

Whole School Provision for Sensory and/or Physical Needs

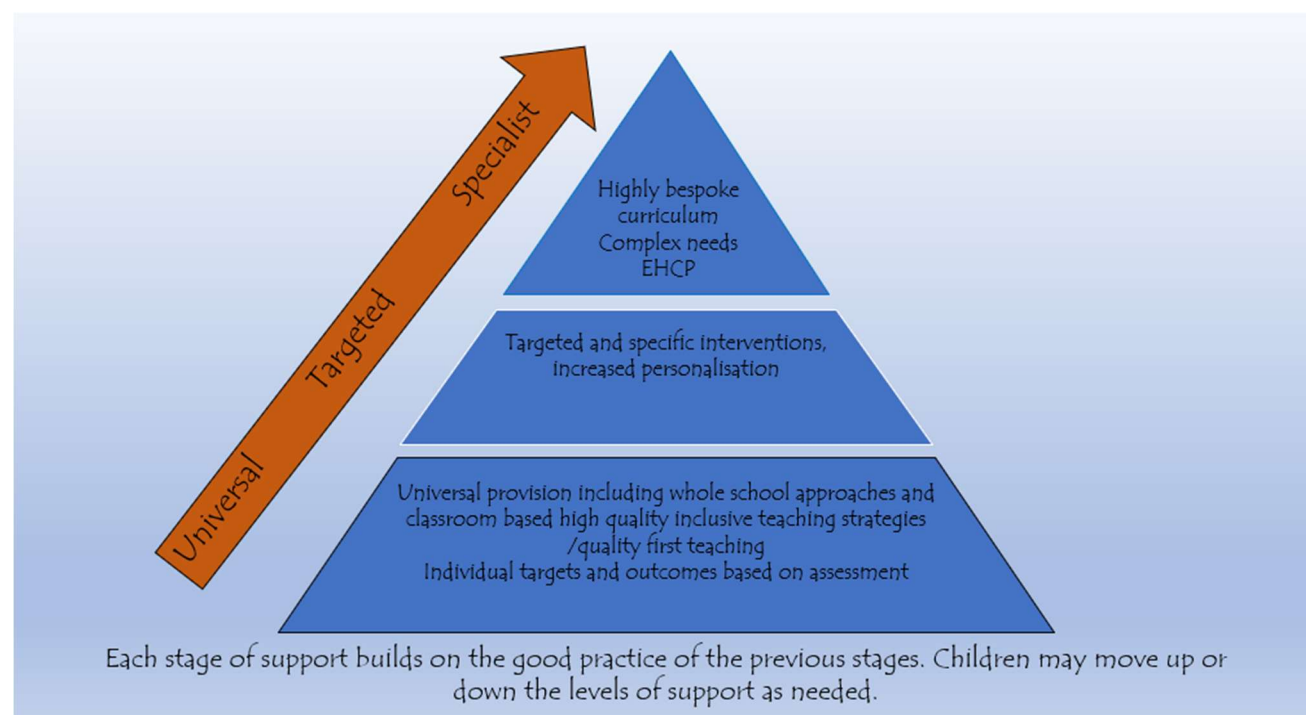
Our whole school provision map outlines the support, resources and interventions available at Hasland Infant School. This provision is detailed within the four broad areas of SEND, as identified by the SEND Code of Practice (2015).

These are:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- **Sensory and/or Physical (S/P)**
- Social, Emotional and Mental Health (SEMH).

Children with SEND will have a primary need i.e. the most prominent area of need but may also have additional needs in another area(s).

At Hasland Infant School, our SEND provision is organised into three categories; universal, targeted and specialist, in line with the graduated response to SEND, see the diagram below.



Sensory and/or physical needs affect how a child experiences and interacts with their environment and may impact their ability to access learning independently. Pupils with these needs may have difficulties related to vision, hearing, physical mobility, coordination, or sensory processing. In school, they may benefit from adaptations to the environment, specialist equipment, reasonable adjustments, and tailored support to ensure they can fully participate in learning and school life.

Below you will find the Sensory and /or physical section of our whole school provision plan, this outlines the support available at our school.

	Universal Provision	Targeted Provision	Specialist Provision
Sensory and/or Physical	- o Seating plans to meet needs - o Clear, open pathways - o Fidgets - o Going for a sensory walk - o Accessible environments - o Wiggit - o Calm, uncluttered environments - o Playground / lunchtime games - o Continuous provision e.g. sand /water - o Not laminating resources so they don't reflect light - o Reducing unnecessary displays - o Ramps - o Playground equipment - o Handwriting warm ups - o Fine and gross motor activities weekly - o Funky fingers - o SHAPE PE - o Quiet spaces - o Disabled toilet / hoist - o Dough disco - o Sticky kids - o Hand over hand - o Squiggle while you wiggle - o Sensory activities - o Makaton - o Writing and reading aids - o Reducing sensory overload	- o Chewellery - o Ear defenders (guidance on usage DCC SPN Toolkit) - o Adapted resources e.g. scissors / rulers / pens / sloped boards / wobble cushions / therabands etc. - o Risk assessments - o Peer massage - o Toileting support (intimate care) - o Morning hall group - o Derbyshire Sensory Toolkit audit and plan - o Reasonable adjustments to uniform - o Reasonable adjustments with food activities - o Adapted larger fonts - o Talking IPAD - o Opportunities for throwing / climbing as needed for individuals (taking children to do something that they use as a strategy to calm and regulate). - o Sitting spots - o Trips – risk assessments	- o Sensory room - o Derbyshire Visual Impairment Team - o Risk assessments - o Physiotherapy - o Occupational therapist - o Hearing aid support / hearing loop. - o Derbyshire Hearing Impairment Team - o Derbyshire Physical and Sensory Team - o Equipment e.g. adapted tables / foot stools / chairs.

Each stage of support builds on the good practice of the previous stage/s.