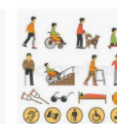
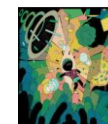


## Curriculum Statement

### Supporting Physical Development

*Hooked on Thinking*

Working With and For Local Families



#### **Intent**

The code of Practice 2014 states that children should be supported for four different pillars of need, one of these is physical impairment or disability e.g. visual, auditory or physical. It also includes those pupils believed to have or diagnosed with a sensory processing need. Sensory Processing Disorder or SPD (originally called Sensory Integration Dysfunction) is a neurological disorder in which the sensory information that the individual perceives results in abnormal responses. Sensory processing refers to the way the nervous system receives messages from the senses and turns them into responses. For those with Sensory Processing Disorder, sensory information goes into the brain but does not get organized into appropriate responses. Those with SPD perceive and/or respond to sensory information differently than most other people. Unlike people who have impaired sight or hearing, those with Sensory Processing Disorder do detect the sensory information; however, the sensory information gets “mixed up” in their brain and therefore the responses are inappropriate in the context in which they find themselves. A more formal definition is: SPD is a neurophysiologic condition in which sensory input either from the environment or from one’s body is poorly detected, modulated, or interpreted and/or to which atypical responses are observed. Pioneering occupational therapist and psychologist A. Jean Ayres, Ph.D., likened SPD to a neurological “traffic jam” that prevents certain parts of the brain from receiving the information needed to interpret sensory information correctly.

EEF Priority 2: aim to build an ongoing holistic understanding of our pupils and their needs. Assessment in this area is ongoing and purposeful and will always seek input from parents/carers, where appropriate the pupil and when required any additional professionals from outside of the school team.

#### **Implementation: *Developing physically resilient learners at Hindhayes:***

Supporting all learners is essential if all pupils are to be able to access the school curriculum. Classroom teachers and TAs know their children well. They monitor and raise concerns to the SEND team should they believe that a child requires further assessment. Sensory and OT checklists are then completed by parents and teachers to highlight differences in behaviours. This information is then presented within referrals to the occupational therapy team.

The children and staff are then encouraged to use their up to date and increasing knowledge of recent research when following the guidance of external practitioners and working with individual children to adapt their planning and classroom approaches. These approaches include:

Adapting environment to meet the needs of children with hearing impairments e.g. additional blinds to help with sound/noise levels to ensure clarity when pupils are trying to listen more closely

Altering the environment to meet the needs of children with visual impairments e.g. painting yellow lines on curbs, steps and stairs to make potential hazards more visible to the eye

Altering the environment to meet the need of children with physical disabilities e.g. installation of ramps, widening of doors

Following the plans written by occupational health workers to support the development of fine and gross motor skills e.g. funky fingers activities,

Following the plans written by occupational health workers to support the sensory needs of pupils by e.g. wedge cushions, fidget toys, chewlery, weighted cushions, body socks, physical breaks

Following the plans provided by occupational health workers to further develop the self-help/independence skills of the children by e.g. providing toileting plans, eating plates, grazing trays, bedtime plan

#### **Developing Cultural Capital**

Embedded within the schools monitoring systems, the school SENCO prepares an annual SEND information report for governors and the school staff in the Autumn term. In here is an overview of the last three years, showing how many pupils fall into each of the four areas of need. Over the last three years the % of pupils identified as having this area as their primary area of need has been a small number. In total 3% have been supported for physical/OT needs, 3% for hearing and 1% for sensory. No children have required support for a visual impairment. Although there has only been a small % identified staff have had to work with a number of children who have had sensory processing as a secondary need e.g. those identified as Autistic behaviours or those who present with SEMH. When you add these two groups of children into this group this is 34% of the children who have been supported which just over a third.

Those children who do not meet the standard are identified by the class teacher at the point of transition. If they require additional support in this when they move into Year 1 this time is found within the timetable.

#### **Impact:**

High quality differentiation is provided for pupils within Physical Impairment.

Occupational Therapists report that their observations of staff at Hindhayes are that they know their staff very well.

When class teachers are asked to complete e.g. sensory or physical checklists they can do so with confidence.

Over the last four years at the end of Reception almost 90% of pupils have achieved the requirements of the Physical strand in the EYFS.

Pupils core strength improves over the time that they are attending Hindhayes e.g. Reception teachers report that some pupils have difficulty sitting for extended periods of time when unsupported. This gap has been closed by the time they leave in Year 2.