

## Whole School Provision Map

### Wave 1 – Quality First Teaching for All

- Teachers know the students and their targets well - based on IPMs and knowledge of vulnerable groups
- Clarity of graded / levelled Learning Objectives – shared / communicated with students.
- Pre-starters in all lessons to ensure learning time is maximised.
- Evidence of progress in all lessons, use of targeted and open questioning, mini plenaries and a final plenary to recap learning.
- Student led learning – less teacher talk and more student activity.
- Engaging activities to suit all learners – variety, pace, challenge, pair and group work.
- TAs’ focus is student independence and progress.
- Assessment for learning used to ensure all students know how to make progress.
- Use of visual and tangible aids to support learning.
- Give advice on how to learn eg use of acronyms and mind maps, creation of revision cards.
- Positive ethos based on good student / teacher relationships, good student behaviour, confidence, respect and resilience.

### Reasonable Adjustments

<u>Cognition &amp; Learning</u>	<u>Communication &amp; Interaction (including ASC)</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory &amp; Physical</u>
<ul style="list-style-type: none"> <li>• Alternatives to written recording</li> <li>• Non-cluttered worksheets with appropriate font and readability level</li> <li>• Regular reminders re overlays / glasses</li> <li>• Writing frames</li> <li>• Key words and use of word walls</li> <li>• Allow extra time for completion of task</li> <li>• Use of audio versions of texts (<a href="http://www.load2learn.com">www.load2learn.com</a>)</li> <li>• Provide printed notes instead of student copying</li> <li>• Read &amp; Write programme</li> </ul>	<ul style="list-style-type: none"> <li>• Short instructions</li> <li>• Simplified language</li> <li>• Talk partners (careful selection with ASC students)</li> <li>• Awareness of over-sensory stimulation</li> <li>• Use of ‘obsessions’ to distract / motivate</li> </ul>	<ul style="list-style-type: none"> <li>• Praise and reward – genuine and specific</li> <li>• School behaviour policy – use of consequences</li> <li>• Analysis of triggers and behaviours</li> <li>• Seating plans for good role models</li> <li>• Liaison with Pastoral Managers / Tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental adjustments following advice from professionals</li> <li>• Assistive technology</li> <li>• Awareness of Individual Risk Assessments</li> <li>• Have regard to specific Access Arrangements</li> </ul>

## TAs should demonstrate

- Detailed knowledge of the student(s).
- Ability to offer constructive feedback to staff.
- Knowledge and understanding of access arrangements.
- Adherence to adjustments on IPM / IRA as recommended by professionals.

<b><u>Cognition and Learning</u></b>	<b><u>Communication and Interaction</u></b> <b>(including ASC)</b>	<b><u>Social, Emotional and Mental Health Difficulties</u></b>	<b><u>Sensory and Physical</u></b>
<ul style="list-style-type: none"> <li>• Modelling note taking / mind mapping</li> <li>• Clarification of learning intentions</li> <li>• Questioning to promote learning, skills and independence and establish progress (plenary)</li> <li>• Promotion of use of IT as a means of recording</li> <li>• Links between interventions and classroom practice</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat / reword instructions</li> <li>• Ensure language is at an appropriate level</li> <li>• Ensure groupings / pairs are appropriate</li> <li>• Awareness of over sensory stimulation</li> <li>• Use of 'obsessions' to distract / motivate</li> </ul>	<ul style="list-style-type: none"> <li>• Praise and reward – genuine and specific</li> <li>• Support teacher with consequence system</li> <li>• Pre-empting triggers and conflict situations</li> <li>• Liaison with Pastoral Managers / Tutors</li> </ul>	<ul style="list-style-type: none"> <li>• Up to date knowledge of assistive technology</li> <li>• Appropriate response to student needs based on training</li> </ul>