

# Sensory and Physical

## Possible indicators

Fine and/or gross motor difficulties.  
Difficulty in the classroom environment.  
Constant movement or fidgeting.

Banks Lane Infant and Nursery School  
Whole School Provision Map



Individualised

Possible EHCP referral  
OT programme,  
Sensory support team,  
Possible Individual Health Care Plan  
Physio programme & equipment,  
SEN Support Plan.

Targeted

Coloured paper. Sloping boards. Standing desk  
Adapted worksheets/large text (+SATS)  
Possible SEN Support Plan. MSU (2 terms of evidence)  
Sensory Support Service referral. OT referral (+pre-referral chat)  
Assistive Technology - text to speech/Immersive Reader

Use alongside  
Entitlement Framework

Universal

Concrete resources/**multisensory** approach. Additional time. Repeated learning. Opportunities to record in different ways including **Assistive Technology** e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. On-going assessment used to adjust content. **Dyslexia friendly teaching** – flipcharts and texts on non-white background, range of clear fonts, un-overloaded resources, coloured reading rulers appealing visual worksheets/resources. Intelligent verbal praise recognising the process, progress and effort, not just achievement. Ethos of **Growth Mindset** embedded. **Metacognition** strategies – Plan, Monitor, Reflect used. **Adaptive Teaching** - Children **not** removed from whole class input. **Rosenshine's Principles, Simultaneous Response, Choral response, Echo reading. Pre-teach** key vocabulary. Collaborative learning, paired writing, talk partners, random pairing activities, small group. Duration of activities is appropriate. Calm learning environment. Brain breaks and movement breaks **including deep pressure exercises** where appropriate. Child's name and eye contact used. Clear/simple instructions, repeated, simplified, gestures, pictures, objects of reference. **Scaffolding/Task Plan** when appropriate – awareness of poor working memory (and that it cannot be greatly improved). Use of **Widgit** for all appropriate tasks. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at the appropriate developmental level. Pupil communication valued and responded to. Adults say what they mean (avoid sarcasm, abstract vocabulary etc) Structured, consistent routines. Classroom management – **Now and Next, timelines. Mindfulness** opportunities – yoga, breathing, calm garden. **Doh Disco, OT strategies in PE, 'tummy time' opportunities. Opportunities to meet sensory and physical needs** (e.g. focus objects, sit and move cushion, hypermobility strategies – sitting position, deep pressure resources – exercises/weighted blanket). All adults recognise how tiring some conditions can be when facing the whole school day. **All adults aware of frustration being an underlying factor to outward behaviour.** Detailed transfer meetings – prior knowledge of the child. BLIS Quality First Teaching strategies. **Physical Champions** trained staff.