



Sensory and/or Physical



Relating to difficulties with :

Motor Skills :

- Handwriting
- Using cutlery and other tools (scissors)
- Motor planning
- Balance
- Gross motor movements

Sensory Processing :

- Hypersensitive sensory needs
- Hypo sensitive sensory needs
- Pica

Physical Needs :

- Toileting and self-care
- Mobility

Sensory Impairment :

- Hearing impairment
- Visual impairment

HOW WE SUPPORT : QUALITY FIRST TEACHING – ALL CHILDREN

- Teacher awareness and understanding of learning needs of all children
- Regular adapted PE lessons
- Explicit handwriting sessions
- Audit of environment to consider adaptations required
- Accessibility plan regularly reviewed and updated
- A broad, balanced and engaging curriculum
- Learning breaks between lessons

SEN SUPPORT - SOME CHILDREN

- Learning breaks to regulate
- Go Noodle movement programme
- Handwriting intervention
- Fine motor skills exercises using Write from the Start or Speed Up!
- Writing slope
- Pencil grips
- Support toileting as necessary
- Support to cut up food
- Sensory questionnaire completed by school and home
- Sensory breaks
- Access to inclusive sports
- Speech to type resource

HIGH NEEDS SUPPORT – FEW CHILDREN

- Individual SEND plan in place with regular parent / carer communication points
- Interventions personalised and planned around needs
- 1:1 TA support where needed
- Involvement in a range of agencies (eg. speech & language, CAMHS, OT is appropriate)
- Collaboration with parents on a regular basis
- Individual sensory plan
- Specific technology to support visual and hearing impairments