

Sensory and/or Physical Needs

PHYSICAL NEEDS

Universal Descriptor Wave 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>Schools and settings: Student may present with <u>minimal</u> physical, gross / fine motor and spatial awareness difficulties</p> <p>Child is independent, with some minor adaptations to premises required</p> <p>Requires occasional support/supervision and adult support with personal activities and self-care skills. Some differentiation required</p> <p>Staff to monitor pupil's progress and support pupil to access all necessary areas of environment and curriculum</p>	<ul style="list-style-type: none"> • Class/subject teacher or key worker observe pupil's progress and identifies barriers to access to learning • Class/subject teacher or key worker has discussion with SENCO • Ask parents/carers if they have concerns. • Advice to see GP <p><u>Planning</u> Class/subject teacher plans and adapts curriculum to meet abilities of pupils</p>	<p>Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, with staff offering differentiated activities.</p> <p>Quality First Teaching with a specific consideration for children with physical needs. The class/subject teacher is accountable for the progress of the children and young people within the mainstream class. Curriculum tasks should be modified as required.</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements • Increased differentiation of activities and materials by design (i.e. adapted pencils, scissors etc.) • Alternative forms of recording routinely used, e.g. scribing, drawing, voice recording device, etc. • Use of visual, auditory and kinaesthetic approaches • Awareness that a pupil with physical needs may need more time to complete tasks and that equality of access may mean that they need to do some things differently • 'Small steps' approaches • Resources and displays that support independence • Routine feedback 	<p>Services:</p> <ul style="list-style-type: none"> • Early Years Learning Support Service Teacher involved for informal advice if required. • Health Visitor • School Nurse • GP <p>Changes and alterations to physical environment:</p> <ul style="list-style-type: none"> • Handrails • Taps • Low level furniture • Ramps • Thresholds • Height adjustable tables.

Environmental considerations need to be put in place to meet the needs of all pupils, e.g. seating position, personal space and classroom layouts, displays and signage.

A monitoring system should be in place to assess pupils' needs, plan to meet them, identify outcomes, implement, support and monitor and evaluate progress.

Providing assistance, as required, with:

- Personal care
- Handwriting
- Outdoor tasks
- Lunch times

Identify any **specific training** needs for staff

Transitions: thorough and timely preparations made for transition, both between year groups and between settings

Targeted Descriptor Wave 2	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>Pupil presents with <u>moderate</u> physical, gross/fine motor and spatial awareness difficulties</p> <p>Pupil requires:</p> <ul style="list-style-type: none"> • Additional / enhanced adult support at key times during the day • specific programmes of work <p>Staff should:</p> <ul style="list-style-type: none"> • Obtain specific advice and training for delivery of specific programmes and use of equipment 	<p>Class / subject Teacher/Key Worker/SENDCo involvement</p> <p>Planning A monitoring system should be in place to assess pupils' needs, plan to meet them, identify outcomes, implement, support and monitor and evaluate progress</p> <p>This might include an Individual Education Plan, a One Page profile, SEN Support Plan</p> <p>Specific personalised programmes with advice from other agencies</p>	<p>As above: Wave 1 Quality First teaching plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular, targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support • Advice from external agencies is implemented in the classroom • There may be a need for very structured and multi-sensory approaches to learning • Enhanced opportunities to use technological aids • The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning • Professionals support practitioners to devise, deliver and evaluate a personalised programme that accelerates learning • Pupils are taught strategies and provided with resources to assist with the development of independent learning • Alternative ways of recording include electronic devices <p>Identify any specific training needs for staff</p> <p>Transitions: thorough and timely preparations made for transition, both between year groups and between settings</p>	<p>Services:</p> <ul style="list-style-type: none"> • Early Years Learning Support Service Teacher involved for formal advice if required. • Portage • Learning Support Service <p>Health Agencies:</p> <ul style="list-style-type: none"> • Child Development Centre • Occupational Therapy • Physiotherapy • Moving and Handling Co-ordinator <p>Specific alterations to environment, special/adapted equipment and teaching approaches</p> <p>Specific training needs for staff</p> <p>Specialist resources may be necessary:</p> <ul style="list-style-type: none"> • Changing beds • Toilet adaptations • Hoists • Walking frames/ standing frames • Steps • Specialised seating • Ramps/ greater access

Bespoke Descriptor Wave 3	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
<p>Pupil presents with significant physical, gross/fine motor and spatial difficulties</p> <ul style="list-style-type: none"> • May have impaired mobility and/or communication • Pupil requires <u>close supervision</u> more frequently during the day and at unstructured periods, e.g. indoor/outdoor and free flow • Requires support to address self-care needs. • Staff will require advice and training. <p>Significant modification and/or differentiation of some/many aspects of the curriculum</p> <p>Staff will require advice and training re appropriate equipment and specific programmes of work and for adapted IT provision.</p>	<p>Class/Subject Teacher /Key Worker/SENCo/Head teacher involvement</p> <p>Planning SEN Support Plans</p> <p>Advice and specific personalised programmes delivered under the direction of the teacher / Physiotherapist, Occupational Therapist etc.</p>	<p>Teaching delivered through a highly individualised curriculum approach with planned opportunities to access specific individual programmes of support</p> <ul style="list-style-type: none"> • Work on significantly modified curriculum tasks • Access to daily, individual support • Encourage independence wherever possible • Create opportunities for peer to peer interaction • Monitor the progress of the pupil using highly structured methods • Provide opportunities for pupil to develop independent living skills through access to targeted interventions • Provide opportunities for the pupil to engage in community activity • Provide access to programmes of support as advised by paediatric therapy services <p>Additional adults support the pupil individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • Work on modified curriculum tasks • Access regular, individual support • Encourage independence • Create frequent opportunities for peer to peer interaction • Monitor the progress of the pupil using structured methods • Access programmes of support as advised by the paediatric therapy teams <p>A monitoring system should be in place to assess the pupil's needs, plan and identify outcomes, implement support and monitor and evaluate progress, for example an Individual Education Plan or One Page Profile.</p>	<p>Services:</p> <ul style="list-style-type: none"> • Consultancy / advice and guidance from Early Years Learning Support Service Teacher if required • Education Psychology if required • Therapists – Occupational Therapy, Physiotherapy, Speech and Language Therapy (SALT) • Assessment Co-ordinator for EHC Plan • SALT for communication aids • A high level of therapy intervention needed with access to Occupational Therapy and/or Physiotherapy visits and programmes implemented on a daily basis. <p>Monitoring and updating training needs for staff as is necessary.</p> <p>Monitoring equipment and resources for pupils altering/adapting as required as pupils grow, develop and mature</p>

<p>Close supervision to address safety and access in PE, safety issues during free-flow indoor / outdoor periods and unstructured periods of the day e.g. break times.</p> <p>Support to address self-care needs and use of modified equipment.</p> <p>Likely to require a portable writing aid.</p> <p>Appropriately trained support for moving and handling would be required.</p> <p>Frequent adult support for access to learning</p>		<p>Regular, i.e. at least termly, planned reviews including the parent and pupil should take place</p> <p>Identify any specific training needs for staff.</p> <p>Transitions: thorough and timely preparations made for transition, both between year groups and between settings</p>	
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