



Sensory and/or Physical Needs Checklist

Monitoring/QFT strategies

Universal Provision for Sensory and/or Physical (Monitoring) <i>Please see subject specific scaffolding documents</i>	✓
Calm learning environment	
Use of working walls for frequent retrieval	
Group and partner work (flexible grouping)	
Positive relationships between teacher/child child/peers	
Addressing misconceptions (responsive teaching)	
Interventions (numbersense, rapid phonics, Lego therapy, fine motor skills, sensory circuits, reading etc)	
Adult led input and group work (both teacher and TA led)	
Adapted activities to meet need	
Learning chunked into small steps	
Teacher modelling to set expectations	
Teacher modelling retention of knowledge and retrieval	
Pre-teach vocabulary	
Learning adapted to reduce cognitive load	
In class brain breaks	
Scaffolded learning tasks	
Multi-sensory approach to learning – concrete, visual, technology	
Vocabulary mats	
Simplified, clear instructions	



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CARITAS – God's Love in Action

Regulation buckets (fidgets)	
Checklists	
Promoting growth mindset, praising efforts and progress as well as achievements	
Exit cards/I need help cards (green/red)	
Traffic lights	
Use of calm safe spaces in the classroom	
Use of praise and dojos for motivation	
In class brain breaks	

Targeted Support

Universal Provision for Sensory and/or physical (Targeted/Different from and/or additional to)	✓
Dyslexia/dyscalculia screening	
Increase of interventions i.e fine motor, sensory circuits	
Referral to SENDCo	
Referral to OT	
Referral to Inclusion	
SEN register/SEN support plan cycle	
Monitoring of progress from teacher and SENDCo	
Assistive technology	