

## **Provision Expected at SEN Support (PEaSS)**

### **Sensory and Physical – Physical needs**

‘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 [eg mobility and independent living skills] support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.’ (SEND COP, 2015, p.98.)

#### **Whole-setting approaches:**

- Have a supportive ethos and environment which promotes respect and values diversity
- Curriculum teaching and learning to promote resilience and support social and emotional learning
- Raise awareness by providing appropriate training for all staff
- Curriculum promotes independence and social inclusion
- Ensure shared spaces and corridors are clear and tidy to allow easier movement
- Audit accessibility (e.g. Do the edges of steps and stairs have good contrast? Are pathways and edges clearly defined?)

#### **Suggested SEND support strategies in the classroom:**

- Ensure that the classroom is clear and tidy and does that the layout allows ease of movement
- Ensure frequently used resources are clearly labelled and easily accessible
- Provide access to a key worker when required (e.g. additional assistance may be required to access the curriculum, manage the condition and move around the site)
- Ensure CYP consistently uses any learning aids or assistive technology as advised and provided by specialist services (e.g. specialist chairs, standing frames)
- Create a ‘one-page profile’ involving parents/carers and the CYP in identifying

how best to support

- Allow extra time to complete tasks and be aware of the fatigue the CYP may experience
- Ensure the CYP is sitting in the most appropriate place in the classroom
- If required, use alternative and augmentative communication under guidance from SALT
- Use technology to maximise access to the curriculum and information
- Risk assess and review accessibility of extracurricular activities, trips and visits at an early stage
- Allow any reasonable adjustments to uniform that are required
- Implementation of eating or drinking advice provided by SALT due to an identified need
- Provide additional emotional support to ensure wellbeing
- Adapt the format and content of homework tasks to maximise accessibility

### **Suggestions for the SENDCo:**

- If resources in the setting do not meet need, refer to Access Through Technology (ATT) for hardware (e.g. rollerball, adapted keyboard) or software (e.g. predictive text, talking word processing)
- Training in specific therapy programmes as recommended by NHS professionals
- Condition specific training (e.g. cerebral palsy, epilepsy, diabetes)
- Facilitate programmes to develop specific identified gross and fine motor skills as advised by specialist services (e.g. OT and physiotherapy)
- Access assessment, advice and recommendations from health professionals
- Referral for moving and handling the CYP within the school environment
- Conduct a risk assessment and consider site accessibility
- Facilitate delivery of therapy programmes (e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy)
- Ensure medical/care plans or intimate care plans are in place
- Request training in the use of specialist equipment to support access to learning
- Monitor to ensure that reasonable adjustments are implemented consistently in class
- Seek advice on specialist arrangements for examinations and assessments

The main PEaSS document can be found here:

[Provision Expected at SEN Support \(PEaSS\) - Norfolk County Council](#)