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Hull Graduated Approach- ASSESS  
Step 2a Sensory & Physical

**SEND Indicators of need & Supports:**  
**Sensory & Physical**

This section has been sub-divided into:

- Sensory needs
- Physical needs

<b>Visual impairment</b> <i>Behaviours noticed...</i>
does the pupil hold books very close or at an unusual angle?
does the pupil fail to respond to non-verbal instructions for example facial expressions?
do they lose their place when reading, skip lines or struggle to find text on a page?
do they have difficulty finding dropped items?
do they close or cover one eye when reading or working on near/close activities?
do they show hesitancy when walking?
do they show a lack of confidence in group activities?
do they have a short attention span when reading or writing?
do they have a poor or unusual sitting posture when reading?
does the pupil tilt their head excessively to one side up, or down?
do they make excessive head movements when reading?
does the pupil squint or frown to see the board?
do they close or cover one eye when reading or working on near/close activities?
do they rub their eyes frequently?
do they peer at distant objects?
do they bump into things or knock things over?
does the pupil have an obvious tendency to favour one eye?
do they have poor performance or show a lack of interest in sports/outdoor activities, or poor hand/eye coordination?
do they have poor memory and concentration?
is the pupil nervous, irritable, tense or restless after maintaining visual concentration?
does the pupil make errors in copying near or from a distance?
<b>Other:</b>

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<b>Hearing impairment</b> <i>Behaviours noticed...</i>
do they tell you or do you know when their hearing aid isn't working?
does the pupil tell you when they haven't heard/understood what you have said or constantly say 'what'?
do they ask you to repeat instructions or fail to respond to instructions within an expected timeframe?
does the pupil have issues with friendship groups or issues with socialising with peers?
how often does the pupil become distracted/ lose focus in comparison to peers?
after instruction, does the pupil have difficulty in starting the task (for example looking at other pupils or asking for help)?
does the pupil complain about/become upset by loud sounds or become startled when people come into their line of vision?
in a quiet place do they respond to a familiar voice or their name the first time you call when they can't see your face? For example, do they turn their head and smile, look up, and respond verbally?
do they have difficulty expressing their needs clearly?
are they difficult to understand if the context is not known?
do they use alternative means of speech to try and express themselves for example gestures, taking and pointing
do they withdraw from social situations?
is their speech grammatically immature? for example 'me want car'
is their language non-specific for example 'that one', 'over there'
are they very quiet in group situations?
are they making less than expected progress in phonics?
do they have difficulty joining in with playground games?
does the pupil Tire easily
does the pupil become frustrated easily?
<b>Other:</b>

<b>Fine motor skill development</b> <i>The pupil requires support to...</i>
display pre-writing skills required prior to beginning formal handwriting for example + \ / X □ △ ○   —
write words with a pen or pencil
type words by using an ordinary keyboard for example limited dexterity to access the keys
control the mouse using a standard mouse or glide pad
manipulate tools for example scissors, rulers, mathematical equipment, construction equipment
manage two-handed tasks for example holding a book and turning a page, cutting with scissors, using a knife and fork, doing up buttons
complete tasks of daily living for example dressing, wiping their face, eating
complete tasks that they used to be able to do because their fine motor skills are deteriorating
complete tasks as it takes significantly longer than their peers
<b>Other:</b>
<b>Gross motor development</b> <i>The pupil requires support to...</i>

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maintain sitting balance
maintain functional working position in the seat provided
sit still
maintain standing balance
move between equipment for example chair to standing, chair to the floor
walk
carry items whilst walking for example tray at dinner time
engage with tasks/activities at certain times of the day as physical skills may fluctuate or deteriorate
complete tasks that they used to be able to do because their gross motor skills are deteriorating
carry out prescribed physiotherapy activities in school
complete tasks that require sustained strength
access activities involving throwing and catching or using a bat and ball
participate in PE lessons
<b>Other:</b>

<b>Sensory / Perception</b> <i>The pupil requires support to...</i>
access activities involving shape, size and position for example puzzles, tables, graphs
organise themselves to be ready to complete a task
be aware of others who may be in their physical space (as they may unknowingly knock into them)
learn new physical skills
follow age-appropriate instructions
concentrate on the task at hand
<b>Other:</b>

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<b>Independence and participation</b> <i>The pupil requires support to...</i>
participate in aspects of school/setting life for example playtime, lunch clubs, PE etc.
learn how to be as independent as possible
carry out age-appropriate self-care for example dressing
change for PE
carry out age-appropriate self-care for example feeding
eat because of difficulties with chewing and swallowing
drink because of difficulties with swallowing
carry out age-appropriate self-care for example toileting
be aware of toileting needs
achieve continence
manage constipation
manage medication/ medical procedures
<b>Other:</b>
<b>Safety</b> <i>The pupil requires support to...</i>
avoid contact with any known triggers for example allergic reactions to known substances such as peanuts or lactose
access learning activities by having staff adapt them to accommodate physical needs for example zoning an area in PE so a child does not get knocked
ensure safety when driving a powered chair
manage medical needs with an adult on hand to monitor the condition
fully access learning ( <i>N.B: a risk assessment and handling plan must be in place if moving and handling are required</i> )
evacuate a building in the event of an emergency ( <i>N.B: a personal emergency evacuation plan (peep) must be in place</i> )
<b>Other:</b>