

Further Education (Post 16) SEN Planning Tool

Young People with Physical Difficulties

Sensory and /or Physical needs



	Funding	Descriptor Physical Medical	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (including staffing)
<p>Best Endeavour</p>	<p>Mainstream Element 1</p>	<ul style="list-style-type: none"> The YP experiences needs which are managed well in a mainstream class with appropriate differentiation of task and teaching style. Class with appropriate differentiation of task and teaching style. A YP whose fine and/or gross motor skills are developing at a slower pace than his/her peers. The YP may appear clumsy, poorly co-ordinated and lack strength. A YP who is having minor difficulties with daily living skills such as dressing, personal care, eating and drinking. A YP whose mobility is affected by fatigue and whose movements are unsteady in crowded areas and on uneven ground. A YP whose verbal communication is affected by physical causes. A YP who has a long term medical condition that is self-managed and not life threatening. A YP 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"> Support Plan/Transition plan from School Monitoring of YP's response to positive feedback. Observations by Tutor. Advice and support from the parents. Information from the YP re their opinions and preferred strategies using person centred approaches. The Curriculum Area/Department is proactive in identifying individual needs and monitors that action is taken. Risk assessment where appropriate. Attention to classroom management to minimize the impact of the PD e.g. seating plan/timetabling to allow ease of access Rest periods during the College day Privacy for treatments /therapy – where appropriate. 	<ul style="list-style-type: none"> The teacher is held to account for the learning and progress of the YP in the mainstream class Best Endeavour meets the needs of all pupils and includes: <ul style="list-style-type: none"> Flexible grouping arrangements. Some differentiation of activities, materials and questioning Use of visual, auditory and kinaesthetic approaches. Awareness that a YP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. Resources and displays that support independence. Routine feedback to pupils Environmental considerations are made to meet the needs of all YPs. An understanding that the physical disability/medical need may have a wider impact on a YP's social and emotional wellbeing despite the apparent lack of obvious impairment. Awareness that a YP 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 etc. Planning may need to include rest breaks and opportunities to sit down. YPs may need to leave classrooms and lessons before their peers to avoid crowded corridors/busy staircases. Questions to the YP may need phrasing to minimise the effort of replying. Opportunities for social interaction between peers and the wider community of the College may need to be engineered to bolster self- 	<ul style="list-style-type: none"> The curriculum includes examples of diversity. The College can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils The wider curriculum promotes positive examples of diversity 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 Opportunities for social interaction between peers and the wider community of the College may need to be engineered to bolster self-esteem and confidence. Opportunities for additional experience to develop: gross motor, fine motor, visual perception.. Trips and visits which are planned well in advance and take into consideration the needs of the YP. Other College pastoral interventions could include <ul style="list-style-type: none"> Meeting and Greeting Peer mentoring Buddy systems Restorative Practice Lunch clubs Local Authority resources all available on the portal 	<ul style="list-style-type: none"> Best Endeavour A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the College A regularly monitored, reviewed and updated inclusion policy underpins practice. The College employs additional adults to support the needs of all pupils e.g. LSAs, PLCs All staff including have up to date job descriptions and are included in whole College appraisal systems. All staff have received awareness training on SEN and understand how to support with learning difficulties. Whole College CPD at awareness level of training has included use of medical care plans College staff access LA training to keep informed on meeting the needs of YPs. Staff make use of a wide range of resources, including those produced within the Local Authority to inform their inclusive practice. Whole College inclusion policies and practice implemented consistently. College staff access general training regarding meeting the needs of YPs with physical/medical disabilities. Main provision by practitioner in setting general advice to College from the specialist teaching team. Use of other relevant materials. Use of peer mediators, peer mentors. Policies e.g. Supporting pupils at College with medical conditions DFE guidance Educational Visits Guidance Supporting YP with Physical Disability and Medical Needs

				<p>esteem and confidence.</p> <ul style="list-style-type: none"> • Use of teaching strategies that develop the independent learning of the YP 		
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SEN Planning Tool for Physical Disabilities/Medical Needs

March 2015

	Funding	Descriptor Physical Medical	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (including staffing)
SEN Support Plan	Element 1 + possible access to HNF depending of level of support	<ul style="list-style-type: none"> • YP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the ALS Co-ordinator and Team. • A YP who experiences fine and gross motor difficulties and whose physical condition varies from day to day. • A YP who experiences a physical difficulty recording their work. • A YP whose core stability requires supportive seating. • A YP whose mobility is moderately impaired and experiences difficulties on stairs and with spatial orientation. • A YP with an unpredictable long term condition which sometimes affects their ability to access normal activities. They may experience fluctuating levels of pain and their College attendance may be affected. • A YP fails to make expected progress because of their physical limitations. They require minimal adult or peer support to collect or use equipment. • A YP whose speech production is affected by breath control or impaired for physical reasons. • A YP who needs some assistance with personal care. 	<p><i>As above plus</i></p> <ul style="list-style-type: none"> • Observations and Assessment by ALS Co-ordinator. • Use of a structured observation profile to target differentiation including ILPs with SMART targets that are reviewed and updated regularly. • Pupil involved in setting and monitoring their own targets. • Parents involved regularly and know how to support targets at home. • An Individual Support 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. • College trips are planned well in advance and take into consideration the needs of the YP. • Support to catch up work missed after periods of absence/illness 	<p><i>As above plus</i></p> <ul style="list-style-type: none"> • Information about the YP's difficulties is shared with relevant staff, in partnership with parents. • Individual targets agreed and monitored, following discussion with YP and parents, to share advice on successful strategies and set targets. • Access to a portable writing aid or the use of ICT for recording. • 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. • LSA may be available and targeted towards support for access for specific tasks/settings and is not necessarily needed for learning. 	<p><i>As above plus</i></p> <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. • Assistive technology software to minimise effort (on screen keyboards, Clicker, predictive text). • Structured and evaluated fine motor programmes (It's in the bag, etc.). • Structured and evaluated gross motor programmes 	<p><i>As above plus</i></p> <ul style="list-style-type: none"> • Support/advice from ALS Co-ordinator • Additional adults routinely used to support flexible groupings. • Access to targeted small group work with in class support • Access to intervention group work with in class support and out of class PLC • College staff access training at enhanced level regarding meeting the needs of YPs with physical disabilities/medical needs. • Access to support groups for professionals • Home-College communication book. • Time for scheduled meetings with parents on a regular basis. • College may consult the Inclusion and Achievement SEND Team for advice on best practice. • Additional adult PLC/LSA for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, • Access to advice and training in specific programmes or ICT software. • Assessment and Activities to Develop Fine Motor Skills booklet • Guidance on personal emergency egress plans • Manual Handling Operations/regs • Back care awareness • Medical Care Plan

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EHCP	<p>Eeemet 1+ Possible access to HNF depending of levels of support</p>	<ul style="list-style-type: none"> The YP has identified needs which require additional specific provision or specialist advice e.g. a detailed time limited programme, intervention personalised timetable and/or resource. The YP has moderate difficulties with fine and gross motor requiring the support of trained Paediatric Therapists (OT and Physiotherapists). Close supervision at unstructured times is needed. The YP may need an established communication system. Support is required addressing self-care needs. Trained support for moving and handling may be required. Trained support required to help student manage a medical condition or enhance/teach independence. The YPs Physical disability/medical needs could co-exist with other secondary needs 	<p><i>As above plus</i></p> <ul style="list-style-type: none"> Environmental audit College Access/Equality Strategy. Consideration to Team around the Family meetings Risk assessments of tricky situations to inform adaptations incl. educational visits. Specialist assessments e.g. Advisory Inclusion teacher for Access technology Educational Psychologist, OT. Individual targets are agreed and monitored following discussion with YP 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. post 16, FE, HE adult life. LSAs 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 Individual Management Plan including risk assessment Moving and Handling Individual Health Care Plan College visit risk assessment Emergency evacuation, mobility Close scrutiny of tracking External advice is evident in the strategies that are in place Evaluation of plans demonstrates that services have been used though the Local Offer and that recommendations have been followed up and reviewed. 	<p><i>As above plus</i></p> <ul style="list-style-type: none"> Manage access arrangements for internal and external examinations and assessments. Awareness of social and emotional aspects of disability. Established communication strategies to facilitate communication and to assess learning. Access to a differentiated curriculum. Use of equipment to access the curriculum. 	<p><i>As above plus</i></p> <ul style="list-style-type: none"> Regular/daily small group teaching of social skills. Peer awareness. Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teacher, following a programme designed or recommended by that professional. Teaching assistance is targeted towards physical tasks and is not necessarily needed for learning e.g. assistance with manipulating equipment in specific subjects especially science, technology, maths, IT equipment. Oversight to monitor safety and interpretation of instructions. supervision in unstructured times, oversight when moving between classrooms 	<p><i>As above plus</i></p> <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 YPs, taking into account safeguarding issues. Adult intervention targeted at specific curriculum areas or specific social times. College will ensure that key information is passed on at times of transition and, where appropriate, will consult with the specialist teaching team. Consult with the specialist teacher for when recruiting staff to work with a named YP. Advice and training on use of ICT to access the curriculum from the SEND Team Equipment and software loans may be available. Dedicated time for joint planning and multi-agency review meetings with Specialist Teacher, the YP, family and other professionals. Input from Specialist nursing Teams and Regional Specialist medical Teams (e.g. Renal, Neuro muscular clinic. Oncology etc.), Specialist training for equipment/medical interventions and management regimes. e.g. STANDING FRAME/WALKER Refresher Moving and Handling training (minimum 2 year intervals, ideally annually Available from the Inclusion and Achievement SEND Team) Guidance on safe hoisting of disabled YPren in Colleges Consider Quality Standards in Education Support Services for Young People with Physical Disabilities (Revised 2013)

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