pdnet STANDARDS

Children & Young People with
Physical Disability in Schools

Funded by
Department
for Education

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A network for those supporting
learners with physical disability

Contents

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Introduction

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There are almost 35,000 children and young people with physical disability (CYP with PD) within our education system[1]. Each one of these learners has a unique set of needs which affects their access to and engagement in learning tasks and activities.

Responding to these individual needs and overcoming barriers to learning doesn't happen automatically. It needs informed and imaginative problem-solving, at an individual and organisational level, and for the educational setting, the learner, their family and the professional team around them to work together to develop personalised solutions.

The pdnet 'Standards for Children and Young People with Physical Disability' enable staff in educational settings, both mainstream and special, to meet the unique needs of learners with physical disability as well as other non-disabled peers and to support "every teacher to develop as a teacher of children and young people with SEN and disabilities"[2].

[1] Special educational needs in England: January 2018, DfE (SFR29/2018)

[2] Justine Greening, Secretary of State for Education and Minister for Woman and Equalities, 2017

"Every child is unique but a child with physical needs even more so!"

Terms used in the Standards

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To help make this document easier to read we have adopted some common terms:

'Schools' includes:
- community, foundation and voluntary schools
- community and foundation special schools
- pupil referral units
- academies
- city technology colleges
- city technology colleges for the technology of the arts
- certain non-maintained special schools approved by the Secretary of State under Section 342 of the Education Act 1996
- schools and other educational settings in independent sector

'Physical disability (PD)' refers to all types of physical disability – the impact may be hidden, mild or profound.

'Parent' refers to all parents and carers of children.

'Children and young people with physical disability (CYP with PD)' includes learners across Key Stage 1 to 4 at all levels of learning.

'SEMH' includes[3]:
- **'Emotional wellbeing'** – happy and confident, not anxious or depressed
- **'Psychological wellbeing'** - autonomous and able to problem-solve, manage emotions, experience empathy, be resilient and attentive
- **'Social wellbeing'** - in good relationships with others and without behavioural problems (i.e. not disruptive, violent or a bully)

A glossary at the end of this document explains other terms and acronyms used in the pdnet Standards and supporting resources.

[3] Social and emotional wellbeing for children and young people, NICE, 2013
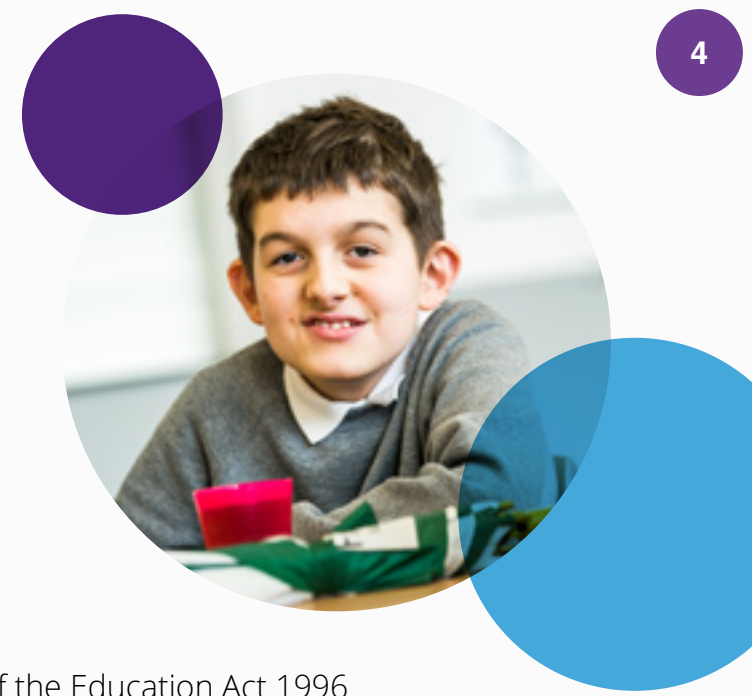
Our pdnet vision

Our vision is for children and young people with physical disability to achieve as much as other learners at every phase of education, from Early Years Foundation Stage to Post-16 studies.

We want these children and young people to:

- be fully included in their school/learning community
- actively take part in high quality learning activities with their peers
- thrive and enjoy learning
- develop knowledge and skills so they can go on to lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

How do we achieve this vision?

We need schools to be engaged in this vision and committed to supporting CYP with PD through high expectations and aspirations which inspire, motivate and challenge. School systems which drive performance, participation and progress at every level of the organisation need to apply to, and work for, learners with unique and individual need who require personalised solutions.

About pdnet

pdnet is a long-established national organisation that provides professionals in education with support in promoting positive outcomes for children and young people with a physical disability.

We have a strong commitment to developing and sharing effective educational practice and pedagogy for learners with physical disability.

Find out more about our work at **www.pdnet.org.uk**

Key principles

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Three principles underpin the pdnet 'Standards for Children and Young People with Physical Disability'.

We believe that:

1. Diversity should be valued, respected and enabled within the education system.

2. With the right support and knowledge, children and young people with a physical disability can achieve as much as other children.

3. Learners with a physical disability are equally entitled to take an active part in a broad education – one that is stimulating and enables them to reach their individual potential to engage in society as active citizens, as independently as possible, with friends of their choice.

Ofsted's focus on 'highest expectations' underpins the values of pdnet's Standards and our vision of ensuring educational excellence for all children and young people with physical disability.

"It will always be a challenge to meet the expectations of parents and the needs of all children and young people, especially in a context of constrained resources. The barriers faced by some children are very significant, and it requires skill and sensitivity from professionals working together to overcome them. However, there is a need for a continuing focus on and the highest expectations for disabled children and young people and those with special educational needs."

(Special Educational Needs and Disability Review: A Statement is Not Enough, Ofsted, 2010)

The pdnet Standards

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The pdnet Standards provide a practical structure for schools to self-evaluate current provision and reflect on the effectiveness of their organisation in meeting the diverse needs of CYP with PD.

Four key areas identify the knowledge, skills, actions and attitudes needed to successfully support and nurture a learner with physical disability.

Standard 1: Vision, ambition and expectation

Standard 2: Identifying and assessing need

Standard 3: Meeting diverse need

Standard 4: Enabling individual outcomes

The Standards are non-hierarchical; they should link together and build on other key areas for school improvement.

The scope of the Standards

The scope of the pdnet Standards is broad. They have been designed to support the development of good practice and provision for any CYP with PD in any school setting, mainstream or special.

Children and young people with physical disability

It is hard to pinpoint an exact figure for CYP with PD in the UK but we know one child in 250 births has a physical disability[4]. Therefore, the majority of schools will have a least one CYP with PD on their roll at any given time. Some schools may have CYP with PD on roll less frequently. Given the link between poverty and disability, schools in areas of social deprivation may often need to support larger groups of CYP with PD.

Every CYP with PD is unique, but their physical needs are generally likely to come from:

- physical, metabolic or neurological causes, e.g. Cerebral palsy or achondroplasia
- degenerative conditions, e.g. Duchenne muscular dystrophy
- severe trauma, e.g. as a result of an accident, amputation or serious illness
- chromosomal disorder, e.g. Turner syndrome, TUBB4A or Ehlers-Danlos syndrome
- acquired brain injury (ABI)
- muscular skeletal conditions
- birth trauma and prematurity
- upper limb differences affecting hand function and fine motor movement
- lower limb differences affecting mobility
- complex medical needs which impact on physical function
- persistent symptoms affecting mobility and physical function, although there is no diagnosis

[4] (Disability in the United Kingdom, Papworth Trust, 2016)

The effects of physical disability

Physical disability will often have a profound impact on a CYP's experience of school.

Whilst every individual is affected by their unique physical needs in a different way, CYP with PD in your school may often have difficulty in:

- accessing the physical environment
- using equipment and facilities safely
- taking part in learning tasks and assessments
- doing practical tasks and activities, e.g. food technology
- recording ideas and thoughts legibly or to time
- achieving independent work
- developing self-care skills
- communicating with others
- managing fatigue and pain
- interacting socially
- processing and regulating sensory information
- developing positive social emotional mental health (SEMH) & wellbeing

When to use the Standards

Specific triggers can alert a school to an opportunity to self-evaluate their provision using the pdnet Standards.

Evaluation prompted by the identification of a new or changing physical need

The Standards should be used when a child or young person:

- is newly diagnosed with PD
- has increasing and changing physical need
- has a life-changing accident or illness, including acquired brain injury (ABI)
- requires significant orthopaedic surgery

Other triggers for evaluation

Where the school has already identified needs related to physical disability, provision should be evaluated when a CYP with PD:

- has increasing/significant social, emotional and mental health (SEMH) or wellbeing needs
- is not making good progress against their outcomes
- identifies challenges in school provision and/or premises (or these are identified by their parents)
- needs enhanced in-year transition planning
- is at a transition point in their education, e.g. into reception class (EYFS) or at secondary transfer (Y6 to Y7)
- experiences barriers to learning which their peers do not
- is not using individual assistive technology effectively for communication or recording

Ongoing evaluation

Schools may also choose to audit their provision for CYP with PD on a biennial basis as part of their whole school self-evaluation processes and to ensure provision is in place for children with mild physical needs with a lower impact.

How to use the Standards

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Once a trigger point has initiated the process, self-evaluation with the pdnet Standards follows a straightforward route of four simple steps:

1. Get started

• Get to know the pdnet Standards
• Familiarise yourself with the pdnet self-evaulation tool
• Bring together your self-evaluation team
• Complete the pdnet Level 1 online training module 'Raising awareness of physical disability'

2. Collect information

• Collate existing school documents and information
• Collect feedback from relevant stakeholders

3. Evaluate provision

• Compare your school's existing provision to the pdnet Standards
• Discuss your findings with others

4. Take action

• Plan actions arising from your self-evaluation
• Disseminate your findings and action plan
• Set review dates

The following pages will look at each of these steps in more detail and highlight pdnet guidance and resources that will support you through the process.

Getting started

Get to know the pdnet Standards

Why not start by:

- browsing the **Standards statements** for the four key areas:

  Standard 1: Vision, ambition and expectation
  Standard 2: Identifying and assessing need
  Standard 3: Meeting diverse need
  Standard 4: Enabling individual outcomes

- registering to use the pdnet **Self-evaulation Tool**

- exploring the **detailed descriptors** which set out what each Standard looks like in practice

- visiting the **pdnet Effective Practice Hub** to access supporting resources and case studies

- downloading any **feedback forms** or **templates** you need for opinion gathering

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Getting started

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Bring together your self-evaluation team

Identify who is best placed to complete the pdnet Standards self-evaluation – in terms of experience, expertise and availability.

The self-evaluation can be carried out and reviewed by an individual member of staff or a small group. In this case, it may be helpful to ask an external professional to contribute to the process to provide a more independent and objective view.

However, we recommend that as a minimum the SENCO, a Governor and a member of the Senior Leadership Team work together to complete the pdnet Standards self-evaluation. This will provide a range of knowledge, experience and skills in the team and ensure that all aspects of the school's organisational structure are considered. Other parties, such as Specialist Teachers for PD, can then be included in the process as and when appropriate.

Extend your current knowledge of this area

If any of the team feel they need to develop their understanding of the needs of CYP with PD in school, the pdnet Level 1 online training module 'Raising awareness of Physical Disability' will help them broaden their knowledge of this area before the team begins the self-evaluation process.

This self-evaluation process should not be followed in isolation but considered alongside other sets of standards in education such as:

- DfE Teachers Standards (2011)
- SEND Code of Practice (2015)
- Ofsted Common Inspection Framework (2019)
- Ofsted School Inspection Handbook (2019)
- Standards for Augmentative and Alternative Communication (AAC)

Collecting information

Collate existing school documents and information

Your school will already have standard documents and useful information that can help you complete your pdnet Standards self-evaluation. Before you begin the process, gather up and examine documents such as:

- School self-evaluation processes
- Other school policies and objectives published online including: safeguarding policy, public sector equalities duty objectives, SEN assessment policy, admission requirements for CYP with SEND
- SEND Development/Improvement Plan
- Accessibility Plan
- Ofsted inspection report
- SEN Information Report and other information on the school website
- CPD programme

Collect feedback from relevant stakeholders, including parents and children

Feedback from CYP with PD, parents and other professionals will help you compare their experience of your provision with the school's own self-evaluation against the Standards, and so strengthen your audit process. This information can be collected using the pdnet Feedback Forms. These questionnaires have been designed with each of these groups in mind, with questions and language tailored to fit. You may wish to use a different approach to collect views from your CYP.

Editable versions of the Feedback Forms are available within the pdnet Effective Practice Hub. These forms are designed to be used flexibly by schools and can be customised by adding your school logo, changing the language used in the question to reflect your loacal area or removing the Standard descriptor references. Templates for covering letters that explain why feedback is being requested and how it will be used are also available to download.

You may want to include some or all of the following professionals working with CYP with PD in your feedback process: Paediatric Physiotherapist, Occupational Therapist, Speech and Language Therapistor ICT Technician.

Evaluating provision

Compare your school's existing provision to the pdnet Standards

Make a step-by-step evaluation of your provision for CYP with PD against each of the Standards. The matrix will ask you to assess your current provision as:

Green	**Established**	**Provision in school is fully in place and well established over time across the whole setting**
Amber	**Developing**	**Work has started on this area**
Red	**Not yet developed**	**Work will need to be initiated to develop practice in this area**

You should find that referring to the resources and case studies in the pdnet Effective Practice Hub alongside the Standards descriptors will help you compare your current provision with good practice and what is possible.

Remember to consider the school's understanding of current provision in conjunction with the opinions and experiences reported to you in feedback from CYP with PD, parents and professionals. Doing this will ensure you evaluate from an objective and accurate picture of your provision.

Once your analysis is complete, make a list of all the Standards statements where you have classed your provision as 'not yet developed' (red). This list will highlight areas for improvement that will form the basis for your action planning.

Discuss your findings with others

Analysis of the self-evaluation findings could be undertaken with staff from other schools who have experience of working with CYP with PD and/or a Specialist Advisory Teacher for PD.

Reflecting with others provides a powerful way of checking your assessment of how well the school is performing and what it needs to do next.

Taking action

Plan actions arising from your self-evaluation

Working from your list of 'not yet developed' (red) areas of provision, consider how these could be improved and the steps that might be taken to remedy any issues.

To help you develop effective improvement measures you could:

· refer to the supporting resources and case studies in the pdnet Effective Practice Hub
· take a look at the pdnet case studies to see how other schools have addressed the standards
· seek advice from professionals and parents in the Team Around the Child, the pdnet forum, or other schools

Be aware that the resources provided in the pdnet do not show the only way to address the Standards; remember that the unique needs of each CYP with PD will require individual solutions.

Once you have identified your action points, consider assigning these to individuals/teams for action and including completion dates. Prioritise actions which will have the most benefit to CYP with PD. You may also want to set measures for evaluating success.

Disseminate your findings and action plan

Responses and actions from the self-evaluation process should be fed back to the Senior Leadership Team, those who filled in the Feedback Tool, the whole staff, Student Council and Governors. Comments should be invited and these can further inform your findings. You may wish to publish the pdnet action plan on your school's website.

Work completed towards the Standards can be evidenced in the School Improvement Plan and used to inform the development of the School's Accessibility Plan (required by the Equalities Act 2010). The work undertaken in this area can also be included in the SEN Information Report (SEND Code of Practice, DfE, 2015, para 6.79 - 6.83).

Taking action

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Set review dates

Regular review of the pdnet Standards and progress towards the priorities identified in the action plan will build school provision over time. To maximise the impact of the pdnet Standards, set regular review dates immediately after completion of the school self-evaluation, involving pupils and parents as appropriate.

You may find it helpful to plan an initial follow-up meeting after six weeks, then review progress and next steps at regular intervals. Ideally, the Standards should be revisited on a regular basis to ensure the school has capacity to meet the needs of CYP with PD.

Developing the Standards

We developed this set of pdnet Standards and supporting resources with funding from the Department of Education (DfE) in England.

The Standards draw on existing materials including:

- NatSIP Quality Standards
- Autism Education Trust Autism Standards
- National Deaf Children's Society Quality Standards
- London Leadership Strategy SEND Review Guide
- Expertise and opinions of people who work in the field of physical disability

When developing these Standards, we consulted with pdnet members and a range of other partners including: children and young people with physical disability and their families, expert professionals who work within the SEND (special educational needs and disabilities) sector, and experts from a range of educational settings. We asked for input from therapeutic professionals, charities and voluntary organisations.

For a full list of acknowledgements please click here.

If you have any comments or feedback about the Standards please contact us by emailing support@pdnet.org.uk.

Glossary of terms

1.AAC
Augmentative and alternative communication

2.ABI
An acquired brain injury (ABI) is an injury caused to the brain after birth. There are many possible causes, including a fall, a road accident, infection, tumour and stroke. ABI can affect memory and thought processes, physical ability, speech/language, swallowing, physical ability, psychological functioning and/or behaviour.

3.CYP
Children and young people

4.DfE
Department for Education

5.EHCP
Education, health and care plan

6.EYFS
Early years foundation stage

7.IHCP
Individual healthcare plan

8.Manual handling
Any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carry or moving) by hand or bodily force. The load can be a person (child or young person) or object, e.g. standing frame.

9.Multi-agency
When young people (and their families, if appropriate) are accessing advice or support from different agencies

10.Multi-disciplinary team
Members of different professions (e.g. Physiotherapist, Social Worker) who each provide specific services to the young person (and family, if appropriate). The way they work together as a team to co-ordinate advice to support a young person to achieve positive outcomes or specific goals is called multi-disciplinary working.

11.PEEP
Personal emergency evacuation plan

12.PD
Physical disability

13.SEMH
Social, emotional and mental health

14.SEND
Special educational needs and disability

15.SLT
Senior leadership team

16.SRE
Sex and relationships education

17.Therapeutic working
Any activity undertaken under the direction of a health care professional to facilitate self care, physical well being, communication or independence, e.g. positioning, good seating, transfers between equipment or activity, eating or drinking

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pdnet Standards for Schools

		Established
		Developing
		Not yet developed

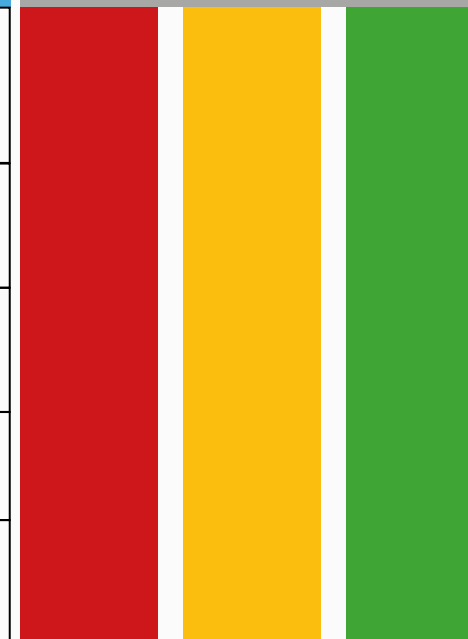| Standard 1: Vision, ambition and expectation	Your current provision:		
1.1 School leaders, along with governors and staff, demonstrate an ambitious vision for CYP with PD. They are aware of their legal duties to admit and support CYP with PD (which may include CYP with medical needs). Roles and responsibilities for SEND provision are clear. (Click here to view the detailed descriptor)			
1.2 School leaders and staff promote equality, independence and an inclusive culture that actively welcomes and enables CYP with PD with diverse individual and cultural needs. (Click here to view the detailed descriptor)			
1.3 School systems optimise outcomes for CYP with PD. They ensure the advice of professionals is integrated into all aspects of the school day (as appropriate). Therapy goals are integrated across the school day. (Click here to view the detailed descriptor)			
1.4 School leaders and staff have high aspirations and expectations of what a CYP with PD can achieve. They ensure high standards of support, provision and care. (Click here to view the detailed descriptor)			
1.5 School leaders anticipate the needs of CYP with PD. They ensure sound, strategic financial planning and budgetary management, and provide appropriate resources to support these needs. (Click here to view the detailed descriptor)			

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| Established |
| Developing |
| Not yet developed |

Standard 2: Identifying and assessing need	Your current provision:		
2.1 The school identifies need at the earliest point and uses a range of assessment tools (including observation) to support learning needs through appropriate evidence based interventions. They understand CYP with PD may learn differently from others and that they may have different (or fewer) early learning experiences or knowledge of the world than their peers. The school understands CYP with PD may have additional needs arising from their diagnosis (e.g. epilepsy, specific learning difficulties) or from other conditions (e.g. visual/hearing impairment) and may be at risk of poor SEMH. (Click here to view the detailed descriptor)			
2.2 The school actively listens to, enables and responds to parents. It communicates with parents about identifying and assessing their child's need over time. (Click here to view the detailed descriptor)			
2.3 The school actively listens to, enables and responds to feedback and opinion from CYP with PD about what works for them. It uses this information to make changes which enhance curriculum access and participation. (Click here to view the detailed descriptor)			
2.4 The school knows how to access external professionals and sources of information such as Specialist Teachers of PD, Education Psychology, Physiotherapy, OT, Wheelchair Services, Social Care, CAMHS, Specialist IT Support, and any voluntary and independent sector organisations. It works effectively with these professionals to identify and assess need over time. (Click here to view the detailed descriptor)			
2.5 Teachers assess and analyse progress using a range of assessment tools (including technology, assistive technology and appropriate software) to support judgements about how CYP with PD are progressing against age, subject and year group expectations. (Click here to view the detailed descriptor)			

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Established
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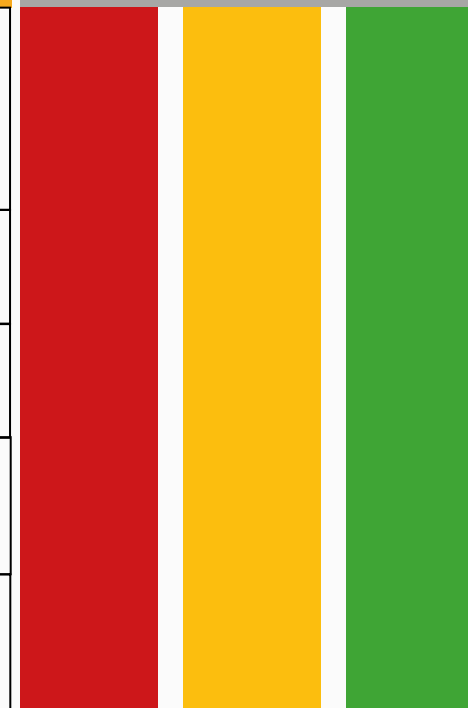
| Standard 3: Meeting diverse need	Your current provision:		
3.1 The school demonstrates flexibility in making adjustments as necessary (to curriculum content and delivery, assessments, activities, lessons, timetables, homework) to accommodate the requirements of CYP with PD and their equipment. (Click here to view the detailed descriptor)			
3.2 CYP with PD make good progress from their starting points. The quality of teaching and learning for CYP with PD is good. Teaching, assessment, homework and learning tasks are appropriately differentiated and modified to suit the strengths and needs of CYP with PD. Gaps in learning and knowledge are identified and appropriate, evidence based interventions are implemented. Withdrawal from class is kept to a minimum. (Click here to view the detailed descriptor)			
3.3 The school is proactive in working with CYP with PD and their families to develop appropriate information and communication plans for peers. Relationships with peers are supported and developed as appropriate. The individual pupil voice is heard, recorded and responded to. (Click here to view the detailed descriptor)			
3.4 Robust back-up systems are in place and speedily implemented to support CYP with PD when regular staff are not available. The school actively engages with CYP with PD and their families to ensure their input into information to be shared with school staff. Training about a CYP with PD's needs and their impact on learning is provided for all teaching and support staff (including lunchtime supervisors, office staff and drivers) on a need to know basis. (Click here to view the detailed descriptor)			
3.5 The school safeguards the wellbeing of CYP with PD. (Click here to view the detailed descriptor)			
3.6 Transition into school is well planned for CYP with PD. (Click here to view the detailed descriptor)			

pdnet Standards for Schools

Established

Developing

Not yet developed
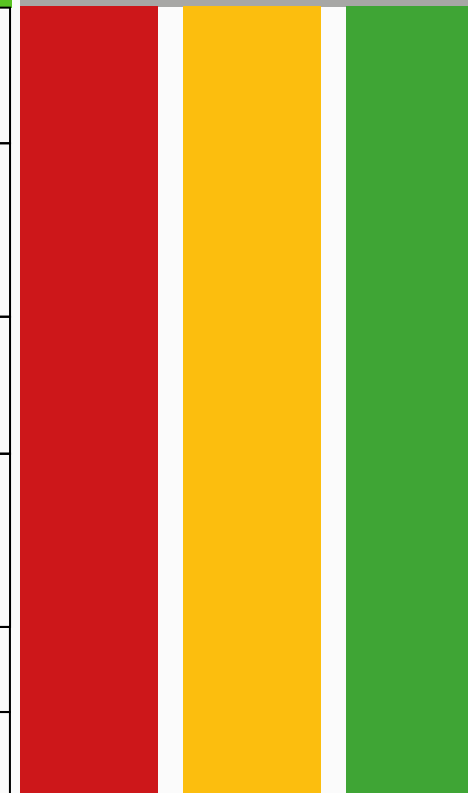
Standard 4: Enabling individual outcomes	Your current provision:		
4.1 CYP with PD achieve positive outcomes. The curriculum addresses the physical needs of CYP with PD in addition to their learning needs (including communication, life skills, and social, emotional wellbeing). Through reflection and taking part in thoughtful, wide-ranging experiences with peers, CYP with PD make good spiritual, moral, social and cultural (SMSC) development. They enjoy learning about themselves, others and the surrounding world. (Click here to view the detailed descriptor)			
4.2 The school is flexible and proactive in making adjustments and including therapeutic goals in activities, lessons, and timetables as appropriate. It promotes the use of alternative recording and communication systems. (Click here to view the detailed descriptor)			
4.3 Opportunities to develop and strengthen independence are actively sought, are embedded throughout all school activity, and progress is celebrated. The school provides opportunities for CYP with PD to meet others with PD (and similar needs) to share interests and experiences. The school involves CYP with PD in setting long-term goals and outcomes. There is a clear focus on Planning for Adulthood (PfA) outcomes in an individual's planning. (Click here to view the detailed descriptor)			
4.4 The school safeguards the wellbeing of CYP with PD within school policies, procedures and risk assessment. They understand the legal framework of Manual Handling Operations Regulations 1992, as amended by the Health and Safety Regulations 2002 and Health and Safety at Work Act 1974. The school recognises that CYP with PD may be vulnerable to teasing and bullying (including cyberbullying), stress, anxiety and depression. (Click here to view the detailed descriptor)			
4.5 The school is forward-looking and ensures all CYP with PD are prepared for the use of 21st Century technology across all learning activity. (Click here to view the detailed descriptor)			
4.6 The school prepares CYP with PD for the challenges they will encounter in their adult lives and when not in school. The school knows about the range of Post-16 pathways that are available including FE colleges, apprenticeships, supported internships, and traineeships. (Click here to view the detailed descriptor)			

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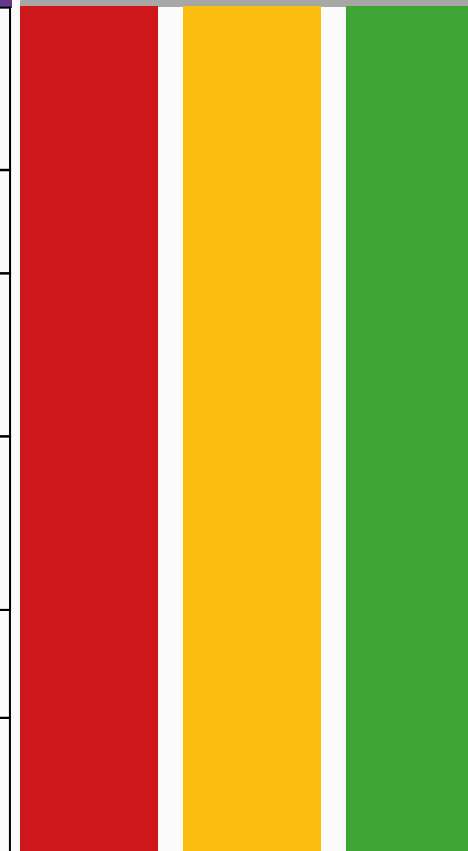
Standard 1: Vision, ambition and expectation: 1.1

Standard requirements

School leaders, along with governors and staff, demonstrate an ambitious vision for CYP with PD. They are aware of their legal duties to admit and support CYP with PD (which may include CYP with medical needs). Roles and responsibilities for SEND provision are clear.

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Supporting Resources

Areas for reflection

This vision is reflected in the life of the school, the work of staff, their job descriptions and appraisal targets. Teachers understand they are responsible for the progress of all pupils including CYP with PD. Support staff have clear guidance about what is expected of them and how they can contribute to positive outcomes and independence for CYP with PD.

School leaders know about local and statutory guidance and their legal duties including the Health and Safety at Work Act 1974, Equality Act 2010, Manual Handling Operations Regulations 1992 (MHOR) and 'Supporting pupils with medical conditions at school', DfE, 2015. The school has a 'Supporting CYP with Medical Needs' policy in place which is regularly reviewed and published on the school's website (including information about the designated member of staff for CYP with medical needs and processes in place to manage medicines in school).

The school has a high degree of expertise in SEND including PD. CYP with PD have their statutory needs met. Staff feel confident and supported, and are inspired, challenged, motivated and empowered to meet the needs of CYP with PD. Inclusive models of teaching and learning, which embrace the power of assistive technology, are in place for all, including those with augmentative and alternative communications (AAC).

School staff work with others (including parents, other schools, health, social care and voluntary agencies) to set ambitious standards and challenging outcomes for CYP with PD. These outcomes are co-produced with the CYP.

School staff and governors participate in appropriate training and development opportunities. Any actions arising are enabled and regularly reviewed by the SLT/SENCO. Regular audits of CPD needs are undertaken and acted upon. Staff are facilitated to contribute to effective multi-agency working.

Parents and students communicate with and work alongside school staff, e.g. they take part in staff selection, input into staff training alongside medical professionals, and contribute to adaptions of equipment.

Confidential information and records about staff and children are held securely and are only accessible and available to those who have a right or professional need to see them. Providers are aware of their responsibilities under the General Data Protection Regulation (GDPR) and, where relevant, the Freedom of Information Act 2000.

Standard 1: Vision, ambition and expectation: 1.2

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Standard requirements

School leaders and staff promote equality, independence and an inclusive culture that actively welcomes and enables CYP with PD with diverse individual and cultural needs.

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Supporting Resources

Areas for reflection

The school is committed to meeting diverse needs and to the right of all to 'be the best that they can' and as independent as possible. The school is aware of and respects any cultural barriers or differences.

School leaders have the necessary knowledge, experience and skills to guide and monitor staff performance in relation to CYP with PD. They are able to recognise the characteristics of quality first teaching (QFT) for CYP with PD. Quality of teaching for CYP with PD, and the progress of these pupils against targets, forms a core part of appraisal arrangements and is a key CPD component for all staff (SEND Code of Practice, 2015, para 6.4).

The school promotes a social model of disability, encouraging the use of positive images through fiction, resources and disability-friendly language. Positive disabled role models feature throughout the school, e.g. visiting speakers and governors. CYP with PD are represented on the School Council and in all aspects of life at the school, e.g. drama, music, sport, art, breakfast clubs, sports events, trips and residentials.

School representatives accurately portray the school ethos at transition and review meetings, inside and outside of school, demonstrating a balanced 'can–do' approach (SEND Code of Practice, 2015).

All teachers and school staff are aware of their responsibilities to CYP with PD. They plan for, and take responsibility for, the participation and progress of CYP with PD. Access requirements are anticipated and prepared for, including the use of assistive technology and equipment.

The school ensures that low attendance due to PD or medical needs is not a barrier to accessing rewards or events.

Standard 1: Vision, ambition and expectation: 1.3

Standard requirements

School systems optimise outcomes for CYP with PD. They ensure the advice of professionals is integrated into all aspects of the school day (as appropriate). Therapy goals are integrated across the school day.

Back to Matrix

Supporting Resources

Areas for reflection

School systems and policies (e.g. safeguarding, educational visits, work experience, relationships education) anticipate and apply to CYP with PD. They are inclusive, proactive and 'can-do'. Systems and policies are reviewed regularly by school leaders (including the SENCO) using an 'Assess, Plan, Do, Review' approach to ensure they meet the diverse needs of CYP with PD.

Systems are in place to support the personal development of all learners, including those with PD. An individual's development is celebrated across all aspects of their life, e.g. achievement in inclusive sports such as boccia or wheelchair rugby. There are opportunities for a CYP with PD to discover their interests and talents and to develop their character, including their resilience, confidence and independence - and help them know how to keep physically and mentally healthy (The education inspection framework May 2019, page 11). Systems are in place which promote social and emotional wellbeing for all, including CYP with unique needs arising from PD.

School leaders understand the crucial role that schools have in preparing pupils including those with PD for their adult life, and teaching them how to engage with society. Plentiful opportunities to do so are provided for all pupils including those with diverse needs arising from their disability.

School systems reflect input from, and co-production with, parents/families/ CYP with PD at all stages of support and learning. Robust and enhanced transition planning is in place for CYP with PD moving into the school, transitioning between year groups and key stages, then moving onto the next phase, including preparation for adult life.

Standard 1: Vision, ambition and expectation: 1.4

Standard requirements

> **School leaders and staff have high aspirations and expectations of what a CYP with PD can achieve. They ensure high standards of support, provision and care.**

Back to Matrix

Supporting Resources

Areas for reflection

The school sustains a safe, secure and healthy environment that promotes learning for CYP with PD. Staff are aware of and can recognise additional factors in relation to safeguarding for CYP with PD (Keeping Children Safe in Education, DfE, 2019).

Educational excellence for CYP with PD is embedded throughout the school through personalised learning and appropriate differentiation. Staff actively facilitate access to and use of assistive technology allowing an 'anytime, anywhere' learning approach. Underperformance for all, including CYP with PD, is challenged. School leaders invest time and resources so that staff know how to implement evidence based interventions to accelerate progress for CYP with PD and how to modify materials to enable access. Governors monitor the impact of these interventions.

The school works with others to plan and integrate equipment use alongside medical/ therapy advice across the school day. Risk assessments (including individual healthcare plans (IHCP), personal emergency evacuation plans (PEEPs), manual handling plans and intimate care plans) are co-produced and reviewed with CYP with PD, their families and NHS professionals. Flexible, individual learning plans are enabled and regularly reviewed, taking into consideration any care, health, mobility, continence, fatigue and pain management issues.

Progress and attainment data for individual CYP with PD is closely monitored and promptly acted upon. There is commitment to closing the attainment gap for CYP with PD and recognition of the impact of time taken out for therapy, dressing changes, fluctuating fatigue/ pain levels, medical appointments, equipment reviews, and of leaving lessons early/ late to avoid crowded corridors.

The school looks for learning opportunities in therapeutic sessions (e.g. physiotherapy), relating these to games and language work to make them fun.

The school actively collects, reflects on and responds to feedback from CYP with PD and their parents.

Standard 1: Vision, ambition and expectation: 1.5

Standard requirements

School leaders anticipate the needs of CYP with PD. They ensure sound, strategic financial planning and budgetary management, and provide appropriate resources to support these needs.

Back to Matrix

Supporting Resources

Areas for reflection

School organisational systems facilitate creative solutions, and both anticipate and meet individual need.

Robust strategic financial planning and resource management takes account of the requirements of CYP with PD and links to the school's three-year Accessibility Plan. This is costed, approved by Governors, and capital investment is earmarked. There are clear protocols between school, local authority and the NHS with regard to procurement and maintenance of equipment and auxiliary aids (SEND Code of Practice, 2015, para 6.9). There is clarity about arrangements for equipment funded by parents/voluntary sector and therapy sources that are privately funded. School staff are familiar with content in the schools accessibility plan and Local Offer

The school supports the use of new technologies to facilitate teaching and learning including the use of AAC and a range of IT to support recording and communication (e.g. digital photos, video, voice-to-text, e-books and supportive software such as word prediction). Best use is made of existing equipment, and maintenance and support is managed and reliable.

Standard 2: Identifying and assessing need: 2.1

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Standard requirements

The school identifies need at the earliest point and uses a range of assessment tools (including observation) to support learning needs through appropriate evidence based interventions. They understand CYP with PD may learn differently from others and that they may have different (or fewer) early learning experiences or knowledge of the world than their peers. The school understands CYP with PD may have additional needs arising from their diagnosis (e.g. epilepsy, specific learning difficulties) or from other conditions (e.g. visual/hearing impairment) and may be at risk of poor SEMH.

Back to Matrix

Supporting Resources

Areas for reflection

The school SEN Information Report outlines the school's approach to assessment and identification of SEND and SEMH. Staff use evidence based assessments (both standardised and non-standardised) which are modified and adapted to take account of the different ways a CYP with PD may demonstrate their knowledge and abilities. Staff do not make assumptions. They are aware that not all CYP with PD have SEN but may have a more complex process of additional needs including specific learning difficulties or learning disability, e.g. autism or epilepsy.

Staff implement appropriate evidence based interventions, supported by the use of assistive technology, alongside imaginative and innovative 'can do' problem-solving.

School staff are given verbal and written explanations of the different types of assessments undertaken and what they mean for a CYP with PD. They are aware of the CYP's strengths and the steps they will have to take to ensure that CYP with PD can access teaching and learning and make progress. Assessments are personalised to individual needs and alternative and adapted forms of assessment are utilised as appropriate.

Staff know how to access internal and external advice and guidance. This advice is implemented in a timely manner to enhance learning. Advice is shared and staff coach each other so that expertise in relation to supporting CPY with PD in school builds up over time and planning for in-year transition is robust.

Standard 2: Identifying and assessing need: 2.2

Standard requirements

The school actively listens to, enables and responds to parents. It communicates with parents about identifying and assessing their child's need over time.

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Supporting Resources

Areas for reflection

Regular consultations with parents of CYP with PD enable the school to identify need and implement appropriate interventions, ensuring continuity between home and school. Provision is reviewed with parents a minimum of three times a year (SEND Code of Practice, 2015, para 6.65).

Staff are aware that CYP with PD may be vulnerable to poor emotional wellbeing and social isolation. They know where to signpost for support, whom to involve and what to do next. The school has preventative systems in place to identify and manage social, emotional mental health needs in a timely manner.

The school has explored the advantages of a mixed media digital passport (e.g. photos, videos, voice files) for updating a CYP's profile and easily sharing this with relevant staff and other agencies.

Standard 2: Identifying and assessing need: 2.3

Standard requirements

The school actively listens to, enables and responds to feedback and opinion from CYP with PD about what works for them. It uses this information to make changes which enhance curriculum access and participation.

Areas for reflection

Staff plan and deliver high quality teaching and learning: lessons are differentiated in response to the wide variation between learners (including those with PD) through task, grouping, resources, pace, outcome, dialogue and support, and assessment.

If a learner is not making progress, staff speedily implement the Assess, Plan, Do, Review cycle and involve parents and CYP with PD at all stages. In the primary age phase, the class teacher is central in driving this process (SEND Code of Practice, 2015, para 6.4). In the secondary phase, subject teachers ensure advice, information and guidance from national bodies informs teaching and departmental practice, e.g. CLEAPSS (Science, DT and Art).

CYP with PD are represented on School Councils and opportunities are sought to gain their feedback and opinions which are used to influence change.

Back to Matrix

Supporting Resources

Standard 2: Identifying and assessing need: 2.4

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Standard requirements

The school knows how to access external professionals and sources of information such as Specialist Teachers of PD, Education Psychology, Physiotherapy, OT, Wheelchair Services, Social Care, CAMHS, Specialist IT Support, and any voluntary and independent sector organisations. It works effectively with these professionals to identify and assess need over time.

Back to Matrix

Supporting Resources

Areas for reflection

Staff know how to search the Local Offer to locate sources of advice and support which are relevant to CYP with PD.

The school draws on the advice of outside specialists in a timely manner (SEND Code of Practice, 2015, para 6.59).

The school is aware of PDnet and the resources available to them.

Physiotherapy and occupational therapy goals are integrated within the daily routine and timetable.

Standard 2: Identifying and assessing need: 2.5

Standard requirements

Teachers assess and analyse progress using a range of assessment tools (including technology, assistive technology and appropriate software) to support judgements about how CYP with PD are progressing against age, subject and year group expectations.

Areas for reflection

CYP with PD are placed (with the support they need) in groupings appropriate to their ability rather than placed in lower sets where there is a higher level of staff support.

The school ensures special arrangements (including extra time, rest breaks, use of a reader, assistive technology, scribe, modified materials) are planned and in place in a timely way for all assessments and test situations in school. CYP with PD and their parents can talk about what these are and have experience and support in using them. Regular reviews reflect any new technologies/developments which would be beneficial.

School organisational systems facilitate creative solutions, and both anticipate and meet individual need.

Back to Matrix

Supporting Resources

Standard 3: Meeting diverse need: 3.1

Standard requirements

The school demonstrates flexibility in making adjustments as necessary (to curriculum content and delivery, assessments, activities, lessons, timetables, homework) to accommodate the requirements of CYP with PD and their equipment.

Back to Matrix

Supporting Resources

Areas for reflection

Staff receive guidance on and understand their duties under the Equality Act so they know how to anticipate and make reasonable adjustments to avoid placing a CYP with PD at a substantial disadvantage compared with others in accessing education:

- Reasonable adjustments are consistently applied throughout the school, including environmental and sensory adaptations (e.g. additional hand rails, provision of an individual workstation to reduce sensory processing difficulties, or appropriate positioning in the classroom).
- Subject staff know how to contact curriculum bodies (e.g. CLEAPSS) and implement reasonable adjustments in specific subject areas.
- Provision of auxiliary aids and services is timely.
- Flexibility of access is provided through materials, resources and access to online learning platforms.
- Learning tasks are planned, and incorporate appropriate assistive technology as needed, to facilitate recording and participation.

Staff are aware of action points in the School Accessibility Plan and know who to liaise with in the SLT if difficulties are encountered. Governors actively monitor the implementation of the Accessibility Plan (SEND Code of Practice, 2015, para 6.79).

Extended curriculum activities (e.g. school trips, residentials and sports days) are well organised and accessible. They are well planned in advance with CYP with PD, parents and transport providers. The school works with the CYP with PD to brief residential facility providers on the requirements they may have and anticipate difficulties that may arise.

Standard 3: Meeting diverse need: 3.2

Standard requirements

CYP with PD make good progress from their starting points. The quality of teaching and learning for CYP with PD is good. Teaching, assessment, homework and learning tasks are appropriately differentiated and modified to suit the strengths and needs of CYP with PD. Gaps in learning and knowledge are identified and appropriate, evidence based interventions are implemented. Withdrawal from class is kept to a minimum.

Back to Matrix

Supporting Resources

Areas for reflection

Activities are well planned and accessible, enabling active and timely participation of CYP with PD with their peers. Staff know how to differentiate lessons, resources, activities and assessments effectively to meet the needs of individuals, tracking their progress over time. There is consistency of practice, particularly at times of transition.

Staff are aware that CYP with PD may require:

- an adapted and flexible day
- additional time to process and respond to instructions or information
- modified or adapted learning materials
- alternative methods of recording, maximising the use of technology both at school and home to support continuity of usage
- adapted sport and PE activities, toys and play
- rest breaks/time out
- special consideration for assessments
- the skills to work with a scribe who has good dictation and editing skills
- additional adapted resources, e.g. electronic text, a learning platform/safe storage to access learning materials
- specialised equipment or modifications to standard classroom furniture, e.g. use of a footstep

Individual equipment (including standing frame, walker, individual seating system, assistive technology and AAC devices) is appropriately stored, maintained and readily available. It is incorporated into learning and available for homework. Resources are appropriately modified and readily available, with staff able to share materials and good practice. Sufficient staff have received appropriate and effective training in the use, care and management of resources to support access. Effectiveness of provision for CYP with PD is considered through quality assurance processes in school, e.g. SLT learning walks, classroom observations and evaluations of how well staffing is deployed. Opportunities to enable and enhance independence are actively planned for and the CYP with PD's profile is updated to reflect their abilities.

Standard 3: Meeting diverse need: 3.3

Standard requirements

The school is proactive in working with CYP with PD and their families to develop appropriate information and communication plans for peers. Relationships with peers are supported and developed as appropriate. The individual pupil voice is heard, recorded and responded to.

Back to Matrix

Supporting Resources

Areas for reflection

Staff know how to provide suitable inclusive opportunities and social activities that promote social and emotional wellbeing and the development of appropriate friendships. Staff are trained and aware of the signs of abuse (physical, emotional and sexual) and neglect. They understand and recognise why CYP with PD may be more vulnerable to abuse than their peers.

Unstructured times, as well as partner and small group situations, are carefully considered to maximise opportunities to interact and learn with others and foster independence. E-safety procedures are appropriately recommended to enable CYP with PD to interact digitally with peers.

Peers are supportive and informed, e.g. they understand why a CYP with PD might use equipment in school. The school does not place unnecessary expectations on non-disabled peers in relation to supporting CYP with PD.

Staff ensure that CYP with PD who need to leave lessons early/arrive late are made aware of: lesson starters, learning outcomes, homework tasks and plenary sessions. Implications arising from medical/orthopedic interventions, such as absences and missed assessments, are proactively planned for and managed.

Students and parents are aware of Local Offer and national organisations providing advice and support to CYP with PD, e.g. the list of helpful organisations on the Pdnet website.

Standard 3: Meeting diverse need: 3.4

Standard requirements

Robust back-up systems are in place and speedily implemented to support CYP with PD when regular staff are not available. The school actively engages with CYP with PD and their families to ensure their input into information to be shared with school staff. Training about a CYP with PD's needs and their impact on learning is provided for all teaching and support staff (including lunchtime supervisors, office staff and drivers) on a need to know basis.

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Supporting Resources

Areas for reflection

Staff are aware, on a need to know basis, of the individual needs of CYP with PD and the impact any equipment use, therapy plans, fatigue, pain and continence management will have on learning and participation in school activities. Adequate opportunities are provided for staff to receive training to enable them to feel confident and competent in meeting needs.

Parents and pupils are involved in discussions where difficult decisions may sometimes need to be made in relation to balancing risks (and different perceptions of risk) against the benefits of access and opportunities.

Use of information in personalised passports/My Profile is embedded through all areas of the school. These are informed by input from learners, parents and relevant professionals and are regularly reviewed. CYP with PD who communicate in different ways or languages have their voice heard. CYP with PD and their parents are involved in what (and how) information about them is to be shared and stored.

The school effectively deploys support staff. Teaching assistants (TAs) provide effective support for CYP with PD and understand their role in enabling positive outcomes. They receive regular professional reviews and high quality training. Through in-school self-evaluation over time, TAs are fully prepared for their role, both in terms of training and in having adequate time for lesson preparation and feedback to teachers.

Standard 3: Meeting diverse need: 3.5

Standard requirements

The school safeguards the wellbeing of CYP with PD.

Areas for reflection

Staff are trained and aware of protocols for managing medical needs in school including equipment usage, safe manual handling and Personal Emergency Evacuation Plans (PEEPs).

Communication plans are embedded for CYP with PD who use AAC and are linked to outcomes on their EHCPs/school support documents. School responds to safeguarding concerns flagged by CYP who are assitive technology users.

Robust risk assessment (informed by the views of professionals, CYP with PD and their parents and regularly reviewed) enables a 'can-do' approach and maximises independence.

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Supporting Resources

Standard 3: Meeting diverse need: 3.6

Standard requirements

Transition into school is well planned for CYP with PD.

Areas for reflection

The school recognises their 'anticipatory duty' under the Equality Act 2010 and is already prepared for children with diverse need through their accessibility planning processes.

The school has a successful track record of supporting transition for all. They plan and prepare for transition (between phases of education and transitions for adult life) by sharing information with other learning settings the CYP with PD is moving to. The school consults CYP with PD and parents about the content of transition information to be shared (including individual equipment, e.g. assistive technology) as part of this planning process (SEND Code of Practice, 2015, para 6.57).

Recommendations made by the team around the child (TAC) are actioned, e.g. individual seating provision recommended by Occupational Therapy. Key information is communicated to all relevant adults, including parents, and information is given to pupils in the most appropriate way and at the right time.

Back to Matrix

Supporting Resources

Standard 4: Enabling individual outcomes: 4.1

Standard requirements

CYP with PD achieve positive outcomes. The curriculum addresses the physical needs of CYP with PD in addition to their learning needs (including communication, life skills, and social, emotional wellbeing). Through reflection and taking part in thoughtful, wide-ranging experiences with peers, CYP with PD make good spiritual, moral, social and cultural (SMSC) development. They enjoy learning about themselves, others and the surrounding world.

Back to Matrix

Supporting Resources

Areas for reflection

The school plans and delivers an accessible curriculum. CYP with PD actively take part in learning activities including enrichment opportunities and experiences to extend their imagination and creativity. In their own way they can tell others about their learning development, the outcomes they are working on and goals they want to achieve.

CYP with PD are enabled to express preferences and make choices using the most appropriate communication method for them. They are able to identify things they like and are good at and can talk about areas for development. CYP with PD actively take part in meetings and EHCP reviews. Feedback from the perspective of the CYP with PD is regularly collected and acted on, e.g. How accessible is your school inside and out? What do you do at lunch times and break?

CYP with PD are encouraged to use technology to present their views so they can easily update and evidence their experience, thoughts and opinions.

The school supports the use of augmentative and alternative communication systems (AAC). Sufficient staff receive adequate and effective training in their use and have time to create resources where necessary.

Additional data and qualitative feedback measuring social and emotional awareness and independence is collected, monitored and acted upon, with effective SEMH interventions embedded across the whole school.

The emotional needs of CYP with PD are recognised early and preventative work is initiated to reduce (or prevent escalation of) need.

Standard 4: Enabling individual outcomes: 4.2

Standard requirements

The school is flexible and proactive in making adjustments and including therapeutic goals in activities, lessons, and timetables as appropriate . It promotes the use of alternative recording and communication systems.

Back to Matrix

Supporting Resources

Areas for reflection

The school has a 'can-do' attitude to the individual requirements of CYP with PD and a strong multi-disciplinary approach:

- Sensory/environmental audits to support learning are undertaken.
- Modified learning materials are provided as appropriate, e.g. use of symbols, different text/font sizes.
- As appropriate, the access requirements of individual CYP with PD are accommodated by school timetabling and reflected in their Personal Emergency Evacuation Plan (PEEPs).

Individual equipment is securely stored in clearly defined areas. Systems are in place to charge individual equipment, e.g. power chairs and communication aids. There are clear systems for insurance and maintenance. Back-up plans for equipment are in place.

Enrichment activities are well planned in advance and accessible for CYP with PD, e.g. school plays and productions, sports day, music days, library van visits.

Standard 4: Enabling individual outcomes: 4.3

Standard requirements

Opportunities to develop and strengthen independence are actively sought, are embedded throughout all school activity, and progress is celebrated. The school provides opportunities for CYP with PD to meet others with PD (and similar needs) to share interests and experiences. The school involves CYP with PD in setting long-term goals and outcomes. There is a clear focus on Planning for Adulthood (PfA) outcomes in an individual's planning.

Back to Matrix

Supporting Resources

Areas for reflection

Provision of a suitable environment and positive risk assessment, alongside consultation with CYP with PD and their parents, maximises opportunities for independent learning, social interaction and fun with others.

The use of adapted and current social media is encouraged, and the use of appropriate safeguards, advice and security is proactive and vigilant.

Adult support is calm, empathetic and solution-focused. It encourages independence and joint action planning/problem-solving. Success and effort is recognised, praised and celebrated appropriately.

All pupils and staff are offered opportunities to support awareness raising around disability.

Standard 4: Enabling individual outcomes: 4.4

Standard requirements

The school safeguards the wellbeing of CYP with PD within school policies, procedures and risk assessment. They understand the legal framework of Manual Handling Operations Regulations 1992, as amended by the Health and Safety Regulations 2002 and Health and Safety at Work Act 1974. The school recognises that CYP with PD may be vulnerable to teasing and bullying (including cyberbullying), stress, anxiety and depression.

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Supporting Resources

Areas for reflection

Targeted, group and whole school activities promote and support emotional wellbeing in CYP with PD. School systems support CYP with PD in the development of strategies to self-manage their communication and emotions so they can develop the ability to be autonomous, to problem-solve, manage emotions, experience empathy and are resilient.

Sufficient staff are trained in managing medical needs, undertaking safe manual handling and in supporting personal care.

Staff are involved in writing and regularly reviewing with the CYP with PD and their family any risk assessments, individual healthcare plans, manual handling plans, physical management plans, intimate care plans, clean intermittent catheterisation plans etc. These are informed and signed by the CYP with PD and parents, with advice taken from NHS and care professionals.

Staff are competent in undertaking activities identified in risk assessments and in supporting the dignity and privacy of the CYP with PD. Staff receive any necessary training from suitably qualified healthcare professionals.

The school has clear policies for information sharing and confidentiality.

Staff have understanding of the factors affecting the emotional wellbeing of CYP with PD and address these issues sensitively through pastoral care, individual mentoring, PSHE and citizenship work.

All staff support CYP with PD to prepare for adult life and help them go on to achieve the best outcomes in employment, independent living, health and community participation (SEND Code of Practice, 2015, chapter 8).

Standard 4: Enabling individual outcomes: 4.5

Standard requirements

The school is forward-looking and ensures all CYP with PD are prepared for the use of 21st Century technology across all learning activity.

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Supporting Resources

Areas for reflection

The school actively promotes the use of technology and/or assistive technology (e.g. environmental controls, switch access and mounting systems) to improve accessibility of education (the ability of the CYP with PD to take part in the curriculum/assessments, source information, communicate with others) and to support the development of recording skills.

CYP with PD who use AAC receive sufficient support to enable them to develop as successful learners and the use of a total communication approach is actively encouraged across all environments.

CYP with PD can expect that all staff, their peers and the school community are technology/AAC aware. CYP with PD have access to up-to-date technology that is appropriately managed. Training for core staff is timely, targeted and updated regularly. Time is allocated to ensure forward planning for the production of resources needed, e.g. vocabulary grids and appropriate text.

AAC users are supported to use their devices: for learning, communication and social development; to develop their own voice; and to build independence.

Standard 4: Enabling individual outcome: 4.6

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Standard requirements

The school prepares CYP with PD for the challenges they will encounter in their adult lives and when not in school. The school knows about the range of Post-16 pathways that are available including FE colleges, apprenticeships, supported internships, and traineeships.

Back to Matrix

Supporting Resources

Areas for reflection

Learning, work experience and enrichment activities provide new experiences and challenges for CYP with PD, equipping them with knowledge, life skills, and a sound understanding of risk and the skills necessary to make safe and informed choices.

Relationships and sex education is appropriate and its delivery is tailored to the needs, age and the physical and emotional maturity of the CYP. It helps them to respect themselves and others and to understand differences. Relationships and sex education ensures CYP with PD know about puberty, pregnancy and options for contraception, and gives time for discussion about feelings, relationships and values. Staff anticipate and prepare how to answer individual questions. Schools liaise closely with parents so they know the content of the programme and the context in which it will be presented.

CYP with PD are taught knowledge and life skills that they will need to stay safe and develop healthy and supportive relationships, particularly how to deal with the challenges of growing up in an online world including cyberbullying, 'sexting' and internet safety.

Quality careers information, advice and guidance (IAG) is commissioned for CYP with PD, along with more specialist IAG where required.

Parent feedback form

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Name:

Date:

Child's name:

How much does your school know about?	Not a lot 1	2	3	Lots 4
Your child's physical needs and what helps them to access, learn and take part in activities, e.g. school trips (Standard 1.1, 2.1, 2.2, 2.5, 3.1, 4.1)				
Your child's equipment, including when and how it is used (Standard 1.3, 2.3, 2.4, 3.1, 4.2)				
Making sure your child is making progress, achieving their outcomes and developing independence (Standard 1.4, 2.1, 2.3, 2.5, 3.4, 4.1, 4.2, 4.3, 4.5, 4.6)				
Involving you and listening to your ideas and feedback about what works for your child (Standard 1.3, 1.4, 2.2, 2.3)				
Taking advice from you and professionals involved with your child - and involving others when needed (Standard 1.1, 1.3, 2.2, 2.4, 3.3)				

Parent feedback form

How confident are you that?	Not at all			Very
	1	2	3	4

Your child is happy in school (Standard 2.1, 3.5, 4.1, 4.3, 4.4)

School staff understand disability and have received training to support your child
(Standard 1.2, 2.1, 3.1, 3.4, 4.1)

School staff prepare and deliver work that lets your child take part in activities, e.g. homework
(Standard 2.3, 2.5, 3.1, 3.2, 4.1, 4.2)

Your child is safe in school and their needs are recognised, e.g. PEEPs, risk assessment
(Standard 1.4, 3.1, 3.4, 3.5, 3.6, 4.4)

Your partnership with the school ensures continuity between home and school and fosters
independence (Standard 1.1, 2.2, 2.3, 3.3, 3.4, 4.3)

You can communicate with the school if you have issues or are upset or worried
(Standard 1.1, 2.2, 3.3)

Outcomes on your child's EHCP plan or My Plan/IEP are appropriate and that provision is in place to
support your child to achieve them (Standard 1.3, 1.5, 3.2, 4.1)

The school nurtures your child's long-term aspirations and what they want to do in future
(Standard 3.2, 4.3, 4.5, 4.6)

Parent feedback form

How confident are you that?	Not at all			Very
	1	2	3	4

The school works with others involved in your child's care, e.g. specialist teacher for PD, physiotherapist, (Standard 1.4, 2.4, 4.2)

The school does all it can to help your child be as safe and independent as they can (Standard 1.4, 3.4, 3.5, 4.1, 4.3, 4.5, 4.6)

How do you feel about?	Not at all positive			Very Positive
	1	2	3	4
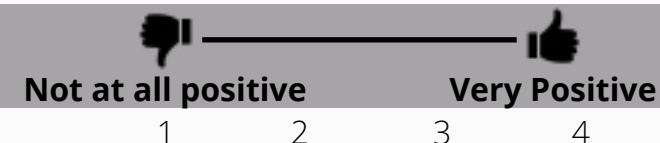
How your child and yourself are welcomed in school (Standard 1.1, 1.2, 3.3)

The provision and support for your child in school (Standard 1.4, 1.5, 3.1, 4.1)

Your child's progress and achievement (Standard 1.4, 3.2, 4.1, 4.5)

Your child taking part in a school trip (Standard 3.1)

Your child's reviews, e.g. annual review, My Plan/IEP reviews, risk assessment reviews (Standard 1.1, 1.2, 2.2)

Parent feedback form

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How do you feel about?	Not at all positive			Very Positive
	1	2	3	4
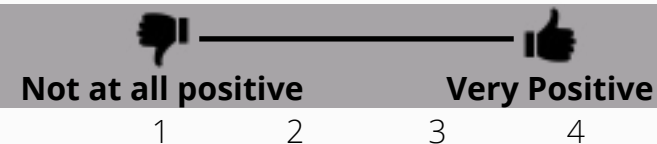
Talking to someone in school if you have concerns, are worried or upset (Standard 1.2, 3.3)

Transition planning (when moving key stage/year group and during the school year)
(Standard 3.6)

Is there anything else that you'd like to tell us?

Enter your answer below...

Professional feedback form

● ● ● ● ●

Name: Date:

Role: Client's name:

How much does the school know and do about?	Not a lot 👎 ———— 👍 Lots			
	1	2	3	4
Your client's physical needs and what helps them to access, learn and take part in activities, e.g. school trips (Standard 1.3, 1.4, 2.4, 3.1, 4.1, 4.2)				
Your client's equipment, including when and how it is used (Standard 1.5, 2.4, 3.1, 3.4, 4.1, 4.2)				
Making sure your client is making progress and achieving their outcomes (Standard 1.3, 2.1, 3.1, 3.2, 4.2)				
Involving you and listening to your ideas and feedback about what works for your client (Standard 1.3, 2.4, 3.1, 4.2)				
Taking advice from you, parents and other professionals involved with your client - and involving others when needed (Standard 2.2, 2.3, 2.4, 3.3, 3.4)				

Professional feedback form

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How confident are you that?	Not at all			Very
	1	2	3	4

School staff understand disability and have received training to support your client
(Standard 1.1, 1.2, 3.4)

School staff prepare and deliver work that lets your client take part in activities, e.g. using a standing frame (Standard 1.2, 2.1, 2.3, 3.1, 3.2, 4.1)

Your client is safe in school and their needs are recognised in school policy and practice, e.g. PEEPs, risk assessment (Standard 1.4, 3.5, 4.4)

Your partnership with the school ensures continuity between home and school and fosters independence (Standard 2.4, 3.3, 4.3)

You know who to communicate with in school if you have issues (Standard 1.1, 2.4)

Your client's outcomes are appropriate and provision is in place to support them to achieve these
(Standard 1.3, 1.5, 3.2, 4.1, 4.5)

Reasonable adjustments (including technology) have been made to support your client
(Standard 1.2, 3.1, 4.1)

Professional feedback form

How do you feel about?	Not at all positive		Vary positive	
	1	2	3	4
How your client, their parents and yourself are welcomed in school (Standard 1.1, 1.2, 2.1, 3.6, 4.2)				
The provision and support for your client in school and how any therapeutic provision is integrated into the school day (Standard 1.3, 2.4, 3.1, 4.2)				
The ways the school helps your client take part in social activities (Standard 1.5, 3.3, 4.1, 4.3)				
Your client's progress and achievement against their outcomes, therapeutic goals and aspirations (Standard 1.3, 2.5, 3.2, 4.1, 4.5, 4.6)				
Taking part in 'Team Around the Child' meetings (Standard 2.4, 3.4, 4.1)				
Transition planning for your client (between age phase and in-year) (Standard 3.6, 4.6)				

Professional feedback form

● ● ● ● ●

Is there anything else that you'd like to tell us?

Enter your answer below...

School Staff feedback form

● ● ● ● ●

Name: Date:

Role:

How much do you know and do about?	Not a lot 1	2	3	Lots 4
Students with a physical disability and what helps them to develop, play, learn and take part in activities (Standard 1.3, 1.4, 2.4, 3.1, 4.1, 4.2)				
Specialised individual equipment for students with a physical disability, including when and how it is used				
Making sure students with a physical disability are making progress and achieving their outcomes (Standard 1.3, 2.1, 3.1, 3.2, 4.2)				
Collecting feedback from students with a physical disability (Standard 1.3, 2.4, 3.1, 4.2)				
Receiving and taking advice from parents and other professionals involved with students with a physical disability - and involving others when needed (Standard 2.2, 2.3, 2.4, 3.3, 3.4)				
Assistive technologies, software and hardware that can be used to support and enable students with a physical disability (Standard 1.1,1.2,1.5,3.2,3.5,4.1,4.5)				

School Staff feedback form

● ● ● ● ●

| How much do you know and do about?	Not a lot 👎 ———— 👍 Lots
	1　2　3　4
The various way in which a physical difficulty may impact on students' access to the curriculum (Standard 1.4,1.5,3.2,4.2,4.5)	
Meeting the needs of individual students with a physical disability so they can access and take part in activities with their peers (Standard 1.1,1.4,2.5,3.24.2)	
Your school's accessibility plan and local offer for students with a physical disability (Standard 1.5, 2.4, 2.5,3.1)	
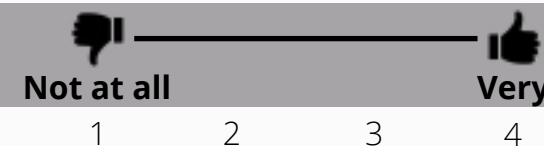
How confident are you that?	Not at all 👎 ———— 👍 Very
	1　2　3　4
You understand the impact of physical disability and have received training to support students with a physical disability (Standard 1.1, 1.2, 3.4)	
Staff plan so students can take part in inclusive play, social and learning activities (Standard 1.2, 2.1, 2.3, 3.1, 3.2, 4.1)	
Students are safe and their needs are recognised in school policy and practice, e.g. PEEPs, risk assessment, safeguarding procedures (Standard 1.4, 3.5, 4.4)	
School ensures continuity between home and setting and fosters independence (Standard 2.4, 3.3, 4.3)	

School Staff feedback form

How confident are you that?	Not at all			Very
	1	2	3	4
You know who to communicate with if you have issues (Standard 1.1, 2.4)				
Students' outcomes are appropriate and provision is in place to support them to achieve these (Standard 1.3, 1.5, 3.2, 4.1, 4.5)				
Reasonable adjustments have been made to support students with a physical disability (Standard 1.2, 3.1, 4.1)				
You understand how to meet the academic, social, physical and medical needs of students with a physical disability (Standards 1.1,1.4,2.3,3.2,3.4,4.4)				
Your school leaders have the necessary skills and understanding of the needs of learners with a physical disability and guide staff appropriately (Standards 1.1,1.2,2.2)				
You can communicate with the school if you have issues or are upset or worried (Standard 1.1, 2.2, 3.3)				

School Staff feedback form

How do you feel about?		Not at all postive			Very postive
		1	2	3	4
The provision and support for students with a physical disability including how therapeutic provision is integrated into the school day (Standard 1.1, 1.3, 2.4, 3.1, 4.2)					
The ways your school helps students take part in social activities including school trips (Standard 1.5, 3.3, 4.1, 4.3)					
The progress students with a physical disability make against their outcomes, therapeutic goals and aspirations (Standard 1.3, 2.5, 3.2, 4.1, 4.5, 4.6)					
Taking part in meetings such as 'Team Around the Child' or annual review meetings (Standard 2.4, 3.4, 4.1)					
Transition planning for students with a physical disability (between age phase and in year) (Standard 3.6, 4.6)					
Time given for staff to plan and deliver differentiated teaching and learning activities which learners with a physical disability can access and take part in as independently as possible (Standard 1.2,1.3,1.4,2.3,3.2,3.4)					

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School Staff feedback form

Is there anything else that you'd like to tell us? What do you feel are your school's strengths and areas for development for supporting students with a physical disability?

Enter your answer below...

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Pupil feedback form

● ● ● ● ●

Name:

Date:

How much does the school know and do about?	Not a lot 1	2	3	Lots 4
Your needs and what helps you learn and take part in activities in an out of school, e.g. school trips (Standard 1.1, 2.3, 3.3, 3.4, 4.3)				
Your equipment and how it is used (Standard 1.4, 2.3, 2.4, 3.1, 3.4, 4.1, 4.2, 4.5)				
Special arrangements for tests or exams (Standard 2.1, 2.3, 2.5, 3.2)				
Making sure you are doing the best you can (Standard 1.3, 1.4, 2.3, 3.2, 3.3, 3.4, 4.2, 4.5)				
Your goals and what you want to do (Standard 2.3, 4.1, 4.3, 4.5)				
Involving you and listening to your ideas about what works for you (Standard 1.3, 1.4, 2.3, 3.3, 4.3)				
Taking advice from your parents and those who help you (Standard 1.2, 2.2, 3.3, 3.4)				

Pupil feedback form

● ● ● ● ●

How confident are you that?	Not at all 👎————————👍 Very
	1　2　3　4

School staff understand your needs and know what they are doing
(Standard 1.2, 3.1, 3.2, 3.4, 4.1, 4.3)

Teachers prepare work that lets you take part in activities with your peers
(Standard 2.3, 3.1, 3.2, 4.1, 4.2)

You are safe in school, e.g. Do you know what to do if the fire alarm goes off?
(Standard 1.4, 3.5, 4.4)

You can get around in and out of school (Standard 2.3, 3.5, 4.1, 4.3)

You can join in with others and work as part of a group (Standard 3.3, 4.1)

You can tell someone if you have issues or are upset or worried (Standard 1.1, 2.3, 3.3, 3.4)

You can achieve the outcomes on your plan (Standard 1.3, 2.5, 3.1, 4.1, 4.2)
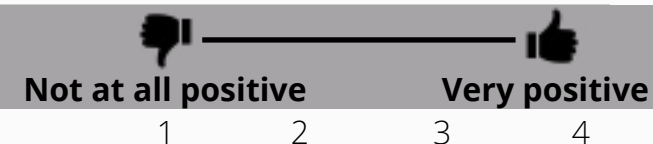
You have the technology you need to support your learning (Standard 1.5, 2.5, 4.2, 4.5)

Your school helps you be as safe and independent as you can (Standard 1.3, 3.5, 4.1, 4.3, 4.4, 4.6)

Pupil feedback form

How do you feel about?	Not at all positive ← → Very positive
	1 2 3 4

Being welcome in school (Standard 1.1, 1.2, 2.1, 4.1, 4.2)

The support you get in school for taking part in activities (Standard 1.1, 1.2, 2.1, 3.1, 3.3, 4.1, 4.2)

The ways you are helped to learn in school (Standard 1.5, 2.5, 3.1, 3.3, 4.1, 4.2, 4.3)

Your progress and achievement (Standard 1.3, 3.2, 4.1)

Taking part in a school trip (Standard 1.1, 3.1)

Taking part in your meetings in school, e.g. your reviews and planning meetings (Standard 2.3, 4.3)

Talking to someone in school if you worried or upset (Standard 1.1, 2.3, 3.3, 4.3)

Your friends and others knowing about your needs (Standard 3.3, 3.4, 4.3)

The way the school works with other people in your team, e.g. your parents, physiotherapist, OT
(Standard 1.3, 1.4, 2.4, 4.2)

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Pupil feedback form

●●●●●●

Is there anything else that you'd like to tell us?

Enter your answer below...

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My views form

● ● ● ● ●

My name:

I like:

My views form

● ● ● ● ●

My friends...

What I can do well...

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My views form

●●●●●

It helps me if others...

These people help me...

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My views form

● ● ● ● ● ●

They help me with...

I don't need help with...

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My views form

● ● ● ● ●

It's a good day at school when...

Sometimes I worry about...

My views form

● ● ● ● ●

> **When I leave school I would like to...**

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pdnet Standards: Post-evaluation action plan

Name: Date: Review date:

Standard number	What needs to be done? What development or improvement needs to be undertaken?	Priority High Medium Low	By when?	How? What are the specific actions you will take?	Who? Who do you report back to? Who has overall responsibility?	What are the resource implications? e.g. cost, time, training	Date achieved	Evidence and impact of actions undertaken How can you show you have met this standard? What is the impact for a young person with PD?