



Sensory and Physical Needs

Universal Quality-First Teaching	Classroom Based Support	Small Group/1-1 Interventions	External Support
<ul style="list-style-type: none"> • Accessible environment • All school policies and guidelines are inclusive by design • Staff awareness and understanding of individual children's needs • External staff made aware of needs through class 'supply folder' • Whole school H&S policy • Multi-sensory approach to teaching and learning • Sensory movement breaks in between lessons • Staff consider positions of children in classroom so that every child can see/hear • Clean/clear whiteboards with dark/contrasting pens 	<ul style="list-style-type: none"> • Desk slopes • Pen/pencil grips • Independent working barriers • Ear defenders • Sensory/fiddle toys • Wobble cushion • Saying children's names before instructions • Children reminded to wear glasses/hearing-aid etc. 	<ul style="list-style-type: none"> • Nurture groups • Sensory room • Sensory screening tool • Additional sensory movement breaks 	<ul style="list-style-type: none"> • Educational psychologist • NHS Occupational therapist • NHS physiotherapist • BeU North Yorkshire Autism Assessment • Inclusion hub • GP

Whole School Provision Map