

Physical Disability - Graduation, Adjustments, Best Endeavours and Indicative Funding

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

This document refers to Physical Disability

6.35 Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.



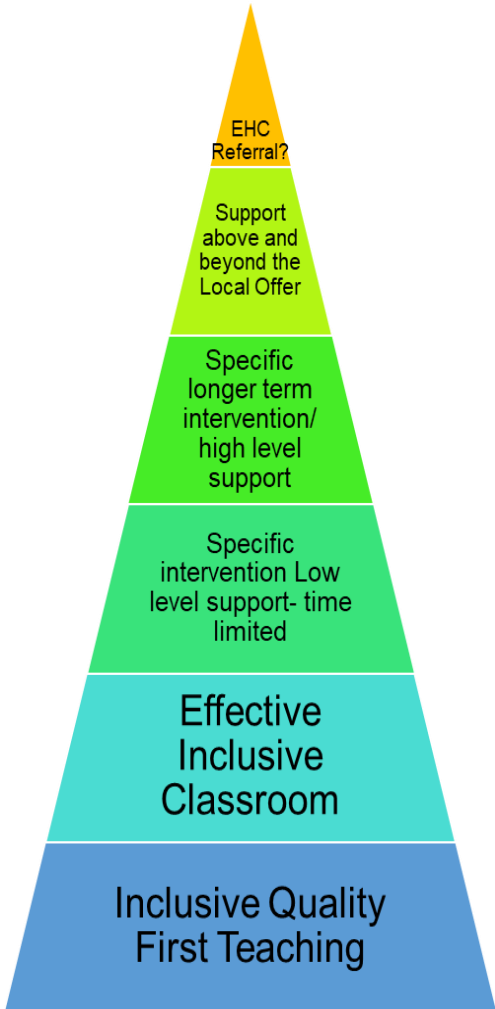
North Tyneside Pledges

Pledge 1: Intervene early with evidence based, family focussed services

Pledge 2: Work in partnership to keep children in school

Pledge 3: Keep them safe at home and connected to their local communities

Physical Disability - Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Adaptation/Adjustment	General Descriptor at Each Level
 <p style="text-align: center;">EHC Referral?</p> <p style="text-align: center;">Support above and beyond the Local Offer</p> <p style="text-align: center;">Specific longer term intervention/high level support</p> <p style="text-align: center;">Specific intervention Low level support-time limited</p> <p style="text-align: center;">Effective Inclusive Classroom</p> <p style="text-align: center;">Inclusive Quality First Teaching</p>	<p>The CYP has identified needs which require additional specific provision or specialist advice</p> <p>Description of need:</p> <ul style="list-style-type: none"> • The CYP has moderate difficulties with fine and gross motor • The CYP may have difficulty <ul style="list-style-type: none"> ○ communicating ○ addressing self-care needs ○ moving independently ○ managing a medical condition e.g. bowel condition ○ enhancing/ learning independence e.g. self-catheterisation or epi-pen ○ The CYPs Physical disability/medical needs could co-exist with other secondary needs
	<p>The CYP experiences low/ moderate level difficulties which school resources can meet through time limited interventions and embedded strategies.</p> <p>Description of need:</p> <ul style="list-style-type: none"> • CYP who experiences fine and gross motor difficulties and whose physical condition varies from day to day • CYP who experiences a physical difficulty recording their work • CYP whose experiences difficulties with their core stability • CYP whose mobility is moderately impaired and experiences difficulties on stairs and with spatial orientation and whose movements are unsteady in crowded areas and on uneven ground • CYP with an unpredictable long-term condition which sometimes affects their ability to access normal activities. They may experience fluctuating levels of pain and their school attendance may be affected • CYP who may fail to make expected progress because of their physical limitations • CYP whose speech production is affected by breath control or impaired for physical reasons and finds it difficult to make themselves understood or too tiring to repeat themselves • CYP who needs some assistance with personal care
	<p>The CYP experiences needs which are managed well in a mainstream class but may need support that is slightly different to their peers.</p> <p>Description of need:</p> <ul style="list-style-type: none"> • CYP whose fine and/or gross motor skills are developing at a slower pace than his/her peers • CYP may appear clumsy, poorly coordinated and lack strength • CYP who is having minor difficulties with daily living skills such as dressing, personal care, eating and drinking • CYP whose mobility is affected by fatigue • CYP whose verbal communication is affected by physical causes • CYP who has a long-term medical condition that is self-managed and not life threatening • CYP who is visually different, can be vulnerable to bullying or have low self esteem <p>They may not be physically impaired in any way</p>
	<p>The CYP experiences needs which are managed well in a mainstream class</p>

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Level of Indicative Funding	General Descriptor at Each Level
EHCP	The CYP has significant Physical and Health needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan
Up to £4000 additional funding	<p>Description of need:</p> <ul style="list-style-type: none"> • CYP has a medical condition that impacts on personal hygiene; catheter, colostomy bags • CYP whose medical condition impacts on their school life • CYP whose needs impact on their access to practical activities and safety CYP has significant needs that require a considerable amount of therapy or medical interventions <p>Possibly some complexity of other needs</p>
Up to £8000 additional funding	<ul style="list-style-type: none"> • The CYP will experience significant, complex persistent and enduring difficulties • Description of need: <ul style="list-style-type: none"> ○ The CYP may present with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, sensory, communication & cognitive. However, their primary need will be one of significant physical or medical difficulties ○ A CYP who may need constant support to access the curriculum ○ A CYP who requires significant adaptations to the environment. e.g. use of a hygiene suite and hoist, ramps, automatic doors ○ A CYP who needs bespoke modifications to postural equipment following the advice of NHS colleagues e.g. walkers, standing equipment, freestanding height adjustable tables, seating and toilet adjustments or equipment • A CYP where palliative care needs to be balanced against school attendance
Up to £12000 additional funding	<ul style="list-style-type: none"> • The CYP experiences significant lifelong learning difficulties for which specialist provision and/or additional staffing is appropriate. These may be compounded by other coexisting needs • A pupil who has significant medical needs • A pupil who has regular palliative care.
Up to £18000 additional funding	<ul style="list-style-type: none"> • The CYP may need a bespoke package within North Tyneside or with an external provider. • The CYP is unable to attend school, special arrangements to access the curriculum are needed tailored to ability and access needs • The CYP has highly significant complex needs • All of the above but the CYP has such complex needs in addition to their PHN that their needs cannot be met in a school within North Tyneside, i.e. they attend a non-maintained educational or residential placement (Out of Area). This may also include support for health and social care issues.
Up to £20000 additional funding	
Bespoke Package	

TO BE AGREED

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Effective Inclusive Classroom				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP experiences needs which are managed well in a mainstream class but may need support that is slightly different to their peers.</p> <p>Description of need:</p> <ul style="list-style-type: none"> • CYP whose fine and/or gross motor skills are developing at a slower pace than his/her peers • CYP may appear clumsy, poorly coordinated and lack strength • CYP who is having minor difficulties with daily living skills such as dressing, personal care, eating and drinking • CYP whose mobility is affected by fatigue • CYP whose verbal communication is affected by physical causes • CYP who has a long-term medical condition that is self-managed and not life threatening • CYP who is visually different, can be vulnerable to bullying or have low self esteem • They may not be physically impaired in any way 	<ul style="list-style-type: none"> • Accesses school's own systems and national assessments EYFS and key stage 1 to 4 assessments • Monitoring of CYP's response to feedback. • Observations by Teacher / class TA /KS Coordinator to inform planning • Advice and support from parents • Information from the child including their opinions about preferred strategies using person centred approaches • The school is proactive in identifying individual needs and monitors that action is taken • Risk assessment undertaken where appropriate 	<ul style="list-style-type: none"> • The teacher is responsible for the learning and progress of the CYP in the mainstream class. • Quality First Teaching meets the needs of all pupils and includes: <ul style="list-style-type: none"> ○ Flexible grouping arrangements ○ Some differentiation of activities, materials and questioning ○ Resources and displays that support independence ○ Routine feedback to pupils • Environmental considerations are made to meet the needs of all CYP • An understanding that the physical disability/medical need may have a wider impact on a child's social and emotional well-being • Consideration given to pupils individual learning style e.g. visual or kinaesthetic • Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently • A range of alternative equipment may be useful - chunky pencils, adapted scissors, pencil grips etc. • Planning may need to include rest breaks or movement breaks • CYP may need to leave classrooms and lessons before their peers to avoid crowded corridors/busy stair cases • Questions to the child may need rephrasing to minimise the effort of replying • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self-esteem and confidence • Use of teaching strategies that develop the independent learning of the CYP 	<ul style="list-style-type: none"> • The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils • The wider curriculum promotes positive examples of diversity • Appropriate differentiation of task and teaching style • A broad and balanced curriculum is planned for all pupils • SEAL materials and interventions • Anti-bullying is routinely addressed, and pupils are confident in reporting incidents • Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate • Provision of an inclusive curriculum for all subject areas • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to develop self-esteem and confidence • Opportunities for additional experience to develop: gross motor, fine motor, visual perception, dressing, toileting • School trips which are planned well in advance and take into consideration the needs of the CYP • Other school pastoral interventions could include: <ul style="list-style-type: none"> ○ Meet and Greet ○ Circle Time ○ Peer mentoring ○ Buddy systems ○ Restorative Practice ○ Lunch clubs 	<ul style="list-style-type: none"> • An experienced teacher is employed as the accredited SENCO • Governors ensure that the SENCO is allocated enough time to fulfil all statutory & other duties • A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the school. • A regularly monitored, reviewed and updated inclusion policy underpins practice. • The school employs additional adults to support the needs of all pupils as appropriate to their context • All staff have up to date job descriptions and are included in whole school appraisal systems. • Designated time is allocated to Teaching Assistants for planning and liaison with teachers • All staff have received training on SEN and understand how to support with learning difficulties. • Whole school CPD has included approaches to supporting those who have or may have additional needs • School staff access appropriate training to keep informed on meeting the needs of CYPs. • Staff make use of a wide range of evidence-based resources • Using TAs Effectively

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Time Limited Intervention or Low-Level Support				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP experiences low/ moderate level difficulties which school resources can meet through time limited interventions and embedded strategies. Description of need:</p> <ul style="list-style-type: none"> • CYP who experiences fine and gross motor difficulties and whose physical condition varies from day to day • CYP who experiences a physical difficulty recording their work • CYP whose experiences difficulties with their core stability • CYP whose mobility is moderately impaired and experiences difficulties on stairs and with spatial orientation and whose movements are unsteady in crowded areas and on uneven ground • CYP with an unpredictable long-term condition which sometimes affects their ability to access normal activities. They may experience fluctuating levels of pain and their school attendance may be affected • CYP who may fail to make expected progress because of their physical limitations • CYP whose speech production is affected by breath control or impaired for physical reasons and finds it difficult to make themselves understood or too tiring to repeat themselves • CYP who needs some assistance with personal care 	<ul style="list-style-type: none"> • Observations by SENCO. • Use of a structured observation profile/outcome led planning tool to target differentiation with SMART outcomes that are reviewed and updated regularly • Pupil involved in setting and monitoring their own outcomes • Parents involved regularly and know how to support targets at home • An Individual Management Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style may also need to reflect the changes in medical needs- this could be recorded as a 'pupil passport' or within school's own systems. • Toilet protocol, plan and guidance to ensure privacy and dignity as needed • School trips are planned well in advance and take into consideration the needs of the CYP 	<ul style="list-style-type: none"> • The teacher is responsible for the learning and progress of the CYP in the mainstream class. • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents and including a relevant pupil passport or similar • Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets • Access to a portable writing aid or the use of ICT for recording as required • Access to assistive software. • Adapted/modified equipment and teaching materials (e.g. spring-loaded scissors) • Provide a range of communication methods (digital camera, voice recorder, symbol cards) • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills 	<ul style="list-style-type: none"> • Access to small group support. • Group work to be planned and tailored to meet identified need and includes good role models • Teaching problem solving skills Learning tasks differentiated by task and outcome to meet individual needs • Minimal assistance with personal care (dressing and hygiene) • Assistive technology software to minimise effort (on screen keyboards, Clicker, predictive text) Structured and evaluated fine motor programmes • Structured and evaluated gross motor programmes • May require supportive seating • They require minimal adult or peer support to collect or use equipment • Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning 	<ul style="list-style-type: none"> • Support/advice from SENCO. needs are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT • Additional adults routinely used to support flexible grouping • Access to targeted small group work with class TA • Home-school communication book • Time for scheduled meetings with parents on a regular basis • Additional adult for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground • Access to advice and training in specific programmes or ICT software • Advice from appropriate health professionals e.g. OT, SALT and Physiotherapy • Seating assessment from involved occupational therapist • Advice from specialist nursing services (arthritis, epilepsy, asthma, diabetes, anaphylaxis)

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Intervention/High level Intervention/Above and Beyond the Local Offer				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP has identified needs which require additional specific provision or specialist advice</p> <p>Description of need:</p> <ul style="list-style-type: none"> The CYP has moderate difficulties with fine and gross motor The CYP may have difficulty communicating addressing self-care needs moving independently managing a medical condition e.g. bowel condition enhancing/ learning independence e.g. self-catheterisation or epi-pen <p>The CYPs Physical disability/medical needs could co-exist with other secondary needs</p>	<ul style="list-style-type: none"> Environmental audit School Access/Equality Strategy Consideration of Early Help if appropriate Risk assessments, where appropriate, to inform adaptations incl. educational visits Specialist assessments e.g. Specialist Teacher Educational Psychologist, SALT, OT Individual outcomes are agreed and monitored following discussion with child and parents There is a commitment to developing independence with steps planned and agreed Careful reviewing of needs before transition at key stages e.g. starting pre-school, primary, secondary, post 16, adult life TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective Scrutiny of tracking Individual Management Plan which may include; Moving and Handling, Individual Health Care Plan, school visit/swimming etc risk assessment, emergency evacuation, mobility, Close scrutiny of tracking, Intimate Care Plan etc 	<ul style="list-style-type: none"> The teacher is responsible for the learning and progress of the CYP in the mainstream class. Information about the CYP's difficulties is shared with relevant staff, in partnership with parents and including a relevant pupil passport or similar Manage access arrangements for internal and external examinations and assessments e.g. use of computer, scribe or medical rest breaks Awareness of social and emotional aspects of disability. Established communication strategies to facilitate communication and to assess learning Modified and adapted PE and other lessons as required. Access to a differentiated curriculum Use of equipment to access the curriculum Specialist advice reflected in lesson/curriculum planning and delivery 	<ul style="list-style-type: none"> Regular/daily small group teaching of social skills Peer awareness where agreed with CYP Short term, small group and/ or individual intervention, to develop specific areas of curriculum access Following a programme designed or recommended by other professionals A detailed time limited programme, intervention personalised timetable and/or resource Teaching assistance is targeted towards physical tasks and is not necessarily needed for learning Appropriate supervision within curriculum sessions to ensure safety e.g. Science and PE Supervision during unstructured time Supervision/oversight when moving between classrooms support of trained Paediatric Therapists (OT and Physiotherapists) Support may be required for managing medical conditions Assistance with manipulating equipment in specific subjects especially science, DT, math's and ICT Trained support for moving and handling may be required. Established and effective communications between CYP, teachers and parents/carers and other agencies involved Educational visits are planned well in advance and risk assessments are in place, key staff have considered possible scenarios 	<ul style="list-style-type: none"> Time for formal meetings with parents on a regular basis Allocation of appropriate accommodation for visiting professionals to work with individual CYPs, considering safeguarding issues Adult intervention targeted to support identified curriculum areas or social times School will ensure that key information is passed on at times of transition Advice on use of ICT to access the curriculum Dedicated time for joint planning and multi-agency review meetings Input, where appropriate, from Specialist Teams (e.g. Renal, Neuro muscular clinic. Oncology etc), SALT, OT, Physio Specialist equipment Specialist training for equipment/ medical interventions and management regimes. Refresher Moving and Handling training (minimum 2-year intervals, ideally annually)

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Education, Health and Care Plan (additional funding up to £4,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP has significant Physical and Health needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan</p> <p>Description of need:</p> <ul style="list-style-type: none"> CYP has a medical condition that impacts on personal hygiene; catheter, colostomy bags CYP whose medical condition impacts on their school life CYP whose needs impact on their access to practical activities and safety CYP has significant needs that require a considerable amount of therapy or medical interventions Possibly some complexity of other needs 	<ul style="list-style-type: none"> Specialist assessments as part of statutory assessment / EHC plan Risk assessment to identify dangers and need for additional support Regular multi agency assessment and/or review of strategies and progress Review the EHCP annually when all agencies are involved in reflection and joint planning in partnership with CYPs and their parents/ carers Individual risk assessments as appropriate Involvement of educational and non-educational professionals as part of Annual Review Assessment and advice from CYC specialist teachers Moving and handling plans to reflect changes in condition or circumstances. ICT assessments Individual risk assessments for educational visits. Environmental audit 'Round Robins' to all staff to gain overview to inform planning Individual health care, plan and review 	<ul style="list-style-type: none"> The class/subject teacher is responsible for the progress of the CYP identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, considering the advice within the EHCP, annual review and advice from agencies Production of differentiated materials in accordance with the advice from the other professionals Curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans The use of specialist or adapted equipment/software where appropriate to access the curriculum Specialised modification of all teaching and learning styles and resources Careful timetabling to ensure a balance between educational and therapeutic needs Production of differentiated materials in accordance with the advice from the specialist teacher for Physical and Health needs Manage access arrangements for internal and external examinations and assessments. Teaching style and tasks are adapted to suit CYP's learning style. Access arrangements are the normal way of working in lesson 	<ul style="list-style-type: none"> Individualised support to implement recommendations from support services Structured individual programmes Support to manage their medical condition Programmes to develop social interaction and emotional well-being, as identified Advice and assessment of the use of specialist or adapted ICT to access the curriculum. Independent travel training to develop independence skills for the future where appropriate Significant modification/ differentiation of the curriculum Daily therapeutic programmes Support to manage age appropriate curriculum and to assist with training and programming where appropriate Support for social and emotional aspects of disability and/or serious medical conditions May require regular nursing/ medical intervention Some site adaptation may be needed School life may need to be modified to balance medical/educational needs. Manage access arrangements for internal and external examinations and assessments 	<ul style="list-style-type: none"> SENCOs provide support to teacher and TAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the CYP Staff training in the use of specialist resources and medical procedures Adult support to facilitate social interaction, functional skills, support independence develop/ maintain attention skills, supervision in the playground Adults support to set up equipment, support CYP's management of it, and establish working routines Assistance is provided to manipulate equipment in some lessons e.g. in DT High level of multi-agency involvement: 'team around CYP', coordination of the involvement of a range of agencies, one of whom may fulfil the key worker role Joint planning with the CYP, family and other professionals. Opportunities for support staff to access specialist training regarding PHN and their impact on learning and social and emotional well-being. Staff who understand how to provide an appropriate environment and support for practical activities Work together with the child, parents and other professionals to identify priorities for the child's individual programme of work. Staff to work with small group and/or individual intervention. Encourage participation in activities organised by other organisations Provision of specialist equipment. Access to mentor systems. Provide storage and facilitate maintenance for specialist equipment Facilitate production of differentiated materials in accordance with the advice

Physical Disability - Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £8,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP has significant Physical and Health needs which impact on progress requiring long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan</p> <p>Description of need:</p> <ul style="list-style-type: none"> • CYP has a medical condition that impacts on personal hygiene; catheter, colostomy bags • CYP whose medical condition impacts on their school life • CYP whose needs impact on their access to practical activities and safety CYP has significant needs that require a considerable amount of therapy or medical interventions • Possibly some complexity of other needs 	<ul style="list-style-type: none"> • As above. • Alternative communication needs (where appropriate) are at the heart of personalised learning plan e.g. Makaton, Clicker, Eye gaze 	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-educational professionals as appropriate • Disapplication from certain subjects if appropriate • The use of specialist or adapted equipment / software in all lessons to access the curriculum. • Personalised modification of teaching and learning styles and resources • Alternative recording strategies including access to ICT equipment and/or amanuensis as necessary. E.g. clicker and voice recognition software • Personalised PE programmes and physical management programmes 	<ul style="list-style-type: none"> • Specialist teaching focusing on both learning curriculum and social skills, as appropriate, throughout the school day • Outcomes informed by Annual Review/EHC plan. • Curriculum to include life skills and highly differentiated PHSE aspects e.g. SRE (Sex and Relationship Education). • Individualised curriculum • Opportunities to explore their identity Production of differentiated materials in accordance with specialist advice 	<ul style="list-style-type: none"> • Access to support from highly skilled and experienced staff within small classes with a high adult ratio or high levels of 1:1 specialist support in mainstream. • Skilled TA who understands the implications of disability and has in depth knowledge of specialist access equipment or is currently undergoing, or has access to, training • Additional individual support in line with risk assessments • Personalised timetable providing access to TA support as specified in EHC Plan • Specialist support, alongside a multi-agency approach is essential • Advice from other professionals as needed • Access to a quiet room for small group and 1:1 sessions • Specialist support staff with appropriate qualifications in supporting CYP with PHN e.g. moving and handling, catheterisation care, tracheostomy care, diabetes care etc. Assistance with some/all daily living skills e.g. eating, drinking, dressing, toileting • Support for invasive medical procedures such as catheterisation, tube feeding • Assisting with toileting/personal care

Physical Disability - Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £16,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> The CYP experiences significant lifelong learning difficulties for which specialist provision and/or additional staffing is appropriate. These may be compounded by other coexisting needs A pupil who has significant medical needs A pupil who has regular palliative care. 	<p>As above plus</p> <ul style="list-style-type: none"> Long term involvement of educational and non-educational professionals as part of Annual review/ EHC plan Regular risk assessments to consider risks to self and others Completion of assessments for consideration at SENAP and/or Joint Panel. All professionals agree that the CYPs needs can only be met with additional resources 	<p>As above</p>	<p>As above plus</p> <ul style="list-style-type: none"> Requires additional staff support to access learning in a specialist setting/mainstream due to high level of vulnerability presented by the CYP 	<p>As above plus</p> <ul style="list-style-type: none"> Requires a higher ratio of staff support in a specialist setting due to high level of vulnerability presented by the CYP Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS. Links to parent school maintained where appropriate Daily medical/nursing intervention Palliative care services heavily involved

Education, Health and Care Plan (additional funding up to and over £20,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> The CYP may need a bespoke package within North Tyneside or with an external provider. The CYP is unable to attend school, special arrangements to access the curriculum are needed tailored to ability and access needs The CYP has highly significant complex needs All the above but the CYP has such complex needs in addition to their PHN that their needs cannot be met in a school within North Tyneside, i.e. they attend a non-maintained educational or residential placement (Out of Area). This may also include support for health and social care issues. 				