

Physical disability and complex medical needs

Whole school approaches

- School maintains a regularly reviewed Accessibility Plan (see Valance School's Speciality Teaching and Learning Service website).
- Any plans for improving accessibility are included in the school's development plan.
- Discussions around accessibility are included in the school council's agenda.
- PSHE promotes embracing difference.
- Specialist training and support is sought as appropriate for specific conditions where staff do not have relevant experience or qualification.

What you will see

(The difficulty/barrier, how this presents and the impact on the learner)

ACCESS AND ENVIRONMENT

Learners may experience not being able to:

- get around the school building easily or at all, e.g. past furniture in the classroom, down corridors, into all outside areas with friends.
- having to go to a different place from friends because of need to:
 - keep warm
 - avoid sunlight
- be safe in case of a fire (not using lift)
- going to a care suite for personal care because learner needs:
 - to be hoisted by an adult
 - to use special toilet equipment
 - to take a long time in the toilet
 - help with catheterisation
 - to hold onto rails.

What can help

(Provision – strategies, interventions and resources)

- Complete school accessibility plan – Plan (see Valance School's Speciality Teaching and Learning Service website).
- Ensure access is on the school development plan.
- Make this a school council agenda item
- provide alternative social areas, e.g. indoor rooms for breaktimes.
- Ensure student has practised emergency evacuations and that all staff are trained and aware of the procedures (PEEP completed for individual students).
- Consider peer awareness-raising activities and approaches.
- Building resilience approaches.
- Complete an intimate care agreement with the child or young person Plan (see Valance School's Speciality Teaching and Learning Service website).
- Trust the child or young person to be RADAR key holders in school and fit RADAR locks to all disability toilets and care suites.
- Seek advice from Occupational Therapy on suitability of equipment.
- Listen to the pupil voice and provide a toilet pass if needed.
- Timetable so that pupil is not always missing key teaching

What you will see

Curriculum

Have difficulties with written work:

- recording ideas may be very slow
- may be difficult to read
- never be finished
- full of mistakes
- may need to use assistive technology.

During learning tasks, learners may:

- appear confused
- not able to copy from the board
- be very tired
- unable to get started.

Difficulties with the sport/PE curriculum means the learner may:

- refuse to join in
- be very self-conscious
- get angry or upset
- take a long time to change
- fall over easily
- get left behind during games.

May have gaps in learning due to:

- illness and/or medical appointments
- time out of class for personal care or therapy needs

What can help

- Consider consultation with the STLS PD team for alternative methods of recording (CAT team IT assessment is for pupil with most complex needs).
- Plan and provide opportunities for success with a focus on the learner's strengths and areas of interest. Consider multi-sensory learning opportunities.
- Ensure that learners have easy access to the equipment they require.
- Ensure that differentiation of tasks and adaptation of resources is undertaken with close collaboration between the learner, teacher and any support staff.
- Check in with the learner regularly.
- Take account of activities that the learner cannot participate in during planning to avoid exclusion.
- Ask the learner and their family what helps at in the classroom and at home.
- Where possible, reduce homework tasks to help manage fatigue.
- Share what is planned with the learner and ensure that they are able to be included in all activities in a way that is purposeful for them.
- Build in routines that take account of time taken for changing.
- Ensure that participation in sporting activities has been included within the risk assessment document.
- Disability sport taster days.
- Inclusive school clubs, e.g. Boccia.
- Provide catch up teaching time during timetabled lesson time – not lunchtime or break time.
- Provide on-line access to learning where possible if out of school for a long period.
- In liaison with the learner and parents/carers, consider reducing the curriculum load.

What you will see

Social and emotional impact of difficulties:

- May seek out adults.
- May play with younger pupils.
- May be socially isolated.
- May to get away from my close adult support.
- May negatively impact on approach and attitude to learning experience varied mood because:
 - their condition is getting worse
 - sometimes have a lot of pain
 - friends have 'moved on' leading to a sense of being left behind.
- Find that alternative activities are offered that are not fun.
- Feel sad that they cannot travel, meet with friends or have them to stay out of school.

What can help

- Consider, in liaison with the child or young person and their parents/carers, providing peer awareness training.
- Circle of friends approach.
- Buddy system.
- Mentoring.
- Allocation of a key person/worker.
- Close liaison with parents/carers in relation to overall well-being and mood.
- Seek guidance and advice from other professionals involved in the care of the learner to ensure a full understanding of the impact on the 'whole person' of the condition or disability.
- Provide hobby/interest activities during unstructured times.
- Seek the child or young person's views about their inclusion in special events and school trips.