

**CUMBRIA COUNTY COUNCIL
CHILDREN'S SERVICES
SEN Handbook**

Section B5a Physical and/or Medical Difficulties

A child's physical or medical difficulties may arise from;

- A congenital condition
- A medically diagnosed condition, or
- Injury

Such difficulties may, without action by the school or the LA, limit the child or young person's access to the National Curriculum and appropriate education. Some children or young people with physical disabilities may also have sensory impairments and/or learning difficulties. These aspects of need are discussed in the section of this handbook relating to Sensory Difficulties and Cognition and Learning.

The SEN Code of Practice 2001 describes a graduated response to special educational needs starting with a school response. Sections 7:62 – 7:67 of the SEN Code of Practice provide specific guidance relating to physical and medical difficulties.

The crucial issue is enabling the child or young person to access the curriculum and learning environment and make progress. The level of provision made by the school and the LA should specifically and directly reflect that which is necessary to achieve this.

The prime purpose of all intervention/support must be to focus on maximizing independence.

Lifelong severe and profound needs

In most cases where pupils' needs are severe or profound, and are lifelong or long term the graduated response described in the SEN Code of Practice 2001 is inappropriate. The difficulties will have an effect on the child's access to the curriculum and will not be rectified by provision at School Action or School Action Plus. A child who has for example, severe or profound Athetoid Cerebral Palsy would require a Statutory

Assessment of SEN in order to determine and make appropriate provision. Referrals are likely to be through the medical referral route and are likely to be identified in the pre school years.

Epilepsy is a low incidence condition which can be high impact condition and may be subject to rapid changes in severity. A flexible and co-ordinated approach is required from all those involved with the care and education of these children. As needs change, the school and the Local Authority will need to be responsive to the child's changing provision requirements, often at short notice. Where the child's access to the curriculum is significantly affected, additional support from the Local Authority may be required.

The main questions to be asked and answered in determining provision for pupils with physical/medical difficulties are:

- Has the pupil got full access to learning and the curriculum?
- Are there health and safety issues in some lessons?
- Does the pupil require support with self-care and/or mobility?
- Has the pupil been consulted about the provision to be made to meet their needs?
- Has due consideration been given to the self-esteem/dignity of the pupil?

The guidance below is provided to assist the school and local authority staff in making appropriate provision for pupils with physical and/or medical difficulties

Access to the Curriculum

Some children and young people will need a risk assessment to be carried out before they participate in practical subjects. The risk assessment may recommend that adult support is required to ensure safety in practical subjects.

Some children and young people will have specialised equipment recommended by the specialist teacher or therapist. This may include laptops, switches, chairs or alternative or augmented means of communication. Guidance on the provision of this equipment can be found in section A15.

Self Help Skills

Eating

Where a child or young person has a difficulty eating independently school staff should follow a programme devised by a speech and language therapist. Where gastrostomy feeding is necessary the support assistants should be trained appropriately by the local health trust professional. The aim of any programme should be to ensure the child's safety e.g. where there is a risk of choking and to develop and/or maintain independent skills.

Dressing

Pupils with physical difficulties should be dressed in clothing that maximizes independence and ensures ease of changing whilst maintaining self-esteem. Liaison with parents may be required to ensure consideration is given to the clothes a child attends school in. School may need to act flexibly in relation to school uniform.

Health and Hygiene

A child with a physical difficulty should have access to appropriate hygiene facilities. Refer to Building Adaptations in this handbook.

Adult support for toileting as specified in a toileting programme, refer to policy document B5c in this handbook.

For access to specialist equipment for toileting refer to policy document A15 in this handbook.

Mobility

Where a pupil has no independent mobility or is mobile with aids and requires appropriate seating and postural support on the basis of specialist medical advice refer to policy A15.

An assessment of moving and handling needs should be carried out by a suitable qualified person from the health trust. This should lead to the production of moving and handling procedure for the child, which includes recommended appropriate equipment.

Physiotherapy, Occupational Therapy and Nursing Care are the provision and responsibility of the PCT. These are considered to be non-educational provision and will usually be incorporated into part 5 and 6 of the statement of special educational needs as defined by the PCT contribution to statutory assessment. This will be determined by educational specialists and professionals. In all instances the LA is concerned with ensuring the child has appropriate access to the curriculum. For a small minority of children the therapy programme will be delivered in school as well as at home e.g. enabling a child using a wheelchair to stretch during the school day. Physiotherapy and occupational therapy programmes as recommended by the therapists should be delivered in such a way so as to minimise the impact on access to the curriculum. Schools have a statutory obligation to make available a suitable room for visiting therapists and professionals.

The advice of a health professional will be considered in order to ensure that reasonable adaptations are made to facilitate access to school buildings. This will include the provision of equipment to enable access to the learning environment. Provision will be made in accordance with this handbook.

It would be expected that schools should be concerned with the welfare of its pupils. This should include the administration of medication which is essential in school hours and the provision of a risk assessment and or health care plan for pupils who may require a rapid medical response. In all cases these risk assessments and health care plans should be developed in consultation with appropriate medical personnel, the child and the child's parents. The DfE produced guidance entitled "Managing Medicines in Schools and Early Years Settings 2005". Cumbria Local Authority endorses the principles contained in this guidance.

Non-Statutory Provision

Most children and young people with physical or medical difficulties can be supported outside the statutory framework of assessment. Support for moderate physical and/or medical needs should be provided from the resources already available to the school.

The following table describes what the LA would expect the school to provide from the resources available to them non-statutorily.

Support and Advice

School staff may benefit from support and advice to enable the child or young person to be fully included in all areas of school life. This can be provided by the SEND Teaching Service or the Health Authority. A fee may be charged for this support.

Advice and support with health care planning should be sought from the health authority e.g. School Nurse

The resources for training in moving and handling has been delegated to schools. Advice on how to access appropriate trainers may be sought from the Health and Safety Unit.

For more information on physical or medical conditions go to www.cafamily.org.uk.

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Section B5b Physical Difficulties Guidance

	SCHOOL ACTION	SCHOOL ACTION PLUS Moderate	STATEMENT Severe	STATEMENT Profound
Descriptors	<ul style="list-style-type: none"> Independently mobile but may have some impairment of mobility Needs support in P.E. lessons Fine motor difficulties May require the administration of medication 	<ul style="list-style-type: none"> Mobile with aids i.e. walking frames, sticks, handrails on walls Needs some support with self care skills, P.E. and other practical areas of the curriculum such as science or technology. May need physical and/or technological support to assist with recording of work. 	<ul style="list-style-type: none"> Mobile with aids – self propelled, electric or manual wheelchair. Needs support for self care Needs support to access P.E. and other practical areas of the curriculum such as science or technology. Requires support to access a differentiated/modified curriculum Needs support to transfer between pieces of equipment/furniture May need physical 	<ul style="list-style-type: none"> No independent gross motor movement Dependent on specialised equipment for sitting Requires support for all self care skills such as eating, dressing, health and hygiene Requires support to access a differentiated/modified curriculum Will need support both physical and technological to assist with communication – speech, recording, reading

			and/or technological support to assist with communication – speech, recording, reading	
Assessment, Planning & Review	<ul style="list-style-type: none"> • Normal curriculum plans including differentiated individual/group targets e.g. handwriting • Evidence of the plan, do, review cycle being followed with the involvement of SENCO, parents/carers and child or young person 	<ul style="list-style-type: none"> • IEP drawn up, implemented and reviewed by school staff, including SENCO, parents/carers and child or young person following the advice of the external specialist • Timetabled arrangements to allow for regular liaison between core school staff, including SENCO and external specialist 	<ul style="list-style-type: none"> • IEP focused on the objectives of the Statement drawn up, implemented and reviewed by school staff, including SENCO, parents/carers and child or young person following the advice of the external specialist 	<ul style="list-style-type: none"> • IEP focused on the objectives of the Statement drawn up, implemented and reviewed by school staff, including SENCO, parents/carers and child or young person following the advice of the external specialist
Curriculum & Teaching	<ul style="list-style-type: none"> • Mainstream setting with attention paid to organisation and pupil groups • School staff should be aware of child or young person's needs and should respond sensitively to reasonable adjustments necessary 	<ul style="list-style-type: none"> • As school action • Structured programmes to address specific need as advised by external specialist 	<ul style="list-style-type: none"> • As school action plus • Maximise curricular access through strategies outlined in the statement or advised by external specialist 	<ul style="list-style-type: none"> • As school action plus • Maximise curricular access through strategies outlined in the statement or advised by external specialist

	<p>to meet those needs e.g. minimal writing for a child with fine motor difficulties</p> <ul style="list-style-type: none"> • Full inclusion in the national curriculum through differentiated tasks delivered through ongoing activities • Strategies developed shared with all involved 			
Social & Emotional	<ul style="list-style-type: none"> • An inclusive and non discriminatory learning environment, which maximises independence and self esteem • Tailored programme to meet the social & emotional needs of the child or young person as appropriate 	<ul style="list-style-type: none"> • As school action 	<ul style="list-style-type: none"> • As school action 	<ul style="list-style-type: none"> • As school action
Resources (Specialised & Human)	<ul style="list-style-type: none"> • Additional access to use of specialised teaching materials and equipment normally available in the school e.g. pencil grips, special scissors 	<ul style="list-style-type: none"> • As school action • Enhanced personal access to equipment e.g. height adjustable tables. • Staff to deliver programmes specified above 	<ul style="list-style-type: none"> • As school action plus • Specialist human resources as required to meet statement objectives 	<ul style="list-style-type: none"> • As Statement (Severe)
Self Care	<ul style="list-style-type: none"> • The administration of medication should 	<ul style="list-style-type: none"> • As school action • See Section B5c for 	<ul style="list-style-type: none"> • As School Action Plus 	<ul style="list-style-type: none"> • As Statement (Severe)

	<p>follow the school policy. Training will be required in accordance with document SAN(M)1 available from health and safety.</p> <ul style="list-style-type: none">• School should draw up a Health Care Plan where there is a recognised long term condition which requires intervention in school• Encourage wearing of clothing that maximises independence	<p>advice on toileting</p> <ul style="list-style-type: none">• Implement the advice of the external specialist		
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<p>Provision</p>	<ul style="list-style-type: none"> Up to 4 hours of 1 to 1 equivalent teaching assistant time per week provided from resources delegated to the school and taking account of opportunities for sharing resources with other pupils. 	<ul style="list-style-type: none"> 4 hours of 1 to 1 equivalent teaching assistant time per week provided from resources delegated to the school and taking account of opportunities for sharing resources with other pupils. Provision over 4 hours may require a Resourced Individual Education Plan which would provide up to 4 hours of 1 to 1 equivalent additional support. 	<ul style="list-style-type: none"> Severe and long term needs will require statutory provision Support from the LA will range from 8 – 12 hours of 1 to 1 equivalent support dependent on the severity of need and the impact on curriculum access. This will supplement the 4 hours of 1 to 1 equivalent teaching assistant time per week provided from resources delegated to the school and take account of opportunities for sharing resources with other pupils. 	<ul style="list-style-type: none"> Profound, long term needs will require statutory provision Support from the LA will range from 13 – 20 hours of 1 to 1 equivalent support dependent on the severity of need and the impact on curriculum access. This will supplement the 4 hours of 1 to 1 equivalent teaching assistant time per week provided from resources delegated to the school and take account of opportunities for sharing resources with other pupils.
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