

# Chadsmead's Support for Physical and Sensory Needs



All children take part in

- All aspects of the curriculum, including Educational Visits, where it is safe to do so – when a risk is identified, a risk assessment may be written in to identify any risks and where possible reduce the risk.
- Lessons where interactive whiteboard backgrounds and presentations, where possible, are altered to limit visual stress

Some children who need additional support might then also then take part in:

- Lessons where they may be provided with additional sensory or physical resources that may help to support their physical and sensory needs skills such as fiddle items, writing slope, coloured acetate overlays, different sized pens/pencils, foot rests, alternative seating, handwriting paper, different sized lines/squares in work books, handwriting pencil grips etc
- Lessons where adjustments to seating position, lighting, noise or sensory adjustments may be required and alternative provisions be put into place such as use of headphones, hearing aid communication systems, safe spaces, etc
- Additional small group interventions for fine motor or gross motor skill development within school
- Pupil Progress groups that take place within the school day providing targeted intervention on a specific physical or sensory need
- Specific programmes to meet individual levels of needs such as an occupational therapy programme or physiotherapy programme that are supported by NHS services, where it is possible to meet the need
- Additional home / school liaison to maintain communication and celebrate personal successes.
- Small group or 1:1 support relating to an Individual Plan for Support or Education Health Care Plan as they have been identified as children with Special Educational Needs or Difficulties and are registered on the school's Special Needs Register.

A few children may need further additional support through an external agency referral such as:

- GP / Medical Services – to discuss your concerns about a child's ongoing physical or sensory difficulties and or related medical diagnosis that impacts on their learning ie – Dyspraxia
- Staffordshire Local Authority SEND and Inclusion Hub & Local Management Group
- Hospital Services – advice from consultants and Paediatricians regarding physical and sensory needs within the school environment
- Ophthalmic Assessment – to identify if a child is suffering from signs of visual stress, that may result in prescribed tinted glasses.
- School Nurse 0 to 19 referral – to alert the school nurse and paediatric team about your child and the worries you have to obtain signposted help and support in order to support your own child's needs.
  - Occupational Therapy Service – to alert the occupational therapy team about your child's ongoing fine motor difficulties, the impact of this and any related concerns you or the school may have in order for further formal assessment to take place.
  - Physiotherapy Service – to alert the occupational therapy team about your child's ongoing gross motor difficulties, the impact of this and any related concerns you or the school may have in order for further formal assessment to take place.
- Staffordshire County Council's Hearing and Visual Impairment Team – NHS medical services notify this external support service of a child that has been diagnosed with significant long term visual or hearing impairment that will impact on their learning in order to obtain additional advice and support for their learning within school
- Another recognised professional external agency or charity relevant to the child's individual needs, such as the ophthalmologist, NHS Children and



Young People's Autism Service Sensory Assessment team, Staffordshire Local Authority Autism Inclusion Team.