

Threshold Descriptors for Physical Difficulties (S4.7)

Range	Descriptor (Apply 'best fit')	Assessment and Planning	Grouping for Teaching	Resources	Curriculum and teaching methods.
1	<ul style="list-style-type: none"> Some problems with fine motor skills, pencil/pen control, scissor skills dressing and undressing/ self-care skills. Exhibits some difficulties with written recording Some problems with gross motor skills often seen in PE/ outside environment. Lack of coordination for example carrying a tray at meal times Movement unsteady in crowded areas and or uneven surfaces. May have continence issues Possible low levels of self esteem. 	<ul style="list-style-type: none"> Part of continual department and class assessment. Monitoring of developmental goals Inclusion team or ALS involvement if no progress apparent after targeted teaching approach. Normal curriculum planning including group or individual targets 	<ul style="list-style-type: none"> Mainstream class with flexible approach to grouping and or some individual work. Class based activities to help build self esteem. 	<ul style="list-style-type: none"> Main provision by class teacher with some programmes delivered one to one or in small groups. 	<ul style="list-style-type: none"> Needs a handwriting programme Differentiated writing materials and equipment. May need supervision for safety reasons in busy times / uneven surfaces / unstructured times Dressing and undressing / self-care skills development embedded into curriculum Access to appropriate ICT provision. May require exam access arrangements
2	<ul style="list-style-type: none"> Now working at levels substantially below are related national expectations Continuing problems with hand eye coordination fine / gross motor skills and recording. Making little or no progress despite provision of targeted teaching approaches. May need assistance with mobility or continence issues Continuing problems with self esteem and peer relationships. 	<ul style="list-style-type: none"> As for Range 1 but with advice from specialist support service and possibly health care professionals Normal curriculum planning, additional/ integrated IEP targets which are closely focussed, carefully monitored and evaluated and reflecting specialist advice and guidance. CAF recommended 	<ul style="list-style-type: none"> Mainstream classroom setting Frequent / daily small group or one to one adult input to practice skills Buddy system 	<ul style="list-style-type: none"> Main provision from class teacher or subject specialist with support from Inclusion team or ALS Input from Inclusion team or ALS to provide targeted support under the direction of teacher. Some support may be needed to meet hygiene needs and with lunch time 	<ul style="list-style-type: none"> IEP targets which focus on handwriting or recording of work Differentiated writing materials and equipment. Access to appropriate ICT equipment. Dressing and undressing / self-care skills development embedded into curriculum May need specialist seating and or furniture and equipment. May require exam access arrangements
3	<ul style="list-style-type: none"> Significant gross and or fine motor difficulties Recording and or mobility now significantly impacting on access to the curriculum May need specialist provision in the classroom, for toileting or at break and lunch time. Increased dependence on mobility aids ie wheelchair or frame. Some on site adaptations may be required as necessary as stated in the DDA Acts 1995 and 2005. 	<ul style="list-style-type: none"> For mobility and curriculum access to be carried out by both educational and health colleagues. May need occupational therapy input for aids and adaptations May need ICT /assistive technology assessment to aid with curriculum recording. Curriculum planning now closely linked to IEP targets. Individual risk assessments may be required CAF initiated PEEP in place 	<ul style="list-style-type: none"> Mainstream classroom setting Small group or one to one adult input to practice skills. Individual skills based work may need to take place outside the classroom. Nurture group input may be necessary to help with low self esteem 	<ul style="list-style-type: none"> Flexible use of classroom support to access curriculum and develop skills in recording and independence Training and advice from specialist support service for teaching and support staff. 	<ul style="list-style-type: none"> Individual/group programme to develop handwriting skills as appropriate Access to a scribe if required Differentiated writing materials and equipment. Differentiation to PE curriculum. Dressing and undressing / self –care skills development embedded into curriculum ICT equipment to aid recording and may need AAC aid. Specialist seating, furniture and equipment. May require exam access arrangements
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 building and in the classroom Hygiene suite and adult help necessary at all times to meet personal care needs. Requires close supervision as prone to 	<ul style="list-style-type: none"> Continual input from Inclusion team. ALS and/or specialist support services. Input from health care professionals to assess mobility and seating. Personal care assessment as part of learner support plan. Individual risk assessments for 	<ul style="list-style-type: none"> Mainstream classroom setting. Small group or one to one adult input to practice skills. Individual skills based work may need to take place outside the classroom. 	<ul style="list-style-type: none"> Individual specialist support for mobility and personal care needs. Flexible use of classroom support to access curriculum and develop skills in recording and independence 	<ul style="list-style-type: none"> 1:1 programme to develop handwriting skills as appropriate Access to a scribe if required Differentiated writing materials and equipment. Differentiation to PE curriculum. Dressing and undressing, self-care skills development embedded into curriculum

	<p>falling or any other serious health and safety issue identified by health professional</p> <ul style="list-style-type: none"> Needs supervision when withdrawn from class due to lethargy or to reduce risk of infection as a result of condition Regular long term absences due to related illnesses/hospitalisation has impacted dramatically on learning 	<p>evacuating the building, educational visits etc.</p> <ul style="list-style-type: none"> Moving and handling assessment. Modified curriculum in some or all areas PEEP in place 			<ul style="list-style-type: none"> ICT equipment to aid recording. May need AAC aid. Specialist seating furniture and equipment. May require exam access arrangements
5	<ul style="list-style-type: none"> Cognitive and medical assessments identify learner as having profound and multiple learning difficulties or severe learning difficulties associated with physical difficulties Medical assessments show that a learner requires daily or weekly physiotherapy, occupational therapy and/or speech and language therapy delivered by an appropriately qualified specialist Learner needs regular access to specialist resources such as hydrotherapy pool, sensory room, nursing staff etc. 	<ul style="list-style-type: none"> Specialist assessment determine that mainstream provision is unable to meet needs. Education, health and social care assessment determine that specialist provision is required to meet all the child's needs Learner is moving into Barnsley from an out of borough specialist placement and a period of assessment is required to determine an appropriate educational placement PEEP in place 	<ul style="list-style-type: none"> Learner requires teaching in a small group environment the majority of the time e.g. 1:8 teaching ratio with additional adult support One to one support is required for most of the day and at times 2 or more staff may be required to support learner e.g. when moving and handling or toileting 	<ul style="list-style-type: none"> Capacity to be flexible with the timetable, environment and curriculum Extra curricular activities which cater for learners' with significant physical difficulties Requires access to a range of specialist equipment and an environment which is designed specifically for learners' with significant physical difficulties. 	<ul style="list-style-type: none"> Personalised and holistic curriculum Flexible approach Use of multi sensory teaching throughout the day Considerable therapeutic intervention embedded into curriculum Focus on life skills and preparing for independent living/life

- Each range builds upon the previous range(s) i.e. the provision is accumulative