



Provision Map for - Sensory and/or Physical

Quality First Teaching	Booster Catch Up	Personalised Provision
<ul style="list-style-type: none">• Multi-sensory approach to learning - visual, auditory and kinaesthetic methods• Scaffold learning (building on prior knowledge and experience)• A structured environment that encourages independence in learning with accessible resources• Awareness raising for staff• Appropriate seating / work station• Encourage pupils to use aids, e.g. hearing aids, glasses, pencil grips• Ensure you have the pupil's attention before speaking• Staff will speak in a clear voice using an appropriate volume• The use of additional time to allow for processing of information, formulating responses and completing tasks• Ensure that all school policies and guidelines incorporate all pupils with a sensory and/or physical/medical impairment• Movement breaks planned in to lessons	<ul style="list-style-type: none">• Small group work structured with a purpose and measured impact• Mentoring/pastoral support at key times of day/week e.g. lunch time worries club• Makaton club• Makaton groups• Adapted PE sessions for whole class, small groups or individuals• Dough Disco• Fine motor skills group• Sporting opportunities• Go Noodle	<ul style="list-style-type: none">• Incorporate ILP targets into planning• Regular meetings with parents to discuss progress and set targets - extended parent consultation slots• Advice and support from specialist professionals e.g. speech and language therapist, physiotherapist, specialist teachers, occupational therapist• Specialist assessment of pupil's needs• Risk assessment to support inclusion in certain activities.• Enhanced skills training for the pupil and support staff to enable pupil to access the curriculum and be fully involved. When required, this may include: British Sign Language, Sign Supported English, Braille, Mobility, Independent Living skills, Enhancing social and emotional skills, Additional ICT skills, Specialist IT/Communication equipment, Loan of and training in the use of pupil specific, specialist equipment for staff and pupils, In-school training for staff (pupil specific)• Specialist arrangements to be made for tests• Individualised motivational rewards• Wobble cushions• Sensory room access• Use of CAN-Do tool to support identification of need and help prioritise targeting of intervention support

Where a need is identified support from specialist teachers will be requested to provide:

Hearing impaired	Visually Impaired	Physical/Medical
<ul style="list-style-type: none"> • To aid lip reading, stand still, do not stand in front of a window, keep instructions short, sit the pupil so that your full face is seen • Check for understanding through asking questions and observing responses • Repeat the contributions of other pupils • Allow extra time for thinking, processing and formulating response • Make sure you gain the pupils attention by first saying their name before giving instructions • Use of Makaton 	<ul style="list-style-type: none"> • Prescribed glasses should be worn as advised - ensure that they are clean • Do not ask visually impaired children to share books or worksheets • Photocopies need to be of high quality, good contrast, clear and not reduced in size • Work cards should be clear with good contrast between print and card, avoid work cards, paper etc. with a shiny surface • When writing on a board, it helps if the teacher speaks clearly as he/she is writing. • Keep the whiteboard clean and clear. Contrasting and dark markers should be used • Change background colour on the interactive whiteboard to reduce glare and improve contrast • The pupils should be positioned to make maximum use of natural lighting but to avoid glare. • An orderly environment is most important. Be aware that hazards may not always be seen e.g. bags on the floor • Make sure all glass screens e.g. computers and TVs are clean and unscratched. • To ensure good posture, use desk slope or board, or simple book stands on desks. • Make sure you gain the child's attention by first saying their name before giving instructions. 	<ul style="list-style-type: none"> • Arrange seating work areas so that pupils have: <ul style="list-style-type: none"> ➢ Space to move to/from area ➢ Have a clear view of the board or demonstration area ➢ Can reach equipment independently ➢ Have adequate space around to aid balance • It may be necessary to adopt different strategies in order to facilitate the ease of movement around the building: <ul style="list-style-type: none"> ➢ Timetabling of accessible rooms ➢ Place to store books and equipment ➢ Leaving lessons early to avoid busy corridors ➢ Opportunities to develop independence through management of the environment and support staff ➢ Buddy system • Differentiate tasks to reduce the amount of written working using: <ul style="list-style-type: none"> ➢ Grids/tables ➢ A scribe ➢ ICT • Aid access to ICT using strategies that may include: <ul style="list-style-type: none"> ➢ Using alternative hardware e.g. rollerball ➢ Using software to aid recording e.g. Clicker 7

- Provide additional equipment such as;
 - Easy grip scissors, tools, pen, pencils
 - Sloping writing wedge
 - Non slip mat
- Present work in a different format:
 - Clear, non 'busy' worksheets
 - Questions numbered to help with sequencing of task
 - Covering over part of a worksheet that is not being worked on to reduce distraction
- Make additional arrangements e.g.
 - Additional time to complete tasks
 - Opportunities to develop independence and decision making
 - Advance planning and special arrangements in order to be included in off-site visits
 - Special arrangements to be made for testing / examinations
 - Training for staff who may be involved in moving and handling for pupils for fire evacuation

Diabetes training

- Whole school training from NHS
- Training from parents for specific children