

# Physical Difficulties

Assess

- Ensure any reasonable adjustments required are in place.
- Completion of detailed and targeted observations to identify specific areas of need and gaps in functional skills/ability, to determine if these are isolated missing skills or a pattern of wider underdevelopment.
- Assessment of level of skill against expected attainment for developmental ability (and is this in line with their cognition and learning).
- Detailed and targeted observations in a range of situations and 1-1 activities.
- Liaison with any specialist services involved e.g. Ladywood Outreach, Physiotherapy, Occupational Therapy, specialist nurses etc.
- Meeting and discussions involving child/young person, parents, SENCo, key staff.
- Consider competency of staff to support level of physical ability, e.g. is there a moving and handling requirement?
- Consider strategies already implemented, including adaptations to curriculum, response to additional support/resources and the progress made.
- Record the above on an EHA.

- Identification of outcomes linked to relevant PD specific skills e.g., use of equipment, independence, mobility, self help, participation etc.
- Plan to ensure that the school environment, daily routine and curriculum is accessible to the child with appropriate adaptations and alterations and/or additional support.
- Close working with Physiotherapy/Occupational Therapy to plan next steps.
- Plan systems to involve, inform and support staff, child, YP and family.
- Identify how any barriers to learning and participation will be minimised or removed.
- Consider completion of a risk assessment if there are any implications for safety or access to the school environment.
- Arrange for any staff training needed, e.g. moving and handling.
- Plan to personalise and adapt timetables to enable Physiotherapy/Occupational Therapy programmes to be carried out.
- Use of EHA Action Plan and referral to appropriate services.

Plan

## SEN Support (provided via schools own resources)

Review

- Review the impact of specific interventions/adaptations.
- Plan next steps with the child/young person, parents and specialists.
- Identify any ongoing, or new and emerging, needs including those relating to learning and emotional well being etc.
- Review any changes to the child's level of physical ability
- Review the effectiveness of any staff training undertaken and any further support needed.
- If progress continues to be limited and skills/abilities/physical development is significantly below level of cognition and learning, consider referral to external specialist services e.g. Ladywood Outreach, Physiotherapy, Occupational Therapy etc. if not already involved.
- Review and update any risk assessments.
- Update EHA.
- Continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a request for an EHCP Needs Assessment.

- Use of specific strategies, resources and equipment as advised by any specialist service.
- Implementation of identified actions, including any adaptations, alterations and support.
- Ensure the consistent implementation of any personalised timetables.
- Use of low level aids, equipment and adaptations, and access to appropriate sized furniture (e.g. desks and chairs).
- Use appropriate access devices (such as IT equipment) and software.
- Request regular feedback from the child/young person to ensure ongoing accessibility of learning resources and the school site.
- Regular liaison between class teacher, SENCO and parent.
- Implement the recommendations from any risk assessments carried out.
- Access to appropriate training for staff working with the child/young person e.g. (moving and handling).

Do