|  |  |
| --- | --- |
| **Childcare Setting/School Name** |  |
| **Childs Initials** |  |

**Complete by circling or highlighting the appropriate statement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Appendix A - Physical Kkills** | | | |
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| **General physical skills, self-help and access to the learning environment** | | | |
| The young person is physically well and moves around school independently.  They are able to access activities on offer independently (in line with broad age expectations)  Self help skills are thought to be in line with their chronological age | The young person has a diagnosed medical condition that impacts on their physical skills.  Has on-going minor health problems, linked to difficulties with physical skills.  Is able to move around and function independently.  The young person has some difficulties with balance and/or difficulties with their co-ordination skills.  The young person’s physical difficulties affect the development of their self-help / care skills.  They sometimes need prompts to remind them to carry out independent activities / self help skills. | Learning and access to the curriculum is regularly affected by general health difficulties and medical appointments.  Takes medication, which has an effect on curriculum access or other activities.  Needs adult support to access the school environment. For example, using equipment or needing support in order to fully access the school environment or activities on offer.  Uses supportive seating and / or aids to help them to move about the classroom and school.  May require additional support to move from one lesson to another and with their self-care needs.  Requires the environment and / or facilities to be adapted to suit their needs e.g. ramps, lifts, accessible bathroom facilities. | The young person’s physical difficulties / condition greatly affect their access to learning and school environment.  May need to attend medical appointments, which keep them away from school for substantial periods of time.  Requires a school environment adapted to suit specific needs e.g. ramped access, accessible toilet and wash facilities.  Needs adult support and specialist equipment when sitting and working in class or in order to move from one place to another.  Support is needed throughout the day to ensure pupil safety / self-care needs are met.  There may be a need for speedy / emergency response for medical / health needs. |
| **Access to the curriculum and learning in relation to their physical skills** | | | |
| On occasion the young person may need some differentiated materials in order to access all areas of the curriculum. | Some equipment or additional strategies are needed to enable access to some aspects of the curriculum. This may include an adapted desk, chair or a writing slope.  Sometimes needs additional spoken or visual cues to help them organise themselves and to maintain attention throughout an activity. | Physical difficulties result in them finding it difficult to sustain independent writing.  ICT needs to be used in order to support access to activities (e.g. use of equipment or an adult as a scribe to help the young person to record their contribution).  Some tasks require additional modification in terms of materials used and equipment needed. | The use of ICT or an adult e.g. a scribe is needed to support the young person to access the curriculum, and record their ideas / work.  In order for the young person to access the curriculum modifications / adaptations are required to:   * materials / resources * the task |