



Sensory and Physical Needs Physical Difficulties

Range 1 Quality First Teaching plus: Share of an additional adult in class SEND friendly classroom strategies Flexible grouping for teaching	Range 2 As Range 1 plus: Access to small group support in class Wave 2 'Catch Up' Interventions	Range 3 As Range 1 and 2 plus: My Support Plan (MSP) Some individual support to address outcomes in MSP Wave 3 targeted group support Outside agency involvement
<p>Assessment</p> <ul style="list-style-type: none"> Part of whole school and class assessments. SENCo may be involved in more specific assessment and observations. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies and include individual/group targets. Parents and children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to grouping or some individual work. Circle Time activities to help build self-esteem. <p>Resources</p> <ul style="list-style-type: none"> Main provision by class teacher with advice from SENCo <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> Relevant skills practise. May need access to basic equipment such as pencil grips, stubby handled paint brush. 	<p>Assessment</p> <ul style="list-style-type: none"> As for Range 1, but with advice from health care professionals. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum plans include QFT strategies and include individual/group targets. Parents and children involved in monitoring and supporting their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to grouping or some individual work. Full inclusion within the National Curriculum Guidance through enhanced use of differentiation and group support. <p>Resources</p> <ul style="list-style-type: none"> Main provision by class teacher with advice from SENCo/health care professionals. Input from additional adult to provide targeted support under the direction of the teacher. <p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> Handwriting skills programme. Access to appropriate assistive technology. May need specialist seating and/or furniture/equipment. 	<p>Assessment</p> <ul style="list-style-type: none"> For mobility and curriculum access to be carried out by both educational and health colleagues. <p>Planning</p> <ul style="list-style-type: none"> Curriculum planning now closely linked to targets. Modified PE/outdoor curriculum is likely to be needed. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class. Small group or 1:1 adult input to practise skills. Individual skills based work may need to take place outside the classroom. <p>Resources</p> <ul style="list-style-type: none"> Flexible use of the classroom support to access the curriculum and develop skills in recording. Training and advice from specialist support service for teaching and training staff. <p>Curriculum and teaching methods</p> <ul style="list-style-type: none"> Programme to support handwriting skills. Differentiated writing materials and equipment. Differentiated PE curriculum. Dressing and undressing skills programme. Access to appropriate assistive technology. May need specialist seating and/or furniture/equipment.

