

Physical Disability (PD) and Complex Medical Needs Provision at St. John's

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<ul style="list-style-type: none"> <li>• To initiate and review a health care plan to address the student's needs in liaison with parents and school nurse</li> <li>• Training about PD and medical needs at different levels is provided in-house or accessed through external agencies for all teaching and support staff</li> <li>• All staff including new staff are informed about the needs of students with PD and medical needs ensuring that these staff know how to support the needs of PD any individual</li> <li>• Reasonable adjustments and adaptations are made to the curriculum and the school environment</li> <li>• Accessibility plan in place as required</li> <li>• Training in manual handling, where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be supported by SENCo to develop strategies for inclusive practice in the classroom</li> <li>• Opportunities and comprehensive resources for motor skill development offered within the school curriculum</li> <li>• Flexibility of approach is demonstrated by making adjustments to activities, lessons (including PE), timetables and their delivery, as necessary</li> <li>• Teaching takes account of physical and medical needs and outcomes are differentiated to allow for a focus on developing their targets</li> <li>• Clearly defined spaces/areas for personal equipment and places of withdrawal are identified and available for therapies, developmental programs and / or special arrangements for personal hygiene</li> <li>• Careful consideration given to the position of pupils with PD in the classroom to allow for maximum independence of movement/access to resources and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum actively promotes positive attitudes to disability</li> <li>• The curriculum addresses learning needs (including styles of learning and uneven ability profiles) as well as their emotional well-being, their communication needs and life skills</li> <li>• There is equality of access to activities, including the extended curriculum, PE, school trips and visits</li> <li>• Strategies to facilitate the pupil's ability to understand and make needs known e.g. visual supports, signing as appropriate</li> <li>• Flexible support in school to include dressing/undressing, toileting needs and medical needs</li> <li>• Alternative ways of recording used across the curriculum</li> <li>• Differentiation techniques widely used to promote full access to practical activities</li> </ul>

	<ul style="list-style-type: none"><li>• Pace of teaching takes account of possible fatigues and frustrations experienced by the pupils with PD. Clear procedures are in place to ensure the management of medications</li></ul>	
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