

Sensory and Physical

Quality First Teaching	Band 1 School based Core offer Catch up	Band 2 Agency /personal provision Elements of school core offer	Band 3,4 Learning and Additional Needs enhanced EHCP
<p>Differentiated planning Modelling of skills High expectations Success criteria ICT to support learning Visual timetables Values based education Visual aids Drama activities Additional processing time Simplified Language Playground friends Circle time Playground friends Transition activities Open door policy Emotion cards Movement Breaks Write dance Carpet spaces Adaptions to the classroom (when appropriate) PSHE</p>	<p><i>Additional to Quality first Teaching</i></p> <p>Task boards TA Support Pre/ post -teaching Initial agency advice Strategies for ASD, ADHD, SpLD, SALT-implementing initial strategies Social skills groups -ELSA Circle of friends Time to talk Comic strip cartoons Socially speaking Individualised rewards Self-esteem groups Transition groups Anger Gremlin Risk management Structured lunch Additional support at breaks 5 point scale Fine motor skill activities such as – peg boards, putty, cutting etc.</p>	<p><i>Additional to school based Core offer</i></p> <p>Positive touch training Manual Handling Training Further agency advice 1:1 Programmes Regular reviews Work station Risk assessment ELSA 1-1 support time Use of specialist equipment such as sloping boards, pencil grips, lap weights and wobbly cushions etc. Medical support Adapted resources – e.g. large paper, font, colour and size Targeted Work from Occupational Therapy, Physical and Sensory Support Service, Physiotherapy, Freemantles, School Nurse Team Use of ICT Handies and Fizzies – OT Speed up Jump head Finger gym touch typing</p>	<p><i>Additional to Band 1</i></p> <p>Specialised equipment Moving and handling training Advanced training for individual needs Continued agency advice Care plan and Mobility programmes in place. Multi-sensory delivery of some of the curriculum Continued Outreach support</p>

	Overlays	Personalised curriculum Individual support in PE Autistic specialist support TA involvement Strategies to maintain fine and gross motor skills. Assistance with self-help and independence skills	
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