

## Physical and / or Sensory – Core Offer

**Universal approaches** – most children’s needs can be met by using these strategies. Effective use of these strategies will prevent the need for intervention for most children.

Universal Strategies	
<ul style="list-style-type: none"> <li>• Quality First Teaching strategies.</li> <li>• Strategic seating plan</li> <li>• Brain breaks</li> <li>• Accessing quiet space if needed</li> <li>• Work stations in class (using Pop up screens if needed)</li> <li>• Dyslexia friendly classroom: Background colour on the whiteboard, use of sans serif font on Presentations/worksheets</li> <li>• Awareness of Healthcare Plans of the children in their classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible grounds and buildings</li> <li>• Risk assessments completed and updated as required</li> <li>• Writing slopes</li> <li>• Ergo Pencil/ Pencil grips</li> <li>• Wobble cushions, fidget toy Tinted overlays/ books</li> <li>• Tinted Exercise books</li> <li>• Staff have the required training, which is needed to support the children in their class</li> </ul>

**Targeted approaches** – a small group of children will still struggle to make progress despite effective universal support.

Targeted Strategies	
<ul style="list-style-type: none"> <li>• Additional support for fine motor and gross motor skills e.g Clever Fingers</li> <li>• Beam intervention</li> <li>• Handwriting intervention</li> <li>• Consider tasks carefully, to manage fatigue levels</li> </ul>	<ul style="list-style-type: none"> <li>• In-class support by the class teacher and TA</li> <li>• Keyboard/ typing intervention</li> <li>• Access to ICT to support long pieces of writing</li> <li>• Ear defenders</li> <li>• Chewellery</li> </ul>

**Personalised approach** – Only a few children will need this highly personalised support to make progress.

Personalised approach	
In Class	SENDCo
<ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Individual workstation</li> <li>• Chewellery</li> <li>• Ensure access to social time for children with complex medical needs shielding.</li> <li>• OT/Physio 1:1 program</li> <li>• Reader and Scribe support</li> <li>• Hydrotherpay</li> <li>• Bikeability (with specialised trikes)</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison and supervision of specific and targeted interventions</li> <li>• Advice through Pupil Progress Meetings and SEN reviews</li> <li>• Referral to external services</li> <li>• Resourcing targeted interventions</li> <li>• Referral to Specialist Teaching Services (STLS) surgeries</li> <li>• Referral to Local Inclusion Forum Team (LIFT)</li> <li>• Referral to Occupational Health / Physiotherapist</li> <li>• Referral to CAT team</li> </ul>