



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

Appendix 2

Continuum of Learning & Inclusion for Schools



Onchan School Offer for Students with Additional and Complex Needs

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Compassion - Integrity - Endeavour - Courage - Respect



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Introduction

A significant emphasis on the Continuum of Learning and Inclusion has been placed on the universal offer for children with additional/complex needs. There is not a specific teaching pedagogy for SEN, which means that the teaching methods used to support children with SEN are not significantly different from those used to teach all children. High quality classroom and subject based teaching (Quality First Teaching) should be the first response to target areas of weakness and where progress is not at expected levels (DfE, 2015)

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The School Offer

The aim of this document is for Onchan Primary School to communicate their specific, additional and complex needs offer. The provision in each school can be different and should reflect the needs of their local school community, which means that each school should have a different offer.

Cognition and Learning

The Cognition and Learning domain of the COLI includes advice and guidance on the profile of need for children and young people along the continuum of learning and inclusion in relation to

Specific learning needs

Generalised learning needs

It encompasses the range of needs from moderate difficulties to severe, profound and multiple learning difficulties. These may have associated physical and sensory needs. Students with specific learning needs alone would not generally meet the threshold for complex educational needs, as it would be expected that these needs should be adequately provided through differentiation and adaptation without the need for specialist provision. Specific learning needs combined with needs in other AEN domains may warrant the need for significant adaptation to educational provision and could be identified as complex needs.

Specific learning difficulties (SpLD)

Children who have specific learning difficulties (SpLD) may experience any of the following problems:

- Poor fine motor co-ordination, which will result in untidy handwriting and presentation of work.
- Poor working memory, both visual and auditory, which will affect their ability to follow instructions, take down dictation, and copy text from either book or board, learn spellings or tables.
- Poor organisation which will affect their ability to remember books or equipment, what home learning they need to do and how to organise their thoughts into written work.
- Poor sequencing skills which can affect their ability to learn tables or spellings.

They may learn some things really easily while other aspects of their work present them with persistent difficulties.

They may often be able to make valuable contributions to class discussions but find it difficult to present those ideas in written form.

Written work may take these children much longer to complete than a similar piece written by their peers, or be incomplete.

Their completed work often has a significantly restricted vocabulary when compared to the pupil's oral vocabulary. These problems can lead to frustration, poor self image and sometimes result in behaviour problems.

Weak auditory and/or visual memory

Pupils may be:



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Slow to pick up sounds/tricky words in reading.

Forgets words from one page to the next in a book.

Unable to follow simple 3 step instruction, such as - "go and get me the red pen and put it on the blue table"

Weak concentration skills

Pupils may:

Fidget or fiddle with things a lot.

Find it hard to sit still on a chair or carpet

Want to call out all the time.

Be a 'daydreamer'

Only complete part of a task given

Distract other learners.

Poor organisational skills

Pupils often:

Are the last one to be ready at the end of the day.

Forgets book bag etc.

Finds it hard to follow all of the steps in a learning task.

Can be clumsy or fall over their own feet.

Universal Educational Offer (specific for cognition and learning) Literacy	Date	Impact
Pre teaching of subject vocabulary.		
Auditory Stories		
Provide a range of reading rulers.		
Do not ask a pupil to read aloud in class if they lack confidence and have not had an opportunity to prepare.		
Key words/vocabulary clearly displayed and emphasised when speaking.		
Onchan Phonic Scheme		
Visual support (diagrams and pictures) to promote understanding of text.		
Teach sequencing as a skill e.g sequencing stories, alphabet etc.		
Alphabet strips/phonetic sound mats/letter formation strips/vocabulary mats stuck to pupils desks/readily available.		

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Letter join and letter formation.		
Mark the starting point for each line with a green dot/highlight line with yellow or pink highlighter pen.		
Alternative ways to demonstrate understanding e.g diagrams, mndmaps.		
Encourage pupils to review their own work in order to check for errors as well as encouraging them to identify key words that convey the meaning of their work.		
Pen/pencil grip to help with correct grip.		
Activities/instructions are broken down into manageable chunks.		
Pupils have opportunities to read books aloud and are encouraged to have conversations about them.		
YARC- Reading Assessment		
Nessy - Dyslexia Screener		

Additional Educational Offer (specific for cognition and learning) Literacy	Date	Impact
Regular and explicit teaching of metacognitive strategies (learning how to learn).		
Small group activities to address specific targets that are explicitly reinforced in whole class activities to aid the transfer of skills.		
'Distributed practice' (little and often, eg daily short practice sessions rather than longer weekly sessions) to enhance acquisition and retention of skills, knowledge and learning.		
Paired or group work to share the thought processes that led them to make inferences.		
Develop higher order reading skills by taking part in a guided reading group above their decoding level. This should		

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increase the pupil's confidence and self esteem.		
Activities, which extend spoken and receptive language.		
Encourage pupils to clearly articulate what they are going to say in their writing.		
Strategies should be described and modelled before pupils practice the strategies with feedback.		
Guided oral reading instruction - Teachers model fluent reading of a text before pupils read the same text aloud with appropriate feedback.		
Repeated reading - Pupils reread a short passage several times or until they reach a suitable level of fluency.		
Touch typing.		
Mind mapping.		
Toe by Toe.		
Reading pens.		
Precision teaching.		
Style		

Universal Educational Offer (specific for cognition and Learning) Numeracy	Date	Impact
Consider environmental factors - seating, grouping, working walls.		
Give access to a wide range of practical resources e.g hundred squares, number lines, numicon, cubes.		
Number lines stuck on desks/readily accessible.		
Display mathematical terms and symbols.		
Ensure links to prior learning are implicitly made.		
Provide a talking partner for pupils to explain/share their mathematical thinking. Make close observations of pupils to fully understand the mathematical strategies being used to solve problems - get the children to talk through what they're doing.		

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Provide time for practice and consolidation of new skills/strategies.		
Playing games, which involve mathematical skills.		
Activities/instructions to be broken down into manageable chunks.		
Present tasks in a meaningful context		

Additional Educational Offer (specific for cognition and learning) Numeracy	Date	Impact
Regular and explicit teaching of metacognitive strategies (learning how to learn).		
Teaching approaches involve visual and practical resources.		
Power of Two		
Distributed practice (little and often, eg daily short practice sessions rather than longer weekly sessions) to enhance acquisition and retention of learning.		
Partner work, peer learning.		
Understanding the interval based structure of number line activities - use practical versions of number lines.		
Understanding the structure of place value digit and word, base ten activities, partitioning activities.		
Understanding the underlying structure of the number system activities.		
Revisit basic activities often and in different ways - apply the knowledge.		

Complex Educational Offer (specific for cognition & learning) Numeracy	Date	Impact
More frequent distributed practice is used to allow more over learning.		
Daily explicit teaching on how to generalise the skills learnt to other and everyday context is given.		
Precision teaching.		
SESO/ESO supports in some pieces of work.		

Communication and Interaction

The category of communication and interaction includes advice, support and guidance to facilitate the inclusion of children experiencing difficulties including:

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Speech, language and Communication

Social communication and Interaction

Where children have physical and sensory difficulties that are related to a diagnosis of a social communication difficulty, then these needs should be considered here.

Expressive Language Difficulties

Pupils may:

Mispronounce certain sounds

May speak with a lisp.

Be reluctant to speak in group situation.

Have limited vocabulary.

Find it hard to put a word to things.

Be a hesitant speaker - taking time to 'find the words'

Receptive Language Difficulties

Pupils may:

Appear not to be listening to instructions.

Have a limited vocabulary.

Find complicated instructions hard to follow

Universal Education Offer (specific for speech, language and communication)	Date	Impact
Pre teaching of subject vocabulary.		
Provide suitable seating position in the classroom. Measures taken to minimise background noise and distraction.		
Use a range of visual aids to support understanding eg pictures/photos, TV, artefacts.		
Signalong signs used.		
Use of interactive strategies to maintain pupils involvement/attention eg holding up cards, peer comments and adult encouragement.		
Regular checks of pupils understanding through questioning and observation and asking the students to say what they have understood.		
Balance between teacher and pupil talking time with sufficient opportunities given for pupil's participation.		

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Adult pauses to allow pupils to process information and respond. Provides thinking time, partner talk is structured.		
Link to previous learning and personal experience.		
Ask learners to summarise key points. Be aware of pupils that require particular help.		
Break activities/instructions down into small steps.		
Allow extra processing time.		
Teach the students strategies to ask for help.		
Encourage easy communication by reviewing seating plan.		
Provide different ways the students express themselves eg sharing/trying to tell you in another way.		
Class visual timetable broken down and explained personally.		

Additional Educational Offer (specific for speech, language and communication)	Date	Impact
Space, light and layout in the classroom with appropriate screening provided around work area.		
Use seating plan for focussed work.		
Use of ear defenders.		
Individualised pictures and symbols to support learning.		
Pupil is given the opportunity to interact and use language in different situations with different people at an appropriate level.		
Providing additional opportunities to access multi sensory approaches, e.g role play, practical activities, mime etc.		
Opportunities to talk with selected talking partners, group work.		
Use individual verbal cues e.g say pupil's name/give lots of eye contact/say 'Its time to listen'.		
Individual visual timetable with broken down steps.		
Clearly define the task in stages, using visual support, and identify with the learner when they know they have finished.		
Explain some idioms. This will also benefit pupils with EAL.		

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Limit choices for pupils who have difficulties making choices and following them through. Can use choice boards.		
Use concrete and visual resources in teaching with small groups.		
Whiteboard use to reinforce the vocabulary.		
Adults to speak slowly and stress keywords.vocabulary to support the development of students clear speech.		
Small group provision with SESO/ESO in quiet environment to focus on phonological awareness (e.g syllables, onset rime awareness) through topic vocabulary.		
Language Link activities.		

Complex Educational Offer (specific for Speech, Language and Communication)	Date	Impact
Workstation located in a quiet area of the classroom or outside the classroom.		
SESO/ESO to support completion of longer piece of work.		
Use individualised visual support e.g prompt cards, individual pictures, visual schedule. Pre teaching and post learning of key vocabulary, using a variety of methods.		
Task broken down into personalised 'Now and Next', '1,2,3'.		
Follow advice from external professionals with regards to student's preferred learning style.		
Pupil to write or dictate response.		
Consider providing a personalised bank of key vocabulary. provide pupil with a visual prompt card to indicate the need to listen.		
Provide a choice of alternative answers if pupil is struggling to respond e.g'Was he in the castle or the house?'		
Use of picture book to aid communication - PEC's.		
Teach pupil a script or use of written/visual card to indicate to teacher they have not understood.		
Language link 1-1 activities.		



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Social Communication and Interaction

Universal Education Offer (Specific for Social Communication and Interaction)	Date	Impact
Pupils should be able to access quiet or alternative work areas if needed.		
Signalong signs used.		
Positive, welcoming approach; Be calm and consistent.		
Teach emotions as they occur - emotional literacy (e.g 'I can see you're happy/confused/upset').		
Go at the pupils' pace when trying to develop interaction and give them time to get to know you.		
Teach the pupil how to reflect on and monitor their own behaviour.		
Do not force the pupil to give eye contact if this is uncomfortable for them (they could give another sign that they are listening e.g thumbs up).		
Whole class social stories.		

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Use other pupils as cues or positive role models to indicate what the child needs to do.		
Use a buddy system to assist the pupil during unstructured times.		
Give one instruction at a time if needed. Pause between instructions and check for understanding (e.g. 'Now tell me what you need to do').		
Provide clear and predictable routines.		
Short tasks with frequent breaks and rewards. (first - then approaches may be useful)		
Use of timers for tasks.		
Sit 'n' move wedge seat/wobble chair		
Fidget strategies to enhance attention and engagement in tasks -(see Fidget Menu for some ideas and top three rules for effective fidgets) - Can be particularly helpful during carpet time/assemblies/listening activities.		
Repeat or re-word instructions or questions if needed. Be aware of possible processing difficulties (OWL approach - Observe, wait, listen).		
Anticipate what will cause anxiety and make changes accordingly.		
Use of verbal and non verbal clues to get attention.		

Additional Educational Offer (specific for Social communication and Interaction)	Date	Impact
Clear, predictable structure and routines - visual timetables may need to be personalised. 12 tips for an Autism-friendly classroom		
A workstation for the pupil to work at in the classroom.		
First - then verbal or visual instructions.		
Increased liaison with parents/carers to develop a joint understanding of what strategies work or don't work (home-school diary or online communication system may be helpful).		
Individualised reward systems for targeted pro social behaviour and/or use of recommended strategies.		
Use clear language that is not likely to be misinterpreted.		
Help the pupil to label and identify their emotions -'I can see you are sad because...'		

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Feelings chart - Visual clues e.g Inside out characters.		
Give short pieces of information with single steps (not multi step) augmented with visual clues if needed such as gestures or pictures.		
Peers may require more information about understanding any diagnoses the pupil may have (e.g Asperger’s syndrome) and how best to respond to the pupil during social interactions. The pupil’s parents should be consulted before doing this.		
Introduce a <u>circle of friends</u> or buddy system to help the pupil in building relationships or managing playtimes (consider doing a <u>social inclusion survey</u> in the class first, when planning on who will be in the group - i.e who has the most positive view of the pupil and may be of most support).		
Be aware of what approaches or responses tend to escalate or de escalate behaviour.		
Social interaction group- Play group - games to show taking turns, keeping friends activities.		
Follow recommendations and programs as specified by outside agencies involved.		
Volcano in my Tummy.		
Emotional literacy - small group.		

Complex Educational Offer (Specific for Social communication and Interaction)	Date	Impact
Highly structured and predictable learning environment/routines - The pupil is likely to require an individualised timetable (this will usually be best understood when visual).		
Timetables modified as required, which may involve curriculum adaptations in order to meet individual needs.		
Have plans in place for managing challenging, self harming or aggressive behaviour, if required team teach, calming area/activity.		
Individualised reward systems for highly targeted social behaviour.		
Predict and prepare the child for difficult social situations through the use of social stories or comic strips.		
Time given to direct teaching of social conduct rules and use of language including appropriate opening comments, rules/cues		

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regarding turn taking in conversations, expectations and rules for behaviour, understanding metaphors and words with double meanings. This is most effective when done as soon as possible following an incident or event in which the child struggled.		
May require increased individual support to build skills through direct instruction, modelling and scaffolding.		



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Social and Psychological Wellbeing

Social and Psychological wellbeing covers children who require support for a wide range of needs including:

Pupils with social, emotional or behavioural difficulties exhibit behaviours which make it difficult for them to function effectively at school or may disrupt the education of other pupils.

Pupils may be withdrawn, have low self esteem, exhibit anti social, uncooperative or aggressive behaviour.

Many pupils with Social and psychological difficulties have special needs as great as those with a more obvious difficulty and therefore need special help. They desperately need to develop a sense of worth before they can benefit from their education. Underneath these pupils want to be liked, accepted and to feel successful.

Such behaviours may reflect underlying mental health difficulties such as anxiety or depression, although it is not necessary for a pupil to have a diagnosed mental health difficulty in order to access AEN support in the area. Schools should consult the CAMHS referral criteria and consider a referral if appropriate.

Pupils with Low Self Esteem

May be withdrawn.

May be very vocal.

May say things like 'I'm rubbish at Maths' and 'I can't do it'

Maybe unkind towards others.

May avoid learning.

Frequent visits to the toilet in lesson time.

Pupil who is attention seeking

The child who looks for attention will look for whatever kind of attention he or she can get from those around them whether it's positive or negative. They may:

Continually engage in behaviour that demands excessive attention from teacher and peers.

Frequently disturb teacher and peers.

Talk out of turn.

Make silly noises.

Constantly get out of seat.

Interrupt lesson with attention seeking behaviour.

Work only when receiving attention.

Pupils who need to feel they are in control



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- They may:
- Call out a lot.
- Want to always be at the front of the line.
- Rush to get ahead of everyone.
- Barge others out of the way.
- Appear to deliberately defy an adult.
- Do things in their own time - rather than the teachers time frame.

Universal Educational Offer (specific for Social and Psychological wellbeing)	Date	Impact
Purposeful seating - fidget toys, individual workstation.		
Short tasks with frequent breaks and rewards (first-then approaches may be helpful).		
Home/school log to communicate with parents.		
Give regular feedback and re direction (e.g Great... you have written the skill and learning power, now write your opening sentence/paragraph.		
Clear structure during learning tasks (e.g 'What do you need?' 'What are you going to do first?').		
Use of verbal and non verbal clues to get the children's attention.		
Adopted Mediated Learning Strategies, e.g encourage pupils to stop, think, plan, do and Think, Pair, Share. These interventions encourage pupils to control their impulsivity and tendency to start an activity before developing a plan.		
Sit 'n' move/therapy ball seat, wedge seat or wobble stool.		
Fidget strategies to enhance attention and engagement in tasks (see Fidget Menu for some ideas and top three rules for effective fidgets) Can be particularly helpful during carpet time/assemblies/listening activities.		
Provide opportunities for pupil to develop their social understanding, by engaging in a range of activities in the classroom, outside of the classroom (e.g offsite trips).		
Teach the pupil how to reflect on and monitor their own behaviour - label the behaviour/emotion.		
Anticipate what will cause anxiety and make changes accordingly.		



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Teach techniques for coping with difficult situations and for dealing with stress - counting etc.		
Have visual prompts for discussing feelings in class (e.g <u>minions poster</u> ; <u>Feelings thermometer</u> , Inside Out, characters).		
Whole class awareness of relaxation techniques (e.g listening to music, <u>progressive muscle relaxation</u> , mindfulness, <u>deep breathing</u>) and potentially access to a quiet place to go to relax.		
Worry eaters (toys that can easily be purchased online) can be helpful or class based worry box. Pupils draw or write down their feelings/worries and put it in the mouth of the toy/box - teachers later take the notes out of the toy and look through with the pupil at the end of the day.		
Foster opportunities to develop and practice their social skills. Adults should encourage modelling of positive social relationships between peers and other adults in the school environment - e.g encourage children to be respectful to each other (link to school values).		

Additional Educational Offer (specific for social and psychological well being)	Date	Impact
School staff to complete some behaviour analysis to establish what the pupil is trying to communicate e.g ABCC approach to be used to reflect on the most significant behaviour incidents (not each incident unless all significant).		
Some pupils find it helpful to keep a diary or draw their feelings.		
<u>Worry tree</u> can be a helpful solution-focused approach to managing problems.		
Volcano in my tummy - small group.		
Help the child to recognise and regulate their emotions (visual is often most effective - eg Stress Bucket).		
For older pupils you can play the ' <u>thought detective</u> ' game - Does the way that I think sometimes cause me to feel worse?		
Therapeutic story telling (http://www.therapeuticstorywriting.co.uk/book)		

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Social interaction group - games to take turns, keeping friendship games etc.		
Access to 'nurture group'.		

Complex Educational Offer (Specific for Social and Psychological wellbeing)	Date	Impact
The complex offer for pupils tends to be specifically tailored to the individual need. It will normally include a similar offer to additional but with a higher level of intensity and support.		
Significant alterations are required to the educational programme to enable pupils to access learning; Modified programme - e.g ESC, forest school, etc.		
Difficulties must have been present for at least a year and it is anticipated that adaptations will be required for at least another year.		

Physical, Sensory and Medical

Children with a diagnosed physical or sensory impairment do not necessarily have AEN although they may be considered as disabled. However they may be considered to have AEN if their access to the full curriculum or educational attainment is impeded by their impairment. Some children with physical or sensory impairment may require specialist adaptations and equipment to ensure full access to the curriculum.

Hearing Impairment

This is usually a permanent hearing loss of the high frequencies or tones. People with high frequency loss may not hear some of the consonant, such as 'S'. Consonants provide the intelligibility of speech. The severity of the problem depends upon which tones are affected. This type of hearing



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loss cannot always be helped with hearing aids, again this depends upon which frequencies need amplification.

A high frequency hearing loss can cause misunderstanding or mishearing, even though the pupil appears to be hearing normally because he or she responds to speech. It may also cause the pupil to make spelling or grammatical errors, such as omitting verb and plural endings.

Visual Impairment

The learning process of students with visual impairment may be affected in the following ways: Students may need to access information in a variety of ways, for example, braille, audio or enlarged print.

Headaches often result from eyestrain. This may reduce considerably the study time available to these students.

Finding books on the shelf may be impossible without assistance.

Many will be unable to read handouts in standard print. Extra time should be considered when shifting from one reading medium to the next.

There may be delays in starting writing because of the extra time needed for reading.

Sensory Processing Problems

May present as:

Out of proportion reactions to touch, sounds, sights, movement, tastes or smells - this may be:

Bothered by clothing fabrics, labels, tags etc.

Distressed by light touch or unexpected touch.

Dislikes getting messy.

Resists grooming activities.

Very sensitive to sounds (volume or frequency)

Squints, blinks, or rubs eyes frequently.

Bothered by lights or patterns.

High activity level or very sedentary.

Unusually high or low pain threshold.

Motor skill and body awareness difficulties

Fine motor delays (e.g crayons, buttons/poppers, beading, scissors)

Gross motor delays (e.g walking, running, climbing stairs, catching a ball)

Illegible handwriting.

Moves awkwardly or seems clumsy.

Low or high muscle tone.

Oral motor and feeding problems

Oral hypersensitivity.

Frequent drooling or gagging.

Picky eating.

Speech and language delays.

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Poor attention and focus, often tunes out or acts up.
Uncomfortably overstimulated in group settings.
Difficulty with self confidence and independence.

Universal educational Offer (specific for Physical, Sensory and Medical)	Date	Impact
Inclusive learning environment that can make basic adaptations to accommodate pupils with motor skill difficulties (e.g seating, materials, time required, proximity to board, equipment, larger movement space).		
Basic adaptations to learning tasks such as reducing need for copying or written work.		
Celebrate success!! Praise effort rather than outcome (e.g growth mindset, learning pit analogy).		
Hand warm ups before written tasks.		
Handwriting scheme, Letter Join.		
Little and often is often most helpful (eg 5 mins handwriting practice every day as opposed to one long session per week).		
Trial a sloping surface or increase access to a vertical work space to combine visual and motor memory of shape and letter formation.		

Additional Educational Offer (specific for physical, Sensory and Medical)	Date	Impact
Design of class routines, organisation and environment may require some adaptations (e.g flooring, use of walkways, space in class, location of classroom).		
Adaptations to seating (e.g sit 'n' move cushion, chair with arm rests, step, OT chair).		
OT programme - smart hands.		
Outside agencies recommendations.		
Touch typing skills.		
Reduce need for copying by pre preparing written information, with which the pupil can highlight key words.		

Complex educational Offer (specific for Physical, Sensory and Medical)	Date	Impact
Personalised learning plan and frequent target monitoring, may involve curriculum adaptations in order to meet individual needs (e.g specialist		

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provision, alternative work areas, moving from small group to individually delivered programmes).		
Provision of specialist equipment as required in school (e.g seating systems, standing frames, wheelchairs).		
<p>There may be the need for frequent individual support with</p> <ul style="list-style-type: none"> Practical lessons Personal care Physiotherapy/OT programmes Learning programmes Physical aids Movement around school or class 		



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