

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