

1 UNIVERSAL - support for students with sensory or physical needs

- ✓ The Weaverham Way – our T&L philosophy which is underpinned by Safe Ready Respect
- ✓ WalkThur training for all staff to use adaptive teaching strategies
- ✓ SPOTT trained staff in SEND team
- ✓ SharePoint which holds full reports for staff to understand the picture of need for the individual

For HI

- ✓ Limit background noise and sit student facing teacher
- ✓ Present new information orally and in writing at the same time
- ✓ Provide visuals and word banks
- ✓ Repeat contributions from other learners

For VI

- ✓ Teacher avoid standing in front of windows
- ✓ Speak clearly and use learners' names at all times.
- ✓ Verbalise anything you write or read out from the IWB.
- ✓ Make sure you use a contrasting pen/font for writing on the IWB.
- ✓ Learners with VI should sit in the best position to see you and the whiteboard, but not separately from the other learners.

Mobility

- ✓ Ensure the learner has access to assistive technology and tactile resources to support their learning.
- ✓ Provide opportunities for both pre-learning and over-learning.

SEND

Physical or Sensory
Need



Factors to consider when a pupil may need additional support:

- ✓ Struggles to thrive in certain rooms due to smell or sounds
- ✓ KMP not completed in time frame set
- ✓ FAP/CKT not completed in time set
- ✓ Progress data indicating pupil is not on track
- ✓ BFL 3s and below – as pupil is disengaged
- ✓ Often highly anxious or insecure
- ✓ Prior experiences of not doing well in classrooms
- ✓ Poor working memory-remembering the steps in the task
- ✓ Struggle to meet demands practically
- ✓ Feeling overwhelmed due to sensory overload

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.

SEND code of practice

These can include:

- vision impairment
- hearing impairment
- physical difficulty
- Sensory processing difficulty

How home can help?

Encouraging use of aids-checking the equipment is ready for school

Handwriting resources eg writing pens

Practice touch typing

2 INTERNAL -Quality intervention - these are personalised to the individual needs

- ✓ Round robins used to gather information
- ✓ Learning Plan which includes Adaptive teaching strategies for staff to follow
- ✓ Reasonable adjustment included in Learning Plan
- ✓ Check-ins with Access and Achievement team around the child
- ✓ 1:1 equipment check-in/alternative place to change
- ✓ Extra time to make transition to lessons/activities
- ✓ Noise cancelling aids
- ✓ Sensory processing checklist
- ✓ Chromebook or other assisted technology
- ✓ TAF

3 EXTERNAL -Quality Personalised Support

- ✓ [Home | Live Well Cheshire West \(cheshirewestandchester.gov.uk\)](https://cheshirewestandchester.gov.uk)
- ✓ Hearing Impairment authority training and termly support
- ✓ Autism Services involvement
- ✓ VI Specialist support