

Provision Map

Sensory and Physical Needs

(Wave 1) Universal provision. High Quality Teaching for All	(Wave 2) Early Interventions. Often group teaching	(Wave 3) Personalised provision. Additional and Different for some pupils often 1:1 SEN Support
<ul style="list-style-type: none"> · Position of the teacher. Teaching staff are clear to all children (i.e. not in front of the window and where possible at children eye height). · Flexible teaching arrangements e.g. seating, pupil able to move to access lesson, orientation of furniture allows for good access to all areas of the classroom. · Teacher aware of implications of sensory and physical impairment e.g. not covering mouth when talking to pupil with hearing impairment / light implications for visually impaired and lip readers, IWB coloured dimmed to 'buff' in order to aid reading/awareness of images. · Availability of resources including; writing slopes, matt laminates, coloured overlays, pencil grips, Chromebook, laptops appropriate to age/needs of the children, pointers for IWB, grip scissors. · Lesson differentiation based on both outcome and equipment used including PE such as high contrast resources/equipment. · Teaching strategies vary to enable all students a multisensory approach allowing adaptations to support learners needs & disabilities. · Outdoor and indoor learning– activities provided to promote fine motor skills such as dough disco, squiggle while you wiggle and forest school opportunities within the curriculum. · Safe space in all classrooms and around school. · Whole class mindfulness sessions and yoga. · Whole class movement breaks. · Weekly access to our therapy dog Gus. · Adaptations to sports day/sporting events such as activity chosen so all can access. · End peg and/or top tray for easy location. 	<ul style="list-style-type: none"> · Finger games/gym to encourage the use of both hands and develop fine motor skills. · Fine motor activities e.g. tracing, play dough manipulation, pin boards, threading activities, finger push toys (push to pop up), squeeze and stretch balls/putty, Write Dance, dough disco and squiggle while you wiggle. · Hand Eye coordination skills e.g. throwing and catching skills using range of resources, across body activities, following the pattern. · Balance e.g. keeps to a line; follow a curved line, low beams, playground time on climbing frame. · Use of music and light changes e.g. sounds in a quiet room, safe space, dark and light tents, reflectors in the dark, light sensitive balls, tactile resources (used for throwing and squeezing). · Targeted activities at lunchtime including group and individual challenges. · Adaptations to sports day/sporting events such as 1:1 chaperone/runner. 	<ul style="list-style-type: none"> · Frequent home/ school communication and shared aims through ILPP's. · Specialist support from SEND Hubs/ VI team/ Hearing team/Occupational Therapist for pupils needing highly differentiated individualised teaching. · Teaching team to implement programmes such as Braille, Touch type, Fantastic Fingers programme and Scan and Search to support our pupils with Visual Impairment with support from specialists. · Personalised learning programmes and therapy. · Physiotherapy programme developed by physio from CDC to be implemented daily by 1:1 support. · Use of specific learning resources to meet needs where possible (on loan from Harrogate Toy Library). · Individual support in class during PE/ sporting activities. · Access to ICT SEND approved programmes. · Individual arrangements for SATs. · Teacher use of resources e.g. hearing/ Visual impairment. · Teaching staff to monitor safety and accessibility at all times. · Teaching staff to give discreet support as required. · Provision of specialist equipment e.g. seating, ICT, ramp and handrails. · Additional planning and arrangements for transition. · Child placed in lead teachers' group for school trips. · Assess to headphones, chewelry and sensory comforters. · Longer sessions for parents evening. · Personalised sensory circuits and movement breaks. · Specialist support from SENCo for pupils needing highly differentiated individualised ILPPs and HCP's or outside agency involvement. · Individual risk assessments and additional support for children to attend visits out of school. · ILPP's, My Support Plans drafted with parents and pupil involvement and implemented throughout home and school.