



# 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
- Collaborative group or paired work
- Visual resources i.e. Knowledge Organisers, pictures, sentence starters, 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
- 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
- Formative assessment is used regularly to support students in developing their knowledge base.

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

<p><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>• Supportive and stimulating classroom environment</li> <li>• Learning prompts on the walls and on desks in resource packs</li> <li>• Engaging displays</li> <li>• Teaching Assistant support in class</li> <li>• EAL support</li> <li>• Thinking time to ensure all are engaged</li> <li>• Mix of practical activities, verbal and written recording</li> <li>• Regular monitoring of lessons and planning by Faculty Leaders and Senior Leadership Team</li> <li>• Planned seating</li> <li>• Individual Key targets</li> </ul>	<p><b>Social, Emotional, Mental Health</b></p> <ul style="list-style-type: none"> <li>• Whole school positive behaviour system-adapted when necessary</li> <li>• Positive behaviour system is electronic using Arbor</li> <li>• Certificates &amp; awards achieved through Rewards System</li> <li>• Expectations clear</li> <li>• Students aware of available support</li> <li>• PSHE curriculum</li> <li>• Additional support when needed</li> <li>• STARS programme</li> <li>• Advice from outside agencies</li> <li>• Trained and experienced teachers, HLTAs and TAs</li> <li>• Good transition support</li> <li>• Clubs and activities</li> <li>• Student Voice</li> </ul>
<p><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>• TA support to read instructions and assist with clarification</li> <li>• Visual prompts</li> <li>• ICT used when necessary</li> <li>• Additional time for some tasks</li> <li>• Positive strategies to promote listening</li> <li>• Paired work</li> <li>• Talking partners</li> <li>• Alternative forms of recording</li> <li>• Advice from Speech and Language therapists</li> <li>• Promotion of independent learning skills</li> </ul>	<p><b>Physical/Sensory</b></p> <ul style="list-style-type: none"> <li>• Good links with the Physical and Sensory Support Service</li> <li>• Resources and materials available</li> <li>• Modified curriculum when needed</li> <li>• Modified resources and environment</li> <li>• Trips risk assessed and planned with the needs in mind</li> <li>• Training and advice sourced as soon as possible to meet the need</li> <li>• Consideration and support given for other possible needs- social, emotional</li> <li>• Promotion of independent learning skills</li> </ul>

**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