

Sensory and/or Physical Needs Provision Map (2025-2026)

Wave 1 Universal Support	Wave 2 Early intervention	Wave 3 Additional and individualised provision	Referral to external specialist support
 Adapted classroom layout for accessibility Use of writing slopes, pencil grips, or ergonomic seating Access to sensory tools (e.g. fidget toys, ear defenders Regular movement breaks or brain breaks Visual timetables and structured routine Classroom lighting and sound adjustments Opportunities for fine/gross motor development in PE and play Teacher awareness of medical needs (e.g. allergies, asthma 	 Sensory circuits or movement breaks with adult supervision Fine motor skills groups (e.g. threading, dough disco Adapted PE activities with support Additional handwriting support Support with self-care routines (e.g. toileting, dressing for PE) Short-term use of mobility aids or classroom supports Targeted use of visuals, checklists, or tactile supports 	 Individual learning support plan with clear focused targets SENCo involvement to support need/added to the SEN register if applicable 1:1 support from a teaching assistant or learning mentor Support from Occupational Therapist, Physiotherapist, or Specialist Teacher Individual Sensory Integration Plan Personal care plan and intimate care policy 1:1 or adult support for physical access, medical needs, or selfcare Manual handling or hoist training for staff Specialist equipment (e.g. walker, standing frame, adapted cutlery, iPads) Adjustments to curriculum or physical environment (e.g. ramp access, lift) 	 Referral to VI/HI Team for observation and further support through a strengths meeting Referral to OT EHCP in place with regular multi-agency reviews

