



My child has difficulties with sensory and physical needs

This section covers students who have difficulties with:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living
- It includes conditions such as cerebral palsy, physical injury, dyspraxia

NB Please see speech, language and social communication section for sensory issues relating to ASD/Asperger Syndrome

All students at Royton and Crompton can access

- Quality First teaching with appropriate differentiation (including best SEN practice)
- Visual aids to support key vocabulary, concepts and themes
- School adheres to guidelines on physical access
- Access to homework clubs
- Access to assessment for identification of significant needs
- Dedicated and caring staff who value all students regardless of ability
- Support in the bridge (SEND base) during social times

Support for targeted groups of students may include:

- Medical Care Plans – Management Plans
- Handwriting / fine motor / keyboard skills training

Targeted individual support may include:

- Personalised Support Plans
- PEEP – personalised evacuation plans
- 1-1 outside agency support from advisory teachers
- Individual handwriting / fine motor / keyboard

- Specialised equipment and materials such as writing slope, hearing aid replacements
- Examination Access Arrangements
- Post 16 Transition Support – access to Careers Advisor

\*Please note: These options need to be agreed upon for each student in conjunction with parents / carers and then regularly reviewed / modified.