

Section B: Targeted Practice Framework

Sensory and/or Physical

Identified barriers and/or need	Provision and/or strategies: approaches, adjustments and specific interventions expected to be made by settings according to the ages and stages of the CYPs.	How well implemented?			When and how?
		Always	Sometimes	Not yet	
Developmental co-ordination difficulties, please also refer to strategies/provisions under cognition and learning.	Develop the CYP's core stability e.g., wobble cushion, exercises and games.				
	Ensure appropriate physical resources are available e.g., writing slope, laptop, pencil grips, sloping boards.				
	Explicit strategies/exercises to develop fine motor skills e.g., hand and arm exercises, specialist scissors, pincher grips etc.				
	Provide sequencing and organisational skills e.g., now and next boards, writing frames, visual timetables.				
Deafness	Implement professional advice and guidance.				
	Ensure appropriate technology is available and functioning.				
	Specific staff training for technology they need to use.				
	Repetition of instructions/provide a visual to support communication.				
	Consider seating plans carefully to promote optimal hearing.				
	Reduce background noise as much as possible.				
	Plan transitions and use visuals where appropriate to reduce demands on the CYP.				
	Appropriate training for staff to adapt materials and learning environment to enable independent learning as much as possible.				
Appropriate training for staff to adapt materials and learning environment to promote independent learning and self-advocacy skills.					

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Deafness <i>Cont'd</i>	Review accessibility plan and ensure that deaf CYPs needs are covered in the adaptations.				
	Ensure that appropriate exam access arrangements are considered for all assessments to enable CYP to effectively demonstrate their full potential.				
	Risk assessments are carried out to ensure CYP are safe in the school environment and when on trips.				
Vision impairment	Implement professional advice and guidance.				
	Materials are enlarged/adjusted to CYP needs and professional advice and guidance.				
	Ensure range of writing materials are available for the CYP to select the most appropriate for them and the task.				
	Collaborate with the relevant external professionals and the family so that consistent support is provided in different environments.				
	Use of IT to enable independent learning as much as possible e.g., reading apps, voice to text dictation.				
	Appropriate training for staff to adapt materials and learning environment to enable independent learning as much as possible.				
	Review accessibility plan and ensure CYP with vision impairment are covered in the adaptations.				
	Ensure that appropriate exam access arrangements are considered for all assessments to enable CYP to effectively demonstrate their full potential.				
	Risk assessments are carried out to ensure CYP are safe in the school environment and when on trips.				

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Physical sensitivity	Implement professional advice and guidance.				
	Consult with parent carers to identify potential trigger times and activities.				
	Appropriate training for staff to adapt materials and learning environment to enable independent learning as much as possible.				
	Self-regulation intervention and strategies to support the CYP to be able to regulate independently.				
	Build resilience in new environments using timers to increase tolerance.				
	Carry out a sensory audit for the CYP to identify possible triggers and problem solve how to reduce the impact of these. Create a sensory profile from this.				
	Consider flexible application of the uniform policy to reduce demands on the CYP.				
Provide sensory breaks – sensory room if available.					
Physical disability	Implement professional advice and guidance.				
	Review accessibility plan and ensure that the CYPs needs are covered in the adaptations.				
	Ensure that all physical resources are procured e.g., chairs, scissors, laptop, cutlery, standing desk.				
	Appropriate training for staff to adapt materials and learning environment to enable independent learning as much as possible.				
	Risk assessment of relevant environments.				

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Physical disability <i>Cont'd</i>	Carefully plan all transitions, risk assessments for trips with transport to meet needs.				
	Consider exam access arrangements for all assessments to enable CYP to demonstrate potential.				
Proprioceptive, vestibular and interoceptive differences.	Implement professional advice and guidance.				
	Accommodate the CYP's sensory presentation through a shared understanding with staff and other learners.				
	Use naturally occurring opportunities to support needs e.g., hand out the books, have physical resources/adaptations available e.g., table or wall pushes, stretches.				
	Use of timers to help CYP regulate and control their sensory needs e.g., two minutes of wall pushes.				
	Support negotiating of space when transitioning to lessons and unstructured times, adapt timetable accordingly.				