



BARNSLEY
Metropolitan Borough Council

SEN Threshold Descriptors

PHYSICAL DIFFICULTIES

(to be used with Nursery Education Funded Children only)

S2-4

Range	Physical Difficulties (Nursery) Descriptor	Assessment and Planning	Groupings for Learning	Curriculum and teaching methods.	Resources
1	<ul style="list-style-type: none"> Some problems with early manipulative skills, showing as slow developing ^{effective} pencil grip and control, scissor skills and or dressing and undressing. Slow to develop some gross motors skills such as hopping and skipping. Movement unsteady in crowded areas and or uneven surfaces. Some problems with hand eye coordination. Slow to move on from finger food to cutlery manipulation. May have some continence issues. May find friendship groups hard to establish. May experience difficulty in manoeuvring around obstacles e.g. toys, people, furniture. 	<ul style="list-style-type: none"> Part of setting's and EYFS assessments. SENCO may be involved in more specific assessment and observations. Regular review of personalised planning. Pre referral advice from external support services. Setting's curriculum plans include individual/group targets. Child involved in setting and monitoring their own targets. Early Support Developmental Journal. 	<ul style="list-style-type: none"> Mainstream setting with flexible approach to grouping and/or some individual work. Activities to help build self esteem e.g. Circle Time or Social, Emotional Aspects of Development (SEAD) activities. 	<ul style="list-style-type: none"> Practice in relevant skills required for pre-handwriting/mark making. General strategies for dressing and undressing Access to gross motor skills assessment. May need access to basic equipment such as pencil grips, stubby handled paint brush. 	<ul style="list-style-type: none"> Main support from foundation stage practitioners with support from SENCO. Use of resources such as Up and Away or Busy Feet. Parents/carers involved regularly and support targets at home. Staff may need to undergo training in People Moving People techniques.
2	<ul style="list-style-type: none"> Falling behind peers in developing fine motor skills. Continuing problems with hand eye coordination fine / gross motor skills. Making little or no progress despite provision of targeted teaching approaches. May need occasional assistance or supervision with mobility or continence and may have mobility aids Continuing problems with self esteem and peer relationships. Common Assessment Framework (CAF). 	<ul style="list-style-type: none"> As for range one but with advice from Integrated Inclusion Services and possibly health care professionals. EYFS curriculum planning in addition to closely focussed and monitored IEP targets. Pre-handwriting skills assessment. Common Assessment Framework (CAF) 	<ul style="list-style-type: none"> Full inclusion within the EYFS Curriculum Guidance through <u>enhanced</u> use of differentiation and group support. Buddy system. Activities to help boost self esteem e.g. Circle Time or SEAD activities. 	<ul style="list-style-type: none"> Pre handwriting skills programme. Personalised Strategies for developing dressing and undressing skills and other self help skills. Access to appropriate ICT equipment. May need changes to seating, furniture or equipment for child to access the environment. 	<ul style="list-style-type: none"> Main support from practitioners with support from SENCO and Integrated Inclusion Services when needed. Input from additional adult to provide targeted support under the direction of SENCO. Some support/ supervision may be needed to meet hygiene needs and or outside play and at snack time. Careful selection of basic equipment e.g. provide larger beads for threading, use of computer keyboard with big keys.

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3	<ul style="list-style-type: none"> Significant gross and/or fine motor difficulties. Mobility now significantly impacting on access to the curriculum. May need specialised provision in the nursery, for toileting, and at playtimes, to comply with health and safety legislation. Increased dependence on mobility aids such as a wheelchair. 	<ul style="list-style-type: none"> Assessment relating to mobility and curriculum access to be carried out by both educational and health colleagues. May need specialist seating. May need ICT assessment to aid with future curriculum recording. Health Care Plan to be in place. Any individual risk assessments in place. Curriculum planning now closely linked to IEP targets. Modified physical play and outdoor play curriculum is likely to be needed. 	<ul style="list-style-type: none"> Mainstream setting. Small group or one to one adult input to practice skills. Individual skills based work may need to take place in a quieter area. Buddy system. Activities to improve self esteem to be more personalised. 	<ul style="list-style-type: none"> Programme to support mark making skills. Differentiated materials and equipment. Differentiation to physical play and outdoor curriculum. Dressing and undressing skills programme (may be provided by specialist such as an Occupational Therapist (OT)). ICT equipment to aid learning possibly as an Alternative or Augmentative Communication (AAC) system. Likely to need specialist seating, furniture or equipment. 	<p>As range 2 plus:</p> <ul style="list-style-type: none"> Flexible use of room. Training and advice from external agencies for staff.
4	<ul style="list-style-type: none"> Severe physical /medical difficulties with or without associated learning difficulties. Adapted site necessary to physically access the building. Adult help necessary to aid mobility around the setting. Appropriate changing facilities which ensures preservation of dignity and in line with People Moving People Guidance. 	<ul style="list-style-type: none"> Advice and support from Integrated Inclusion Services. Input from health care professionals to assess mobility, seating and any therapy programmes. Health care plans in place. Modified curriculum in some or all areas of 	<ul style="list-style-type: none"> Mainstream classroom setting. Small group or one to one adult input to practise skills. Individual skills based work may need to take place in a quieter area. Regular physiotherapy 	<ul style="list-style-type: none"> Physical adaptation to building, including ramps, hoist and changing facilities. Differentiated materials and equipment. Differentiation to physical play curriculum. Dressing and 	<ul style="list-style-type: none"> Individual specialist support for mobility and personal care needs. Flexible use of adult support to access curriculum and develop independence and self help skills. Training and advice from external agencies for setting staff.

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4	<ul style="list-style-type: none"> Adult help necessary at all times to meet personal care needs. 	<ul style="list-style-type: none"> learning. Specialist assessments from health care professionals e.g. personal care assessment, sensory integration assessment. 	<ul style="list-style-type: none"> sessions (as advised by physiotherapist). 	<ul style="list-style-type: none"> undressing skills programme. ICT equipment to aid learning, and possible AAC system. 	
5	<ul style="list-style-type: none"> Severe and/or complex physical/medical difficulties with associated learning difficulties. May require access to a specialist learning environment. Will require frequent therapy sessions or interventions. 	<ul style="list-style-type: none"> Will have a detailed health care plan. Advice and support from specialists in complex learning difficulties. High levels of involvement required from specialist agencies. Use of Early Support Developmental Journal for Children with Multiple Needs. 	<ul style="list-style-type: none"> Small group work frequently supported by more than 1 adult. Likely to require 1 to1 support for delivery of therapy programmes, toileting and for other self help skills. Child may work predominantly on an individualised approach to work within the setting. 	<ul style="list-style-type: none"> Staff require high levels of specialist training. Therapy targets incorporated into other parts of the curriculum. Differentiation and personalisation are a priority to deliver an appropriate curriculum. Specialised approach, adaptations to materials and equipment to enable access to curriculum. 	<ul style="list-style-type: none"> Physical and/or communication aids. Multi agency involvement. May access Hydrotherapy Staff with specialist knowledge.