

**Physical Difficulties
Sensory and Physical Needs**

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p>Assessment</p> <ul style="list-style-type: none"> Part of settings and Foundation Stage assessments. SENCO may be involved in more specific assessment and observations. Regular review of personal educational plan Pre referral advice from the teaching support service <p>Planning</p> <ul style="list-style-type: none"> Settings curriculum plans including individual/group targets. Parents/carers involved regularly and support targets at home. Child involved in setting and monitoring their targets. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to grouping and or some individual work. Circle time activities to help build self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting assessment and relevant skills practice Dressing and undressing skills programme. Access to gross motor skills assessment. May need access to basic equipment such as pencil grips, stubby handled paint brush. <p>Resources</p> <ul style="list-style-type: none"> Main support from foundation stage practitioners with support from SENCO. 	<p>Assessment</p> <ul style="list-style-type: none"> As for range one but with advice from teaching support service and possibly health care professionals. <p>Planning</p> <ul style="list-style-type: none"> Normal curriculum planning in addition to closely focussed and monitored IEP targets for 10-20% time <p>Grouping for teaching</p> <ul style="list-style-type: none"> Full inclusion within the National Curriculum Guidance for the Foundation Stage through <u>enhanced</u> use of differentiation and group support. Buddy system Circle time activities to help boost self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Pre handwriting skills programme Dressing and undressing skills programme. Access to appropriate ICT equipment. May need specialist seating and or furniture or equipment. <p>Resources</p> <ul style="list-style-type: none"> Main support from foundation stage practitioners with support from SENCO and or specialist support service when needed Input from additional adult to provide targeted support under the direction of teacher. Some support/supervision may be needed to meet hygiene needs and or outside play and at lunch time 	<p>Assessment</p> <ul style="list-style-type: none"> For mobility and curriculum access to be carried out by both educational and health colleagues. May need specialist seating May need ICT assessment to aid with future curriculum recording. <p>Planning</p> <ul style="list-style-type: none"> Curriculum planning now closely linked to IEP targets. Modified PE/outdoor play curriculum is likely to be needed. <p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream classroom setting. Small group or one to one adult input to practice skills. Individual skills based work may need to take place outside the classroom. Nurture group input may be necessary to help with low self esteem. <p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Programme to support pre handwriting and handwriting skills. Differentiated writing materials and equipment. Differentiation to PE curriculum. Dressing and undressing skills programme. ICT equipment to aid recording and possibly AAC. Will need specialist seating and or furniture or equipment. <p>Resource</p> <ul style="list-style-type: none"> Flexible use of classroom support to access curriculum and develop skills in recording. Training and advice from specialist support service for teaching and support staff.