

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 Education 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 Age and stage appropriate learn 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 suppor 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)	tasks Structured school and class routines □ 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: Motivation – ensure success age and stage appropriate learning tasks Whole school reward system 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: 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

WAVE 2	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical

Provision and	Wave 1 and:	Wave 1 and:	Wave 1 and:	Wave 1 and:
intervention	 Small group work in class Individualised differentiation in class Support in class from a TA Use of ICT programmes Access arrangements Reading and Maths Masterclass (KS2) RWI linked guided reading in class RWI additional teaching Fresh Start (KS2) 	 Small group work in lesson with a focus on speech and language Individualised differentiation in class Support in class from a TA Break/lunchtime monitoring Talk Boost (EYFS-KS1) Get Talking Racing for English (EAL) (KS1-KS2) 	 Access to the Cove In class pastoral support Individualised differentiation in class Break time/lunch monitoring Temporary use of Time Out Reflection Time Starving the Anger Gremlin (KS2) Zones of Regulation PASS Social Skills (EYFS-KS2) There's a Volcano in my Tummy 	 Adapted equipment for use in classroom Additional fine/gross motor skills practice Handwriting/fine motor skills practice in small groups Wobble Cushion Weighted Blanket Get Moving (LA Programme) Fine motor skills programmes
Evidenced Based Interventions	Fresh Start Projects Education Endowment Foundation EEF	Nuffield Early Language Intervention Projects Education Endowment Foundation EEF Talk Boost - Integrated Treatment Services	Behaviour interventions Toolkit Strand Education Endowment Foundation EEF	
WAVE 3	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Provision and interventions	Interventions at Wave 1 & 2 and: 1 to 1 work with Teacher/TA 1 to 1 work with Learning Support Service Referral to specialist services including EP, LSS EHCP Precision Teaching 5 Minute Box (Literacy and Numeracy) Alphabet Arch	 Interventions at Wave 1 & 2 and: 1 to 1 SALT intervention with TA Alternative means of communication e.g. symbols for written word Individual arrangements for assessments and tests Referral to specialist services inc SALT, EP, AO Advice from EP Advice from Autism Outreach EHCP Social skills Individual work stations Makaton/PECS Socially Speaking Talkabout 	 Interventions at wave 1 & 2 and: Additional planning and arrangements for option choices/reduced option choices Individual arrangements for assessments and tests Pastoral Support in class PCSO Placement at Alternative Provision/Inclusive Pathway Reduced/individualised timetable Hub Target reintegration work based on Doyle's Readiness to reintegrate criteria EHCP Personalised support to pupil 	 Support from advisory services PIMIS, OT, Physio, VI, HI Use of modified equipment Individual arrangements for assessments and tests 1 to 1 physiotherapy programme Provision of specialist equipment Individual support in class Occupational Therapy Programme Personalised support to pupil

Response to	☐ Personal Learning Time		☐ Additional professional coaches
COVID	introduced to timetable - Focused	to ensure staff are confident to deal with	used at dinner time to help
	time to ensure same day	the SEMH issues from COVID	develop motor skills and hand to
	intervention and/or extra Reading		eye coordination; further supporting the aim for each child
	and maths work	☐ Zippy friends, Apple friends or Passport	to be active for 60 minutes
		delivered to children	everyday
	Focused CPD for staff to ensure	☐ National Online Safety package purchased	, ,
	they have the subject knowledge		☐ Range of competitions entered
	and pedagogy to identify the lost learning/misconceptions children	arising from lockdown	throughout the year. Including
	have due to COVID		competitions for SEN children and
		☐ Enhanced pastoral support for focused	children who don't go to clubs
	RWI additional teaching pm	children	Swimming catch up sessions
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	RWI tutor for Year 2		
	RWI specialist teacher for focused		
	children		
	Year 4 tutor for arithmetic, times		
	tables and reading booster groups		
	Year 6 tutor for arithmetic and		
	reading booster groups		
	reduing booster groups		