

SWEPS Whole School Provision Map – Sensory and/or physical needs

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (COP 6.36)

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching’ (COP 6.37)

Intent:

Children with sensory and/or physical needs have the same opportunities and experiences as their peers. They are able to access the classroom curriculum and wider curriculum opportunities with appropriate support, equipment and resources.

Curriculum

Diversity is embraced throughout the curriculum
Aims for excellence for all
Focus on leadership skills and qualities throughout school.
Experiences and opportunities planned to raise aspirations
Trips, visits and visitors in all year groups
Use of Oxfam’s Curriculum for Global Citizenship

Quality First Teaching (support to access the curriculum)

Alternative methods for recording –Clicker 7, iPads, talking tins, laptops
Dyslexia friendly resources
Writing stations
Working walls (English, maths and topic)
Visual aids and prompts
Classroom environments adapted as needed for access.
Calm environment using natural materials and calming colours.
Varied seating arrangements
School environment includes disabled access, facilities and a medical room.
Pupil passports
Specialist equipment – pencil grips, weighted blankets, wobble chair, writing boards
IT support – iPads with keyboards, headphones.
Specialist chairs to support core instability.
Writing slopes.

Interventions

Tailored curriculum within the Ark
Provision group for children with sensory needs (as part of their ASD) – including the use of sensory circuits, sensory stories, messy play and visual aids
Physiotherapy and Occupational Therapy programmes for individual children eg bench programme.
Fun Fit intervention
Fine motor skills interventions and boosters
Personalised plans for children requiring sensory input to access the curriculum – movement breaks, Busy Boxes

Wider curriculum opportunities

After school clubs – sports, drama, choir, dance, games, cooking
In Harmony music lessons – adapted as necessary
P.E. and swimming lessons – adapted as necessary
Sports Day – adapted as necessary
Bespoke adaptations to residential offered to all children Yr2-Yr6
Opportunities for all children to apply for roles such as buddies and school council
Farm, Wildlife area, pond and forest schools on site

CPD

Autism Team – Sensory training for all TAs, Good Autism Practice (TAs) and Leading Good Autism Practice (SENCO)
Physiotherapist - 1:1 sessions and support for specific children
Moving and handling training for all staff
INSET on QFT for SEN children including adaptations of environment
Routes to Inclusion