

Sensory & Physical

What will you see? (Barriers)	What can help?
Physical Access to the School CYP may	(Strategies and provision)
<ul style="list-style-type: none"> • Seek adult support to move around the school 	<ul style="list-style-type: none"> • Provide alternative areas for specific tasks to be carried out
<ul style="list-style-type: none"> • Refrain from moving between areas of the school 	<ul style="list-style-type: none"> • Allow alternative routes around the school.
<ul style="list-style-type: none"> • Struggles to open doors 	<ul style="list-style-type: none"> • Consider changing classroom locations to increase accessibility
<ul style="list-style-type: none"> • Requires additional support to evacuate a building in case of emergency 	<ul style="list-style-type: none"> • Consider changing door handles
<ul style="list-style-type: none"> • Requires physical support to negotiate the school site 	<ul style="list-style-type: none"> • Consider handrails on steps
	<ul style="list-style-type: none"> • Consider use of step to access toilet/basin
	<ul style="list-style-type: none"> • Consider arrangements for lunch and break times, e.g. queuing earlier
	<ul style="list-style-type: none"> • Leaving lessons early or later
	<ul style="list-style-type: none"> • Plans to reduce physical exertion around the school site. For example, consider location of lockers, cloakroom pegs
	Create a Personal Emergency Evacuation Plans (PEEP)
	Training: <ul style="list-style-type: none"> · PDnet - Raising Awareness of Physical Disability, level 1: pdnet Level 1 Training – pdnet · Personal Emergency Evacuation Plan (PEEP) – generic 1 hour online training. Information can be found on the SSE Website. · Evacuation Chair training – setting specific 3 hours training. Information can be found on the SSE Website.
Toileting and Self-Care	(Strategies and provision)
CYP may	
<ul style="list-style-type: none"> • Requires adult assistance with cleaning themselves occasionally 	Provide adaptations and commercially available equipment such as:
<ul style="list-style-type: none"> • Requires adult support to change their clothes 	<ul style="list-style-type: none"> • installation of rails
<ul style="list-style-type: none"> • Unable to get on and/or off toilet 	<ul style="list-style-type: none"> • provision of bath-steps or stools
<ul style="list-style-type: none"> • Demonstrates poor balance on the toilet 	<ul style="list-style-type: none"> • change taps to levers
<ul style="list-style-type: none"> • Unable to reach sink 	<ul style="list-style-type: none"> • provide toilet seat with arms
<ul style="list-style-type: none"> • Unable to use taps/dry hands 	<ul style="list-style-type: none"> • toilet seat insert
	Follow guidance for Personal and Intimate Care Plan
	Training offer by the PIMS team:

	Personal and Intimate care. Information can be found on the SSE Website.
	A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see
	• Dressing Skills (P.62)
	• Fasteners (p.66)
	• Shoes and Socks (p.106)
	• Tying shoe laces (p.119)

Sitting & Seating

The CYP may:	Allow different types of chairs and tables across the school site:
• Appears to be fidgeting/leaning in their chair	• Classroom - some chairs should have armrests and tables should be in the height to accommodate the armrests under the table. Use of block step to improve stability
• Appears to be distracted/taking longer to complete tasks in comparison to their peers	
• Complaining of pain or falling off their chair	• Dining area – some tables and chairs (with back rest and arm rests) should be available, especially for younger CYP
• Demonstrate poor quality of work, such as poor handwriting, longer time to eat	• Hall – some chairs in different heights, with backrest and some with arm rests should be available
• Struggles to maintain posture throughout the school day	
• Struggles to sit on and get up from the chair	Use of cushions such as wobble cushions or wedge cushions. Trial of a writing slope
	Differentiation and modification of school day including
	• rest periods
	• consider working in different areas of the classroom—allow different positions for working; high kneeling, standing etc.
	• consider alternative workstations to allow flexibility for work whilst sitting on the carpet or work in standing
	• Allowing additional time for activities
	• Regular mobility/movement breaks
	A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see
	• Core Stability (p.48)
	• Pelvic Stability (p.95)
	• Shoulder Stability (p.109).

Co-ordination & Mobility

The CYP may:	A range of strategies can be found in the Children and Young People's Therapy Service (CYPTS) School Age Fact Files. Please see
• Requires occasional, low-level support to mobilise in the setting	• Balance (P.34)
• Difficulties sitting on the floor and/or getting up from the floor	• Ball Skills (P.38)
• Difficulties changing positions	• Bilateral Integration (P.39)
• Struggles to coordinate movements in PE	• Core Stability (P.48)
• Falls/trips frequently in the playground	• Flexible Joints (p.68)
• Difficulties navigating around the classroom e.g. bumping into furniture/people	• Motor planning (P.86)
• Difficulties throwing/catching	• Pelvic Stability (P.95)
• Poor timing and sequencing of movement	
• Difficulties learning new motor skills e.g. swimming, riding a bike/trike	Whole class Wake and Shake or similar
• Difficulties with balance	
	Regular movement breaks https://choices.somerset.gov.uk/025/send-news/somerset-sensory-processing-handbook-launched/send-news/
	Consider position on the floor - dedicated spot/cushion with firm surface to lean against