



Ribbleton Avenue Methodist Junior School Whole School Provision Map- Quality First Teaching

Reflecting the graduated approach, adaptive teaching focus and inclusive practice across all four areas of SEND need.

Wave 1 – Quality First Teaching	Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory & Physical
<p>Whole-school adaptive teaching approach embedded across all classrooms.</p> <ul style="list-style-type: none"> • High expectations for all pupils • Scaffolding used effectively and gradually reduced • Retrieval practice and links to prior learning • Pre-teaching of vocabulary • Chunking and sequencing of learning • Explicit modelling and worked examples • Flexible grouping 	<ul style="list-style-type: none"> • Learning ladders and scaffolded tasks • Writing frames and structured support • Nessy interventions • Toe by Toe intervention • Fine motor and handwriting support • Pre-teaching and overlearning • Concrete and tactile resources • Alternative ways to demonstrate understanding • Access to ICT and assistive technology • Use of coloured 	<ul style="list-style-type: none"> • Structured classroom routines • Visual timetables and now/next boards • Visual prompts and dual coding • Simplified and chunked instructions • Additional processing time • Explicit vocabulary teaching • Talking partners and collaborative learning • Use of social stories • Prompt cards and checklists • WellComm interventions 	<ul style="list-style-type: none"> • Restorative and relational practice embedded • Meet and greet at transitions • Heart Room provision available throughout the day • Movement and sensory breaks • Calm spaces and quiet zones available • Wobble cushions and sensory supports • Ear defenders and fiddle tools • Reward systems and personalised motivation • Flexible approaches 	<p>Visual:</p> <ul style="list-style-type: none"> • Coloured overlays and paper • Enlarged print where required • Consideration of lighting and glare • Seating near teacher/board • Use of iPads and enlarged digital text <p>Hearing:</p> <ul style="list-style-type: none"> • Reduced background noise • Clear face-to-face communication • Repetition and checking understanding • Additional thinking time

<p>and targeted support</p> <ul style="list-style-type: none"> • Visual supports and dual coding • Alternative recording methods • Use of technology to support independence • Adaptive questioning and checking for understanding • Reduced cognitive overload through carefully designed resources • Consistent classroom routines • Multisensory approaches • Inclusive classroom environments 	<p>overlays/paper</p> <ul style="list-style-type: none"> • Nest provision for Cognition & Learning pupils • Small group and targeted interventions • Retrieval practice embedded into lessons • Additional processing time 	<p>Colourful Semantics Interventions</p> <ul style="list-style-type: none"> • Speech and language interventions • Seating considered carefully • Quiet workspaces available • Reduced use of abstract language • Multi-sensory approaches to spoken language 	<p>to learning tasks</p> <ul style="list-style-type: none"> • Team Around the Child approach • Counselling and play therapy • Social skills and nurture groups • Anger management and mindfulness sessions • Positive relationships and strengths-based approaches 	<ul style="list-style-type: none"> • Careful classroom seating <p>Physical/Coordination:</p> <ul style="list-style-type: none"> • Adjustable seating and positioning • Sloping boards where required • Fine and gross motor interventions • Access to ICT instead of extended writing where appropriate • Adapted resources and equipment
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Key Whole-School Inclusion Priorities

- Adaptive teaching embedded consistently across school
- Reducing cognitive overload and increasing independence
- Maintaining ambitious curriculum access for all pupils
- Promoting inclusion within whole-class learning
- Strengthening staff confidence in scaffolding and SEND strategies
- Ensuring SEND pupils participate meaningfully alongside peers
- Using relational and restorative approaches to support SEMH needs