Sensory and Physical

Respect *For All* | **Ambitious** *In Aspirations* | **Bold** *In Actions*

"...with God all things are possible" Matthew (19:26)

Possible indicators

Fine and/or gross motor difficulties
Vision impairment.
Hearing impairment.
Physical difficulty.
Sensory processing difficulty.

Individualised

☐EP referral
☐OT referral
☐SSS referrals
☐Visual Impairment Team
☐Hearing aid ☐Magnifier
☐Laptop/IPad (individual)
☐EHCP Annual Reviews
☐Toileting Plan ☐EHCP referral if needed
☐Referral to external agencies as needed

Targeted

☐Individual SEND Plan written (ISP)
☐Assess, Plan, Do, Review(APDR)
☐Weighted belt/ jacket/ lap pad ☐Chewlery
☐1:1 or small group intervention Inc. MSU,Write From the Start
☐Bean bags ☐Specialist chairs ☐Footrests ☐Tummy time
☐Heavy lifting activities ☐Sloped writing desks ☐Sensory Trail
☐Planned high intensity outdoor activities e.g. running ☐Fizz break
☐ Fiddle toys ☐Targeted work with sports coaches in free time ☐Ear defenders
☐Wobble cushion ☐Distraction board ☐Sand timers ☐Support selecting dinners
☐Support trying new foods ☐scissors (loop) ☐Pen grips ☐Magnifier ☐Timer
☐Position in class ☐Sensory Support Service referral ☐Individual visual timetable ☐School Nurse
☐Proactive conversations with parents to ensure consistency of approach at home ☐Peep – Personal RA
☐Use of Specialist SEN OT TA to support targets ☐Coloured page exercise books ☐Thick lined exercise books

Universal

☐Quality First Teaching ☐Concrete resources/multisensory approach. ☐Additional time. ☐Repeated learning
☐Awareness of one page profile info – Knowing the child ☐Sensory Room
☐Formative assessment used to adjust content ☐adapted learning intentions ☐Independent activities ☐Pre-teach key vocabulary.
☐Language provides simple commentary, ☐Teaching and learning stepped from the 'Known'.
☐Verbal praise. Feedback recognises progress and effort, not just achievement. ☐Adults say the behaviour they want.
☐Collaborative learning, Paired writing, talk partners, random pairing activities, small group ☐ Duration of activities is apt ☐ Calm learning environment.
☐Opportunities given to record In different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames.
☐YPs name and eye contact used. ☐Adults say what they mean (avoid sarcasm, abstract vocabulary etc) ☐Structured, consistent routines. ☐Positive relationships evident.
☐Restorative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Praising
☐Opportunities to meet sensory need (Fiddle toys). ☐Agreed time out system/Fizz breaks. ☐Adults recognise how tiring some conditions can be when facing the whole school day.
☐Dyslexia friendly teaching – PowerPoints on non white, range of clear fonts, un-overloaded resources, Size 12/ 14 font/reading rulers, text on non white, appealing visual worksheets/resources.
☐Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. gestures, signs and images support understanding. Language is at appropriate developmental level. ☐Sensory bag in every classroom

Sensory Support Service (SSS)

Occupational Therapist (OT)

CAMHS

Educational Psychologist (EP)

Pediatrician