

Sensory and/or Physical Provision Map 2021-22

Wave 1- whole class

- Flexible teaching arrangements e.g. Seating children so that they can see, make sure children with hearing and sight problems sit in appropriate place
- flexible seating arrangements e.g. carpet spacers, cushions and wobble cushions
- teacher aware of implications of sensory and physical impairment e.g. making sure a child can see the mouth of the person who is speaking
- pupil sat close to the teacher
- hearing equipment is in place and used
- provide visual support where possible
- teacher to take helpful positions in class e.g. not moving around much when talking, standing close to people with hearing difficulties
- adult check-in comprehension
- teacher/TA starts with their name to indicate to whom they are speaking
- subtitles/ script provided if using Audio CD or DVD materials
- consideration of good listening conditions and reasonable adjustments are made e.g. absorbent flooring, silent heating and light system
- sound field system
- reduction of background noise
- additional time for processing
- appropriate training for staff in hearing impairment/ visual impairment/ medical needs
- personal emergency evacuation plan (PEEP)
- risk assessment for school trips
- alternative communication in use throughout the school where possible e.g. STC
- regular physical activity
- monitor well-being and self-esteem
- availability of resources e.g. writing slopes, matt laminates, triangular pencil grips, left-handed scissors, scissors with hand grips, use of coloured overlays and coloured worksheets, lime guides, use of different coloured pens for different sections on the boards, visual aids, fidget toys
- people is allowed to read with head very close to paper if this helps
- people is encouraged to be tidy and methodical with desk based activities to find materials easily
- enlarged font and not too much contrast with worksheets

- movement around the class/ School is modified to help keep the pupil safe e.g. keep to the left rule
- bags books equipment etc. are not left on the floor where the people might trip over them
- buddy in place to help with accessing visual materials and movement to different places where appropriate
- work displays are accessible to the pupil
- sole use of Visual/ reading materials to avoid the need to share
- extra time given to complete visually demanding tasks
- use of IT e.g. voice recognition software
- whole class gross motor movement breaks
- Accessibility audit completed and implemented
- Bright paint to highlight doors/exits/ hazards

Wave 2- small group

- Handwriting group
- rest breaks built into the day
- small group coordination support- fine motor skills, gross motor skills
- auditory/ visual perception activities
- modified resources
- TA support within class
- advice and resources from PIMST (Physical Impairment and Physical support team)

Wave 3- one to one

- Intimate care plan
- health care plan
- medication log
- individualised curriculum- So that all pupils will make progress each lesson at their own level
- individual occupational/physiotherapy therapy support IEP targets
- parental involvement in ensuring needs are accurately met e.g. carb weighing for children with diabetes
- specific staff training for medications
- TA to monitor safety and give support as required
- individual handwriting/ fine motor skills/ gross motor skills support as recommended by medical professionals
- provision of specialist equipment if required
- school trips carefully planned and risk assessed to be fully inclusive

- alternative lunchtime arrangements where necessary
- PFSA support