

Provision Map

Sensory and Physical Needs

(Wave 1) Universal provision. High Quality Teaching for All	(Wave 2) Targeted- Often group teaching	(Wave 3) Specialist provision. Additional and Different for some pupils often 1:1 SEN Support
<ul style="list-style-type: none"> · Teaching staff are visible 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. · Staff are 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, reading aids, images uncluttered and enlarged text. · Availability of resources including; writing slopes, matt laminates, coloured overlays, pencil grips, Chromebook, 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 with 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 with basket of sensory fidgets, headphones and supportive text. · Whole class mindfulness sessions, movement breaks, sensory circuits and access to our therapy dog Gus shared across school. · Adaptations to sports day/sporting events such as activity chosen. · End peg and top tray for easy location. · Finger games/gym to encourage the use of both hands and develop fine motor skills. · Fine motor activities- tracing, play dough, pin boards, threading activities, finger push resources and squeeze/stretch balls/putty. 	<ul style="list-style-type: none"> · Use of music and light changes e.g. sounds in a quiet space, safe space, dark and light tents, fish lamp, projector lights, ICT music access, 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 or adapted equipment. · Access to headphones, chewelry and sensory comforters. · Personalised sensory circuits and movement breaks. · Adapted cutlery. · Use of specialist equipment. · Sensory profile completed by home and school. 	<ul style="list-style-type: none"> · Frequent home/ school communication. · Specialist support from SEND Hubs/ VI team/ Hearing team/OT. · 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. · 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 give discreet support as required including co-regulation support when needed. · 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. · Longer sessions for parents evening and transition meetings. · Specialist support from SENCo for pupils needing highly differentiated individualised ILPPs, My Support Plans and HCP's or outside agency involvement and parents and pupil involvement and implemented throughout home and school. · Individual risk assessments and additional support for children to attend visits out of school. · Reduced timetables to meet children individual needs. · Access to individual workstation. · Individual support with self-care. · Child placed in lead teachers' group for school trips. · Application for EHCP or referral to outside agencies involvement.