

We use specialist advice for strategies and teaching approaches from the Sensory Needs Service (SNS) for children with hearing and visual impairments, and from other specialist colleagues for children with Physical and Sensory Needs. Learning is interactive where possible and children have access to sensory aids as appropriate (ear defenders, flexibands, white tack, doodle books, alternative seating e.g.) Some children may access alternative spaces or movement breaks to support need and to ensure they are able to maintain regulation to complete work.

All children in Reception are screened using a fine motor assessment informed by Busy Box assessments written by CLASS (Communication, Learning and Autism Support Service). Children finding things difficult in this area will receive fine motor intervention based on this.

work on.

**Group or 1:1 support**

Jump Ahead: 20 minutes x 2 weekly

Sensory Circuits: 15 minutes 3/4 x weekly

Some children may be identified through screening, discussion with a parent/ teacher as requiring individual or group support through Jump Ahead or Sensory Circuits.

request specialist support from SNS or CITES for OT or Physiotherapy (Children’s Integrated Therapy Services)

**Sensory and/or Physical Needs**

The SEND Code of Practice defines this as children for whom: ‘special educational provision [is required] 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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.’

Identified barriers and/or needs may include: hearing impairment, vision impairment, physical disability, severe and complex medical needs, physical sensitivity including hyper and hypo responses and possible sensory processing difficulties and sensitivity to sensory stimuli.’

‘Some children and young people…require ongoing support and equipment to access all opportunities available to their peers.’



**Referrals**

Referrals are required for children to access:

* SNS (Sensory Needs Service) for hearing or visual impairments
* CITES (Children’s Integrated Therapy Services) for Occupational Therapy or Physiotherapy

Please discuss any concerns around Sensory or physical needs with the class teacher, Nurture Lead or SENCO.

Please note schools can only refer when service thresholds are met.

**SC**

**Sensory and/or Physical needs**

**Motor assessments**

A few children may require a referral to

**SNS**

**CITES**

**Class strategies**

 