



TEMPLE MOOR HIGH SCHOOL WHOLE SCHOOL PROVISION MAP

Wave 1 – Universal Provision (Quality First Teaching)

Wave 1 provision is based on high-quality, inclusive teaching for all pupils, often referred to as Quality First Teaching (QFT). This is the universal classroom provision that every child receives. Teaching is carefully planned and adapted to meet the needs of all learners before additional support or interventions are considered.

Wave 2 – Targeted Provision

Wave 2 provision consists of specific, additional and time-limited interventions for pupils who need extra support to accelerate their progress. These interventions are delivered alongside, rather than instead of, high-quality classroom teaching. Support is closely targeted to identified needs and regularly reviewed to assess its impact.

Wave 3 – Specialist Provision

Wave 3 provision is designed for pupils with identified Special Educational Needs and Disabilities (SEND) who require more intensive support. In line with Education Endowment Foundation recommendations, high-quality teaching is complemented by carefully selected, targeted small-group or one-to-one interventions. These interventions are structured, evidence-informed, linked to assessed need, and regularly monitored and reviewed to ensure they are effective.

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

Wave 1

Wave 1 provision consists of high-quality, inclusive classroom teaching that is available to all students and forms the foundation of SEND support. In line with EEF guidance, teaching is adapted to remove barriers to learning, ensure full participation, and enable all learners to make progress through access to a broad and ambitious curriculum.

This includes:

- Clear learning intentions and success criteria.
- Adaptive teaching informed by ongoing assessment.
- Differentiated questioning, modelling, and scaffolding.
- Use visual support, knowledge organisers, writing frames, sentence starters and prompts.
- Explicit instruction and opportunities for guided practice.
- Effective verbal and written feedback to identify next steps.
- Collaborative learning alongside opportunities for independent learning.
- Appropriate use of Teaching Assistants to promote independence and learning.
- Inclusive classroom environments that support engagement, wellbeing and achievement.
- Regular monitoring of progress to inform future planning and support
- Informed strategic seating plans

Wave 2 Provision in addition to above by areas of need	
Cognition and Learning • Precision Teaching • Bedrock • Lexia • Speech and Language link • Catch Up Literacy • Guided reading groups • Small-group maths tuition	Social, Emotional, Mental Health • Social skills groups • Emotional literacy groups (ELSA) • Friendship groups • Mentoring programmes • Self-regulation and resilience intervention • Neurodiversity support programme • Access to the sanctuary • Access to inclusion • Reasonable adjustments to the behaviour system
Communication and Interaction • Speaking and listening groups • Social communication groups • Vocabulary intervention group • Access to the sanctuary at breaktimes • Neurodiversity support sessions • Speech and Language Link interventions	Physical/Sensory • Handwriting interventions • Sensory circuits • Occupational therapy programmes delivered under guidance • Risk assessments • Access to the sanctuary • Adaptive equipment • Adapted resources

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
- Mental health provision and services: CAHMS, Cluster, Marketplace

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.

Communication and Interaction

- 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