

Provision Map – Sensory and/or Physical Needs



Universal provision (Wave 1) High Quality Teaching for All	Early Interventions (Wave 2) Often group teaching	Personalised provision (Wave 3) Additional and Different for some pupils (often 1:1)
<ul style="list-style-type: none"> • Position of the teacher – teacher is clear to all children (i.e. not in front of the window) • Flexible teaching arrangements e.g. seating, pupil able to move to access lesson, orientation of furniture allows for good access to all areas of the classroom. • Teacher aware of implications of sensory and physical impairment e.g. not covering mouth when talking to pupil with hearing impairment / light implications for visually impaired and lip readers, IWB coloured dimmed to 'buff' in order to aid reading/awareness of images. • Availability of resources including; writing slopes, matt laminates, pencil grips, keyboards and mouse appropriate to age/needs of the children, pointers for IWB, grip scissors. • Lesson differentiation based on both outcome and equipment used including PE. • Teaching strategies vary to enable all students (visual, kinaesthetic, auditory, touch/interactive) • Outdoor learning and Atelier – activities provided to promote fine motor skills 	<ul style="list-style-type: none"> • Makaton and finger games to encourage the use of both hands and develop fine motor skills. • Fine motor activities e.g. tracing, play dough manipulation, pin boards, threading activities, finger push toys (push to pop up), squeeze and stretch balls/putty, Write Dance • Hand Eye coordination skills e.g. throwing and catching skills using range of resources, across body activities, following the pattern. • Balance e.g. keeps to a line; follow a curved line, low beams, playground time on climbing frame. • Use of music and light changes e.g. sounds in a quiet room, dark and light tents, reflectors in the dark, light sensitive balls (used for throwing and squeezing). • Targeted activities at lunchtime 	<ul style="list-style-type: none"> • Frequent home/ school communication and shared aims. • Specialist support from EMS staff/ CAMHS/Occupational Therapist for pupils needing highly differentiated individualised teaching. • Personalised learning programmes and therapy. • Physiotherapy programme developed by physio from CDC to be implemented daily by 1:1 support • Use of specific learning resources to meet needs where possible (on loan from Harrogate Toy Library) • Individual support in class during PE • Access to ICT e.g. PC with switch • Individual arrangements for SATs • Teacher use of resources e.g. radio mike for hearing impaired • TA to monitor safety and give discreet support as required e.g. physically impaired child • Individual speech therapy and language support by TA • Provision of specialist equipment e.g. seating, ICT • Additional planning and arrangements for transition