



Gordon's School

Provision Map 2022-2023

Wave 1 – Universal Support:

The vast majority of students make progress through receiving Quality First Teaching. Quality First Teaching in the classroom, provides highly planned lessons as part of a broad and robust curriculum that engages students in a range of activities and experiences to develop their learning and skill sets.

Wave 2 – Targeted School Support:

Small group and one to one interventions. Some students require additional support to achieve and progress well. This can often be provided through small group, short-term intervention programs, delivered by a member of the school's Learning Support team, which will advance students' progress and help them achieve in line with their peers.

Wave 3 – Specialised School Support:

Some students may require an enhanced, personalised approach with an ongoing program that is tailored to their specific difficulties and needs. Referrals to external professionals may be sought to insure specific needs are being met.

What does Quality First Teaching look like at Gordon's School:
<ul style="list-style-type: none">• Students make progress every lesson. The majority make progress over time.• Lesson planning will ensure that all students are involved and able to engage with their learning• Teaching staff and support staff will be aware of the individual needs of students• Teachers will differentiate/adapt curriculum planning, questioning and tasks set• The delivery may be differentiated by using simplified language and a slower lesson pace• Verbal and written feedback will inform students of their next steps and how to achieve them• Differentiated outcomes will be expected at the start of the task• Teachers will vary tasks to involve collaborative group or paired work• Visual resources may be used ie pictures, starters, writing frames, literacy mats and task lists• Success criteria will be differentiated and explained prior to the task• Pre and post teaching may occur to ensure that all students are able to access the task• A variety of styles of teaching will be used• Some lessons will benefit from LSA support in the classroom• Teacher or LSA support may be directed to one particular group or an individual student• Teachers and LSAs promote independent learning skills• Regular assessments are conducted to monitor progress• SIMS and SISRA databases are used to track progress• Regular SEND updates and support for all teachers are available• Whole school INSETs are held on Learning and Teaching• Teachers have an Open Door Policy to promote a positive learning environment• Gordon's supports and celebrates students' achievements

WAVE 1	Cognition and Learning	Speech Language and Communication	Physical and Sensory	Social Emotional and Mental Health
	<ul style="list-style-type: none"> • Quality First Teaching with adaptive teaching strategies • Supportive classroom environment • Key vocabulary on display • Thinking/processing time • Use of mini whiteboards to ensure all are engaged • Mix of practical activities, verbal and written work • Regular monitoring of lessons and planning • Planned seating • Creative, differentiated curriculum designed to both extend and support students • Differentiated delivery • Collaborative group/paired work • Access to IT/visual aids • Academic enrichment • Next steps advice • Purple Pen and closing the loop • Writing frames/answer exemplars 	<ul style="list-style-type: none"> • Simplified and explicit language used • Additional time to process information/complete tasks • Key vocabulary sheets • Paired and group work • Careful monitoring of work output to access understanding and progress. • Regular assessments. • Support to read instructions and clarify • Visual prompts • Use of ICT • Advice from Speech and Language therapist 	<ul style="list-style-type: none"> • Secure links with the Physical and Sensory Support Service • Modified curriculum where needed • Resources and materials available • Flexible teaching arrangements to take into account difficulties eg seating, teaching resources, modified tasks • All staff made aware of a student's medical history/difficulties • Qualified first aiders • Trips risk assessed and planned with students' needs in mind • Training and advice sourced as soon as possible to meet needs • Consideration and support given for other possible needs – social, emotional, mental health. 	<ul style="list-style-type: none"> • Safeguarding INSET for all staff • Boarding House pastoral care • Transition support • Class rules and clear expectations • PSHE and assembly curriculum • Co-curricular activities eg Yoga, Mindfulness, Drawing and Talking • Inter-House • The Chapel • Honours Programme • Students aware of self-referral portal. • Buddy system • Student Voice/Councils • Anti-bullying policy and effective processes • Advice from outside agencies

WAVE 2	Cognition and Learning	Speech Language and Communication	Physical and Sensory	Social Emotional and Mental Health
	<ul style="list-style-type: none"> Modified tasks to take into account difficulties Central Support Initiatives (CSI) Learning Support small group interventions Subject Clinics Academic Performance Tutor (KS3) Student Support Plans Next Steps Advice and academic mentoring Promotion of independent learning skills Supervised prep support Occasional LSA support within the mainstream classroom Exam Access Arrangements (if appropriate) 	<ul style="list-style-type: none"> Modified tasks to take into account difficulties; further differentiation Learning Support small group interventions: Social Skills Co-Curricular interventions – Doing Things Differently Staff training Modelling language Pre and post teaching vocabulary Sequencing activities Language for Thinking Listening skills activities Exam Access Arrangements (if appropriate) 	<ul style="list-style-type: none"> Risk assessments and Personal Evacuation Plans Adaptation of PE lessons/ inclusive sports Use of ICT/dictation Consideration to seating arrangements and background noise Allowing extra time to complete tasks Sensory support Students to move from lessons first/last OT fine motor intervention Fidget/sensory toys External agency involvement including health, PSS, VI, HI PowerPoints/hand outs with coloured paper and use of overlays. Exam Access Arrangements (if appropriate) 	<ul style="list-style-type: none"> Modified tasks to take into account difficulties/wellbeing Individual Welfare Plan (IWPs) Behaviour Support Plans ELSA sessions Zones of Regulation Social Thinking Red cards for time out Pastoral Mentoring External agency advice/involvement Autism Outreach services Early Help Interventions (Eikon) Exam Access Arrangements (if appropriate)

WAVE 3	Cognition and Learning	Speech Language and Communication	Physical and Sensory	Social Emotional and Mental Health
	<ul style="list-style-type: none"> • Withdrawal from MFL at Keystage 4 (SEN and EAL) • Individualised Student Support Plans • Regular interventions with a LSA or specialist teacher • Advice/interventions by external agencies including Education Psychology and Specialist Teachers • School tutoring • Alternative education provisions (college courses, online learning) • Conquering Literacy Programme • Twice yearly psychometric assessments • Individual LSA support in lessons • Planned use of scribes/readers/extra time 	<ul style="list-style-type: none"> • Speech and Language Therapy informed 1:1 interventions • Alternative ways of recording work • Termly or half termly advice/interventions sought from external agencies • Targeted assessments • Additional resources provided to subject teachers and House staff • Specific staff training 	<ul style="list-style-type: none"> • Specialised equipment for VI, HI and PD • PD advice and intervention from external agencies including Physical and Sensory Support Services (PSSS), Occupational Therapy (OT) and Physiotherapy. • Personalised therapy plans delivered • Staff trained to deliver therapy plans • Time allocated for occupation therapy and physical exercises to be undertaken • Environment adaptations to ensure accessibility; disabled toilets, lifts (where able), ramps and soft lighting. • Use of reader and/or scribe/keyboard 	<ul style="list-style-type: none"> • Flexible and/or reduced timetables • SEMH Plan • Individualised risk assessments • Intervention through external agencies - Behaviour Support, Education Psychology, CAMHS • Attendance Plan and support from School Inclusion • Referrals to Early Help/SPA • School Counselling • Alternative Provision - Yes GASP project, Short Stay School, College or Therapy Gardens