Longleaze Primary School SEND Offer
Sensory and/or Physical Needs

Learning for Life
LONGLEAZE PRIMARY SCHOOL

	Universal	Targeted	Specialist
Hearing Needs	staff to work together with other professionals to share strategies and advice be made aware how best to support in school have appropriate training be aware the CYP may use lip-reading and visual clues to support their hearing. Ensure that they are able to see lip patterns when you are giving instructions; try not to move around the room whilst talking deliver instructions clearly and at normal conversational level check the lesson content has been heard and understood, particularly when delivering new information, instructions or homework; and/or using unfamiliar vocabulary repeat/rephrase pertinent comments made by other members of the class	use CYP's name to gain their attention before speaking to them The CYP with a hearing need should: • be seated appropriately with clear view of adult's face and any visual material used • if the CYP has a unilateral loss - sit at front with better ear nearest to the speaker words spoken on an audio/visual recording may need a person to repeat what is being said, provide written copy and/or use subtitles pre and post tutoring to introduce vocabulary and concepts apply appropriate exam concessions CYP should be seated away from any source of noise e.g. window, corridor, fan heater, projector, the centre of the room etc. appropriate safety and deliver and/or signpost to appropriate interventions	staff working with the CYP HI should understand the use of hearing aids, radio aids and any other appropriate equipment; training will be provided by the Hearing Team as required

	be aware that during PE or Games lessons and practical subjects it will be more difficult to follow instructions encourage good listening behaviour: sitting still, looking and listening enable CYP to have time to respond verbally provide visual reinforcement carpeting, soft furnishing, rubber feet on the table and chair legs etc. will reduce noise minimise background noise and maintain a quiet working environment, particularly for specific listening work visual timetable and use of visual cues i.e. sand timers to support sharing adults use gestures to back up visuals e.g. Longleaze Learner Actions. appropriate evacuation procedures in place planned and unplanned breaks as appropriate promote positive attitudes towards hearing needs within the school environment	differentiated activities should reflect CYP individual needs to ensure full access to the curriculum access to IT as appropriate	

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	be encouraged to ask when not sure what to do and encourage to access resources independently		
Sensory and/or Physical Needs **Visual needs**	promote positive attitudes towards people with visual needs within the school environment and local communities, with advice from the Vision Support Team language mediation of visual information which is beyond CYP visual reach e.g. use auditory reinforcements provide uncluttered space and plain backgrounds to help the CYP person focus on the appropriate object support to promote full social inclusion and to develop social skills use of real objects to support concept development and understanding use of ICT for example, iPad connected to whiteboard and electronic books Easy Reader App take account of mobility needs such as accessing mobility training	plan and deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities as well as support social, emotional, communication and physical skills additional time to complete tasks post and pre tutoring to ensure concepts are understood provide access to quieter learning environments at times if necessary differentiated and modified visual learning material e.g. recommended print size and font type, decluttered, wider spacing, different coloured paper, modification of task at source provision of stationery e.g., bold lined/squared paper, coloured paper, writing slopes, coloured glue sticks large print library books and talking books, bold writing pens access to larger and tactile learning materials e.g. real life objects, tactile maps and globes, VI	staff to work together with other professionals to share strategies and advice to support the child or young person as advised by Qualified Teacher for the Visually Impaired (QTVI) and/or Habilitation Specialist

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	equipment for life skills/curriculum activities e.g., talking scales Use of Talking Tins	protractors and rulers. Including, for statutory assessments. provide exam access arrangements as advised touch typing and touch typing programme when required to improve recording use of magnification and accessibility features in IT/technology. E.g. visualisers, low vision aids iPads/tablets support in practical lessons for Health & Safety adapted physical activities e.g., brightly contrasting equipment provide additional resources for inclusive play, for example a bell in the ball, so all can play together	
Strategies and resources to support children with Sensory Processing needs	Consider making adaptations to the learning environment to support any identified sensory need. Classrooms environment have been considered to reduce sensory overload e.g. hessian backing (to remove colour), agreed font, only displaying resources that support learning (that are referenced during teaching) to reduce visual stress. .	Gain more information on the child's sensory profile by completing the Sensory Integration Questionnaire. Provide individualised planning to meet any identified sensory seeking or aversion. Use the SPARK-EY and SWASS documents to support any identified sensory need. Provide sensory chews where appropriate.	Discuss strategies with Behaviour Support

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		Consider the use of ear defenders for children who are sensitive to noises and sound. Consider using a wobble cushion. Sensory fidget toys/concentration aid encourage focus, help to reduce self-stimulatory behaviour and can help to calm and reduce stress. Consider the child's clothing and make adjustments in response to the child's needs Provide opportunities for the child to meet sensory experiences through movement. Eg. swinging, hanging upside down or rocking. Sensory Circuits (10-15 mins).	