

LEVEL 2

Supporting Learners with
Physical Disability

WORKBOOK & CASE STUDY

Supporting Learners with Physical Disability



THINK BEFORE YOU PRINT

Please consider the environment before printing and print in "Black and White".

This workbook will provide you with opportunities for reflection and activities which will support you to apply your learning to your school and the pupils that you work with.

Click on the unit page numbers in the contents section or scroll down to find the workbook tasks or case study for each unit. Click on the home button to return to the contents page.

You can enter and save your work in the workbook as you go through each unit or alternatively complete a printed version.

Ensure you have this workbook ready as you go through each unit.


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Remember if you are not currently working with a learner with physical disability then you can use our example pupil profiles and Individual Health Care Plans to complete the activities. These can be downloaded from the Pupil Profiles tab.



Workbook

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Unit 1 | An Introduction to Physical Disability



1.1 What did you learn about Issy?

Make some notes under each of the headings below. Remember you can watch the video again if needed.

Issy's personality?



Issy's interests?



Issy's strengths?



Issy's attitude towards her physical disability?



1.2 List 3 reasonable adjustments that could have been made by the school to make sure the trip was accessible for all pupils.

School trip case study:

A primary school holds an annual trip for their Year 6 pupils to an outdoor pursuits centre. This year the class includes a pupil who is a wheelchair user. Some months before the trip, the class teacher informs the parents/carers that the accommodation is inaccessible and that the best that can be arranged is that she can visit for a day.

1.

2.

3.



2.1 Every child and young person should be seen as an individual. What does the word individual mean to you?

 **INDIVIDUAL**

2.2 Use the spider diagram template to reflect on what or who have been your main influences in life? What are the things that have been most important to make you the person you are today?





2.3 What things do you have in place at your school to ensure pupil's deficiency needs are being met? Use the diagram below to help you consider each of the key areas.

Self-worth and
self-esteem needs



Love and
belongingness needs



Safety and
security needs



Physiological needs



DEFICIENCY NEEDS

Unit 3 | Types of Disability and their Implications for Life and Learning



3.1 After you have explored each of the physical disabilities, use the table to record 3 key facts you have learnt about the condition.

Cerebral Palsy	1.	2.	3.
Duchenne Muscular Dystrophy (DMD)	1.	2.	3.
Achondroplasia	1.	2.	3.
Juvenile Idiopathic Arthritis	1.	2.	3.
Spina Bifida	1.	2.	3.

Unit 4 | Commonly Associated Needs



4.1 Record 3 ways that you could support a child with a visual impairment or hearing impairment to limit the impact of this impairment on their learning in school.



Supporting a pupil with a visual impairment



Supporting a pupil with a hearing impairment

4.2 Think about the ways of communication that a young person with a physical disability may use. Note them down in the table below.



No-tech (un-aided communication)



Low-tech (aided communication)



High-tech (technological aided communication)

Unit 5 | Managing Movement, Mobility and Access Needs



5.1 Think about a pupil you work with. How does their physical disability impact their gross and fine motor skills? Remember that the pupil should be able to access all areas of the school and all areas of the curriculum. Record your thoughts below.

	Classrooms	Toilet	Playground	Dining Hall
Gross Motor skills				
Fine Motor skills				

Remember if you are not currently working with a learner with physical disability then you can use our example pupil profiles.



5.1 Continued...



Gross
Motor skills



Fine
Motor skills

Assembly

PE

Science Lab

ICT Room

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5.1 Continued...



Gross
Motor skills



Fine
Motor skills

Library

Getting around school

Before/After school clubs

Trips

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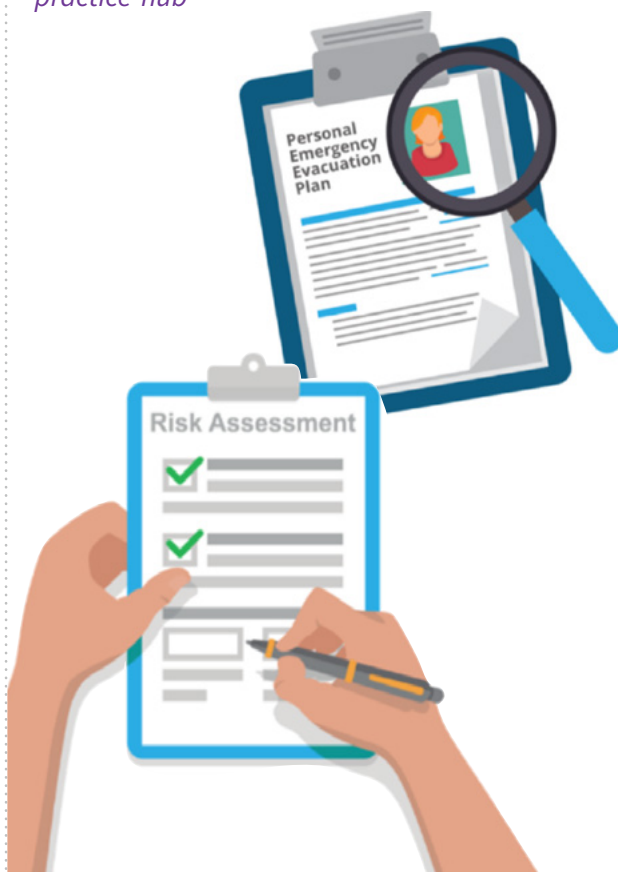
Unit 5 | Managing Movement, Mobility and Access Needs



5.1 *Continued...* What changes have been made or need to be made to increase participation?

5.2 Reflect and record in your workbook what needs to be put in place in your school to support the management of risk in different situations. Have you read the risk assessments and Personal Emergency Evacuation Plans (PEEPs) in school?

<https://pdnet.org.uk/resources/effective-practice-hub>



Remember to look at the Risk Assessments and PEEPs in our example pupil profiles.

Unit 6 | What makes a good school for a pupil with Physical Disability?



6.1 Use the wheel to think about the additional needs that learners with physical disability may have. Reflect on what needs to be in place in school to support pupils with these needs and record them below.



Unit 6 | What makes a good school for a pupil with Physical Disability?



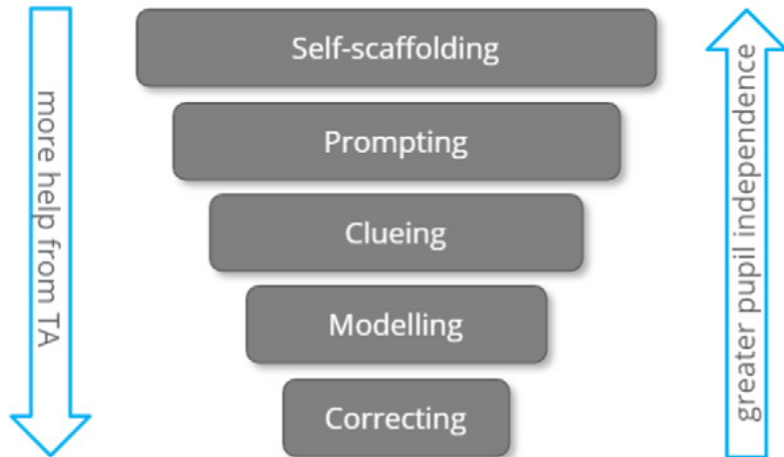
6.2 As we look at the six areas that make a good school for pupils with physical disability, reflect on what changes need to be made in your school and record them below.



Unit 7 | The Support Role



7.1 Reflect on a recent activity you did with a pupil and use the scaffolding framework from the Education Endowment Foundation to think about which strategies you used. Did you wait and give the pupil time to see what support they needed? What strategies are you using the most/least? Did you allow the learner to be as independent as possible? How could you improve your support?



Using the table below is a good way of monitoring the strategies that you are using. If possible, take 10 minutes when you are working with a pupil to record what strategies you use.



Waiting time
(for pupil response)

Tally	Total



Prompting

Tally	Total



Clueing

Tally	Total



Modelling

Tally	Total



Correcting

Tally	Total

Repeat this activity on other occasions. Notice if your use of support strategies has changed and the impact this had on the pupil's learning and independence. You are aiming to get the highest scores in prompting and clueing.

<https://educationendowmentfoundation.org.uk/tools/making-best-use-of-teaching-assistants/>



7.2 Using the PARTNERS model, reflect on your strengths and areas for development.



Current good practice



Areas for development/actions

P PHYSICAL NEEDS		
A APPROPRIATE SUPPORT		
R RELATIONSHIPS		
T TRANSITION		
N NEEDS LED		
E ENABLES PUPILS		
R RESILIENCE		
S SAFETY		



8.1 Chosen Pupil: Lucy, Manahil or Ben

How do you think they are feeling?

Why?

What emotions, frustrations and anxieties might they be experiencing?

What impact could this have on their learning and future life?



8.2 Think about what emotions may be involved to make Lucy, Manahil or Ben respond in this way. Using the steps we have discussed in the training, think about how you would respond to develop your chosen pupil's emotional intelligence.

Chosen Pupil: Lucy, Manahil or Ben

What emotions, frustrations and anxieties might they be experiencing?

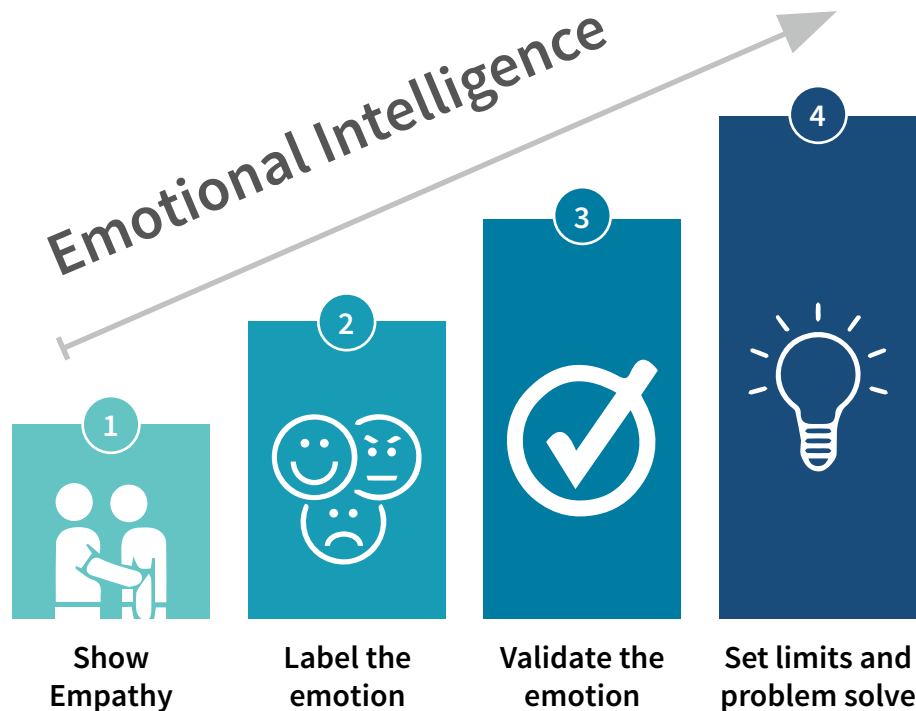
How would you respond? What would you say? What would you do?

Step 1

Step 2


Step 3

Step 4





Case Study

 Remember if you do not have your own case study pupil then you can use our example pupil profiles and Individual Health Care Plans. These can be downloaded from the Pupil Profiles tab.

Unit 1 | An Introduction to Physical Disability



C.1 Think of one learner that can be the focus of your case study for the duration of the training but use a different name to preserve confidentiality. Think about the same areas you noted when thinking of Issy and use this as the basis for the beginning of your case study:

Personality?



Strengths?



Interests?



Attitude towards their physical disability?



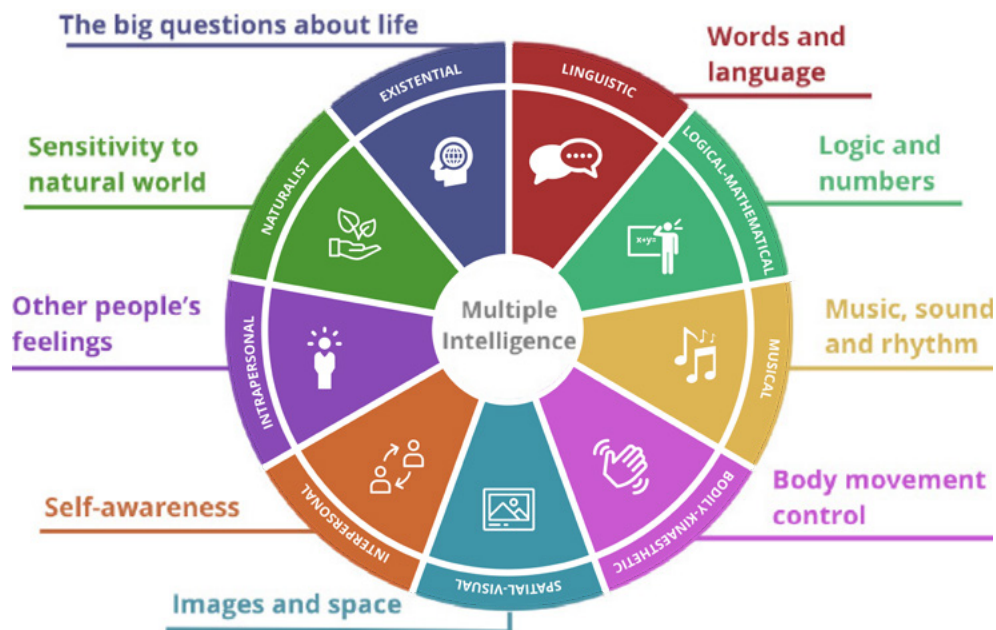
Unit 2 | The Individual



C.1 Understanding the profile of intelligence for the pupil that you are supporting will help you understand the way they prefer to learn and interact with the world around them.

This will help you to adapt your support to ensure the child is able to access learning and activities in the most effective way.

Use Gardner's theory of multiple intelligences to reflect on the child's strengths and their preferred learning styles.



Strengths

Preferred learning styles



C.2 Thinking about your learner, note down the team around them. For each person, if you can, note down their name and role in that young person's life. Are there any areas of that young person's life that you need to know more about?



Team around the Child

Unit 3 | Types of Disability and their Implications for Life and Learning



C.1 Thinking about the condition related to your case study pupil, research the cause, its impact on access to learning and their support needs. Use information available from the NHS, recognised voluntary organisations and national charity websites.

Cause

Impact on access to learning

Support needs

Unit 4 | Commonly Associated Needs



C.1 Read the Individual Health Care Plan (IHCP) for your case study learner. Remember this is a confidential document and should not be shared. Make notes considering the questions below:

- Is your IHCP up to date? When is the review date due?
- Do you feel the level of detail is sufficient to help you carry out your role effectively or would you make any additions?
- Note down any key points to discuss with your line manager, class teacher or SENCO

REMEMBER...

An IHCP passes on information about a child's medical condition, physical disability and other needs.

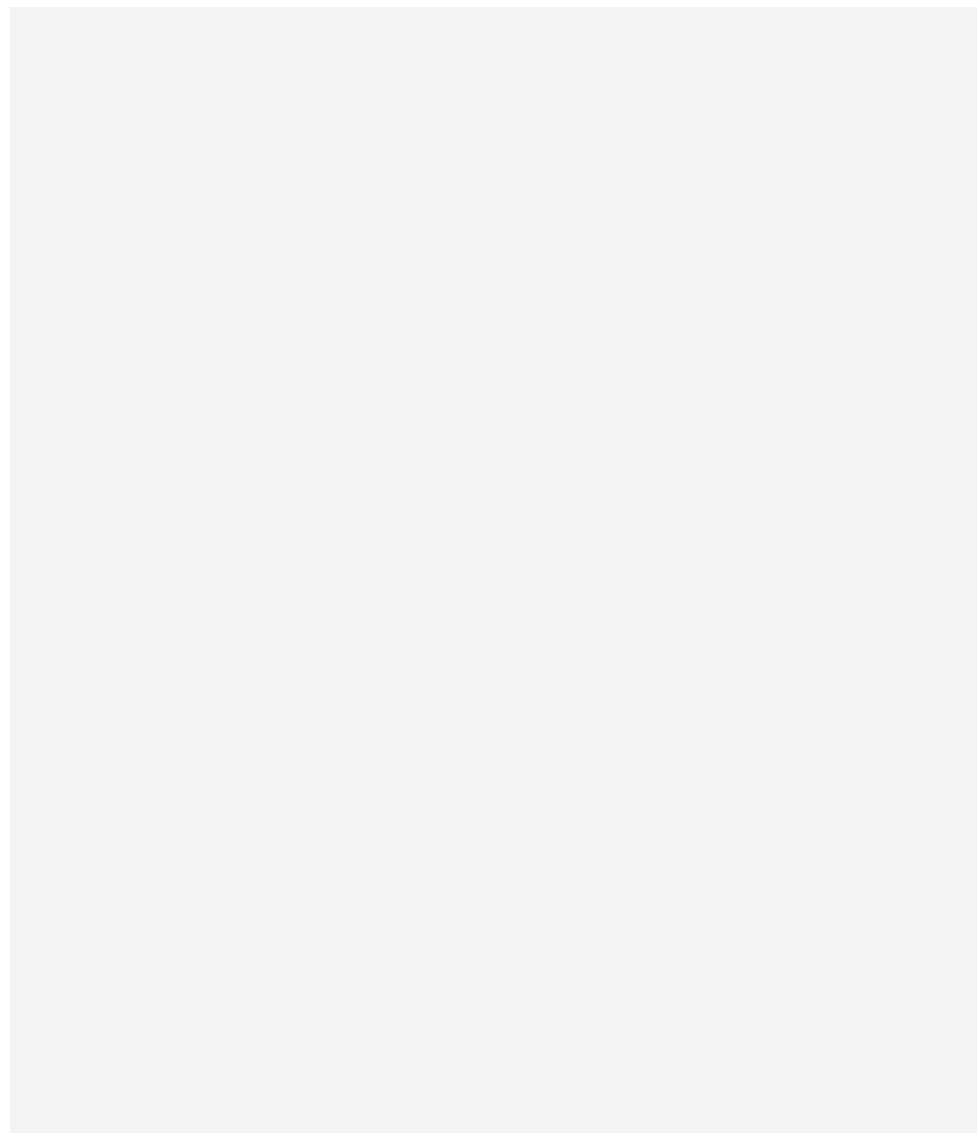
It documents the specific actions staff take daily.

This may relate to

- administering medication
- carrying out a medical intervention
- supporting personal care
- keeping the child safe by means of an access risk assessment and plans for emergency evacuation.






Remember to look at the Individual Health Care Plans in our example pupil profiles.



Unit 5 | Managing Movement, Mobility and Access Needs



C.1 Write a list of the equipment that your case study pupil uses and the purpose of each piece of equipment. Consider what actions are needed to maintain it in a safe working order and ensure its safe use. Is specialist training required to support the pupil to use it? Is Moving and Handling training required? Is there a Moving and Handling Plan in place? Remember to look at the Specialist Equipment Provision and Moving and Handling Plans in our example pupil profiles.

 Equipment	 Purpose	 Comments

Visit the pdnet resources hub. <https://pdnet.org.uk/resources/effective-practice-hub>

Unit 6 | What makes a good school for a pupil with Physical Disability?



C.1 Reflect on what opportunities the pupils with physical disabilities have in your school to express their thoughts and feelings. Is their voice heard and responded to?

Interview your case study pupil to find out what makes a good day for them. Record their thoughts and the actions needed to improve support for them.

Interview a parent or carer, record their views and how support could be improved.

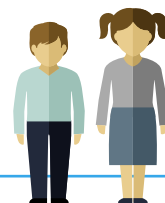
Some questions you could ask are:

What makes a good day for you?

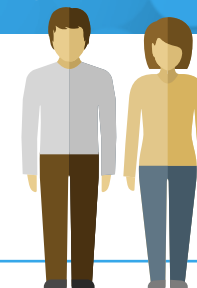
What would you change?

What makes a bad day?

Pupil views



Parent/carers views



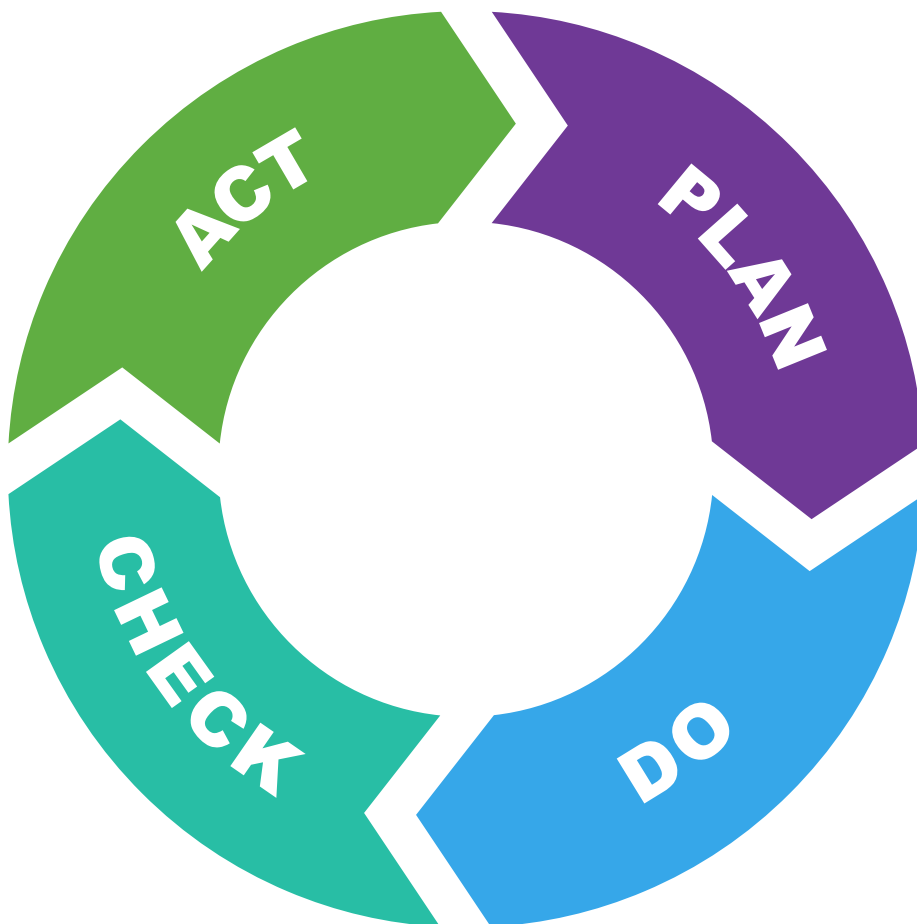
Unit 7 | The Support Role



C.1 A simple way to embed the components of PARTNERS is to use the Plan, Do, Check, Act model to make changes that increases learner independence.

Plan an activity for your case study pupil so that they receive the support they need, but still be as independent as possible. Review the activity with the pupil and teachers. Observe how the pupil responds and act on what you learned. How could you increase learner independence?

Record the process in the chart below.



Plan	
Do	
Check	
Act	



C.1 Now that you have completed all 8 units of the pdnet level 2 training, reflect on what you have learnt and record your next steps in the boxes below.



What are you going to do next?

How might you adapt the support that you offer to pupils with physical disability?

What support might you need in school?

What needs to happen next?