

Hounslow Local Authority Ordinarily Available Provision

Sensory & Physical Needs

September 2021

What does this guidance document do? This guidance document describes the **provision** for **Sensory & Physical Needs** that should be **ordinarily available** in education settings in Hounslow.

What does this description of ordinarily or normally available educational provision for SEN provide? This guidance aims to provide consistency and a common set of expectations about what provision for **Sensory & Physical Needs** should be made for the majority of children and young people with SEN, within the structure of core & delegated funding (notional budgets) in state schools, academies & free schools.

Who should read this document? Schools and education settings should read this in the context of their responsibility to operate a **graduated response** to assessing, planning for, reviewing and providing for the majority of pupil and student needs in their settings. The education setting should always consider their graduated response to meeting additional needs and show clear evidence of interventions over time.

How will this document help?

This guidance will help schools and Local Authority officers to be clear about the expectations for provision at Universal and SEN Support. This document will help guide schools & education settings on implementing the graduated approach. This is not a tick list and must be read in the context of the SEND Code of Practice 2015.

Sensory & Physical Needs

The SEND Code of Practice states:

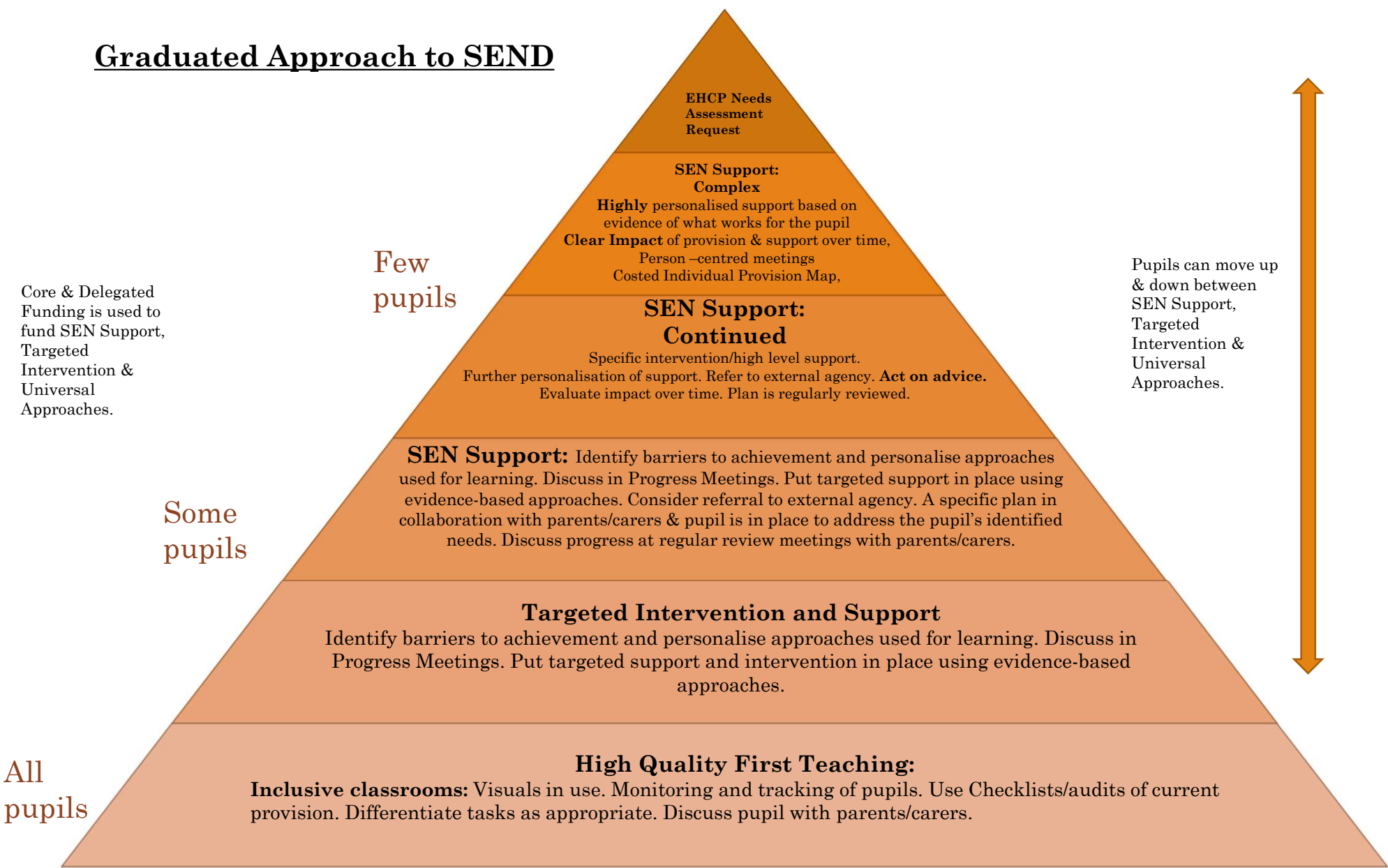
6.34: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

SEND COP para 6.35: Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



Graduated Approach to SEND



Expectations for all settings in Hounslow

The following is expected within all educational settings to be provided as standard inclusive practice. This should be a universal offer for supporting children and young people with SEND to access their education.

All children including those with SEND:

- Should have access to a broad and balanced curriculum that meets the individual needs of children to ensure they learn and develop well.
- Should be offered different (differentiated) opportunities or alternative approaches to learning to meet a range of learning needs.
- Should be offered an individualised approach to learning by practitioners identifying and meeting individual needs.
- Should have resources available to meet the ages and stages of their individual development.
- Should have appropriate plans in place as part of any identified SEN Support coordinated with support from the SENCO.
- Should be monitored to regularly review the effectiveness of the support and the monitoring of the child's progress.
- Should have access to high quality teaching (HQT).

All education settings will:

- Have clear arrangements in place to support children with SEND.
- Offer a graduated approach in accordance with the SEND code of practice 0-25 (April 2015) - assess, plan, do & review.
- Have a named setting SENCO in line with the SEND code of practice 0-25 (April 2015)
- Ensure all staff have access to training which will upskill practitioners to be confident in managing a range of learning needs.
- Be aware of the Equality Act 2010 and make reasonable adjustments for children covered under the protected characteristics.
- Have a clear policy to enhance positive behaviour within the setting and ensure that it is applied consistently by all practitioners.
- Have support plans in place for those children identified with SEND which are monitored and evaluated regularly.
- Have and maintain a culture of high expectations for all children including children with SEND.
- Have good and effective working partnerships with parents, offering clear and transparent information.
- Have arrangements in place to work collaboratively with other professionals i.e. health, social care, etc., to ensure children benefit from an integrated approach.

Ordinarily Available Provision Expected at: Universal Provision:

High Quality Teaching:

Hounslow Local Authority expects all settings to provide high quality teaching as part of their Core Offer:

The needs of children and young people at Universal Provision level are supported by their class teacher in a primary school, and by form tutors & subject teachers in secondary school. Whole school approaches for **Sensory & Physical needs** will support individual teachers to make reasonable adjustments for the pupils they are responsible for.

At this level, individual teachers and classroom staff are responsible for carrying out, for example, audits of their classroom as well as enabling the necessary adjustments to support the child to be included and successful in school. Advice and guidance can be provided from your school SENCO.

Hounslow Guidance- Ordinarily Available Provision for Sensory & Physical Needs

SEN Support

When considering children and young people in need of SEN support schools are expected to operate a Graduated Response resulting from careful identification, assessment, planning and reviewing.

It is expected that this approach will provide for most learners needs in their settings. It will include the use of evidence-based interventions and proven strategies to promote positive development over time.

Children and young people at SEN Support have needs that are not being met by Universal Level, High Quality Teaching.

They will need a more bespoke plan focussing on specific support areas.

This is co-ordinated by the school SENCo: class and subject teachers have responsibility for implementing the plan.

This may be through classroom and other approaches (e.g. at break times) and may be supported through intervention groups.

Sensory & Physical -Ordinarily Available Provision in Schools: Hearing Impairment

Identified Need	Assessment	High Quality Teaching Expectations	Targeted & SEN Support
<p>Concerns include:</p> <ul style="list-style-type: none"> • Delayed speech and language • Difficulty maintaining attention • Difficulty following instructions • Diagnosed fluctuating conductive hearing loss e.g. glue ear • Diagnosed permanent hearing loss • Diagnosed unilateral (one-sided hearing) loss • Diagnosed mild or moderate loss • Hearing loss is impacting on learning • Missing spoken information leading to misunderstanding • Difficulty with new social situations • Multi-sensory loss 	<ul style="list-style-type: none"> • If there are concerns regarding a child's hearing then the family need to talk to their GP/Audiologist • A member of the HI Specialist Support Service (SENSS) may visit and undertake a more detailed assessment, which may include: <ul style="list-style-type: none"> • Classroom observation, • Management advice and training for key staff, • Environmental assessments • Parental support on issues related to hearing impairment • HI Suspected hearing loss advice and guidance https://www.ndcs.org.uk/media/5206/parent_tips_suspected_hearing_loss.pdf 	<ul style="list-style-type: none"> • Differentiated classroom activities to reflect the pupil's individual needs and ensure full access to and participation in all activities. • Ensure that the delivery of the curriculum is accessible for the pupil with a hearing loss. • Encourage and facilitate social interaction with peers, explaining to other pupils, if necessary and appropriate, how they can ensure their peer can hear and understand what they are saying. • Settings may facilitate communication between pupils in a modified or adjusted manner. • Consider access arrangements for assessments and exams. • Promote positive attitudes towards deaf and hearing impaired people within the school environment. • Staff attend training delivered by the HI team. • Settings should make simple adjustments to support favourable acoustic conditions in the classroom / setting for a deaf / hearing impaired child. Managing Listening Conditions checklist https://www.ndcs.org.uk/documents-and-resources/managing-listening-conditions-checklist/ • Use clear natural speech. • Gain the student's attention before speaking. • Avoid talking whilst writing on the board or bending down to operate a laptop. • Provide clear objectives at the start of the lesson to cue in the child. • Provide as much visual support as possible in terms of concrete materials, scaffolds, pictures and notes on the board and practical demonstrations. • Summarise ideas at regular intervals. • Ask questions to establish levels of understanding. 	<ul style="list-style-type: none"> • Consider personal Radio Systems to transmit information from teacher to student. • A system of protocol is in place so that hearing aids and any additional hearing technology (e.g.: radio aids) can be kept safely and securely and maintained appropriately (e.g.: if batteries need to be replaced or equipment needs charging). • Monitoring of social and emotional well-being and inclusion. • Multi-sensory loss https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/earlysupportmulti-sensoryimpairmentsfinal2.pdf

Sensory & Physical -Ordinarily Available Provision in Schools- Vision Impairment

Identified Need	Assessment	High Quality Teaching Expectations	Targeted & SEN Support
<ul style="list-style-type: none"> • A diagnosed eye condition which impacts on learning and may require specialist training, resources and/or equipment • Reduced visual acuity (clarity) and/or field loss in one or both eyes, which affects learning • Problems with balance • Resistance to visual activities e.g. reading • Poor spatial awareness • Remote viewing (CYP looking in a different direction to that which is expected) • Poor colour differentiation • May have problems identifying peers in the playground. • VI impacts on mobility and orientation • VI impacts on self-help and independence skills • The child may become tired towards the end of the school day due to having to concentrate so hard on 'looking'. • Multi-sensory loss 	<ul style="list-style-type: none"> • If there are concerns regarding a child's vision then the family need to talk to their GP/optician/ophthalmologist. • A member of the VI Specialist Support Service (SENSS) may visit and undertake a more detailed assessment, which may include: <ul style="list-style-type: none"> • Classroom observation, • Management advice and training for key staff, • Environmental assessments • Parental support on issues related to visual impairment • Functional vision assessment of child. • Further advice can be found at: https://www.natsip.org.uk/ 	<ul style="list-style-type: none"> • Plan and deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities. • Accessible materials may reduce the amount of support that a child / young person needs. • Modified teaching and learning materials are prepared in advance, with pre-planning between teacher and support staff. • Use required font size for print. • Pre-teaching • Make best use of in-class technology such as white board, tablets, computers, audio enabled programmes etc. • Environment is planned taking into consideration sensory needs e.g. playground and classroom layout, display, signage and lighting, use of blinds. • Well organised classrooms with clear route ways. • Teachers verbalise work written on the board. • The wider curriculum promotes positive examples of diversity. • Provision of reasonable adjustments including arrangements for Sports Day, Design and Technology and PE where appropriate • Modified exam materials and appropriate access exam arrangements • Access to audio books 	<ul style="list-style-type: none"> • Specialist touch-typing teaching sessions • Gross and fine motor programme • Specialist IT equipment e.g. Tablets, Dolphin Supernova Magnifier • Braille lessons supported by a member of the classroom team. • Modified equipment e.g. dark lined books, • May need Habilitation • Monitoring of social and emotional well-being and inclusion. • Multi-sensory loss https://councilfordisabledchildren.org.uk/sites/default/files/field/attachment/earlysupportmulti-sensoryimpairmentsfinal2.pdf

Sensory & Physical -Ordinarily Available Provision in Schools- Physical Disability

Identified Need	Assessment	High Quality Teaching Expectations	Targeted & SEN Support
<p>Concerns include:</p> <ul style="list-style-type: none"> • Frequent trips and falls • Cautious on steps or stairs • Bumps into people or furniture etc regularly • Gross motor skills lack fluency and lag behind peers • Use of mobility or walking aids (e.g. wheelchair or walking frame) • Difficulties with pencil skills or handwriting • Difficulties manipulating concrete resources in maths • Difficulties with fine motor activities such as threading, craft, scissors • Requires support to develop independence • Able to participate in classroom activities, but difficulties in undertaking certain tasks have a significant impact on pace of work • Difficulties with self-esteem, confidence and emotional well-being • Physical needs may affect their relationships with peers • May require support with toileting 	<ul style="list-style-type: none"> • 1st Move tools https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf • Sensory assessment checklist https://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.2-Sensory-assessment-checklist.pdf • Sensory circuits screener and activities by Jane Horwood • A member of the PD Specialist Support Service (SENSS) may visit and undertake a more detailed assessment, which may include: <ul style="list-style-type: none"> • Classroom observation, • Management advice and training for key staff, • Environmental assessments • Parental support on issues related to physical disability and medical conditions. • Further advice can be found at: https://pdnet.org.uk/ 	<ul style="list-style-type: none"> • Flexible use of resources and staffing available in the classroom; recording work, accessing text, pre-teaching vocabulary, modifying teacher talk, modelling responses, focusing listening and attention. • Follow a structured handwriting scheme with slight modifications • Some differentiation to PE curriculum if appropriate. • Equipment to support e.g. non slip mat (Dycem), adapted pencils, pens, scissors, foot stool, writing slope. • Differentiated writing materials and equipment • A programme to develop fine motor skills/handwriting • Access to word processors & ICT equipment to aid recording • May need help to record work. • May need help eating and drinking. • May need adaptations for PE curriculum and all practical subjects. • Differentiation may be required to take account of slower pace or to catch up following periods of absence. • Movement breaks built into class timetable. 	<ul style="list-style-type: none"> • Risk Assessment. • PEEP (Personal Emergency Evacuation Plan). • Individual Care Plan as appropriate with specialist input and advice from relevant professionals. • Dressing and undressing skills programme • May need specialist low tech seating and/ or furniture and equipment. • May need support with toileting. • Touch –typing programme. • May need more supervision in potentially hazardous situation e.g. science lab, swimming, using PE apparatus. • Monitoring of social and emotional well-being and inclusion. • Sensory programmes designed and implemented.

Hounslow Guidance- Ordinarily Available Provision for Sensory & Physical

Training Expectations

➤ School staff who teach or have contact with the child or young person, should know about and understand the child or young person's sensory impairment and its implications for their learning, in particular on:

- Educational progress
- Speed of working and access to information
- Communication skills, especially reading and writing
- Mobility and awareness of the educational environment
- Social contact and interaction with peers
- Self-esteem and emotional well-being.

• Staff follow advice outlined in supporting pupils with medical conditions document (Hounslow guide):

https://fsd.hounslow.gov.uk/synergyweb/local_offer/Health_guide_for_schools.aspx

And in government guidance:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

➤ The specialist advisory staff from SENSS Hounslow can provide support, advice and information to staff on a range of matters including information about the child or young person's sensory needs and what it means to them, equipment, transition planning between phases of education and information about other sources of support.

➤ Staff should undertake training as recommended by NHS professionals e.g.

- Training for use of medical devices
- Moving and handling training
- Training in specific therapy programmes
- Condition specific training e.g. cerebral palsy, epilepsy, diabetes

Questions to consider:

- Is the environment suitable for good listening and attention?
- Are CYP sitting in the most appropriate place?
- Are CYP given enough time to think about and answer questions?
- Are there basic modifications that can be made to improve acoustics?
- Are there basic modifications that can be made to improve the environment?
- Does the CYP need a personal emergency evacuation plan?
- Has the setting made reasonable adjustments to accommodate needs (Equality Act, 2010)?
- Does your setting need to review its accessibility plan?
- Are staff gathering information and using observation to identify the child's sensory development needs within one or more area?
- Are staff using strategies to support the child's sensory needs?
- Are tasks adapted to meet the child's needs?
- Are parents encouraged to target the same skills at home?