

Physical Disability

Most children and young people with a physical disability will need some reasonable adjustments to ensure they are not disadvantaged in relation to their non-disabled peers. Others may also require interventions and/or therapies to address their physical needs; these could be summarised in a school special education needs and disability (SEND) Support plan. Advice about making reasonable adjustments for pupils with a physical disability can be sought from our local special schools.

The provision of specialist assistive technology to support the learning of children and young people can be assessed and supported by Leicester's special schools. It is not necessary for the child or young person to have an Education Health Care Plans, as, once they have appropriate assistive technology provided and or reasonable adjustments in place, they are able to access the curriculum without the need for provision which is specialist or different.

People and services for children and young people with a Physical Disability

Role and expectations of the school

Schools should:

- ensure children and young people are recorded on the SEND register correctly and included in Census data.
- plan to support effective transition for child or young person coming into the school. This should include training and planning for the provision of resources and/or adaptations, where appropriate.
- consider whether the child or young person requires a school SEND Support Plan or an agreement about which reasonable adjustments are in place.
- consider whether the following are required:
 - Personal Evacuation Plan.
 - Health/Care plan.
 - Individual risk assessment.
- identify whether staff require additional specialist training i.e. moving and handling.
- consider Educational Visits to accessible sites and book accessible coaches. (Parents should never be required to attend educational visits).

Role and expectations of the local authority

The local authority (education and health) should:

- signpost to appropriate training.
- give individualised advice and support. If a child or young person has a named therapist, or is known to the occupational therapy, an Education Access visit can be requested prior to transition.
- support with any Census questions.

Provisions and practice for children and young people with a Physical Disability

Role and expectations of the school

For CYP with a physical disability, schools should:

- Identify the child or young person's needs and implement timely targeted SEN support strategies.
- Ensure that:
 - assessments inform interventions.
 - staff have up to date knowledge of the child or young person's condition e.g. have seen and read risk assessments/care plans etc.
 - training is undertaken in a timely manner and does not impact on the child or young person's ability to attend school.
 - that staff are appropriately trained to meet needs of the child or young person.
- Ensure there is space for visiting health professionals to work with the child or young person and for school staff to be available and/or present to take advice.
- Inform professionals if the child or young person is absent.
- Store and, where needed, charge specialist equipment safely.
- Provide low-cost equipment such as a foot block, writing slope or specialist scissors.

Role and expectations of the local authority

- Assess how a child or young person's condition impacts on attendance school and advise on reasonable adjustments.
- Work with the parents, settings, and health to explain medical information and its implications for the school.
- Provide direct teaching e.g. for lifting and handling.

Environment for children and young people with a Physical Disability

Role and expectations of the school

Children and young people with severe physical disabilities are likely to require reasonable adjustments to ensure curriculum and/or physical access.

Schools have an anticipatory duty to plan for these and should consider:

- the school site.
- specialist equipment.
- curriculum material modification.
- teaching of specialist skills.
- specialist support and assessments including risk assessments and care plans.

Reasonable adjustments can be made for all children and young people with physical needs. Schools should consider:

- chairs and tables of an appropriate size for children and staff, including a foot block if appropriate.
- position in the classroom to prevent poor posture.
- Resources in accessible places to promote independence.
- building in time for physical breaks, for example not too much sitting.
- help to carry equipment or items, for example dinner tray or school bag.
- provision of a locker.
- use of a different school entrance/exit (to avoid crowds).
- consider pastoral needs, emotional health and wellbeing and social inclusion issues.
- standard (non-specialist) equipment for example laptop, writing equipment, cooking equipment, scissors, one handed equipment, stool with arms, voice recognition software.
- specialist equipment may be needed, for example a height adjustable cooker or sink, an electric can opener etc.
- reasonable adjustments of the environment for example moving classroom location.
- reasonable adjustments to timetabling to reduce distance between lessons and/or allow movement ahead of crowded times (i.e. leave class 5 mins ahead with a peer).
- use of the lift (Personal Evacuation Plan may be needed).
- access to safe quiet rest spaces.
- access to safe place for use of medicines such as insulin.
- safe storage of medicines.
- safe flat routes with ramps, clearly marked path borders and signage.
- accessible toilet, with appropriate facilities (this may include a hoist, washing/drying toilet etc.)

Role and expectations of the local luthority

Maintained schools may be able to request assistance for site or building adaptations from the LA for example installing ramps, access improvements or disabled toilets, subject to meeting certain conditions. For further information please contact: Vicki.Chapman@leicester.gov.uk for secondary school enquiries and Boyd.Pick@leicester.gov.uk for primary settings.

Leicester special schools can provide advice and support on how to make reasonable adjustments to the environment for specific child or young person's needs.

Resources for learning children and young people with a Physical Disability

Role and expectations of the school

Schools should:

- ensure that personalised and appropriate differentiation is provided to enable the child or young person to access the curriculum. This includes i.e.:
 - Homework: ensure the pupils receives homework, provided by teachers (not peers).

Role and expectations of the local authority

Subject specific advice and guidance can be requested from SEND Support Service.