

Gordon's School

Provision Map 2024-2025

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 school staff, 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 needs. Referrals to external professionals may be sought to ensure specific needs are being met.

What does Quality First Teaching look like at Gordon's School:

- Students make progress in every lesson. The majority make progress over time.
- Lesson planning will ensure that all students are included and able to engage with their learning
- Teaching staff and support staff are aware of the individual needs of students
- Teachers will differentiate/adapt curriculum planning, questioning and tasks set, to both extend and support students
- The delivery may be differentiated by using, for example, simplified language, visual prompts, access to IT, modified tasks
- Verbal, written and closing the loop feedback will inform students of their next steps and how to achieve them
- Teachers will include group, paired and individual tasks within a lesson to develop collaborative and independent working
- Visual resources may be used, e.g. pictures, starters, writing frames, WAGOLL and task lists
- Success criteria will be differentiated and explained prior to the task
- Pre and post teaching of key topics and vocabulary may occur to ensure that all students are able to access the task
- All lessons aim to begin with a starter and retrieval task
- Some lessons will benefit from LSA support in the classroom
- Teacher or LSA may be directed to one particular group or an individual student
- 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 and CPD sessions throughout the year 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
- Planned seating to aid student learning.

WAVE 1	Cognition and Learning	Speech Language and Communication	Physical and Sensory	Social Emotional and Mental Health
	<ul style="list-style-type: none"> • Gordon's Ordinarily Available classroom provision with adaptive strategies • Supported prep/study sessions • Subject clinics • Academic enrichment • Next Steps Advice and academic mentoring • Effort grade mentoring • Academic Scholars • Honours Programme 	<ul style="list-style-type: none"> • Simplified and explicit language used • Key vocabulary sheets • Support via Boarding Houses • Reading initiatives – Holy Trinity paired reading • Speak out/Public Speaking/MUN • Volunteering • DoE and CCF • Initial advice from Speech and Language team. 	<ul style="list-style-type: none"> • Fidget/sensory toys • Touch Typing • PowerPoints/handouts with coloured paper and use of overlays. • Students to move from lessons first/last • Movement breaks • Qualified first aiders • External training and advice sourced • Consideration and support given for other possible learning and emotional wellbeing needs 	<ul style="list-style-type: none"> • Safeguarding INSET for all staff • Red cards for time out • Individual Welfare Support (IWS) • PSHE, assembly and Chapel curriculum • Co-curricular activities/ Inter-house • Students self-referral portal. • Buddy system • Student Voice/Councils • Anti-bulling policy and effective processes • Initial advice from outside agencies

WAVE 2	Cognition and Learning	Speech Language and Communication	Physical and Sensory	Social Emotional and Mental Health
	<p>Wave 1, plus:</p> <ul style="list-style-type: none"> • Wave 2 Central Support Initiatives (CSI) for each Key Stage. • Academic Performance Tutor • Catch up Numeracy • Catch up Literacy • Metacognition • Academic Monitoring • Organisation Support • Study Support • EAL lessons • Occasional LSA support within the mainstream classroom • Twice yearly psychometric assessments • Exam Access Arrangements (if appropriate) 	<p>Wave 1, plus:</p> <ul style="list-style-type: none"> • Speech and Language interventions (SaLT LSA) • Doing Things Differently • Social Thinking • Therapeutic Story Writing • Exam Access Arrangements (if appropriate) 	<p>Wave 1, plus:</p> <ul style="list-style-type: none"> • Risk assessments and Personal Evacuation Plans • Adaptation of PE lessons/ inclusive sports • Advice sought from Physical and Sensory Support Service and OT/Physio/Movement and Handling • Exam Access Arrangements (if appropriate) • Use of ICT/dictation • Practical Assistant (where permitted) • Sensory Circuits 	<p>Wave 1, plus:</p> <ul style="list-style-type: none"> • ELSA • Zones of Regulation • Mental Health Check In • Allocated key worker • Early Help Interventions (Eikon) • EBSNA (Emotional Based School Avoidance) • Targeted PSHE • Advice sought from Primary Mental Health Team. • Exam Access Arrangements (if appropriate)

WAVE 3	Cognition and Learning	Speech Language and Communication	Physical and Sensory	Social Emotional and Mental Health
	Wave 1 and 2, plus: <ul style="list-style-type: none"> • Withdrawal from MFL (SEN) (KS4) • Conquering Literacy Programme • External tutoring • College day placements • Interventions and advice from external agencies including Education Psychology and Specialist Teachers • Individual LSA support in lessons • Planned use of scribes/readers/extra time 	Wave 1 and 2, plus: <ul style="list-style-type: none"> • Speech and Language Therapy informed interventions • Termly or half termly advice/interventions sought from external agencies • Individualised and specific staff training • Alternative ways of recording work 	Wave 1 and 2, plus: <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. • Timetabled sessions for OT and Physio programmes (if training has been provided) • Environment adaptations; disabled toilets, lifts and ramps (where able). • Use of reader and/or scribe/keyboard 	Wave 1 and 2, plus: <ul style="list-style-type: none"> • Individualised Risk Assessments • Intervention through external agencies/therapists • Attendance Plan and support from School Inclusion • Early Help referral and support • Targeted Youth STIPs • School Counselling • Off-site Alternative Provision • Adjustments to school timetable