

Sensory and Physical needs

Code of practice

6.34 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.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

How to know what level of need this child/young person has:

Conversations with other involved professionals, including the use of health assessments

A consultation with parent/carers and CYP, where appropriate

Sharing of any paperwork which details any Sensory and Physical needs

Detailed observation with regards to the 8 senses (sight, taste, touch, hearing, smell, vestibular (balance), proprioceptive (movement) and interoceptive (internal))

Helpful organisations

- Hearing Support Team
- Vision Support Team
- ATFEST
- Inclusion service
- Diana Nursing Team
- Physiotherapist Support
- Occupational Therapist Support
- Specific related health teams/services

School based intervention

A child or young person whose needs are met by school-based additional support with some use of delegated SEND funding.



Examples of additional Interventions that should be considered

Assessment and planning

- Use of a structured observation profile to target differentiation including the use of SMART targets that are reviewed and updated regularly
- CYP and parent/carers involved in setting and monitoring targets
- Personal Emergency Evacuation Plan and Individual Health Care Plan may be developed with support from parents and healthcare professionals
- An Individual Management Plan may be written to share advice on successful strategies
- Use of specialist assessments to determine access to spoken language
- Assessment of the impact of hearing loss from a qualified teacher of the hearing impaired, to assess access to the curriculum and strategies to support

Teaching and learning

- Information about the CYP's difficulties is shared with relevant staff, in partnership with parents
- Adapted/modified equipment and teaching materials including access to a writing aids or the use of Assistive Technology for recording
- Provide a range of communication
- Classroom Teaching Assistants (TA) are targeted towards support for access for specific tasks/settings and is not necessarily needed for learning
- Advice from the QTHI has been implemented
- General sensory environment adjustments e.g. adjusting window blinds, seating plans etc
- Where a child is diagnosed as deaf, there should be assessment reports from Teachers of Deaf CYP.

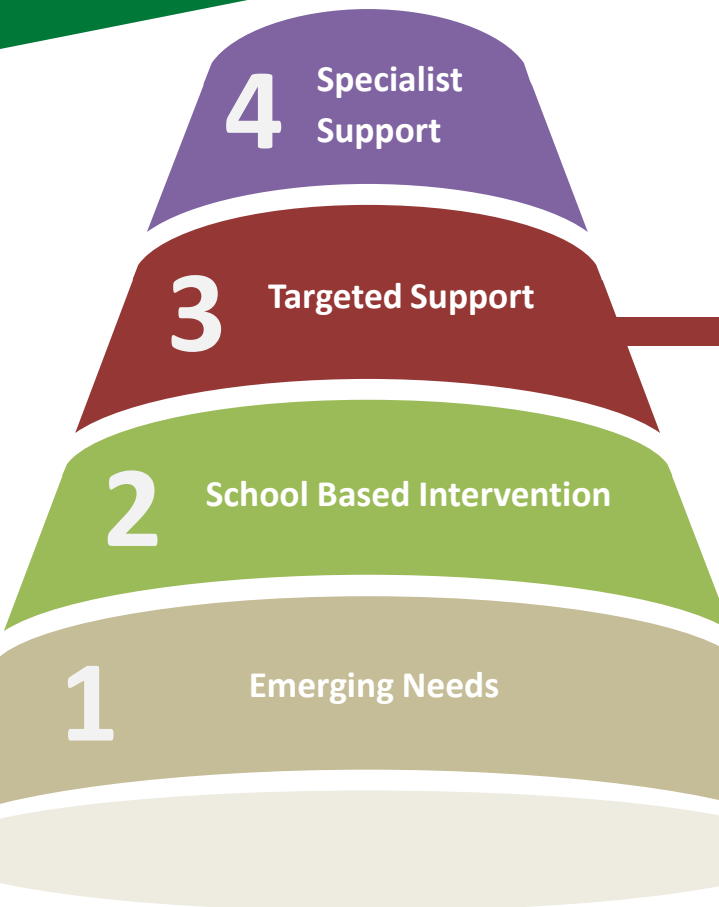
Curriculum and interventions

- Access to small group work to be planned and tailored to meet identified need and includes good role models
- Learning tasks differentiated by task and outcome to meet individual needs
- Assistance with some personal care (dressing and hygiene)
- Assistive technology software to minimise effort
- Structured and evaluated fine and gross motor programmes
- Sensory circuits intervention/interoception curriculum
- May require supportive seating
- Require minimal adult or peer support to collect or use equipment
- Teaching assistance is mainly targeted towards access and is not necessarily needed for learning

Targeted support

A child or young person on the SEND register whose needs are met using delegated SEND funding, with initial advice from external partners. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.

Examples of additional Interventions that should be considered



Assessment and planning

- May include a specialist assessments/advice e.g. Teachers of Deaf (ToD) CYP
- Risk Assessment to identify dangers and need for additional support
- Individual targets are agreed and monitored following discussion with child and parents
- There is a commitment to developing independence with steps planned and agreed
- PEEP
- Environmental audit School Access/Equality Strategy
- There is a commitment to developing independence with steps planned and agreed
- Assessment for assistive technology to support hearing

Teaching and learning

- Manage access arrangements for internal and external examinations and assessments
- Access to assistive software
- Teaching reflects awareness of social and emotional aspects of disability
- Established communication strategies to facilitate communication and to assess learning
- Access to a differentiated curriculum
- Supported by Def-friendly teachers
- Provide equipment recommended by Children's Therapists, items up to £50
- Access to a differentiated curriculum
- Some modification to use of school site e.g. access to safe space/sensory area

Curriculum and interventions

- Short term small group and/or individual intervention to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teacher, following a programme designed or recommended by that professional
- A detailed, time-limited programme, intervention personalised timetable and/or resource
- Preparation of modified print materials as directed by the specialist teacher
- Teaching assistance is targeted towards physical tasks and is not necessarily needed for learning
- Support is required for managing medical conditions
- Implementation of moving and handling plans
- Use of assistive listening devices for hearing

Specialist support

A child or young person on the SEND register whose needs are met alongside external partners, using delegated SEND funding. The Assess, Plan, Do, Review process demonstrates the impact of measures put in place and the involvement of pupil and parents in the process.

Examples of additional Interventions that should be considered



Assessment and planning

- Specialist assessments, e.g. by Specialist Teacher, Educational Psychologist, SALT, OT, PT etc.
- Risk assessment to identify dangers and need for additional support
- Regular multi agency assessment and/or review of strategies and progress
- All agencies are involved in reflection and joint planning in partnership with CYPs and their parents/carers
- Moving and handling plans to reflect changes in condition or circumstances
- Specialist Assistive Technology assessments
- Environmental audit
- Careful reviewing of needs before transition at Key Stages
- Assessment by educational audiologist for benefits of assisted hearing device

Teaching and learning

- Identified individual support across the curriculum to provide a personalised learning experience, taking into account the advice from agencies, including adaptations and timetabling to ensure balance between educational and therapeutic needs
- The use of specialist or adapted equipment / software where appropriate to access the curriculum, including the use of BSL
- Manage access arrangements for all examinations and assessments
- Some site adaptation may be needed
- Pupils may have teaching/regular support from a Teacher of the Deaf (ToD)/Qualified Teachers of Children & Young People who are Visually Impaired (QTVI) and practitioners, to support access to learning

Curriculum and interventions

- Structured individual programmes
- Support to manage medical condition
- Advice / assessment of use of specialist or adapted Assistive Technology to access the curriculum
- Daily therapeutic programmes
- Support to manage AAC aid and ALD to assist with training or programming
- Support for social/emotional aspects of disability and/or serious medical conditions
- Specialist technology tuition from VST practitioner, e.g. touch typing programs
- Coordinating the adaptation of the school PC screen appearance
- Assistance with use of equipment in specific subjects, e.g. science, technology and maths.
- Trained support for moving and handling may be required