



Graduated response in St Joseph's Catholic Primary for children with Physical Difficulties.

The school building will need to be **carefully assessed** for each individual pupil with significant Physical Difficulties due to poor access facilities as the building is on three levels with many stairs and no lift facility. (St Joseph's Catholic Primary school will endeavour to use the responses below whenever possible to support pupils in their care, each suggestion at each range is in addition to that at the previous range)

Range 1	Descriptor	Problems with fine motor skills (pencil control, scissor skills, dressing and undressing). Slow to record work on paper and problems with graph and map drawing. Some problems with gross motor skills mainly in P.E. and a lack of coordination (carrying a tray at lunchtimes). Movement unsteady in crowded areas or on uneven surfaces. May have continence issues. Possible low levels of self-esteem.
	Provision	<ul style="list-style-type: none"> ✓ Quality First Teaching ✓ Flexible approach to grouping ✓ Possibility of some individual work ✓ Circle time activities to build on self-esteem ✓ Handwriting programme ✓ Differentiated writing materials and equipment ✓ Some differentiation to P.E curriculum ✓ Dressing and undressing skills programme ✓ Access to appropriate ICT provision ✓ May require exam dispensation ✓ Involvement of SENCO ✓ Informal advice requested from teaching support services
Range 2	Descriptor	Working at levels substantially below national expectations and peer group. Continuing problems with hand eye coordination, fine and gross motor skills. Struggling with recording of work. Making little or no progress despite targeted teaching approach. May need assistance with mobility or continence issues. Continuing problems with self-esteem and peer relationships.
	Provision	<p>The school building will need to be <u>carefully assessed</u> for each individual pupil at this range due to poor access facilities as the building is on three levels with many stairs and no lift facility.</p> <ul style="list-style-type: none"> ✓ Quality First Teaching ✓ Advice from teaching support service and possibly health care ✓ Closely focussed IEP targets for 10-20% of learning time ✓ Small group work or one to one adult input to practice skills ✓ A Buddy system in place ✓ Circle time activities to build on self-esteem ✓ Differentiated writing materials and equipment ✓ Some differentiation to P.E curriculum ✓ Dressing and undressing skills programme ✓ Access to appropriate ICT provision ✓ May need specialist seating or furniture and equipment

Range 3	Descriptor	Significant gross and or fine motor difficulties. Recording or mobility significantly impacting on access to the curriculum. May need specialist provision in the classroom for toileting, at break and lunchtime in line with Health and Safety regulations. An increased dependence on mobility aids (wheelchair or frame).
	Provision	<p>The school building will need to be <u>carefully assessed</u> for each individual pupil at this range due to poor access facilities as the building is on three levels with many stairs and no lift facility.</p> <ul style="list-style-type: none"> ✓ Quality First Teaching ✓ Use of ICT to aid with recording of work ✓ May need AAC aid (Alternative and Augmentative Communication) to support communication ✓ Small group or one to one adult input to practice skills ✓ Modified P.E curriculum to include outdoor work ✓ Nurture group work to support self-esteem ✓ Training and advice from specialist support service for teaching and support staff ✓ Programme to develop handwriting skills ✓ Differentiated writing materials and equipment ✓ Dressing and undressing skills programme ✓ Specialist seating, furniture and equipment