Sensory and Physical

Possible indicators

- Gross motor difficulties
- Fine motor difficulties
- Difficulty in the classroom environment
- Constant movement or fidgeting
- Balance concerns
- Vision or auditory difficulties
- Sensory processing difficulties

EHCP,

OT referrals,
Laptop/Chromebook
(bespoke settings)
Sensory support service plans,
Specific font and sizes,
Sensory support worker in school,
sensory technologies.

With God all things are possible

APDR

SEND Concern form

My Concern

Sensory Support
Service

Wobble cushion, fiddle toys, chewy buddies,

slanted boards, weighted blankets, adapted seating, foot rests,

Friction pens, ergonomic pens, movement breaks, textured paper

Sensory Support Service, OT support/referral, SEND support plan,

Motor Skills United, Weekly physio sessions as appropriate.

Awareness of one page profile info – Knowing the child

Concrete resources/multisensory approach. Additional time and /or rest break to support needs.

Repeated learning Opportunities given to record in different ways e.g. video, photographs, role play, word processing,

voice recording, scribe, mind maps, diagrams, writing frames. Formative assessment used to adjust content.

PowerPoints on non-white to support YP with VI, range of clear fonts, un-overloaded resources, Size 12/14 font/reading rulers,

text on non-white, appealing visual worksheets/resources. Verbal praise. Feedback recognises progress and effort, not just achievement

Differentiated equipment in practical subjects. Teaching and learning stepped from the 'Known'. Independent activities.

Pre-teach key vocabulary._Collaborative learning, Paired writing, talk partners, random pairing activities, small group.

Duration of activities is apt. Calm learning environment. Seating position in classroom reflects need e.g. VI front of class. YPs name and eye contact used.

Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised.

Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. Pupil communication valued and responded to. Structured, consistent routines. Positive relationships evident. Seated with supportive peer if activities are physical.

Opportunities to meet sensory or physical need (Fiddle toys / wobble cushions). Agreed time out system if stretching or sensory overload occurs. Adults recognise how

tiring some conditions can be when facing the whole school day. Adults aware of sensory triggers such as smells / textures when teaching.