

SEN Provision Map for Sensory and/or Physical- Uffculme Primary School



Universal	Additional Support	Specialist
<ul style="list-style-type: none"> • Flexible teaching arrangements e.g. seating children so that they can see, make sure children with hearing and sight problems sit in appropriate place. • Flexible seating arrangements e.g. carpet spaces, cushions, wobbly (sensory) seats • Teacher aware of implications of sensory and physical impairment e.g. making sure a child can see the mouth of the person who is speaking • Availability of resources e.g. writing slopes, matt laminates, triangular pencil grips, left handed scissors, scissors with hand grips, use of coloured overlays and coloured worksheets, line guides, use of different colored pens for different sections on the board, visual aids, fidget toys • Access to drink when needed • Regular physical activity 	<ul style="list-style-type: none"> • Handwriting group • Games to develop fine motor skills • Coordination support work e.g. with fine motor skills, Fun Fit for gross motor difficulties • Visual/auditory perception activities • Sound system to reduce environmental noise within a classroom • Modified resources e.g. large print • VI/HI team support • TA support within class • Fun Fit groups 	<ul style="list-style-type: none"> • Individual support in class to facilitate to curriculum access e.g. TA or Teacher adapting learning materials, personal timetable • Individual speech therapy and language support by TA • Individual handwriting /fine motor/keyboard skills • Provision of specialist equipment if required e.g. coloured keyboards, large roller mouse • Individual arrangements for SATS if necessary • MTA/TA to monitor safety and give discreet support as required e.g. physically impaired child or toileting difficulties • Movement group activities suggested by Physiotherapist/Occupational Therapist