

## Westbury Park Graduated Response 2023

### Sensory & Physical

#### **EHCPs - Education Health Care Plans**

Specialist and individual support for the child with input from class teacher, SENCO, parents/carers and external agencies - to be reviewed regularly, personalised risk assessment, Smart Moves programme

#### **School Support with External Agencies**

Take advice from specialist teams related to font style and size, ophthalmologist consultation, equipment and resources recommended by Sensory Support Team/Audiologist, small group Nessy Fingers sessions, Write From the Start, occupational and physiotherapy consultation

#### **School Based Additional Support**

Ensure correct seating in relation to whiteboard taking into account vision in each eye, access to audio books and associated equipment, enlarged copies of texts and resources, short spells of visual activity interspersed with less demanding activities, avoid shiny surfaces which may reflect and dazzle, ensure a range of writing materials is available, avoid the sharing of texts or monitors, school-based interventions, allow additional time to complete tasks and extra thinking and talking time, writing slope, slow down speech rate but keep natural fluency, allow the child plenty of space to work and organise resources, seated away from distractions and overwhelming stimuli, encourage oral presentations as an alternative to some written work, lined paper with spaces sufficient to accommodate pupils' handwriting, mark starting point on each line with a green dot, attach paper to desk with masking tape, break down activities into small chunks, access to laptops and tablets, cue cards to help the pupil sequence, LO printed or written into the book for the child, use of voice processor to aid writing, no more than one or two instructions at a time, teach child to use a planner/diary where appropriate, allow alternatives to taking part in team games, theraband, Weighted blankets/jackets, Noise reduced environment, Sensory space

#### **Quality First Teaching (what we offer everyone in the school)**

Eliminate inessential copying from the board, consider natural and artificial lighting, give many first-hand sensory experiences, use different paper/whiteboard colours and contrasts, address pupils by name, avoid standing in front of windows, use verbal explanations when demonstrating and modelling, use visual symbols to support understanding, keep background noise to a minimum, gain pupils' attention before important information is given, model and teach careful listening with visual cues, divide listening time into manageable chunks, face pupils when speaking and keep hands away from the mouth, check that information and instructions have been understood, key words on the board to focus introduction and conclusion, organise classrooms to allow free movement, equipment clearly labelled and kept in the same place in the classroom, repeat contributions from other children, check that left and right handed pupils are not sitting next to each other with writing hands adjacent, seating that allows pupils to rest both feet flat on the floor, desk at elbow height, support and teaching of keyboard skills, teach sequencing skills, ensure range of pen and pencil grips is available, reinforce verbal instructions, use different colours for text on the board and space out writing, Wobble cushions, dough disco, messy play,