



Supporting a child with Sensory Differences within school

All pupils who show signs of needing support for sensory difficulties will have access to;

- First Quality Teaching as a minimum (see Provisions Maps).
- PECS (Picture Exchange Communication System).
- Personalised daily timetable to help smooth transition times.
- Personalised check-in chart to establish feelings at regular intervals.
- Now and Next boards to help focus on tasks and rewards.
- Brain breaks when necessary to have time away from demands and help reduce stress and anxiety.
- Sensory Tool Kit (ear defenders, fiddle toys, weighted blanket etc)
- The 'Den' for quiet space when necessary and available.
- Social Stories and Comic Strips to aid and develop understanding.
- Access to outside agencies if required.

Teachers will ensure:

- Classrooms are adapted to reduce stress and anxiety for pupils, this includes the layout, displays, lighting and noise levels.
- Pupils are given understanding, acceptance and time to decompress from their triggers.
- The teacher will use a multi-sensory approach for all learning points throughout the session, taking into account all learning styles.
- The pace of the session will take into account the needs of learners with time built in for thinking time/brain breaks.
- Additional time will be allowed within sessions for sensory pupils to process information and for reading and writing.
- Instructions and information will be broken down into small steps with no more than 2 pieces of information being given at one time.
- Any missed learning will be followed up as soon as possible.

As families you will:

- Discuss with us your child's needs.
- Discuss with us any concerns you may have.
- Follow advice given to support your child at home.
- Inform school of any difficulties at home which may impact on your child's day in school.
- Trust us, as professionals, to support your child and family in the best way possible.