- Makaton
- Promotion of independent learning skills

**Physical/ Sensory**

- Advice from outside agencies
- Risk assessments
- Adaptation of PE planning and additional support
- Staff training
- Additional resources purchased
- Use of ICT
- Individual Key Targets
- Promotion of independent learning skills