

CEREBRAL PALSY

Cerebral Palsy (CP) occurs as a result of damage to the parts of the brain that control movement. Possible causes of the injury can include infection, difficult or premature birth, cerebral bleeds, infections or accident in the early years of brain development. CP can vary in severity from mild learning difficulties (with or without signs of muscle weakness) to severe impairment.

Ataxic Cerebral Palsy - Ataxia is defined as an inability to activate the correct pattern of muscles during movement. Balance and spatial awareness are affected, making it difficult to judge body position in relation to things around you. Most children with ataxic cerebral palsy walk but can be unsteady with shaky movements. Ataxia can also affect speech and language.

Dyskinetic Cerebral Palsy - (dystonic or athetoid CP). Dyskinetic CP causes uncontrolled, involuntary, sustained or intermittent muscle contractions. It may be difficult to maintain an upright position. The child may find it difficult to control the tongue, vocal chords and breathing - which may affect speech and language.

Spastic Cerebral Palsy - spasticity means the muscle tone is tight and stiff, affecting range of movement. Spasticity can be very painful with muscles going into spasm. It can affect different areas of the body.

*Children's needs are **individual** - some children may require additional support:*

- Aspects of self help skills, drinking, feeding, toileting
- Communication - speaking or making their needs known verbally, requiring an augmentative or alternative communication system
Instructions may need to be repeated or re-phrased
- Completing tasks: tiring during the day, due to increased effort
- Fine motor skills, hand skills like grasping and releasing, manipulating objects, two-handed tasks such as cutting
- Gross motor skills possibly requiring a differentiated PE curriculum
- Mobility, e.g. moving around the classroom, negotiating steps
- Self esteem and wellbeing requiring pastoral support
- Spatial and / or perceptual tasks, e.g. judging the depth of a step
- Visual activities may require professional advice

FURTHER INFORMATION SCOPE : <http://www.scope.org.uk>