

Sensory And Physical Needs:

Physical Disability (PD) Universal provision

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- The Single Equality Duty includes consideration of how access to the curriculum and the physical environment can be improved for children and young people with a physical disability. To include environmental considerations re new build/refurbishment (e.g. accessible toilets, ramps, height adjustable furniture, grab bars, lifts)
- Continuing Professional Development (CPD) programme in place for all appropriate non teaching and teaching staff related to the needs of children and young people with a physical disability
- SENCO aware of the guidance and support available for teachers from organisations specialising in PD
- SENCO disseminates updated information on the children and young people to all relevant staff within the school.
- Class/subject teachers take responsibility for acting upon relevant information around individual students.
- School implements key strategies to increase access for children and young people with a physical disability (e.g. room layout, access to ICT, additional time)
- School ensures that all staff are aware of their responsibilities for ensuring access and appropriate differentiation of the curriculum for all children and young people with a physical disability including for PE and practical activities
- School ensures high expectations of progress, achievement and social inclusion
- Reasonable adjustments to school environment and building adaptations may be necessary e.g. handrails, door handles, marking steps
- Ensure curriculum is delivered at a pace appropriate to children and young people with a physical disability
- Class/Year Group provision map, identifying effective use of classroom support
- Staff aware of how the curriculum can be differentiated for children and young people with PD. To include:
 - ◊ Well-organised classrooms with clear route ways
 - ◊ appropriate seating arrangements in relation to the teacher/teaching focus
 - ◊ Extra time for completion of tasks
 - ◊ The use of standard ICT
 - ◊ Access to medical support, if appropriate
 - ◊ Teachers talking to children and young people about their optimum/ preferred learning styles
 - ◊ Careful consideration of timetabling and location of rooms
- Schools support the use of low-tech aids or equipment (basic word processors, communication passport)
- Rest breaks, to take account of fatigue, built in to the day
- With guidance, all staff should consider the following aspects when providing access to children and young people with a physical disability: The environment; Teaching methods; Use of technology
- Additional advice/ongoing specialist support from specialist teachers through traded services

Assessment

- All staff are aware of the indicators of PD and are able to contribute to the early identification of children and families with PD
- Key staff are aware of referral procedures to other agencies including health, education and social care, e.g. specialist teachers school doctor/ physiotherapy/ Occupational Therapy services.
- School supports parents/ carers to obtain appropriate medical assessment when a physical disability is suspected.
- SENCO seeks specialist advice when a physical disability is diagnosed. This may be supported by a specialist teacher, an Occupational Therapist a physiotherapist, speech and language therapist etc.
- Outcomes of ongoing monitoring should inform adjustments to curriculum planning and delivery.
- Regular reviews of progress to include children and families, parents/carers and specialist teachers and outside agencies if involved

Pastoral Care

- Needs of children and young people with a PD/medical conditions are included in whole school policies and initiatives in line with Single Equality Duty.
- Whole school policy and procedure for moving and handling is included within the school's Health and Safety Policy
- Fire evacuation procedures that include the needs of all pupils
- School provides access to an appropriate location in school for medical interventions and/or special arrangements for personal and hygiene needs and for medical/health assessments.
- School SEN Policy includes reference to 'Intimate Care Policy' where appropriate.
- Appropriate modification of school uniform codes for children and young people with PD (e.g. hats for hair loss, trainers instead of shoes, shirts not tucked in to accommodate feeding tubes)
- School will signpost families to the Local Offer for information from specialist agencies / support groups.
- Awareness raising sessions/assemblies to facilitate a better understanding of a physical disability.
- Ongoing discussion with children and young people and parents/carers to ensure full involvement in identification and planning to meet needs
- Individualised pastoral support available as appropriate
- Recognition of particular stresses and anxieties that a physical disability may cause and support offered as necessary

Sensory And Physical Needs:

Physical Disability (PD) Special Educational Needs Support

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- Updated individual provision map/individual plan identifying all 'additional to' and 'different from' provision and interventions and including guidance/advice/ intervention from other support services and health professionals
- Continuing Professional Development (CPD) programme for all relevant teaching and non teaching staff re knowledge and understanding of PD and the implications for access/ social skills in school and the wider community
- SENCO is responsible for accessing, managing and coordinating all specialist interventions e.g. access advice and support from a specialist teacher of PD / specialist support services
- All staff adopt strategies identified by the SENCO or outside agencies to support individual needs of children and young people (children and young people)
- Specialist support staff work with SENCO/class teacher/subject teachers to facilitate the children and young people's curriculum access. This may include:
 - ◊ advice on adaptations or use of aids and equipment
 - ◊ how to implement the individual recommendations
- Significant differentiation/ modification of the curriculum resources according to individual need
- SENCO, teachers and a PD specialist work together to set up, monitor and review individualised programmes
- School have a responsibility continue providing equal access to curriculum material.
- Time should be included for planning especially for practical sessions to promote independence
- School will provide low cost or non specialist equipment and should insure specialist high cost equipment loaned to the pupil
- School to prioritise PD pupils for allocation of school resources e.g. Kindles, iPads and laptops
- Specialist equipment, if provided, is for the use of the specified pupil.
- Targeted in-class support in some lessons, e.g. physical education, science, technology and other practical activities
- Small group or individual support may be necessary to address specific needs and may include the following:
 - ◊ Providing extra time to complete tasks.
 - ◊ additional support in practical lessons e.g. PE, science, technology etc.
 - ◊ Support to develop the effective use of technology and specialist equipment to support access and communication
 - ◊ Support for therapy programmes, managing orthotics and physical management programmes e.g. stretching and exercise
 - ◊ additional support for personal care/ self care/ transition times
 - ◊ Increasing social interaction with peers
- Priority given to a consistently organised physical environment to ensure health and safety and access requirements are met
- Planning and arrangements to take into account the stress and fatigue that a physical disability can cause such as alternative methods of recording (scribe, Dictaphone)
- Additional support for educational trips e.g. additional adult support on trip to swimming pool

Assessment

- Further specialist assessments where lack of expected progress despite high quality interventions and differentiation of materials
- Regular reviews of progress to include children and young people, parent / carers and specialist support services as appropriate
- A multi-agency meeting such as CAF or Team Around the Child, is set up as appropriate.
- Following a medical diagnosis and/or an assessment by a physiotherapist, Occupational Therapist, or specialist assist the school in undertaking an assessment of how a physical disability impacts on the children and young people's access to activities in school
- Relevant clinical information about children and young people is gathered and informs assessment.
- Assessment of need for specialist equipment
- The school or the specialist refers to other agencies when required

Pastoral Care

- Discussion with children and young people and parents/carers and involvement in planning
- Moving and handling policy is in place for the individual as appropriate
- Intimate care plan in place as appropriate
- Regular sharing of information with children and young people, parents, carers and other agencies
- Individualised pastoral support with a key worker as required
- Individual support for transition across all phases of education provided by the school and other agencies
- Clear guidance and process for children and young people to develop their independence
- Signposting to positive role models and to meet peers with a physical disability
- children and young people should have knowledge of their disability, its implications and appropriate management strategies
- Recognition of potential impact of physical disability on social and emotional development / peer relationships and support to address this
- The school promotes active involvement of children and young people with a physical disability, providing opportunities to make a positive contribution to school life and develop self-esteem and independence
- The school takes care to ensure that children and young people with a physical disability are not isolated in the classroom or in extra-curricular activities and have equal access
- Family support – signposting to the Local Offer for information from specialist organisations /other agencies
- It is more appropriate to have a well coordinated small team of support assistants rather than a single support assistant for each children and young people. This team should be available for focused training in key areas