

Sensory, physical disability and complex medical needs

What you will see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)	What have you tried?
ACCESS AND ENVIRONMENT Learners may experience not being able to: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Complete school accessibility plan – Plan 	
	(On website – SEND)	
	<ul style="list-style-type: none"> • Ensure access is on the school development plan. • Make this a school council agenda item 	
	<ul style="list-style-type: none"> • provide alternative social areas, e.g. indoor rooms for breaktimes. 	
	<ul style="list-style-type: none"> • Ensure student has practised emergency evacuations and that all staff are trained and aware of the procedures (PEEP completed for individual students). 	
	<ul style="list-style-type: none"> • Consider peer awareness-raising activities and approaches. 	
	<ul style="list-style-type: none"> • Building resilience approaches. 	
	<ul style="list-style-type: none"> • Complete an intimate care agreement with the child or young person Plan 	
	<ul style="list-style-type: none"> • Trust the child or young person to be RADAR key holders in school and fit RADAR locks to all disability toilets and care suites. (RADAR KEY like skeleton key for disabled toilets) 	
	<ul style="list-style-type: none"> • Seek advice from Occupational Therapy on suitability of equipment. 	
<ul style="list-style-type: none"> • Listen to the pupil voice and provide a toilet pass if needed. 		
<ul style="list-style-type: none"> • Timetable so that pupil is not always missing key teaching 		
Curriculum Have difficulties with written work: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • appear confused • not able to copy from the board • be very tired • unable to get started. 	<ul style="list-style-type: none"> • Consider consultation with the STLS PD team for alternative methods of recording (CAT team IT assessment is for pupil with most complex needs). 	
	<ul style="list-style-type: none"> • Plan and provide opportunities for success with a focus on the learner’s strengths and areas of interest. Consider multi-sensory learning opportunities. 	
	<ul style="list-style-type: none"> • Ensure that learners have easy access to the equipment they require. 	
	<ul style="list-style-type: none"> • Ensure that differentiation of tasks and adaptation of resources is undertaken with close collaboration between the learner, teacher and any support staff. 	
	<ul style="list-style-type: none"> • Check in with the learner regularly. 	
	<ul style="list-style-type: none"> • Take account of activities that the learner cannot participate in during planning to avoid exclusion. 	
	<ul style="list-style-type: none"> • Ask the learner and their family what helps at in the classroom and at home. 	
	<ul style="list-style-type: none"> • Where possible, reduce homework tasks to help manage fatigue 	

<p>Difficulties with the sport/PE curriculum means the learner may:</p> <ul style="list-style-type: none"> • 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. <p>May have gaps in learning due to:</p> <ul style="list-style-type: none"> • illness and/or medical appointments • time out of class for personal care or therapy needs 	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.	
<p>Social and emotional impact of difficulties:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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. 	• 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.		
<p style="text-align: center;">Hearing Impairment</p> <p>ACCESS TO THE LEARNING ENVIRONMENT</p> <p>Learners may not be able to:</p> <ul style="list-style-type: none"> • hear what everyone else can hear 	• Consideration is given to good listening conditions for all children, e.g. lowering ceilings, sound absorbent flooring, silent heating, lighting and audio-visual systems.	
	• Staff have a positive approach towards the use of amplification. and the use of hearing aids, supplied by Health, is supported.	
	• Learners with HI should be encouraged to develop positive attitudes towards amplification.	

<ul style="list-style-type: none"> • hear in noisy environments • hear announcements or instructions about where to go and what to do • respond to fire alarms. 	<ul style="list-style-type: none"> • Schools to encourage the use of sound field systems. 	
<p style="text-align: center;">Hearing Impairment</p> <p>ACCESS TO THE CURRICULUM Learners may have difficulties with:</p> <ul style="list-style-type: none"> • hearing the teacher • hearing in a noisy classroom or when chairs are being moved • sitting next to noisy equipment such as heaters or data projectors • accessing spoken information when the teacher is facing away • hearing their peers in class discussions • understanding what is being said on DVDs or TV • understanding new or complicated language. <p>Learners may:</p> <ul style="list-style-type: none"> • appear confused or unable to start a task • mishear instructions • be very self-conscious • get angry or upset • get left behind in PE. 	<ul style="list-style-type: none"> • Curriculum delivery is pitched at appropriate language level and uses a range of communication strategies to take account of their HI. 	
	<ul style="list-style-type: none"> • Visual and written support is provided and used to aid understanding. 	
	<ul style="list-style-type: none"> • Key vocabulary is provided in advance. 	
	<ul style="list-style-type: none"> • Subtitles are used with DVD and online video materials, if appropriate. 	
	<ul style="list-style-type: none"> • School staff have awareness of the effect of hearing loss on language development. 	
	<ul style="list-style-type: none"> • Considerations of the physical elements of task to focus on key concept/objective. 	
	<ul style="list-style-type: none"> • Peer support and sensitive grouping/ pairing for a range of activities. 	
	<ul style="list-style-type: none"> • Staff repeat verbal contributions from other learners to ensure clarity. 	
	<ul style="list-style-type: none"> • Modified or adapted materials to provide immediate access to learning activities. 	
	<ul style="list-style-type: none"> • Teachers implement appropriate strategies to support communication in teaching and assessment (including ensuring lipreading cues are available; use of good voice levels; language used is at appropriate levels). 	
	<ul style="list-style-type: none"> • Monitoring of outcomes supports the next stage of planning. 	
	<ul style="list-style-type: none"> • Special arrangements applied for internal/ external learning assessments. 	
	<ul style="list-style-type: none"> • Signpost to training opportunities, e.g. Online training for HI, 'Supporting Inclusion for Pupils with HI' course. 	
	<ul style="list-style-type: none"> • Seek specialist advice from a Qualified Teacher for HI. 	
<p style="text-align: center;">Hearing Impairment</p> <p>ACCESS TO COMMUNICATION Learners may:</p> <ul style="list-style-type: none"> • seek out adults and support from adults • play with younger pupils 	<ul style="list-style-type: none"> • Good reinforcement of learner's verbal contributions. 	
	<ul style="list-style-type: none"> • Learners are directed to task by using their first name. 	
	<ul style="list-style-type: none"> • Appropriate regular checks on amplification equipment. 	
	<ul style="list-style-type: none"> • Checks are undertaken to ensure the information has been correctly understood by learners with HI. 	

<ul style="list-style-type: none"> • be socially isolated • wish to get away from close adult support • lack independence and resilience • express sadness about their deafness • feel sad that they cannot do some things independently. 	<ul style="list-style-type: none"> • Good voice levels and clear speech are always used. • Teachers remain in a favourable position in the classroom that optimises access to lipreading cues. • Positive language is used to promote self esteem. • Provide opportunities for learners to gain the language to express their concerns. • Provide opportunities for learners to learn to talk about their hearing impairment. • For learners who require specialist equipment or who use BSL please seek advice from a Qualified Teacher for HI. 	
<p>Multi-Sensory Impairment</p> <p>ACCESS TO THE LEARNING ENVIRONMENT Learners may not be able to:</p> <ul style="list-style-type: none"> • see or hear what everyone else can see and hear • get around the school building or classrooms easily or at all • to engage positively with the outside space • hear in noisy environments • find things or specific people • participate fully in some sports activities • respond to instructions or announcements • respond to fire alarms. 	<ul style="list-style-type: none"> • Staff have a positive approach toward the use of amplification, and the use of hearing aids, supplied by Health, is supported. • Signage has good clarity and contrast, and routes are clearly signed. • Handrails on stairs, marked steps and stairwells are well lit. • Computer network used to enable curriculum access and supports accessibilities options. • Teaching areas provide optimum learning conditions: • good lighting, blinds to reduce glare • good listening conditions and sound field systems • reduction of background noise • control of noise with carpets and curtains etc • positioning of teachers/peers to improve access information • awareness of posture and seating • worksheets available electronically • access to the interactive whiteboard through separate monitor • low tech equipment to support access, e.g. desk slopes, task lighting, audio recording, magnifiers. 	
<p>Multi-Sensory Impairment</p> <p>ACCESS TO THE CURRICULUM Learners may have difficulties with:</p> <ul style="list-style-type: none"> • hearing their teacher • hearing in a noisy classroom • seeing work on the whiteboard • reading regular size print • seeing the details of pictures and illustrations 	<ul style="list-style-type: none"> • Appropriate analysis of curriculum content to ensure learning outcomes are reached by using adapted curriculum materials, environment and information: • large, clear print • individual copies of books • additional verbal explanations • appropriate positioning in class • reduction in the number of examples needed to be completed • extra time for internal and external tests • access to tablets and e-readers • use of visual timetables. 	

<ul style="list-style-type: none"> • accessing spoken information when the teacher is facing away • hearing their peers in class discussions • understanding what is being said on DVDs or TV • understanding new or complicated language • writing in cursive script and reading cursive script • seeing fine detail such as mathematical signs • seeing computer icons • seeing the ball in PE games. Learners may: • appear confused or unable to start a task • be very self-conscious • get angry or upset • take a long time to complete tasks • get left behind in PE. 	<ul style="list-style-type: none"> • Appropriate classroom organisation including: alternative labelling, high visibility playground equipment, adapted PE equipment. • School curriculum must include appropriate mobility training. • Teachers accommodate all learners’ preferred methods of recording/ communication in their teaching and assessment. • Teacher uses a range of communication approaches in the presentation of the curriculum. • Considerations of the physical elements of task so as to focus on key concept/objective. • Peer support and sensitive grouping/pairing for a range of activities. • Modified or adapted materials to provide immediate access to learning activities. • Monitoring of outcomes supports next stage of planning. • Good clarity and contrast used in the preparation of classroom materials. • Careful consideration of the requirements of homework activities. • Special arrangements applied for internal/ external learning assessments. • Seek specialist advice from a Qualified Teacher for MSI 	
<p>Multi-Sensory Impairment</p> <p>ACCESS TO COMMUNICATION Learners may:</p> <ul style="list-style-type: none"> • seek out adults and support from adults • play with younger pupils • be socially isolated • wish to get away from close adult support • lack independence and resilience • express sadness about their sensory impairment • feel sad that they cannot do things independently. 	<ul style="list-style-type: none"> • Good voice levels and clear speech are always used. • Use of positive language to promote selfesteem. • Use of a range of communication modes which are appropriate to engage all pupils. • Opportunities for monitoring the success of communication mode. • Opportunities for pre-teaching specific vocabulary. • Provide opportunities for learners to gain the language to express their concerns. • Provide opportunities for learners to learn to talk about their multi-sensory impairment. • For learners who require specialist access equipment or for those who use Braille or BSL, please seek advice from a Qualified Teacher for MSI. 	
<p>Visual Impairment</p> <p>ACCESS TO THE LEARNING ENVIRONMENT Learners may not be able to:</p> <ul style="list-style-type: none"> • see what everyone else can see • get around the school building or classrooms easily or at all • to engage positively with the outside space 	<ul style="list-style-type: none"> • Signage has good clarity and contrast, and routes are clearly signed with marked steps, handrails and the provision of a shaded areas in playground. • Whole school awareness of the importance of light control, e.g. window blinds, lighting in stairwells, reduction of glare. • Low tech equipment to support access, e.g. desk slopes, task lighting, audio recording. • Support the use of a range of magnifiers/Low Vision Aids. • VI-friendly school including the orderly approach to organisation of personal belongings and movement around the school. • School website and intranet fully accessible. 	

<ul style="list-style-type: none"> • to access information in the same way as their peers • find things or specific people • participate fully in some sports activities. 	<ul style="list-style-type: none"> • Generic accessibility options are used and a range of computer access devices, e.g. switches, keyboard commands, high visibility keyboard, simple speech output devices, appropriate font/colour. • Learners have internet access with individual log-in linked to accessibility options. • Worksheets available electronically. • Access to the interactive whiteboard through separate monitor. • Awareness of posture and seating. • Provision of specialist learning facilities, e.g. quiet area. • School to undertake risk assessment for practical subjects, sports, unstructured time and outside visits. 	
<p>Visual Impairment</p> <p>ACCESS TO THE CURRICULUM Learners may have difficulties with:</p> <ul style="list-style-type: none"> • seeing work on the whiteboard • reading regular size print in books or on worksheets • sharing books • seeing the details of pictures and illustrations • seeing text or icons on a computer or finding the mouse marker • scanning work for information • finding equipment and resources • writing in cursive script and reading cursive script • seeing fine detail such as mathematical signs • seeing the ball in PE games. Learners may: • appear confused or unable to start a task • be very self-conscious • get angry or upset • take a long time to complete tasks • get left behind in PE. 	<ul style="list-style-type: none"> • School staff have awareness of the effect of visual impairment on access to the curriculum. • Ensure that the curriculum is adapted to promote full participation and the development of independence skills. • Appropriate analysis of curriculum content to ensure learning outcomes are reached by using adapted curriculum materials, environment and information and independent learning: • large, clear print • individual copies of books • additional verbal explanations • appropriate positioning in class • reduction in the number of examples needed to be completed • extra time for internal and external tests • access to tablets and e-readers. • Appropriate classroom organisation including alternative labelling, high visibility playground equipment, adapted PE equipment. • Careful consideration of the requirements of homework activities, which will be differentiated by task. • Modified or adapted materials to provide immediate access to learning activities. • Special arrangements applied for internal/external learning assessments for modified papers. • Signpost to training opportunities, e.g. online training for VI, 'Supporting Inclusion of Pupils with VI' course. • Peer support and sensitive grouping/pairing for a range of activities. • Monitoring of outcomes supports the next stage of planning. • Seek specialist advice from a Qualified Teacher for VI. 	
<p>Visual Impairment</p> <p>ACCESS TO COMMUNICATION</p>	<ul style="list-style-type: none"> • Use of language which is appropriate to engage the learner. • Support for a range of communication modes in the classroom situation. • Learners are directed to tasks by using their first name. 	

Learners may: <ul style="list-style-type: none"> • seek out adults and support from adults • play with younger pupils • be socially isolated • wish to get away from close adult support • lack independence and resilience • express sadness about their visual impairment • feel sad that they cannot do things independently 	<ul style="list-style-type: none"> • Use of language which is both descriptive and specific. 	
	<ul style="list-style-type: none"> • Provide opportunities for learners to gain the language to express their concerns. 	
	<ul style="list-style-type: none"> • Provide opportunities for learners to learn to talk about their visual impairment. 	
	<ul style="list-style-type: none"> • Use of laptops and tablets to promote electronic communication and access to curriculum materials in appropriate electronic formats. 	
	<ul style="list-style-type: none"> • For learners who require specialist access equipment or who use Braille please seek advice from a Qualified Teacher for VI. 	