

## Referrals

Referrals are needed for children to access:

- SNS (Sensory Needs Service) for hearing or visual impairments
- CITES (Children's Integrated Therapy Services) for Occupational Therapy or Physiotherapy

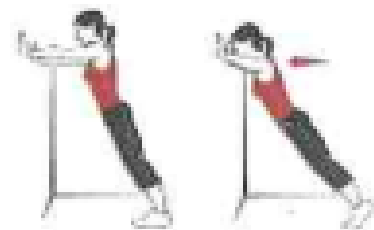
- Sensory Circuits

Please discuss any worries that you have about a child with our SENCO



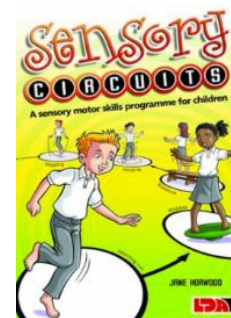
## SNS/ CITES

A few children may need a referral to request specialist support from SNS (Sensory Needs Service) or CITES (Children's Integrated Therapy Services) for OT or Physiotherapy



## Group or 1:1 support

Children will be identified through screening, discussion with a parent or a teacher referral that they require individual or group support of programme called Sensory Circuits: A movement based activity program used in schools for 20 minutes x 5 times a week.



## Motor Assessments

All children in Foundation will be screened using a fine motor assessment and will receive fine motor intervention based on this. Our TA's will also observe and assess Foundation children's gross motor skills. All Reception, year 1 and 2 pupils complete handwriting assessments to inform next steps for fine motor skills. The NHS offers routine vision and hearing screening for reception aged children.

## Class strategies

We use specialist advice on strategies and teaching approaches from the Sensory Needs Service (SNS) for children with hearing or visual impairments and from Physiotherapy, Occupational Therapy and other specialist colleagues. Learning is made active as much as possible, and activities including 'GoNoodle' and 'Dough Disco' help children with opportunities for movement when learning. Children can access sensory equipment; as appropriate and in discussion with parents. Within classrooms, we use Zones of Regulation to help children achieve a 'just right' level, so they are ready to learn.

## Sensory and/or Physical Needs

The SEND Code of Practice describes this as, 'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.'

Identified barriers and/or needs may include; hearing impairment, vision impairment, physical disability, severe and complex medical needs, physical sensitivity including hyper and hypo responses and possible sensory processing difficulties and sensitivity to sensory stimuli.