



Special Educational Needs Assessment Service (SENA)

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Physical, Sensory and Medical Needs

Guidance for meeting needs through a graduated response.

Leicestershire County Council

This guidance was developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)

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 Sensory and/or Physical Needs – Physical & Medical Needs

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

Group 1: Emerging Needs

A child or young person who may have an emerging SEND, supported by quality-first teaching without additional funding beyond the pupil entitlement.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
<p>The CYP experiences needs which are managed well in a mainstream class.</p> <p>Description of need: A CYP whose fine and/or gross motor skills are developing at a slower pace than his/her peers The CYP may appear clumsy, poorly co-ordinated and lack strength</p> <p>A CYP who is having minor difficulties with daily living skills such as dressing, personal care, eating and drinking</p> <p>A CYP whose mobility is affected by fatigue</p> <p>A CYP whose verbal communication is affected by physical causes</p> <p>A CYP who has a long term medical condition that is self-managed and not life threatening</p> <p>A CYP who is visually different, can be vulnerable to bullying or have low self-esteem</p>	<ul style="list-style-type: none"> • Schools Key Stage 1 to 4 assessments • Monitoring of response to positive feedback • Observations by Teacher/class TA/KS Coordinator • Advice and support from parents/carers • Information from the CYP re: their opinions and preferred strategies using person-centred approaches • The school is proactive in identifying individual needs and monitors that action is taken • Risk assessment where appropriate 	<ul style="list-style-type: none"> • The teacher is held to account 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 ○ Use of visual, auditory and kinaesthetic approaches ○ Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently ○ Resources which support independence ○ Routine feedback to pupils • Environmental considerations are made to meet the needs of all CYPs • An understanding that a physical disability/medical need may have a wider impact on a CYP's social and emotional wellbeing despite the apparent lack of obvious impairment • Planning may need to include rest breaks and opportunities to sit down • CYPs may need to leave classrooms and lessons before their peers to avoid crowded corridors/busy stair cases 	<ul style="list-style-type: none"> • The curriculum includes examples of diversity • 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 • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster 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

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		<ul style="list-style-type: none"> • Questions to the CYP may need phrasing 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 bolster self-esteem and confidence • Use of teaching strategies that develop the independent learning of the CYP 	

Group 2: SEND Support (School based interventions)

A child or young person on the SEN record whose needs are met by school-based additional support with some use of delegated SEND funding.

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<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"> • A CYP who does not make expected progress because of their physical limitations • A CYP who experiences fine and gross motor difficulties and whose physical condition varies from day to day • A CYP who needs assistance moving independently • A CYP whose mobility is moderately impaired and experiences difficulties on stairs and with spatial orientation and whose movements are unsteady 	<p>Group 1 plus:</p> <ul style="list-style-type: none"> • Observations by SENCo • Use of a structured observation profile to target differentiation including IEPs 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 • Personal Emergency Evacuation Plan (PEEP) • Individual Health Care Plan developed with support from parents and healthcare professionals • An SEND Support Plan may be 	<p>Group 1 plus:</p> <ul style="list-style-type: none"> • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents • Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets • Adapted/modified equipment and teaching materials (e.g. spring-loaded scissors) • Access to assistive software • Access to a writing aids or the use of ICT for recording • Provide a range of communication methods (e.g. digital camera, voice recorder, symbol cards) 	<p>Group 1 plus:</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 • Assistance with personal care (dressing and hygiene) • Assistive technology software to minimise effort (e.g. on-screen keyboards, clicker, predictive text) • Structured and evaluated fine motor programmes • Structured and evaluated gross motor

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<p>in crowded areas and on uneven ground</p> <ul style="list-style-type: none"> • A CYP who experiences a physical difficulty recording their work and may require alternatives to written recording • A CYP who needs assistance managing a medical condition or administration of medication • A CYP with an unpredictable long-term condition which affects their ability to access normal activities. They may experience fluctuating levels of pain and their school attendance may be affected • A 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 • The CYP may have difficulty communicating • A CYP who needs assistance with self-care needs, e.g. feeding, dressing • A CYP who needs assistance with personal care e.g. catheterisation, stoma care A CYP fails to make expected progress because of their physical limitations • The CYPs Physical disability / medical needs could co-exist with other secondary needs 	<p>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</p> <ul style="list-style-type: none"> • Toilet protocol, Personal Care Plan and guidance to ensure privacy and dignity • School trips are planned well in advance and take into consideration the needs of the CYP 	<ul style="list-style-type: none"> • Sharing of advice on successful strategies towards targets, e.g. use of visual supports, developing organisational skills • Classroom Teaching Assistants (TA) are targeted towards support for access for specific tasks/settings and is not necessarily needed for learning 	<p>programmes</p> <ul style="list-style-type: none"> • May require supportive seating • Require minimal adult or peer support to collect or use equipment

Group 3: SEND Support (external professionals involved)

A child or young person on the SEND register whose needs are met with advice from external agencies and use of delegated SEND funding. Assess, Plan, Do, Review process demonstrates impact of measure put in place and of involvement of pupil and parents in the process.

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<p>The CYP has identified needs which require additional specific provision or specialist advice.</p> <p>Description of need:</p> <p>The CYP has moderate difficulties with fine and gross motor skills</p> <p>The CYP may have difficulty</p> <ul style="list-style-type: none"> • communicating • addressing self-care needs • moving independently • managing a medical condition or enhance/teach independence skills (bowel conditions, self-catheterisation, epi pen) <p>The CYPs Physical disability/medical needs could co-exist with other secondary needs</p>	<p>Groups 1 & 2 plus:</p> <ul style="list-style-type: none"> • Specialist assessments, e.g. Specialist Teacher Educational Psychologist, SALT, OT • Risk Assessment to identify dangers and need for additional support • Individual targets 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 preschool, 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 • Risk Assessment for out of school activities: trips, outings, etc. • PEEP 	<p>Groups 1 & 2 plus:</p> <ul style="list-style-type: none"> • Manage access arrangements for internal and external examinations and assessments • Teaching reflects awareness of social and emotional aspects of disability • Established communication strategies to facilitate communication and to assess learning • Modified and adapted PE lessons as required • Access to a differentiated curriculum • Provide equipment recommended by Children’s Therapists, items up to £50 	<p>Groups 1 & 2 plus:</p> <ul style="list-style-type: none"> • Access to additional adult support up to 15 hours per week • Access to small group support group work to be planned and tailored to meet identified need and includes good role models • 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 • 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 e.g. <ul style="list-style-type: none"> ○ assistance with manipulating equipment in specific subjects especially science, technology, maths, IT equipment ○ oversight for PE to monitor safety and interpretation of instructions

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			<ul style="list-style-type: none"> ○ supervision in the playground ○ oversight when moving between classrooms ○ requiring the support of trained Paediatric Therapists (OT and Physiotherapists) ○ supervision at unstructured times ● Support is required for managing medical condition ● Trained support for moving and handling may be required

Group 4: Children or Young people with an EHCP

A child or young person who meets the criteria for an EHC needs assessment, EHCP or top-up funding matches the descriptor of this Group and has strategies in place recommended by an external agency which cannot be met by the school without access to additional funding.

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<p>The CYP has significant primary needs which impact on progress requiring long-term involvement of educational and non-educational professionals</p> <p>The CYP has requires a high level of adult support to access the curriculum and manage the physical environment.</p> <p>Possibly some complexity of other needs</p> <p>Description of need:</p> <ul style="list-style-type: none"> ● The CYP has a medical condition that impacts on personal hygiene 	<p>Group 1-3 plus:</p> <ul style="list-style-type: none"> ● Specialist assessments, e.g. by Specialist Teacher for PD/M, Educational Psychologist, SALT, OT, PT, CAMHS, etc. ● Risk assessment to identify dangers and need for additional support ● Regular multi agency assessment and/or review of strategies and progress ● All agencies are involved in reflection and joint planning in partnership with CYPs and their parents/carers ● Individual risk assessments for practical subjects 	<p>Group 1-3 plus:</p> <ul style="list-style-type: none"> ● Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice from agencies ● Facilitate production of differentiated materials in accordance with the advice from the specialist teacher ● Provide equipment recommended by Children's Therapists, for items up to £50 ● The class/subject teacher is accountable for the progress of the 	<p>Group 1-3 plus:</p> <ul style="list-style-type: none"> ● Access to additional adult support above 15 hours per week ● Individualised support to implement recommendations from support services e.g. STT, OT etc. ● Structured individual programmes ● Support to manage their medical condition ● Programmes to develop social interaction and emotional wellbeing, as identified by the IEP/management plan ● Advice and assessment of the use of specialist or adapted ICT to

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<p>(catheter, colostomy bags).</p> <ul style="list-style-type: none"> A CYP whose medical condition impacts on their school life, e.g. a CYP missing a significant amount of school A 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. 	<ul style="list-style-type: none"> Moving and handling plans to reflect changes in condition or circumstances Specialist ICT assessments Individual risk assessments for educational visits Environmental audit Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life 	<p>CYP within the mainstream class</p> <ul style="list-style-type: none"> Advice on 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 Manage access arrangements for internal and external examinations and assessments Some site adaptation may be needed School life may need to be modified to balance medical/ educational needs Teaching style and tasks are adapted to suit CYP's learning style 	<p>access the curriculum</p> <ul style="list-style-type: none"> Independent travel training to develop independence skills for the future Significant modification/ differentiation of the curriculum Daily therapeutic programmes Significant modification/ differentiation of some aspects of the curriculum Support to manage AAC aid and to assist with training or programming Support for social and emotional aspects of disability and/or serious medical conditions May require regular nursing/medical intervention

Group 5: Specialist Provision

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<p>The CYP experiences significant lifelong learning difficulties for which specialist provision is appropriate. These may be compounded by other co-existing needs.</p>	<p>Groups 1-4 plus:</p> <ul style="list-style-type: none"> Assessment and advice from CYC specialist teachers that is updated regularly Moving and handling plans to reflect changes in condition or 	<p>Groups 1-4 plus:</p> <ul style="list-style-type: none"> Main provision by class/ subject teacher with support and advice from education and non-educational professionals as appropriate Disapplication from certain subjects if 	<p>Groups 1-4 plus:</p> <ul style="list-style-type: none"> Specialist teaching focusing on both learning curriculum and social skills throughout the school day targets informed by annual review of EHC plan

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<p>Description of need:</p> <p>The CYP presents with a complex range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive.</p> <p>The overall complexity of the arrangements needed to address the child or young person's needs are beyond the capacity of a mainstream school even with additional support. For example:</p> <ul style="list-style-type: none"> • A CYP who may need constant support to access curriculum. • A CYP who needs adaptations to the environment, e.g. use of a hygiene suite and hoist. • A pupil who has regular palliative care. 	<p>circumstances</p> <ul style="list-style-type: none"> • Specialist ICT assessments • Individual risk assessments in school, swimming and for out of school activities , e.g. educational visits, outings, trips • Environmental audit • Alternative communication needs (where appropriate) are at the heart of personalised learning plan • Long term involvement of educational and non- educational professionals as part of annual review of EHC plan • Regular risk assessments to consider risks to self and others • All professionals agree that the CYPs needs can only be met by specialist provision 	<p>appropriate</p> <ul style="list-style-type: none"> • 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 • Personalised PE programmes and physical management programmes 	<ul style="list-style-type: none"> • Curriculum to include life skills and highly differentiated PHSE aspects, e.g. SRE (Sex and Relationship Education) • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher • Individualised curriculum • Opportunities to explore their identity • Requires additional staff support to access learning in a specialist setting due to high level of vulnerability presented by the CYP

***Prime areas of learning and development:**

1. Communication and language
2. Physical development
3. Personal, social and emotional development

Specific areas of learning and development:

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design