Grove Lea Primary School: Provision Mapping

Foundation Stage			
Area of Need	**Wave 1**	**Wave 2**	**Wave 3**
Cognition and Learning	• 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 • Education city	• Additional name writing; • 'It's in a Little Bag' • Sound saturation • Numicon intervention	• Individual Supporting me to learn plan work • Precision teaching • Additional readers 1:1
Communication and Interaction	• 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	• Working alongside in provision areas modelling simple language; • Musical Interaction • Lego therapy	• Individual Supporting me to learn plan work • Object based visual timetable; • Individual musical interaction; • Speech therapy programmes-playscripts /colour coding

(Updated May 2020)

			• Speech therapy sessions with therapist in school
Emotional, Behavioural and Social	• Whole school behaviour policy • Whole school/ class rules • Whole school reward/ sanction systems • SEADLINGS/ SEAL	• Time to Talk • Transition groups • Behaviour support groups	• Learning Mentor who also runs Parent Support Advisor • Individual behaviour plan • Reward chart • Drawing and Talking
Sensory and Physical	• Flexible teaching arrangements • Staff aware of implications of physical/ sensory impairment • PE once per week (Reception) • Outdoor provision	• 'It's in a Little Bag' • Pencil grips • Rhythm and write	• Individual Supporting me to learn plan work • Sensory basket s • Dark den – light • Sensory room

Year 1			
Area of Need	**Wave 1**	**Wave 2**	**Wave 3**
Cognition and Learning	• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Interactive displays; • Literacy and Maths working wall;	• Rainbow words • Numicon • Additional name writing • Extra phonics • Paired reading • Take 5	• Individual Supporting me to learn plan work • Daily readers • Write into books • First steps into writing • Alternative assessment Wakefield progression steps • Catch up Maths / Literacy

(Updated May 2020)

	• Illustrated dictionaries; • Alphabet strips; • Number lines; • Examples of excellent work on display (WAGOLL) • Full time TA class support; • Visual timetable; • Informative marking • Big Maths • Knowledge organisers • Education city • TT Rockstars		• Precision teaching • Toe by Toe
Communication and Interaction	• 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;	• Musical Interaction • Time to Talk • Lego therapy	• 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	• Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Celebration Assembly;	• Good to be me group • Friendship Groups	• 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

(Updated May 2020)

	• Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment • Playtime Buddies		• Drawing and Talking • Counselling / bereavement
Sensory and Physical	• Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground	• 'It's in the Bag' • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention • Rhythm and write	• Individual Supporting me to learn plan work • Sensory basket s • Dark den – light • Sensory room

Year 2			
Area of Need	**Wave 1**	**Wave 2**	**Wave 3**
Cognition and Learning	• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Interactive displays; • Literacy and Maths working wall; • Illustrated dictionaries; • Alphabet strips; • Word banks • Number lines; • 100 squares;	• Rainbow words • Numicon (3 x20 mins) • Extra phonics • Paired reading • Handwriting • Take 5	• Individual Supporting me to learn plan work • Daily readers 1:1 • Write into books • First steps into writing • Alternative assessment Wakefield progression steps • Catch up Maths / Literacy • Precision teaching • Toe by Toe

(Updated May 2020)

	• Examples of excellent work on display (WAGOLL) • Full time TA class support; • Visual timetable; • Informative marking • Knowledge organisers • Education city • TT Rockstars		
Communication and Interaction	• 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; • Big Maths	• Musical Interaction • Time to Talk • Socially Speaking • Lego therapy	• 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	• 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	• Good to be me group	• 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 • Three houses • Risk and resilience questionnaire

(Updated May 2020)

Sensory and Physical	• Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground	• 'It's in the Bag' • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention • Rhythm and write	• Individual Supporting me to learn plan work • Sensory baskets • Dark den – light • Sensory room

Year 3			
Area of Need	**Wave 1**	**Wave 2**	**Wave 3**
Cognition and Learning	• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Interactive displays; • Literacy and Maths working wall; • Illustrated dictionaries; • Word banks • Number lines; • 100 squares; • Examples of excellent work on display (WAGOLL) • Full time TA class support; • Visual timetable; • Informative marking • Big Maths • Knowledge organisers • Reciprocal reading	• Rainbow words • Numicon • Phonics groups • Paired reading	• Individual Supporting me to learn plan work • Daily readers 1:1 • Speed up • Alternative assessment Wakefield progression steps / Birmingham continuum • Catch up Maths / Literacy • Precision teaching • Toe by Toe • Phonological Awareness Training

(Updated May 2020)

	• Education city • TT Rockstars		
Communication and Interaction	• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • Full time TA class support; • Visual timetable • Knowledge organisers	• Talking Partners (3 x 20 minutes); • Musical Interaction • Time to Talk • Socially Speaking • Lego therapy	• 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	• Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Restorative Practice • Daily circles • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment at lunchtime	• Good to be me group • Friendship Groups	• 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	• Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week	• 'It's in a Little Bag' • Pencil grips • Fit to Learn • Pre-handwriting intervention	• Individual Supporting me to learn plan work • Sensory basket s • Dark den – light • Sensory room

(Updated May 2020)

	• Trim trail in playground	• Handwriting intervention • Change for life / adventure groups	

Year 4			
Area of Need	**Wave 1**	**Wave 2**	**Wave 3**
Cognition and Learning	• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Interactive displays; • Literacy and Maths working wall; • Dictionaries; • Word banks • Number lines; • 100 squares; • Examples of excellent work on display (WAGOLL) • Full time TA class support; • Visual timetable; • Informative marking • Knowledge organisers • Big Maths • Reciprocal reading • Education city • TT Rockstars	• Rainbow words • Numicon • Paired reading • Read a bit, think a bit, talk a bit, write a bit	• Individual Supporting me to learn plan work • Daily readers 1:1 • Speed up • Alternative assessment Wakefield progression steps / Birmingham continuum • Catch up Maths / Literacy • Precision teaching • Toe by Toe • Phonological Awareness Training
Communication and Interaction	• Quality first teaching, differentiated curriculum	• Musical Interaction • Socially Speaking • Lego therapy	• Individual Supporting me to learn plan work • Individual visual timetable;

	planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • Full time TA class support; • Visual timetable;	• Life skills	• Individual now/ next board; • Speech therapy programmes; • Word webs • Speech therapy sessions with therapist in school
Emotional, Behavioural and Social	• Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Restorative Practice • Daily circles • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment at lunchtime	• Socially Speaking • Good to be me group • Friendship Groups • Life skills	• 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	• Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground	• 'It's in the Little Bag' • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention • Change for life / adventure groups	• Individual Supporting me to learn plan work • Sensory basket • Dark den – light • Sensory room

(Updated May 2020)

Grove Lea Primary School: Provision Mapping

Year 5			
Area of Need	**Wave 1**	**Wave 2**	**Wave 3**
Cognition and Learning	• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Interactive displays; • Literacy and Maths working wall; • Dictionaries; • Word banks • Number lines; • 100 squares; • Examples of excellent work on display (WAGOLL) • Creative curriculum • TA class support at least every morning; • Visual timetable; • Informative marking • Knowledge organisers • Big Maths • Reciprocal reading • Education city • TT Rockstars	• Rainbow words • Numicon • Paired reading • Read a bit, think a bit, talk a bit, write a bit	• Individual Supporting me to learn plan work • Daily readers • Speed up • Alternative assessment Wakefield progression steps / Birmingham continuum • Catch up Maths / Literacy • Precision teaching • Toe by Toe • Phonological Awareness Training
Communication and Interaction	• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome;	• Musical Interaction • Socially Speaking • Life skills • Lego therapy	• Individual Supporting me to learn plan work • Individual visual timetable; • Individual now/ next board;

(Updated May 2020)

	• Visual aids/ modelling; • Simplified language; • TA class support at least every morning; • Visual timetable;		• Speech therapy programmes; • Word webs • Speech therapy sessions with therapist in school
Emotional, Behavioural and Social	• Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Restorative Practice • Daily circles • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment at lunchtime	• Socially Speaking • Early Birds breakfast reading club • Good to be me group • Friendship Groups • Life skills	• 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	• Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground	• 'It's in the Bag' • Pencil grips • Fit to Learn • Pre-handwriting intervention • Handwriting intervention	• Individual Supporting me to learn plan work • Sensory baskets • Dark den – light • Sensory room

Year 6			
Area of Need	**Wave 1**	**Wave 2**	**Wave 3**

(Updated May 2020)

Grove Lea Primary School: Provision Mapping

Cognition and Learning	• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Interactive displays; • Literacy and Maths working wall; • Dictionaries; • Word banks; • Number lines; • 100 squares; • Examples of excellent work on display (WAGOLL) • Creative curriculum • Full time TA class support; • Visual timetable; • Informative marking • Knowledge organisers • Big Maths • Reciprocal reading • Education city • TT Rockstars	• Rainbow words • Numicon (3 x20 mins) • Superstar Spelling (5 x 10 mins) • Early Birds booster sessions • Booster groups • Catch up Maths / Literacy • Paired reading • Read a bit, think a bit, talk a bit, write a bit	• Individual Supporting me to learn plan work • Daily readers • 1-1 tuition • Speed up • Precision teaching • Toe by Toe • Phonological Awareness Training
Communication and Interaction	• Quality first teaching, differentiated curriculum planning, activities, delivery and outcome; • Visual aids/ modelling; • Simplified language; • Full time TA class support; • Visual timetable;	• Musical Interaction • Socially Speaking • Life skills • Lego therapy	• 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

(Updated May 2020)

Emotional, Behavioural and Social	• Whole school behaviour policy; • Whole school/ class rules; • Whole school reward/ sanction systems; • Restorative Practice • Daily circles • Celebration Assembly; • Whole school lunchtime behaviour policy/ rewards/ sanctions; • Play equipment at lunchtime	• Socially Speaking • Transition groups • Good to be me group • Life skills	• 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 • Friendship Groups • Counselling / bereavement • 'Good to be me' groups • ELSA • Three houses • Risk and resilience questionnaire
Sensory and Physical	• Flexible teaching arrangements; • Staff aware of implications of physical/ sensory impairment; • PE twice per week • Trim trail in playground • Heart start	• Pencil grips • Speed up • Fit to Learn • Pre-handwriting intervention • Handwriting intervention	• Individual Supporting me to learn plan work • Sensory basket s • Dark den – light • Sensory room

Grove Lea Primary School: Provision Mapping

Grove Lea
Primary School

(Updated May 2020)