

4. Sensory and/or Physical Needs

C: Physical

NB - The professional judgement of a Qualified Health Practitioner (e.g. Physiotherapist or Occupational Therapist) should be applied as necessary to decide on the level of physical need. When a pupil is known to NHS Foundation Trust Physiotherapist or Occupational Therapist Team they will provide a level of need against the Exemplification Grid.

It is important that all parties explore the impact of a pupil's physical needs against other areas of the Exemplification Grid and vice versa.

Universal Descriptor Level 1	Identification and Assessment	Teaching and Learning Strategies, Resources and Physical Environment	
The pupil has mild delay in fine and/or gross motor difficulties with minimal impact on daily functioning. The pupil's needs can be met through Quality First Teaching.			
<p>Pupil presents with;</p> <p>Fine or gross (or both) motor skills.</p> <p>Untidy handwriting</p> <p>Fidgety on a chair</p> <p>Weaker PE skills, uncoordinated</p> <p>Mild delay in development of skills, e.g. pencil skills, independence skills, use of cutlery</p> <p>Mildly uncoordinated</p> <p>With practice and/or appropriate intervention difficulties will be rectified</p>	<p>Observation & discussion with parents</p> <p>Questioning: Can the pupil can themselves changed for PE / fasten zips and buttons / perform age appropriate practical activities e.g. cutting out, threading</p> <p>Is the pupil confident in PE? Can the pupil toilet independently?</p>	<p>Adjustments to Teaching Methods: School staff should consider and implement as appropriate:</p> <ul style="list-style-type: none"> • Adults direct child to practice motor activities • Whole class teaching, with targeted adult support • Pencil skills programmes e.g. Write from the Start (Teodorescu) • Generic fine motor programmes e.g. Dough Disco <p>Physical Environment: Access to activities/equipment which promote:</p> <ul style="list-style-type: none"> • Fine motor development e.g. beads, pegs, Lego, scissors • Gross motor development e.g. outdoor play equipment, bikes, scooters, PE equipment • Access to life skill orientated learning, e.g. dressing up, cutlery <p>Resources:</p> <ul style="list-style-type: none"> • Pencil grips • Easi-grip scissors 	<p>Additional advice and support is available from:</p> <p>NHS FT – DCD Team Top Tips sheets</p> <p>https://www.nhs.uk/conditions/developmental-coordination-disorder-dyspraxia/</p>