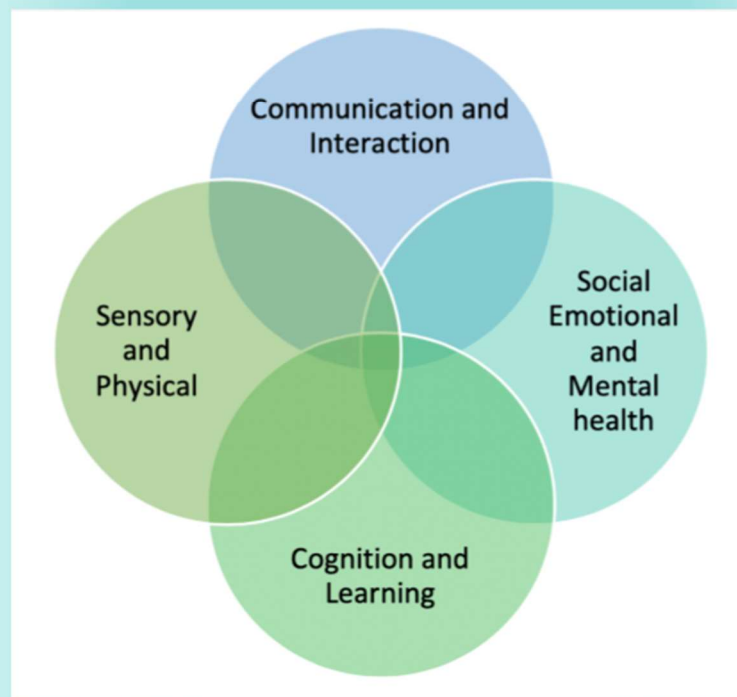




Sensory & Physical



SEND Guide

Please visit

www.oldham.gov.uk/grt for more information

Sensory & Physical Needs

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. "

SEN Code of Practice (6.34)

Desired outcomes- we want our children:

- ☺ To be able to access the mainstream curriculum independently
- ☺ To have increased confidence and self esteem
- ☺ To have a positive engagement and participation in learning
- ☺ To have improved social inclusion
- ☺ To progress and attain in line stage of development and general ability

Provision to support visual impairments may include:

- flexible seating arrangements
- enlarged resources
- appropriate spacing
- alternative backgrounds
- rest breaks for fatigue
- opportunities to self-advocate
- pre exposure to navigate resources

- tactile experiences
- larger recording spaces
- darker Lines
- darker mark making equipment

provision to support hearing impairments may include:

- limited background noise
- flexible seating arrangements
- opportunities to self-advocate
- pre-exposure/ teaching
- appropriate repetition

provision to support fine motor skills may include:

- adapted scissors- a range
- a range of pencil grips
- A range of adapted mark making tools
- additional task completion time
- rulers with a handle
- large recording spaces
- writing slope
- Dycem matting

Provision to support gross motor skills may include:

- seating wedge
- additional space in the furniture layout
- additional seating space
- designated workspaces
- designated spaces for lining up
- designated spaces for carpet time
- buddies to demonstrate tasks
- additional time to complete tasks

What might we see in children with physical or sensory needs?

It is likely that VI, HI or physical needs will already have been identified, with advice available as appropriate. However the following indicators may signal an unmet sensory or physical need:

- difficulty accessing resources
- Lack of Engagement
- poor attention and concentration- may appear dreamy or distracted

- work unfinished
- Misunderstanding
- poor presentation
- clumsiness/ delayed gross/ fine motor skills
- social behaviour/ unusual ignoring shouting out, may be physical when getting resources
- unclear speech
- Frustration
- lack of confidence/ self-esteem
- Headaches
- anxiety at certain times
- poor organisational skills
- ongoing incontinence problems
- poor self-help and independence
- poor attendance which interferes with retention of learning and general progress (possibly due to medical appointments)

High Quality Teaching

and differentiation that meets the needs of all children

what we might do?

The environment is planned taking into consideration the physical and sensory needs of all children to provide optimum learning conditions, this may include:

- playground
- classroom layout,
- display,
- signage
- lighting,
- use of blinds
- IWB and displays should be clear for all children,
- a dark pen should be used when writing on the board
- Good role models/ peer support

Opportunities to develop social and emotional relationships

A range alternative equipment may be used for example sloping board, bar magnifier, pencil grips, chairs, non-slip mats, foot

rest, weighted blanket, backpack, fidget toys, chew toys, ear defenders, coloured overlays

Consideration of children's learning styles. Adults verbalise work written on the board

Use of ICT and auxiliary aids such as iPads, enlarging texts, viewfinders, hearing loops, adaptive keyboards, radio devices

Risk assessments- transport arrangements, access audit for school trips, personal care facilities on trips

Alternatives to written recording

Movement breaks

Specific programs included in core offer for example jungle journey, motor skills United, dough disco, funky fingers

Staff awareness training of relevant medical conditions on a need-to-know basis

Tools

Visual impairment in the classroom (read and spell website)

Curriculum resources-RNIB website

Supporting a child with physical and sensory needs (NASEN podcast)

Resources for Physical Development

- Physical Development photocopyables
- Sensory Circuit: A Sensory motor skills programme for children
- Take Ten
- Jungle Journey
- Motor Skills United
- Write from the Start

