

Area of Need <i>Sensory and Physical</i>	Quality First Provision (QFT – universal for all pupils)	Enhanced Quality First Provision (in addition to QFT)	Targeted Interventions and SEND support (in addition to QFT)	External Agency Support
<p>SEND Code of Practice 2015 6.34 Pupils may have a medical or genetic condition which prevents or hinders them from making use of the facilities generally provided: Pupils may have:</p> <ul style="list-style-type: none"> • a visual impairment (VI) • a hearing impairment (HI) • a multi-sensory impairment (MSI) • a physical difficulty (PD) • a medical need 	<ul style="list-style-type: none"> • access to multisensory learning • First Aid training for specific staff • administration of medicine policy • clear procedures for the administration of medicines • training for specific staff for conditions such as diabetes • use of weighted shoulder/lap pads • access to additional medical equipment e.g. blood sugar monitors, radio aids • seating positions considered to account for sensory difficulties, hearing difficulties • access to developmentally appropriate materials and resources • effective use of technology • adaptations to the presentation of learning • ramps to ensure ease of access to school • ensuring access to all outdoor learning sessions • Forest School in Nursery and Reception • adaptation of colour on background of whiteboards – no white 	<ul style="list-style-type: none"> • teaching of handwriting in small groups • access to laptop • additional specialist training for specific needs • Healthcare Plan – supported by school nurse • 1-1 support for complex medical needs when required • Equipment and resources purchased when recommended by outside agencies 	<ul style="list-style-type: none"> • BBC Dancemat (keyboard skills) • 10 Minute Exercise Programme • handwriting intervention in small groups • bespoke programmes followed, written by a physiotherapist, occupational therapist, speech and language therapist • recommendations followed provided by VI and HI team • SEND Support Plan • applications for HNF/EHNCA when appropriate 	<ul style="list-style-type: none"> • advice and support from the SENCo • advice and support from the school's SEND support teacher • advice and support from the educational psychologist • advice and support from the Inclusion Consultant • advice and support from the Complex Needs Team • advice and support from the Social Communication team • outcomes from EHATs • advice and support from the school nurse • advice from the paediatric team • advice and support from Occupational Therapy • advice and support from Speech and Language Therapy • advice and support from the health visitor (Nurse) • EHNCA/HNF referral applications

	<ul style="list-style-type: none">• range of writing materials available so pupil can choose most appropriate to maximise vision• reduce amount of copying from board• keep background noise to a minimum• slow down speech rate, keep to a natural fluency, repeat ideas offered by other children if voices are quiet or rushed• allow processing/thinking time• check child's understanding of instructions and input• provide clear spaces to work• sloping boards for children to write on• seat children away from distractions e.g. windows and doors• pencil grips• use of different coloured overlays• alternative methods of recording• reduced handwriting demands• promoting independence• development of pupil voice through questionnaires• 'Funky Fingers' in Nursery and Reception• Playdoh Disco in Nursery and Reception			
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