

Richmond School



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.
- Positive ethos based on good student / teacher relationships, good student behaviour, confidence, respect and resilience.

Reasonable Adjustments

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

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.

Cognition and Learning	Communication and Interaction (including ASC)	Social, Emotional and Mental Health Difficulties	Sensory and Physical
<ul style="list-style-type: none"> • Modelling note taking / mind mapping • Clarification of learning intentions • Questioning to promote learning, skills and independence and establish progress (plenary) • Promotion of use of IT as a means of recording • Links between Wave 3 interventions and classroom practice 	<ul style="list-style-type: none"> • Repeat / reword instructions • Ensure language is at an appropriate level • Ensure groupings / pairs are appropriate • Awareness of over sensory stimulation • Use of ' obsessions' to distract / motivate 	<ul style="list-style-type: none"> • Praise and reward – genuine and specific • Support teacher with consequence system • Pre-empting triggers and conflict situations • Liaison with Pastoral Managers / Tutors 	<ul style="list-style-type: none"> • Up to date knowledge of assistive technology • Appropriate response to student needs based on training