

Useful Contacts

Physiotherapist

Name _____

Telephone number _____

Occupational Therapist

Name _____

Telephone number _____

Advisory Teacher

Name _____

Telephone number _____

Speech & Language Therapist

Name _____

Telephone number _____

Other

Name _____

Telephone number _____

Advisory Teaching Service

BASES

Advisory Teaching Service
Dockham Road, Cinderford
Glos. GL14 2DB

☎ 01594 823102
forest.ats@gloucestershire.gov.uk

Advisory Teaching Service
1st Floor, Edinburgh House,
Coronation Square,
Cheltenham, Glos. GL51 7SA
☎ 01452 324376
chelt.ats@gloucestershire.gov.uk

Advisory Teaching Service
Redwood House, Room FO1, First Floor,
Beeches Green, Stroud, Glos. GL5 4AE

☎ 01452 583728
stroud.ats@gloucestershire.gov.uk

Advisory Teaching Service
4—6 Commercial Road
Gloucester. GL1 2EA
☎ 01452 426955
gloucester.ats@gloucestershire.gov.uk

We can produce this document in Braille, large print, on audio tape and in other languages. If you would like a copy in one of these formats, please call 01452 426955.

Revised February 2019

Understanding and responding
to pupils with

Cerebral Palsy

Information and advice for schools



Advisory Teaching Service

PD Team



Quality
Assured
2018



Gloucestershire
COUNTY COUNCIL

Background to Cerebral Palsy (CP)

What is Cerebral palsy?

- It involves neurological damage to the parts of the brain that control movement, coordination and posture.
- About 1 in 400 (~1,800) babies are diagnosed a year.
- It is not a disease or illness; not curable; not progressive, although symptoms can worsen.

How is it caused?

- It is the result of damage to the brain before, during or just after birth e.g. prematurity, maternal infections and can occur up to age 2.

What are the physical effects?

The muscles of the body are affected, leading to 3 main types of Cerebral palsy:

Spasticity this means that the muscles are very tight leading to joints being extended/straight or flexed/bent.

Athetosis this leads to big, jerky uncontrolled movements.

Ataxia in this case the person has a muscle tremor.

The effect of CP can range from barely visible to very severe. It can affect 1, 2, 3 or 4 limbs and/or the trunk and head in a variety of combinations, CP can also affect internal muscles and thus have implications for breathing, eating, vision and speech.

Additional problems that may occur are:

- epilepsy
- visual and/or hearing impairment
- perceptual difficulties, as messages to and from the brain are affected
- social, emotional and mental health needs
- fatigue can limit learning opportunities

In an educational setting

What are the challenges?

- Accessing some aspects of the school curriculum e.g. practical activities
- Accessing different areas of the school
- Ensuring pupils can sit correctly, comfortably and safely
- Some pupils may experience pain and/or fatigue which may affect their ability to focus in lessons
- Enabling self esteem, particularly in secondary schools e.g. overcoming stereotypical attitudes

How to help?

- ✓ Consider **whole child**, i.e. social, personal and cognitive as well as physical needs.
- ✓ Include physio, occupational, speech and language and other therapies as appropriate.
- ✓ Medication and operations providing adaptations to ensure safe access to the curriculum.
- ✓ Use general and specialised equipment.
- ✓ Ensure safety.
- ✓ Decide priorities.
- ✓ Establish short, medium and long-term goals.
- ✓ Work closely with the child's family, especially at times of change.
- ✓ Allow for extra time as appropriate, e.g. to move between different areas of the school.
- ✓ Allow for fatigue and any other associated difficulties.
- ✓ Refer to the school's Access Audit or Accessibility Plan and provide a risk assessment as appropriate.
- ✓ Provide positive role models to pupils and their peers.

Useful websites

www.scope.org.uk
www.cerebra.org.uk

www.hemihelp.org.uk