

Physical Disabilities

Universal provision

How will you keep my child safe and cared for?

- ◇ Personal Evacuation Plan to ensure the safe evacuation of a child with PD.
- ◇ Setting to provide suitable space for medical interventions, any special arrangements for personal and hygiene care.
- ◇ Reasonable adjustments to setting environment and adaptations may be necessary e.g. handrails, door handles, marking steps.
- ◇ Well organised rooms with clear routes and space to allow a child e.g. with a walking frame to move around independently.
- ◇ Setting will signpost families to the Local Offer for information from specialist agencies/support groups.
- ◇ Outside space needs to take account of child's physical needs and ensure the child's safety being paramount.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Cycle of observe, assess, plan, do and review provides differentiated opportunities for individual children's needs and specific strategies to support children with physical disability.
- ◇ Setting to ensure that all the staff are aware of their responsibility to ensure access and appropriate differentiation of the Early Years Foundation Stage (EYFS) curriculum for all children with a physical disability.
- ◇ Careful consideration of the access and provision of the outside area to allow as much independence as possible.
- ◇ Careful consideration of seating arrangements in group time sessions to support child with PD.
- ◇ Setting to support if appropriate the use of low-tech aids or equipment

How will I / you know my child is making progress

- ◇ Settings support parents/carers to obtain medical assessment when a physical disability is suspected.
- ◇ SENCO seeks specialist advice when a physical disability is diagnosed. This may be supported by an Occupational Therapist, a Physiotherapist, Speech and Language Therapist etc.
- ◇ Specific care plans should be in place to ensure the child's safety and that progress is monitored.

Physical Disabilities

Special Educational needs provision

How will you keep my child safe and cared for?

- ◇ Moving and handling policy is in place for the individual child as appropriate. Staff are trained in moving and handling when required.
- ◇ Personal evacuation plan in place for individual children and their needs.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Specialist support staff work with the SENCO/key worker to facilitate the child's EYFS curriculum access. This may include,
 - ◇ Advice on adaptations or use of aids and equipment indoors and outdoors
 - ◇ How to implement the individual recommendations
- ◇ The setting has a responsibility to ensure equal access to activities and areas within the room and outdoor space the child uses.
- ◇ The setting has a responsibility to ensure the child with physical disability can be as independent as possible. The environment may need to be modified to allow this to happen. Consider the position of activities and resources to enable independence and access.
- ◇ Setting will work closely with specialists, for example Occupational Therapy to gain access to specialist equipment specific for the child.
- ◇ Individual support may be necessary to address specific needs and may include the following,
 - ◇ Extra time and support to complete routine tasks / self care and activities
 - ◇ 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 in consultation and training from occupational therapists and physiotherapists
- ◇ Priority given to a consistently organised physical environment to ensure health and safety and access requirements are met.
- ◇ Additional 1-1 support for visits and outings where applicable.

How will I / you know my child is making progress

- ◇ Targets relating to physical development will be included and identified support and strategies implemented across all sessions. Progress of these monitored regularly.
- ◇ Following a medical diagnosis and/or an assessment by a physiotherapist, Occupational Therapist or specialist assist the setting in undertaking an assessment of how a physical disability impacts on the children to activities in the setting.
- ◇ Relevant clinical information about the child is gathered and informs assessment.
- ◇ Assessment of need for specialist equipment
- ◇ The setting refers to other agencies when required.