

Foundation Stage			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Illustrated dictionaries; • Alphabet strips; • Number lines; • Letters and numbers in all provision areas; • Full time TA support; • Visual timetable • Little Big Maths • Knowledge organisers • Homework journals (Reception) • Busy bags (home/school activity packs) • Story sack lending service 	<ul style="list-style-type: none"> • Additional name writing; • 'It's in a Little Bag' • Sound saturation • Numicon intervention 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Precision teaching • Additional readers 1:1
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome • Visual aids/ modelling; • Simplified language; • Language rich environment; • Full time TA class support; • Visual timetable • Role play area 	<ul style="list-style-type: none"> • Working alongside in provision areas modelling simple language; • Musical Interaction • NELI 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Object based visual timetable; • Individual musical interaction; • Speech therapy programmes-playscripts /colour coding • Speech therapy sessions with therapist in school

Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy • Whole school/ class rules • Whole school reward/ sanction systems 	<ul style="list-style-type: none"> • Transition groups • Behaviour support groups 	<ul style="list-style-type: none"> • Learning Mentor who also runs Parent Support Advisor • Individual behaviour plan • Reward chart • Drawing and Talking
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical/ sensory impairment • PE once per week (Reception) • Outdoor provision 	<ul style="list-style-type: none"> • 'It's in a Little Bag' • Pencil grips • Rhythm and write • Pre-handwriting interventions • Handwriting intervention 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Sensory baskets • Sensory room

Year 1			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Interactive displays; • Literacy and Maths working wall; • Alphabet strips; • Number lines; 	<ul style="list-style-type: none"> • Rainbow words • Numicon • Extra phonics • Paired reading 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Daily readers • Alternative assessment Wakefield progression steps • Precision teaching • Toe by Toe

	<ul style="list-style-type: none"> • Examples of excellent work on display (WAGOLL) • Full time TA class support; • Visual timetable; • Informative marking • Big Maths • Knowledge organisers • TT Rockstars 		
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • Full time TA class support; • Visual timetable; • Role play area; 	<ul style="list-style-type: none"> • Time to Talk • Lego therapy 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Individual visual timetable; • Individual now/ next board; • Speech therapy programmes-playscripts /colour coding • Speech therapy sessions with therapist in school
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment 	<ul style="list-style-type: none"> • Good to be me group 	<ul style="list-style-type: none"> • TA support at playtime • TA/ Learning Mentor support at lunchtime • Learning Mentor • Home school book • Individual Behaviour plan • Individual reward systems • Drawing and Talking • Counselling / bereavement

<p>Sensory and Physical</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground/gym equipment 	<ul style="list-style-type: none"> • Pencil grips • Pre-handwriting intervention • Handwriting intervention • Rhythm and write 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Sensory baskets • Sensory room
------------------------------------	--	--	--

<p>Year 2</p>			
<p>Area of Need</p>	<p>Wave 1</p>	<p>Wave 2</p>	<p>Wave 3</p>
<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Literacy and Maths working wall; • Illustrated dictionaries; • Alphabet strips; • Word banks • Number lines; • 100 squares; • Examples of excellent work on display (WAGOLL) • TA class support; • Visual timetable; • Knowledge organisers • TT Rockstars 	<ul style="list-style-type: none"> • Rainbow words • Numicon (3 x20 mins) • Extra phonics • Paired reading 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Daily readers 1:1 • Alternative assessment Wakefield progression steps • Precision teaching • Toe by Toe
<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum 	<ul style="list-style-type: none"> • Time to Talk • Lego therapy 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work

	<ul style="list-style-type: none"> planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • TA class support; • Visual timetable; • Role play area; • Big Maths 		<ul style="list-style-type: none"> • Individual visual timetable; • Individual now/ next board; • Speech therapy programmes -playscripts /colour coding • Speech therapy sessions with therapist in school
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment at lunchtime 	<ul style="list-style-type: none"> • Good to be me group 	<ul style="list-style-type: none"> • TA support at playtime • TA/ Learning Mentor support at lunchtime • Learning Mentor • Home school book • Individual Behaviour plan • Individual reward systems • Drawing and Talking • Counselling / bereavement • Three houses • Risk and resilience questionnaire
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground/gym equipment 	<ul style="list-style-type: none"> • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention • Rhythm and write 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Sensory baskets • Sensory room

Year 3			
Area of Need	Wave 1	Wave 2	Wave 3

<p>Cognition and Learning</p>	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Literacy and Maths working wall; • Word banks • Number lines; • 100 squares; • Examples of excellent work on display (WAGOLL) • TA class support; • Visual timetable; • Informative marking • Big Maths • Knowledge organisers • TT Rockstars 	<ul style="list-style-type: none"> • Rainbow words • Numicon • Phonics groups • Paired reading 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Daily readers 1:1 • Alternative assessment Wakefield progression steps / Birmingham continuum • Precision teaching • Toe by Toe
<p>Communication and Interaction</p>	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • TA class support; • Visual timetable • Knowledge organisers 	<ul style="list-style-type: none"> • Time to Talk • Lego therapy 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Individual visual timetable; • Individual now/ next board; • Speech therapy programmes; • Word webs • Speech therapy sessions with therapist in school
<p>Emotional, Behavioural and Social</p>	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; 	<ul style="list-style-type: none"> • Good to be me group 	<ul style="list-style-type: none"> • TA support at playtime • TA/ Learning Mentor support at lunchtime • Learning Mentor

	<ul style="list-style-type: none"> • Whole school reward/sanction systems; • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/sanctions; • Play equipment at lunchtime 		<ul style="list-style-type: none"> • Home school book • Individual Behaviour plan • Individual reward systems • Drawing and Talking • Counselling / bereavement • ELSA • Three houses • Risk and resilience questionnaire
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground/gym equipment 	<ul style="list-style-type: none"> • Pencil grips • Pre-handwriting intervention • Handwriting intervention 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Sensory baskets • Sensory room

Year 4			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Dictionaries; • Word banks • Number lines; • 100 squares; • Examples of excellent work on display (WAGOLL) 	<ul style="list-style-type: none"> • Rainbow words • Numicon • Paired reading • Read a bit, think a bit, talk a bit, write a bit 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Daily readers 1:1 • Alternative assessment Wakefield progression steps / Birmingham continuum • Precision teaching • Toe by Toe

	<ul style="list-style-type: none"> • TA class support; • Visual timetable; • Knowledge organisers • Big Maths • TT Rockstars 		
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • TA class support; • Visual timetable; 	<ul style="list-style-type: none"> • Lego therapy • Life skills 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Individual visual timetable; • Individual now/ next board; • Speech therapy programmes; • Word webs • Speech therapy sessions with therapist in school
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment at lunchtime 	<ul style="list-style-type: none"> • Good to be me group • Life skills 	<ul style="list-style-type: none"> • TA support at playtime • TA/ Learning Mentor support at lunchtime • Learning Mentor • Home school book • Individual Behaviour plan • Individual reward systems • Drawing and Talking • Counselling / bereavement • ELSA • Three houses • Risk and resilience questionnaire
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; 	<ul style="list-style-type: none"> • Pencil grips 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work

	<ul style="list-style-type: none"> • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground/gym equipment 	<ul style="list-style-type: none"> • Pre-handwriting intervention • Handwriting intervention 	<ul style="list-style-type: none"> • Sensory basket • Sensory room
--	---	--	--

Year 5			
Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Dictionaries; • Word banks • Number lines; • 100 squares; • Examples of excellent work on display (WAGOLL) • TA class support at least every morning; • Visual timetable; • Knowledge organisers • Big Maths • TT Rockstars 	<ul style="list-style-type: none"> • Rainbow words • Numicon • Paired reading • Read a bit, think a bit, talk a bit, write a bit 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Daily readers • Alternative assessment Wakefield progression steps / Birmingham continuum • Precision teaching • Toe by Toe
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; 	<ul style="list-style-type: none"> • Life skills • Lego therapy 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Individual visual timetable; • Individual now/ next board;

	<ul style="list-style-type: none"> • Visual aids/ modelling; • Simplified language; • TA class support at least every morning; • Visual timetable; 		<ul style="list-style-type: none"> • Speech therapy programmes; • Word webs • Speech therapy sessions with therapist in school
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment at lunchtime 	<ul style="list-style-type: none"> • Good to be me group • Life skills 	<ul style="list-style-type: none"> • TA support at playtime • TA/ Learning Mentor support at lunchtime • Learning Mentor who also runs Parent Support Advisor • Home school book • Individual Behaviour plan • Individual reward systems • Drawing and Talking • Counselling / bereavement • ELSA • Three houses • Risk and resilience questionnaire
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground/gym equipment 	<ul style="list-style-type: none"> • Pencil grips • Pre-handwriting intervention • Handwriting intervention 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Sensory baskets • Sensory room

Year 6

(Updated September 2022)

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Dictionaries; • Word banks; • Number lines; • 100 squares; • TA class support; • Visual timetable; • Informative marking • Knowledge organisers • Big Maths • TT Rockstars 	<ul style="list-style-type: none"> • Rainbow words • Numicon • Spelling • Booster groups • Paired reading • Read a bit, think a bit, talk a bit, write a bit 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Daily readers • Precision teaching • Toe by Toe
Communication and Interaction	<ul style="list-style-type: none"> • Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • TA class support; • Visual timetable; 	<ul style="list-style-type: none"> • Life skills • Lego therapy 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Individual visual timetable; • Individual now/ next board; • Speech therapy programmes' • Word webs • Speech therapy sessions with therapist in school
Emotional, Behavioural and Social	<ul style="list-style-type: none"> • Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; 	<ul style="list-style-type: none"> • Transition groups • Good to be me group • Life skills 	<ul style="list-style-type: none"> • TA support at playtime • TA/ Learning Mentor support at lunchtime • Learning Mentor who also runs Parent Support Advisor

(Updated September 2022)

	<ul style="list-style-type: none"> • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment at lunchtime 		<ul style="list-style-type: none"> • Home school book • Individual Behaviour plan • Individual reward systems • Drawing and Talking • Friendship Groups • Counselling / bereavement • 'Good to be me' groups • ELSA • Three houses • Risk and resilience questionnaire
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground/gym equipment • Heart start 	<ul style="list-style-type: none"> • Pencil grips • Handwriting intervention 	<ul style="list-style-type: none"> • Individual Supporting me to learn plan work • Sensory baskets • Sensory room

Grove Lea Primary School: Provision Mapping



(Updated September 2022)