



City of
Stoke-on-Trent

Stoke-on-Trent City Council

The Physical and Medical needs Guidance

Physical & Medical Ranges

Range	Descriptor	Planning	Pupil Groups	Staffing	Differentiation	Resources
1	<p>Some mild problems with fine motor skills and recording,</p> <p>Mild problems with self-help and independence.</p> <p>Some problems with gross motor skills and coordination often seen in PE.</p> <p>Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</p> <p>May have continence/ toileting issues.</p> <p>Possible low levels of self-esteem.</p> <p>May have medical condition that impacts on time in school and may require a medical care plan.</p>	<p>Range 1 universal provision,</p> <p>Normal curriculum planning including group or individual targets.</p> <p>Care plan in place if appropriate, written with specialist nurse/ school nurse.</p> <p>Involve parents regularly to support targets at home.</p> <p>Pupils involved in monitoring and setting targets.</p> <p>Part of continual school and class assessment.</p> <p>Monitoring of developmental goals in line with National Curriculum.</p> <p>SENCo awareness if no progress apparent after targeted teacher approaching.</p> <p>Risk assessment carried out if necessary by school, with referral to risk assessment guidance on BSO.</p> <p>Referral to school nurse to check hearing, sight or for possible medical conditions.</p> <p>Parents involved regularly and support targets at home.</p> <p>Pupils involved in monitoring and setting targets as much as possible</p>	<p>Mainstream class with occasional additional individual or small group support.</p> <p>Attention paid to positioning in classroom.</p>	<p>Flexible use of resources and staffing available in the classroom; recording work, accessing text, pre-teaching vocabulary, modifying teacher talk, modelling responses, focussing listening and attention.</p> <p>Main provision by class subject teacher with some age appropriate programmes delivered one to one or in small groups.</p> <p>Input may be needed from health professionals via SENCO e.g. specialist/ school nurse</p>	<p>Quality first teaching.</p> <p>Follow school handwriting scheme with slight modifications.</p> <p>Refer to Physical & Mental team via OT referral for information on adapted equipment/ aids if necessary.</p> <p>Some differentiation to PE curriculum if appropriate.</p> <p>Access to appropriate ICT provision i.e. accessibility options on windows.</p> <p>Staff awareness training of relevant medical conditions on a “need to know” basis.</p>	<p>Differentiated writing materials and equipment.</p> <p>Ten top tips on BSO.</p> <p>Non slip mat (Dycem), adapted pencils, pens, scissors, foot stool, writing slope.</p>

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2	<p>Continuing problems with Hand/ Eye Coordination, fine/ gross motor skills and recording, impacting on access to curriculum.</p> <p>Making slow or little progress despite provision of targeted teaching approaches.</p> <p>May have continuing difficulties with continence/ toileting.</p> <p>May have continuing problems with self esteem and peer relationships.</p> <p>Continuing problems with self help and independence,</p> <p>Continuing problems with gross motor skills and coordination often seen in PE.</p> <p>Implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</p> <p>May have medical condition that impacts on time in school and may require a medical care plan.</p> <p>Implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.</p> <p>May have medical condition that impacts on time in school and may require a medical care plan.</p>	<p>As for range one but SENCo may be involved in more specific assessments and observations.</p> <p>SENCo may seek advice from health professionals.</p> <p>SENCo involvement if no progress apparent after targeted teaching approach.</p> <p>Range 1 universal provision.</p> <p>Normal curriculum planning including group or individual targets.</p> <p>Care plan in place, if appropriate, written with specialist nurse/ school nurse.</p> <p>Alternative ways of recording to minimize handwriting.</p> <p>Involve parents regularly to support targets home.</p> <p>Pupils involved in monitoring and setting targets.</p> <p>Parents involved regularly and support targets at home.</p> <p>Pupils involved in monitoring and setting targets as much as possible</p> <p>Pupils involved in monitoring and setting targets.</p> <p>Parents involved regularly and support targets at home.</p> <p>Pupils involved in monitoring and setting targets as much as possible</p>	<p>As above but may be working on modified curriculum tasks.</p> <p>Small group or 1:1 adult input to practice skills.</p> <p>Buddy system.</p> <p>Pupils involved in monitoring and setting targets.</p>	<p>Main provision from class teacher or subject specialist with support from SENCo.</p> <p>Occasional input from additional adult to provide targeted support under the direction of the teacher.</p> <p>Minimal support/ supervision may be needed to meet hygiene needs and/ or outside play and at lunch times.</p> <p>Advice may be sought from Health Professionals e.g. Physiotherapist, Occupational therapist.</p> <p>Staff awareness training of relevant medical conditions on a “need to know basis”.</p> <p>Specialist teacher will complete a single piece of work on referral and will either send written advice to school and family.</p> <p>Additional support if needs change on request from school.</p> <p>Staff awareness training of relevant medical conditions on a “need to know basis”.</p> <p>Specialist teacher will complete a single piece of work on referral and will either send written advice to school and family.</p> <p>Additional support if needs change on request from school.</p>	<p>Quality first teaching.</p> <p>Follow school handwriting scheme with further modifications and extra time for reinforcement.</p> <p>Some differentiation to PE curriculum.</p> <p>Opportunities to practice dressing and undressing skills.</p> <p>Access to appropriate ICT provision.</p>	<p>Differentiated writing materials and equipment.</p> <p>Non slip mat (Dycem) adapted pencils, pens, scissors. Foot stool, writing slope.</p>

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3	<p>Persistent gross and/ or fine motor skills.</p> <p>Recording and/ or mobility now impacting more on access to the curriculum.</p> <p>May need a specialists input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times.</p> <p>Increased dependence on mobility aids such as wheelchairs or walking aids.</p> <p>Increased use of alternative methods for extended recording e.g. scribe, ICT.</p>	<p>SENCO seeks advice from OT and health care professionals in order to discuss next steps.</p> <p>May need handwriting/ fine motor assessment.</p> <p>Range 1 universal provision.</p> <p>Normal curriculum planning including group or individual targets.</p> <p>Care plan in place, if appropriate, written with specialist nurse/ school nurse.</p> <p>Alternative ways of recording to minimize handwriting.</p> <p>Individual targets on IEP following advice from Physical & Medical Team and health professionals.</p> <p>Modified planning for PE/outdoor play curriculum is likely to be needed.</p> <p>Involve parents regularly to support targets at home.</p> <p>Pupils involved in monitoring and setting targets.</p> <p>May need specialist assessment and advice regarding mobility and curriculum access from OT / Health Professionals.</p> <p>May need ICT assessment from OT to aid with curriculum access and recording.</p> <p>Advice from OT on time management and organisational skills.</p> <p>Advice from OT on risk assessments, swimming, educational visits day/ residential, Personal Evacuation and Egress Plan (P.E.E.P)</p> <p>Parents involved regularly and support targets at home.</p> <p>Pupils involved in monitoring and setting targets as much as possible.</p>	<p>Mainstream classroom setting.</p> <p>Small group or 1:1 adult input to practice skills.</p> <p>Individual skills based work may need to take place.</p> <p>Nurture group input may be necessary to help with low self-esteem.</p> <p>Buddy system.</p> <p>Attention to position in classroom.</p>	<p>Main provision from class teacher or subject specialist with support from SENCO.</p> <p>Flexible use of classroom support to access curriculum and develop skills in recording up to 16.5h/ week.</p> <p>May need further specialist input from Health professionals e.g. Physiotherapist, OT.</p> <p>Training and advice from Physical & Medical Team for teaching and support staff.</p> <p>Monitoring of the use of specialist equipment.</p> <p>Training and advice from OT for teaching and support staff.</p> <p>Monitoring of the use of specialist equipment.</p>	<p>Quality first teaching</p> <p>Programme to support the development of handwriting.</p> <p>Differentiated writing materials and equipment.</p> <p>A programme to develop fine motor skills.</p> <p>Further differentiation to PE curriculum in conjunction with Physical & Medical Team and/ or Physiotherapy.</p> <p>Dressing and undressing skills programme in conjunction with Physical & Medical Team.</p> <p>More dependence on appropriate ICT recording.</p>	<p>ICT equipment to aid recording.</p> <p>Furniture and equipment assessed by OT.</p> <p>Adapted site may be necessary to physically access the building.</p> <p>Hygiene/ medical room may be necessary.</p> <p>May need specialist low tech seating and/ or furniture and equipment e.g. Foxdenton chair.</p> <p>Monitoring of the use of specialist equipment.</p>

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4b	<p>Severe physical difficulties and/ or a medical condition with or without associated learning difficulties.</p> <p>Impaired progress and attainment.</p> <p>Persistent difficulties in mobility around the building and in the classroom.</p> <p>Severe physical difficulties or a medical condition that requires access to assistive tech to support communication, understanding and learning.</p> <p>The needs for high level support for all personal care, mobility, daily routines and learning needs.</p> <p>Will need an EHCP.</p> <p>Primary need is identified as physical/ medical.</p> <p>Physical conditions that require medical/therapy/ respite intervention and support.</p> <p>The need for an environment to support self-esteem and positive self-image.</p> <p>A developing neuro-muscular Degenerative condition or traumatic incident resulting in brain or physical injury.</p>	<p>SENCO and specialists continually monitor and evaluate the need for the increased intensity of input from S&L, OT, Physiotherapy as appropriate.</p> <p>Personal care assessment.</p> <p>Manual handling assessments.</p> <p>Range 1 universal provision.</p> <p>Modified curriculum in some or all areas.</p> <p>Care plan in place, if appropriate, written with specialist nurse/ school nurse.</p> <p>Involve parents regularly to support targets at home.</p> <p>Pupils involved in monitoring and setting targets.</p> <p>Alternative ways or for ordering to minimize hand writing.</p> <p>Modified planning for PE/ outdoor play curriculum is likely to be needed.</p> <p>Interventions should be incorporated across all activities throughout the school day.</p> <p>Some pupils are likely to require specialist support in communication and recording with an emphasis on developing pupils independent use of ICT, recording with an emphasis on developing skills and communication through ACC as appropriate.</p> <p>The range of resources should be reviewed at the annual planning meeting to ensure consistent and transparency as well as ensuring that schools have the appropriate specialist resources to meet the needs of the pupil.</p> <p>Direct and ongoing intervention and assessment from involved specialist services, e.g. HI or VI. ICT assessment from OT.</p> <p>Individual targets on IEP following advice from OT on time management and organisation skills.</p> <p>Advice from OT on risk assessment, swimming, educational visits/ residential, Personal Evacuation and Egress Plan (P.E.E.P.)</p> <p>Individual targets following advice from OT.</p> <p>Advice from the OT on specific medical conditions and the management of these in the classroom.</p> <p>OT will support mainstream staff in planning and delivering appropriate inclusive structured interventions.</p> <p>Parents involved regularly and support targets at home. Pupils involved in monitoring and setting targets as much as possible</p>	<p>Will be attending a suitably equipped mainstream school, designated special provision or special school.</p>	<p>1:1 support will be needed to access aspects of the curriculum and to develop skills in recording of between 27.5h/ week to 35h/ week.</p> <p>May need individual adult support for mobility and personal care needs as advised by OT and Healthcare Professionals.</p> <p>Individual and small group teaching as appropriate , carefully organised to ensure fill access to the curriculum, which includes life and communication skills.</p> <p>Training and advice from OT for teaching and supporting staff for children in mainstream schools.</p> <p>Pupils in DSP and Special Schools to be specialist teachers within their setting.</p> <p>Will need some of or all of the following:</p> <p>Programme to support the development of physical skills.</p> <p>Differentiated writing materials and equipment.</p> <p>Differentiated PE curriculum.</p> <p>Independent life skills programmes.</p>	<p>Will need some of or all of the following:</p> <p>Programme to support the development of physical skills.</p> <p>Differentiated writing materials and equipment.</p> <p>Differentiated PE curriculum.</p> <p>Independent life skills programmes</p>	<p>Access to the specialist resources including specific teaching programmes and systems.</p> <p>Specialist teaching, furniture and equipment.</p> <p>Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil.</p> <p>Access to specialist resources to meet the personal care and mobility needs of each pupil.</p> <p>Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.</p> <p>Site adaptations to be considered in consultations with LA.</p> <p>A suitable equipped room where therapies can be carried out.</p>

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5	<p>A permanent, severe and/ or complex physical difficulty or serious medical condition.</p> <p>Pupil may present the following:</p> <p>A level of intended mobility or self care that restricts/ prevents an alternative mainstream placement.</p> <p>An inability to make progress within the curriculum without the use of specialist materials, aids, equipment and high level.</p> <p>Furniture and/ or extensive adaptations to the physical environment of the school.</p> <p>Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and frustration.</p> <p>Emotional and/ or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school.</p> <p>A requirement that health care inputs and therapies may be intensive and on a regular basis.</p> <p>Given appropriate facilities is nevertheless unable to independently manage personal and/ or health care during the school day and requires regular direct intervention.</p> <p>Is an AAC user.</p> <p>Has a degenerative condition.</p>	<p>Formal assessment will have taken place or be in process.</p> <p>Detailed assessments used to inform planning.</p> <p>The assessment of Physical, sensory/ medical and learning needs to inform the planning process, including moving and handling and therapy programmes.</p> <p>Risk assessments for moving and handling egress and movement around school trips.</p> <p>Curriculum planning closely tracks levels of achievement and incorporates individual targets, self help and therapy programmes.</p> <p>Targets are individualised , short term and regularly assessed.</p> <p>Curriculum planning takes into account routine daily welfare and behaviour needs.</p> <p>Targets are individualised, sort term, specific and regularly reviewed.</p> <p>Curriculum planning takes into account routine daily welfare and behaviour needs.</p> <p>Individual care plan/ protocol to be in place.</p> <p>Behaviour care plans in place if appropriate. Plans in place for egress, moving and handling.</p> <p>Parents involved regularly and support targets at home.</p> <p>Pupils involved in monitoring and setting targets as much as possible</p> <p>Individual targets on an IEP following advice from OT and health professionals.</p> <p>Advice from the OT on risk assessment, swimming, educational visits day/ residential, P.E.E.P</p> <p>Individual targets following advice from OT.</p> <p>Advice from OT on specific medical conditions and the management of these In the classroom.</p> <p>OT will support mainstream staff in planning and delivering appropriate inclusive structured interventions.</p>	<p>May have teaching in a specialist provision for whole school day.</p> <p>May have specialist S&L sessions,</p> <p>Grouping access for total communication environment.</p> <p>Will be attending a mainstream or special school.</p> <p>Staff trained in the use of a range of specialist ICT and AAC equipment and software to support access to learning.</p> <p>May have continuing care support.</p> <p>Training and advice from OT for teaching and support staff for children in mainstream schools (up to 20h/ year)</p> <p>Pupils in DSP and Special Schools to be supported by specialist teachers within their setting.</p>	<p>Individual specialist support for mobility and personal care needs.</p> <p>High staffing ratio with specialist teaching and specialist non-teaching support to facilitate pupil’s access to the curriculum.</p> <p>Staff trained and “signed off” in medical/ physical interventions and strategies as appropriate.</p> <p>Access to regular nursing support and advice.</p> <p>Access to specialist services e.g. EP, SEN Services.</p> <p>Communication skills are an essential priority with the use of total communication environment to facilitate access to the curriculum e.g. PECS, PCS, Makaton, objects of reference, situational and sensory clues, simple voice output devices (Big Macs)</p> <p>Use of adapted teaching resources and materials to support teaching and learning for those with sensory, physical and mental needs.</p> <p>Specialist learning environment that supports pupils needs to accept and develop pre-requisite skills required to access communication and learning.</p>	<p>Will need some or all of the following:</p> <p>Curriculum access will be facilitated using a structured approach which will take account of:</p> <p>Individual learning styles,</p> <p>Personalisation to pupil needs,</p> <p>Small steps approach within the context of an appropriate sensory experiential curriculum.</p> <p>Curriculum delivered at a pace that allows pupils time to assimilate information and the to respond appropriately.</p> <p>Constant reinforcement and generalisation of skills is an essential priority.</p> <p>Communication skills are an essential priority with the use of total communication environment to facilitate access to the curriculum e.g. PECS, PCS, Makaton, objects of reference, situational and sensory clues, simple voice output devices (Big Macs)</p> <p>Use of adapted teaching resources and materials to support teaching and learning for those with sensory, physical and mental needs.</p> <p>Specialist learning environment that supports pupils needs to accept and develop pre-requisite skills required to access communication and learning</p>	<p>Access to specialist resources including specific teaching programmes and systems. These might include appropriate technological aids, ICT programmes or AAC.</p> <p>Specialist seating, furniture and equipment.</p> <p>Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil and staff member.</p> <p>Access to specialist resources to meet the needs of those who require hoisting for all transfers.</p> <p>Appropriately equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.</p> <p>A suitable space in which therapies can be carried out.</p> <p>A time out area for rest periods where pupils can spend time out of their wheelchairs, for example, away from other activities whilst having regard to their dignity.</p> <p>Designated space where specialist resources such as walkers, physiotherapy equipment can be stored.</p> <p>The facility to recharge powered wheelchairs when necessary.</p> <p>Will have access to specialist hydrotherapy sessions.</p> <p>May have access to a sensory room.</p> <p>Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil.</p>

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6	<p>A permanent, severe and/or complex physical disability or serious medical condition.</p> <p>The pupil will present with many of the following:</p> <p>The associated severe and complex learning difficulties impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/ or extensive adaptations to the physical environment of the school.</p> <p>Difficulties in making and sustaining peer relationships leading to concerns about social isolation and vulnerability within the setting and wider environment.</p> <p>Emotional and/or behavioural difficulties including regular periods of withdrawal, disaffection and ongoing reluctance to attend school.</p> <p>A requirement that health care inputs and therapies may be intensive and on a daily basis.</p> <p>Given appropriate facilities in nevertheless unable to manage personal and/or health care during the school day and requires a high level of direct intervention.</p> <p>Has a complex medical need requiring frequent monitoring and medical intervention throughout the school day.</p> <p>Has a significant additional condition such as HI/VI/MSI which gives rise to the complexity of need.</p> <p>Is an AAC user.</p> <p>Has a degenerative condition.</p>	<p>As at range 5 addressing the severe or complex learning difficulties.</p>	<p>As at range 5 but likely to require more support.</p>	<p>Flexible use of classroom support to access curriculum and develop skills in recording.</p> <p>Training and advice from specialist support for teaching and support staff.</p> <p>Individual specialist support service for teaching and support staff.</p> <p>Specialist teaching and specialist non-teaching support within the classroom and wider setting to facilitate pupil access to the curriculum.</p> <p>Individual and small group teaching as appropriate, carefully organised to ensure full access to the curriculum, which includes life and communication skills , and the realisation of each pupil’s potential in attainment/ achievement</p>	<p>Will need some or all of the following:</p> <p>Programme to support the development of physical (fine and gross motor) skills.</p> <p>Differentiated writing materials and equipment.</p> <p>Differentiation to PE curriculum.</p> <p>Independent life skills programmes.</p>	<p>Access to specialist resources including specific teaching programmes and systems. These may include appropriate technological aids, ICT programmes, AAC or an amanuensis to aid independent learning and assist communication, recording skills etc.</p> <p>Specialist seating, furniture and equipment.</p> <p>Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil.</p> <p>Access to specialist resources to meet personal care and mobility needs of each pupil.</p> <p>Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.</p> <p>A suitably equipped room in which therapies can be carried out.</p> <p>A time out area for rest periods where pupils can spend their time out of their wheelchair, for example, away from other activities whilst having regard for their dignity.</p> <p>An equipment room where specialist resources such as walkers, physiotherapy equipment can be stored.</p> <p>The facility to recharge powered wheelchairs when necessary.</p>