

# Physical management planning for pupils with physical difficulties in a mainstream setting

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# Access

- Physical access:

full environmental audit of the whole educational environment

(including Forest School, playing fields etc)

- Curricular access:

Ensuring full entitlement and appropriate differentiation

# Safety and Supervision

- Safeguarding
- Breaks/lunchtimes
- Cold/inclement weather arrangements
- Moving around the environment
- Arrival/departure, lesson change
- Use of stairs/lifts etc
- Fire/emergency evacuation procedures
- Health and safety

# Communication

- Liaison with parents/carers/outside agencies
- Communication in-house: whole school, departments, year groups, staff briefings etc
- After school clubs/activities
- Time-Space-Opportunity

# Transport

- How does the pupil travel to school?
- Do you know where to book accessible transport for educational visits (including regular fixtures like swimming)?
- Have you got a car seat/booster seat?
- Is there a designated disabled parking space?

# Planning an educational visit

The school policy on educational visits must take account of special arrangements for pupils with specific individual needs.

## Venue

It is essential to plan well in advance and you may need to change a venue which has been used for many years.

A pre-visit risk assessment should be undertaken whenever possible, to ensure full access for all pupils, both environmentally and educationally.

Is the venue suitable for ALL pupils?

## Staffing

Who will be responsible for the pupil with physical disabilities? (Remember the pupil may require more than one staff member at specific times).

It is unacceptable to rely on parents for one to one support on educational visits.

# Planning an educational visit

## Transport

Have you booked accessible transport?

Some children who are usually ambulant in school may need a buggy or a wheelchair for long distances.

Ask for it to be brought in to school well before the trip to make sure it is roadworthy:

Does it have a seat belt? Do the brakes work? Are the tyres pumped up?

Pupils should NOT be lifted on to coaches or buses. Investigate alternative methods of getting on and off the bus.

Motorised wheelchairs must NEVER be lifted on or off any vehicle.

## Staffing

Who will be responsible for the pupil with physical disabilities? (Remember the pupil may require more than one staff member at specific times).

It is unacceptable to rely on parents for one to one support on educational visits.

# Educational visit checklist

- Are all staff fully aware of the individual requirements of the pupils with additional needs?
- Are staff at the venue fully aware of the individual requirements of the pupils with additional needs?
- What arrangements are needed for personal care, medication, night time routines etc?
- To what extent does the pupil need fully accessible facilities? (shower, hoist, changing bed etc)
- Will two adults be required at any point?
- Will staff need any additional training to meet any specific needs?
- Have you checked that the insurance will cover all planned activities?
- Have you got all the emergency contact details?



# General Issues

- Classroom layout/positioning/organisation
- Strategies to promote independence
- Self care/personal care routines and protocols
- Staffing (including training, respite, cover for absence)
- Expectations

# Arriving and moving around school

- How does s/he get to school?
- Where and when does s/he arrive?
- Is there a designated disabled user's parking space?
- Does s/he need to be met?
- Is s/he safe in a crowded playground?
- Are there any hazards? (e.g. steps, stairs)
- Can s/he manage her/his own school equipment?  
(i.e. bag/coat/lunchbox/P.E. kit/laptop etc)
- Always allow plenty of extra time and space to get from A to B.

# Physiotherapy/Occupational Therapy

- Does the pupil have a named therapist?
- Do you know how to contact the physio/O/T department?
- Do you have direct contact details for the therapist?
- Has a therapy programme been provided?
- Have you been shown what to do? Are you confident?
- Do you understand what the therapy programme is supposed to achieve?
- Where will therapy take place?
- Is there a designated area? Consider the pupil's dignity and right to privacy.
- Who will be responsible?
- Is there sufficient back-up in case of absence?

# Physiotherapy/Occupational Therapy

## Timing:

- Have you considered the curriculum implications? Be creative and flexible.
- Ensure that the pupil does not always miss a certain lesson or assembly.
- Remember the pupil is entitled to a break and a lunchtime too.
- Physio can be very tiring and the pupil may need rest/recovery time.
- It can also be routine and boring: use the time to work on individual academic targets as well!

# Physiotherapy/Occupational Therapy

## Specialist Equipment

- Does s/he wear orthotics? (This includes boots, splints, insoles, calipers, body braces, helmets)
- Does s/he use walking aids or other specialist equipment? (e.g. standing frame, tricycle, specialist seating)
- Does s/he use a wheelchair? Is it manual or motorised?
- Does the equipment stay in school? Where will it be stored?
- Do you know who provided the equipment and have you got contact details?
- Who will be responsible for it in school?
- Have they received training in its use?
- Do you check regularly to make sure it still fits?

# Physiotherapy/Occupational Therapy

## Specialist Equipment

- Who will be responsible for it in school?
- Have they received training in its use? Is the training regularly updated?
- Who will organise the servicing/maintenance of large equipment?
- Some electrical equipment needs regular charging. Where will this be done and by whom?
- Do you know who to contact if it needs replacing/breaks down?
- Does the equipment need to go home (e.g. holidays, weekends)?  
If so how will it be transported?

# Physiotherapy/Occupational Therapy

## Lifting/moving and handling

- Who will undertake this role?
- Is the child a two-person lift?
- Is there sufficient back-up?
- Have all staff had appropriate manual handling training?
- Is specialist equipment needed? (e.g hoist, evac .chair, changing bed)
- Do you know who to contact for advice?

# Personal Care

- Who will undertake this role?
- Is there sufficient back-up?
- Have you got the right facilities?
- Have all staff had appropriate training?
- Is specialist equipment needed?
- Have you taken child protection issues into account?
- Have you involved the parents?
- Is there a care plan? Has it been signed by all staff and parents
- Do you know who to contact for advice?



# What happens at breaks and lunchtimes?

- Is one to one support necessary?
- If so, when does the learning support assistant have breaks?
- Remember- the pupil needs a break too!
- Have the lunchtime supervisors had training? Do they need it?
- Is everyone aware of the appropriate emergency procedures?
- If there is an accident, where will it be logged?
- Are alternative arrangements available, if necessary? (e.g. indoor quiet area in cold weather)
- Is the pupil fully included in lunchtime clubs and activities?

# What happens in an emergency?

- What are the fire evacuation procedures?
- What are the first aid procedures?
- What are the home/school transport arrangements?
- What are the arrangements for an extended absence from school?
- Have risk assessments been made for all trips outside the school environment?
- Have you got extra emergency contact numbers?
- Have you completed a PEEP?

# Medical matters

- Does the child have an additional diagnosis? What are the implications?
- Is the school nurse aware of this child?
- Is a medical care plan necessary?
- Is a personal care/toileting plan necessary?
- Is a home school book necessary?
- What arrangements will be made if the child misses school due to hospitalisation/surgery?
- What arrangements will be made if the child is in plasters?
- Who are the outside agencies involved with this child?
- Do you know how to contact them?

# Additional Considerations

Does the pupil require any of the following?

- Physio/occupational therapy programme
- Medical care plan
- Pain management plan
- Fracture policy
- Self awareness/personal safety plan
- Toileting/personal care plan
- Individual fire evacuation plan/PEEP
- Feeding plan
- Swimming plan

# Implications for P.E. and swimming

- Does the child have a physiotherapist?
- Do you know who to ask for advice?
- Does the child wear splints or specialist footwear?  
It may be necessary to wear it during P.E. lessons
- Allow extra time, if necessary, for changing before and after P.E. lessons.
- Assign a single cubicle, if necessary, when changing for swimming.
- Have you considered the transport arrangements to and from the swimming baths?
- Have you considered access, both into the swimming baths building and into the pool?
- Have you considered the level of supervision needed when in the water?

# In the classroom and around school

- Where does s/he hang her/his coat/keep his school bag?
- Can they reach their drawer? (primary)
- Are there lockers available? (secondary)
- Can s/he access the classroom on her/his own?
- Can s/he access everything in the classroom/learning environment? (e.g. sand, water, science benches, I.C.T. suite)
- Is the furniture appropriate?
- If s/he uses mobility/specialist equipment where does it go?
- Is the outside environment accessible?

# Is there a physical management plan?

- If you can answer all these questions then you have already got the beginnings of a physical management plan.
- Make sure there is a plan in place and that everyone named in it is aware of their role, including parents.
- Review the plan regularly and update it whenever there is a change.