Wincanton Primary School Individual Pupil Provision Mapping - Evidence of Implementation of the Somerset GRT

Sensory and Physical

Pupil: **Year Group:** **Class:**	**Autumn Term Yr:**	**Spring Term Yr:**	**Summer Term Yr:**
Universal: Physical access to the school			
The view of the CYP around how they feel has been sought in a child friendly way.			
Close home/setting/ parent carer links/relationship (not just ICT based) so that staff are aware of any changes in home circumstances and environmental factors that might impact on progress- ensure that information is shared appropriately.			
Provide alternative areas for specific tasks to be carried out e.g. Therapy Suite			
Allow alternative routes around the school			
Changing classroom locations to increase accessibility			
Changing door handles and handrails on steps			
Use of step to access toilet/basin			
Arrangements for lunch and break times, e.g. queuing earlier			
Leaving lessons early or later			
Reduce physical exertion around the school site, e.g. to lockers, cloakroom pegs			
Create a Personal Emergency Evacuation Plans (PEEP)			
Universal: Toileting and self-care			
Provide adaptations and commercially available equipment such as: • installation of **rails** • provision of bath-**steps or stools** • **change taps to leavers** • **provide toilet seat with arms** • **toilet seat inserts**			
• Follow guidance for **Personal and Intimate Care Plan**			

Follow advice in School-Age-Fact-File • Dressing Skills • Fasteners • Shoes and Socks • Tying shoe laces			
Universal: Sitting and seating			
Dining area – some tables and chairs (with back rest and arm rests) should be available, especially for younger CYP			
Hall – some chairs in different heights, with backrest and some with arm rests should be available			
Use of cushions such as **wobble cushions or wedge cushions.**			
Trial of a **writing slope**			
Differentiation and modification of school day including: • **rest periods** • **Working in different areas of the classroom**—allow different positions for working; high kneeling, standing etc • **Alternative workstations to allow flexibility** for work whilst sitting on the carpet or work in standing • **Additional time** for activities • Regular mobility/**movement breaks**			
Use range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. • Core Stability • Pelvic Stability • Shoulder Stability			
Universal: Handwriting and fine motor Skills			
Recording work **Alternate ways of recording work for some tasks**, e.g. voice recording, using pictures, using laptop for some work			
Use of a writing slope or alternative positions for working			
Enlarged worksheets to account for larger/less clear handwriting			
Consider positioning of worksheets, some CYP find tracking side to side easier than up and down			

Reduce expectations of volume of work produced			
Allow additional time for activities involving fine motor skills			
• Adapting homework tasks to reduce expectations			
Handwriting programmes - Teodorescu-Write from the start: Unique Programme to develop the Fine Motor and Perceptual Skills Necessary for Effective Handwriting. This programme offers an approach to handwriting which develops the muscles of the hand. It includes over four hundred graded exercises and activities to develop hand-eye coordination, form constancy, spatial organization, figure-ground discrimination and orientation and laterality. Promotes early pencil control.			
Speed UP handwriting Programme			
Use of range of strategies found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files			
Keyboard access: **Alternative mouse, keyboard** or other suitable **equipment and associated keyboard/touch typing software.** **Simple Changes for Pupils using Technology** **Developing Keyboard Skills**- English Type Programme			
Copying from the board: Have a **handout on the desk** Have an **electronic version** **Consider where the student sits**			
A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. • Developing fine motor skills • Hand Gym for the older child • Handwriting • Scissor skills • Bilateral integration			
Enlarged worksheets to account for larger/less clear handwriting			
Positioning of worksheets, some CYP find tracking side to side easier than up and down			
Reduce expectations of volume of work produced			

Allow additional time for activities involving fine motor skills			
Adapting homework tasks to reduce expectations			
Universal: Coordination and mobility			
Whole class Wake and Shake or similar			
Regular movement breaks			
Consider position on the floor - dedicated spot/cushion with firm surface to lean against			
A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. • Balance • Ball Skills • Bilateral Integration • Core stability • Flexible Joints • Motor planning • Pelvic Stability			
SEND Support: Physical Access to the school			
To include Universal support plus: **Referral to outside agencies to support physical access as required for pupil with physical needs.**			
SEND Support: Toileting and self-care			
To include Universal support plus: **Referral to outside agencies to support physical access as required for pupil with physical needs.** • **Children and Young People's specialist service** • **Children with Disabilities Team** • **Continence Team** continence team or school nurse. • **School Nurses** cover Level 1 continence i.e. Primary Night time wetting, Bladder and Bowel team cover most other aspects relating to school • **Access Specific training** for staff as required			
SEND Support: Sitting and seating			
Referral to outside agencies to support physical access as required for pupil with physical needs.			

• Referral to the **Children and Young People's specialist service -Occupational Therapy team** • Follow professional advice for **reasonable adaptations** and commercially available equipment • Consider referral to **Physiotherapy in CYPTS** if strategies have not supported progress.			
SEND Support: Handwriting and fine motor skills			
Access to dedicated lap top or tablet for recording work and word prediction to support spelling			
Text-to-speech functions in Microsoft, Google, iPad,			
Dictate functions in, Microsoft, Google, iPad, with training on their use			
Development of Touch Typing skills using programmes such as: • **DoorWay Text Type**, A highly accessible touch-typing method, all ages • **BBC dancemat touch typing**, all ages • **English Type Junior** – Touch typing programme			
Regular programme of fine motor skills activities individually or in small groups			
Referral to the Children and Young People's specialist service Occupational Therapy team			
SEND Support: Coordination and mobility			
To include Universal support plus: **Regular programme of motor coordination activities** individually or in small groups such as **Learn to Move** **Children and Young People's specialist service Occupational Therapy- Manual Handling**			
Consider a referral CYPTS Occupational Therapy and Physiotherapy should further advice and support be needed.			