

Whole School Provision Map – Sensory and/or physical needs

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (COP 6.36)

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’ (COP 6.37)

Intent:

We strive to ensure that children with sensory and/or physical needs have the same opportunities and experiences as their peers. Appropriate support, equipment and resources enable children with sensory and/or physical needs to access the classroom curriculum, and personalised provision as required, as well as wider curriculum opportunities. Effective communication and close working relationships with external agencies ensure staff are equipped to understand and meet the needs of the children they work with.

Curriculum

Rich diversity of the school is embraced throughout the curriculum
Aims for excellence for all
Experiences and opportunities planned to raise aspirations
Trips, visits and visitors in all year groups
Use of Oxfam’s Curriculum for Global Citizenship

Quality First Teaching (support to access the curriculum)

Alternative methods for recording – In Print, iPads, scribes
Dyslexia friendly resources
Writing stations
Working walls (English, maths and topic)
Visual aids
Classroom environments adapted as needed
School environment includes a hygiene suite, lift and ramps
Specialist equipment – pencil grips, weighted blankets, wobble chair, writing boards
IT support – iPads, VI friendly keyboard, headphones
Support and strategies from Teacher for Deaf Children as required

Interventions

Tailored curriculum within the internal Enhanced Provision group for children with sensory needs (as part of their ASD) – including the use of sensory circuits, sensory stories, messy play and visual aids
Physiotherapy and Occupational Therapy programmes for individual children
Fine motor skills interventions and boosters
Personalised plans for children requiring sensory input to access the curriculum – movement breaks, Busy Boxes

Wider curriculum opportunities

After school clubs – sports, drama, choir, dance, games, cooking
In Harmony music lessons – adapted as necessary
P.E. and swimming lessons – adapted as necessary
Sports Day – adapted as necessary
Residential offered to all children Yr2-Yr6
Opportunities for all children to apply for roles such as buddies and school council
Into University for Yr4-6

CPD

Autism Team – Sensory training for all TAs, Good Autism Practice, and Leading Good Autism Practice
Teacher for Deaf Children – regular support for specific children and staff
Physiotherapist - 1:1 sessions and support for specific children
Occupational Therapist - 1:1 sessions and support for specific children
Community Training Team – health related training for staff
Moving and handling training
Internal staff CPD in Quality First teaching and adaptations, and specific interventions and resources

