

Whole School Provision Map

Quality First Teaching

Since the 1997 Green Paper, Excellence for All Children, the government has made a firm commitment to a high quality of education for pupils with special educational needs (SEN). It has recognised that building the capacity of teachers and schools to teach pupils with a diverse range of Special Educational Needs and Disability (SEND) is key to raising the achievement of these pupils.

Quality First Teaching (QFT) is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. QFT includes differentiated learning, strategies to support SEND pupils' learning in class, on-going formative assessment and many others.

Teachers can adapt instruction so that if pupils do not understand a new idea the first time, it is retaught in a different way. We 'personalise' to the need of the pupils who did not understand, by finding a teaching method that is more accessible for them, personalising learning to pupils, encouraging greater inclusion of pupils with SEND needs, and working to narrow the attainment gap.

QFT is mentioned in the *Special educational needs and disability code of practice: 0 to 25 years*:

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEND. Additional intervention and SEND support cannot compensate for a lack of good quality teaching. (Para.6.37.)

'The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.' (Para. 6.52).

Waves of Intervention



WAVE 1	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Provision and intervention	Quality First Teaching: <ul style="list-style-type: none"> • Age and stage appropriate learning tasks • Differentiated curriculum/planning/tasks • Differentiated delivery e.g. simplified language. • Differentiated outcome e.g. cartoon strip instead of written prose, use of ICT • Multi-sensory activities • Increased Visual Aids/modelling • Visual Timetables • Illustrated dictionaries • Use of writing frames • Change in seating plans • Access to TA support in class • In class targeted teacher support • Access to ICT/use of laptop • Modelling/chunking/scaffolding • Assessment of progress • Key words wall/mats • Pupil planners • Whole school staff INSET • Reading/spelling buddy • Numeracy buddy • Allowance of extra time to complete tasks • Personalised Learning Time (PLT) • Century • Time Table Rock Stars/Numbots • Kahoot • RWI • Accelerated Reader (KS2) • Reading and Maths setting (KS2) 	Quality First Teaching: <ul style="list-style-type: none"> • Age and stage appropriate learning tasks • Structured school and class routines <ul style="list-style-type: none"> □ Differentiated delivery e.g. simplified language • Differentiated outcome e.g. cartoon strip instead of written prose, use of ICT • Increased visual aids/modelling • Visual time tables • Use of symbols – Wigit • Change in seating plans • TA support in class • Access to ICT • Modelling • Social Stories • Whole school staff INSET • Assessment of progress • Key words wall/mats • Environmental clues e.g. location signs/colours • Calm Corner • Allowance of extra time to complete tasks • Multi-sensory approach • Kahoot 	Quality First Teaching: <ul style="list-style-type: none"> • Motivation – ensure success age and stage appropriate learning tasks • Whole school reward system • Whole school rules • Whole school policy for behaviour • SEMH Pathway • Break/lunch supervision • Use of praise and reward • Signals for sound level/change of activity • Positive feedback • Change in seating plans • Access to TA support in class • Access to ICT • Modelling • Lunch time club • PSHE • Calm Corner • Zippy’s friends • Apple’s friends • Passport • Social Stories 	Quality First Teaching: <ul style="list-style-type: none"> • Flexible teaching arrangements • Staff awareness of impairment i.e. not covering mouth when talking to a hearing impaired child/light implications for visually impaired and lip readers • Seating plans • Availability of resources i.e. writing slopes, laptops, oversized text or coloured paper • Enlarged worksheets/text books • Change in seating plans • Modified resources • Access to TA support in class • Access to ICT • Modelling • Improved accessibility of school buildings • Access lifts • Moving and handling training • Awareness of background noise • Fidget toys • Chew Buddies • Dough Disco • EYFS Yoga • Pencil grips

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WAVE 2	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
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<p>Response to COVID</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Learning Time introduced to timetable - Focused time to ensure same day intervention and/or extra Reading and maths work <input type="checkbox"/> Focused CPD for staff to ensure they have the subject knowledge and pedagogy to identify the lost learning/misconceptions children have due to COVID <input type="checkbox"/> RWI additional teaching pm <input type="checkbox"/> RWI tutor for Year 2 <input type="checkbox"/> RWI specialist teacher for focused children <input type="checkbox"/> Year 4 tutor for arithmetic, times tables and reading booster groups <input type="checkbox"/> Year 6 tutor for arithmetic and reading booster groups 		<ul style="list-style-type: none"> <input type="checkbox"/> Zippy and Apple's friends and Passport CPD to ensure staff are confident to deal with the SEMH issues from COVID <input type="checkbox"/> Zippy friends, Apple friends or Passport delivered to children <input type="checkbox"/> National Online Safety package purchased to provide resources to address the issues arising from lockdown <input type="checkbox"/> Enhanced pastoral support for focused children 	<ul style="list-style-type: none"> <input type="checkbox"/> Additional professional coaches used at dinner time to help develop motor skills and hand to eye coordination; further supporting the aim for each child to be active for 60 minutes everyday <input type="checkbox"/> Range of competitions entered throughout the year. Including competitions for SEN children and children who don't go to clubs <input type="checkbox"/> Swimming catch up sessions <input type="checkbox"/>
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