

**Remember:**

The purpose of this document is to share our School Offer at different levels of the Graduated approach. All of our children are unique and will receive the provision and professional involvements that are relevant to them.



## Physical and Sensory Provision Map

Graduated Approach Level	Who is involved?	Assessment of Strengths and Needs	Classroom Support	Interventions
<b>High Level Support available to a small minority of pupils</b>	UNIVERSAL AND TARGETED, PLUS:  -EHCP caseworkers -Children's Community Learning Disability Team (CCLDT) -Occupational Therapy (Reception and KSI)	UNIVERSAL AND TARGETED, PLUS: <b>EHCP Annual Review process</b>  Assessment/tracking using the <b>Engagement Model</b>  <b>Early Help Assessment</b> to seek support from wider Stockport Family colleagues	UNIVERSAL AND TARGETED, PLUS: <b>TA support to facilitate a level of personalised provision that cannot be met by a class teacher-</b> For example: -extensive scaffolding/adaptation -regular support with personal care (toileting, eating, dressing, movement) -regular support to manage medical needs -significantly different routines eg alternating demand tasks and motivating/regulating tasks throughout the day, regular "brain breaks" and movement breaks (both planned and reactive to need) -bespoke provision in addition to the ambitious curriculum for all  <b>Adaptations to National Tests</b> eg enlarged print, reduced stimulus resources or a scribe NB this has to be applied for and is subject to approval from the relevant regulatory bodies	UNIVERSAL AND TARGETED, PLUS: -Multiple therapy plans prescribed by external professionals  -1:1 or small group learning to use more complex assistive technology eg typing as an alternative to written recording  -A carefully planned, bespoke "sensory diet"  -Bespoke provision in addition to the ambitious curriculum for all eg additional learning opportunities around significant areas of need such as food tolerance and management of medication/personal equipment  -Currently we are using <b>Zones of Regulation</b> as a tool for a small number of high need children to develop their self-regulation. Over the coming months we look forward to this becoming a significant part of our Universal Offer

<p><b>Targeted Support available to some pupils</b></p>	<p>UNIVERSAL PROVISION PLUS:</p> <ul style="list-style-type: none"> <li>-Inclusion Service</li> <li>-Equipment Adaptations service</li> <li>-Footsteps/ Physiotherapy</li> <li>-Occupational Therapy (nursery age via CDU)</li> <li>-Sensory Support Service for children with diagnosed vision or hearing impairment</li> <li>-Pebbles continence service</li> <li>-We may consider following diagnostic pathways at this level (see the Diagnosis section of the SEN Information report for more information)</li> <li>-Early Years SEN improvement team</li> <li>-Child Development Unit (nursery age)</li> </ul>	<p>UNIVERSAL PROVISION PLUS:</p> <ul style="list-style-type: none"> <li>-<b>One Page Profile</b> documenting “need to know information” about an individual NB a child doesn’t have to be on a SEN plan to have a OPP (see SEN Information Report)</li> <li>-<b>Termly SEND Person Centred Reviews</b> -Children working below their Key stage to be assessed and tracked against <b>Pre-Key Stage (PKS) standards</b></li> <li>-Assessments conducted by any external professionals will be incorporated into one SEN plan</li> <li>-Motorskills United Assessment</li> </ul>	<p>UNIVERSAL PROVISION PLUS:</p> <ul style="list-style-type: none"> <li>-<b>Additional/ different/ longer scaffolding</b> to enable independent achievement</li> <li>-Access to a <b>reduced stimulus workspace/tasks</b> eg an individual desk or sheets with imagery removed</li> <li>-<b>Personal supportive visuals</b> eg Now and Next/I am working towards boards</li> <li>-<b>Small group, teacher led, targeted learning</b> to address identified needs eg pre-teaching and overlearning of target vocabulary</li> <li>- <b>Shorter periods of demand/Additional planned breaks accommodated within the classroom</b></li> <li>-<b>Equipment (classroom based)</b> eg, writing slopes, sit and move cushions, “fidget tools” and chews, ear defenders, Occupational Therapy Equipment and Adaptations Service prescribed seating</li> <li>-<b>Equipment for personal care</b> eg toilet steps and seats, caring cutlery, supportive visuals to support dressing and undressing for PE</li> <li>-<b>Personal Adaptations to PE</b> Children with mobility needs will focus on the same skills but with adapted equipment, eg if balance and coordination is a significant difficulty they would practise closer to ground level</li> <li>-<b>Simple assistive technology</b> eg using an ipad camera to record using photographs/video</li> </ul>	<p>UNIVERSAL PROVISION PLUS:</p> <ul style="list-style-type: none"> <li>-Therapy programmes as prescribed by external professionals eg Occupational therapy or physiotherapy</li> <li>-Motorskills United</li> <li>-Shapes Alliance Multi-skills group</li> <li>-<b>Small group, teacher planned and teaching assistant led, targeted learning</b> to address identified needs eg additional focus on handwriting or scissor use</li> <li><b>Supporting learning at home:</b> -Therapy plans as prescribed by external professionals will be shared -Sections of Motor Skills United planning can be shared -Termly SEND Person Centred reviews to identify specific outcomes and suggestions for how these might be supported at home</li> </ul>
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<p><b>Universal Provision available to all pupils</b></p>	<ul style="list-style-type: none"> <li>-Pupil</li> <li>-Parents/Carers</li> <li>-Class Teachers</li> <li>-Teaching Assistants</li> <li>-SENDCo</li> <li>-Senior Leadership Team (SLT)</li> <li>-Curriculum leaders</li> </ul> <p>All of our pre-school age children have access to Health Visitors</p> <p>All of our School age children have access to the School Nurse</p> <p>We are supported on a weekly basis by <b>Stockport Shapes Alliance</b> to continually develop the quality of our PE for all of our pupils</p>	<p><b>-Parent/Carer Views</b></p> <p>In Early Years we may utilise the Ages and Stages Questionnaires to gather your views</p> <p><b>-Pupil Voice</b></p> <p><b>-Teacher Assessment</b> against Age-Related Curriculum expectations:</p> <p><b>EYFS Framework</b> relevant areas:</p> <ul style="list-style-type: none"> <li>Physical Development</li> <li>-Gross Motor Skills</li> <li>-Fine Motor Skills</li> </ul> <p><i>NB the "prime" areas will also impact on achievement in the "specific" academic areas particularly writing</i></p> <p><b>-National Curriculum</b></p> <ul style="list-style-type: none"> <li>-All KS1 pupils working below age related expectations in English and Maths are assessed and tracked against <b>Stockport SEN Standards</b></li> </ul> <p><b>Statutory, national assessments:</b></p> <ul style="list-style-type: none"> <li>-Reception Baseline</li> <li>-Year 1 Phonics Screening (no written element)</li> <li>-Year 2 National Tests</li> </ul>	<p><b>Accessibility:</b></p> <ul style="list-style-type: none"> <li>-Ramp access at main entrance</li> <li>-Two accessible toilets</li> <li>-Discrete changing facilities within nursery</li> <li>-Two classrooms with hearing loops fitted</li> <li>-Clearly demarcated trip hazards</li> </ul> <p><b>SEN Friendly classrooms including-</b></p> <ul style="list-style-type: none"> <li><b>-Visuals to support understanding</b> eg timelines, behavioural expectations, new vocabulary, success criteria</li> <li><b>-Accessible tools to support learning</b> eg Pencil grips and easi-grip scissors</li> <li><b>-Controlled stimulation levels</b> eg controlled noise, temperature and light levels, no unnecessary/busy displays</li> <li><b>-Due consideration of positioning of children</b></li> <li><b>-Opportunities for peer interaction</b></li> </ul> <p><b>Well-planned, ambitious curriculum for all, including experience based learning</b></p> <p>eg using concrete objects to explore mathematical concepts alongside pictorial/abstract methods in maths, DEAL (Drama, Engagement and Active learning) to enhance multiple subjects throughout school, Tales Toolkit (a toolkit that breaks stories into their key elements of character, setting, problem and solution) is used throughout early years, foundation subjects are enhanced with practical activities such as experiments, orienteering, handling artefacts and photographs, artistic and musical exploration, use of chromebooks, school trips and visitors to make learning memorable and meaningful and allow all children to explore their strengths and interests</p> <p>We follow the <b>Val Sabin PE scheme</b> with supplementary support from <b>Stockport Shapes Alliance</b></p> <p>We use the <b>Read Write Inc handwriting mnemonics</b> to promote good letter formation</p> <p><b>Adaptive teaching including:</b></p> <ul style="list-style-type: none"> <li>-Explicit instructions</li> <li>-Scaffolding</li> <li>-Flexible groupings</li> </ul> <p>(See SEN Information Report for more detail)</p> <p><b>Age-appropriate balance of directed time, child-led time, sitting and movement</b></p> <p><b>A variety of active extra-curricular clubs</b></p>
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**The core of our School Offer is a knowledgeable and highly skilled staff force**

**Whole Staff training**

External provider training:

- AET Making Sense of Autism/Stockport Autism Awareness
- Team Teach
- Stockport Shapes Alliance ongoing CPD to upskill all staff in school

Internal CPD on:

- Subject leadership including SEN provision
- Improving one page profiles and SEN plans
- The impact of sensory integration on teaching and learning
- GMIS Universal Provision offer
- The Entitlement Framework
- The Value of Visuals
- SEND Code of Practice

**Staff with specialist training in:**

- Occupational Therapy Sensory and Gustatory system training
- Motorskills United
- Multi-sensory handwriting
- Physical Development Champion Training