Case studies **Special School**			
	Low impact **Global Development Delay**	**Medium impact** **Quadriplegic Cerebral Palsy**	**High impact** **Alternating Hemiplegia**
Child's needs	Ali is 12 years old and he loves football and watching sport in general. He has global developmental delay with severe learning and communication difficulties as well as physical challenges where he walks with an uneven gait. His balance and coordination are affected in both fine and gross motor activities. Ali wears specialised footwear to support a good position for his feet which in turn helps his overall posture. Although ambulant, he cannot walk long distances and has access to a wheelchair for outings over half a mile. He is noise sensitive and can startle very easily to loud unexpected sounds such as motor engines, machinery, hand air driers etc. This makes him a nervous boy particularly in unexpected situations when he goes out and about in the community. Ali tries to communicate verbally but it is not easy to understand him. He uses body gesture and some	Caleb is 15 years old and he enjoys competitive sports such as wheelchair rugby. As well as having learning difficulties he has quadriplegic cerebral palsy mainly affecting his lower limbs and trunk. He is able to pull himself to standing and lower himself to the ground. Caleb can toilet himself with minimal adult support to adjust his clothing. He needs a hand rail and sufficient space to access the toilet. At snack and meal times his food needs to be chopped but he can use a spoon and fork to eat it and tries to spread and chop with a knife. He uses a 'slopey dish' with high sides to prevent spilling but this allows him to feed himself. The dish rests on some Dycem to prevent it slipping on the table. During the day Caleb wears leg splints and orthotic boots Caleb uses a high/low chair to provide postural support for fine motor	Lisa is aged 8 years old. She is a great fan of role playing with dolls, taking them for a walk in the push chair. She also likes sensory experiences such as exploring Playdough. Alongside her severe learning difficulties, she has a very rare condition called Alternating Hemiplegia which can present as if she's having a seizure. The nature of the condition is that it is very unpredictable and she can change from being able bodied to completely dependent on others within a short space of time. The warning signs are that her eyes look tired and/or they cross over. Generally her body gradually paralyses down one side, often the right but can be the left. Whilst still walking her ankle buckles over and she dribbles, with her head dropping. She searches a familiar person to hold onto and then as her legs cannot support her she will start to crawl. She can get to the stage

	Makaton signing. Due to his coordination problems, he can be quite ‘clumsy’ which can make other children wary of him when he can’t control the force he uses to greet them. He can find it difficult to make friends and tends to go to adults for his social needs. He can change moods from being socially interactive in a positive way through to being frustrated and cross where he uses his body aggressively to communicate this. There are also times when he is introverted and appears sad.	activities and to access leisure and curriculum focused activities Caleb is semi mobile but dependent on walking aids. He currently uses a Kaye Walker although in the past he used tripod sticks however as he has become bigger this has become increasingly difficult for him. He uses a powered wheelchair part of the time, especially for distances more than around 10 metres.	where her body will become so weak that she cannot support herself at all physically. As the episode progresses her eyes glaze over and she can change colour as if going into status. In the earlier stages when she feels the onset she can become frustrated and angry, shouting, kicking/lashing out to others. However, if she can be encouraged to sit down and have a story or sit with a doll this helps to calm her. Lisa can talk in short phrases but it can be difficult to understand her speech. She uses specialist equipment to take part in activities at school with her peers including a specialist chair for postural support. This includes a head rest. Lisa is a part time wheelchair user as she likes to be independent when her body and condition allows
The learning context	Ali attends a special school setting full time and he is in a small class with high staff ratios, around 8 pupils with 3 staff. The timetable is balanced to	Caleb is full time within a special school setting. He is based in a class of other physically disabled pupils but visits other classes/groups of	Full time placement at local special school in the 10-14 years department. She follows a personalised timetable alongside other pupils who also have

	allow plenty of physical and social/communication activities alongside the standard early literacy and numeracy and other curriculum areas.	ambulant verbal children so that he can get opportunities to interact more fully with children his own developmental age.	special needs. This is within a small class group with high staff ratios.
How do these needs impact on access to and participation in activities with peers?	Ali has a specialised supported seating postural system that he uses for times he really needs to focus on a curriculum activity. He also uses a standard class chair to practise sitting/balancing without extra support and make him part of the group, e.g. circle time. He needs prompts to sit up tall with feet flat as he tends to revert to slumping if left for too long. He has a sloped wedge cushion to help him re-align his spine when sitting. He needs visual prompts to reinforce his understanding and expressive communication. He recognises simple symbols that represent the activities of the day and can also help him ask for what he wants and/or needs. He combines this with verbalising and signing. It is a Total Communication approach.	Caleb's physical needs mean that he needs regular and frequent physiotherapy alongside generalising the skills into a day to day context. He does this alongside others with similar needs. However he also needs to communicate with others and take part in literacy/numeracy groups with pupils at a similar cognitive developmental level.	Lisa requires 1:1 (at times 2:1) adult assistance for transitions between equipment and environments when having a behavioural and/or physical episode. She is a challenging youngster and even when functioning at her full potential needs help to explore and communicate within any environment. She also needs support to help her cope emotionally with the changes her body has. Lisa can be caring to others and they are friendly with her although some children can be wary of her due to her unpredictability and mood swings.
How are needs supported?	Staff can address his needs in the special school by delivering a personalised curriculum with an emphasis on life skills. The professionals in his team include an experienced special school teacher and Teaching Assistants with	Experienced and trained staff can meet Caleb's needs in the special school with advice from his parents as well as support and training from professionals including specialist teacher, physiotherapist, and occupational therapist. Sometimes	Trained and experienced staff can meet Lisa's needs in a specialised setting with regular advice, support and training from professionals e.g. specialist teacher, physiotherapist, occupational and speech and language therapists.

	physiotherapist, occupational therapist and speech therapist who all work with the class team and the family to help Ali in his independence and general learning. Specialist equipment is provided and regularly reviewed. Ali does requires some 1:1 and small group work at times through the week and this is provided by the class team taking turns to work with him.	this is on a 1:1 basis, sometimes within a mobility group of other physically disabled students. Specialist equipment is provided and regularly reviewed.	Specialist equipment is provided and regularly reviewed and adjusted.
What reasonable adjustments does the setting put in place?	Ali: • Has an individual risk assessment for specific activities e.g. P.E., swimming, outside play equipment • Has access to a specialised seating system for focused curriculum and learning time • Has a class chair with postural support for circle time activities • Has an appropriate table and chair to promote a good sitting position for meal times at a shared table with his peers • Has extra time to move between activities • Has additional time to complete fine motor activities • Is able to remove clothing e.g. coat and shoes but requires adult support to put them on	• Caleb has an individual Moving and Handling Risk Assessment for occasions when he requires physical assistance • Staff are trained in Moving &Handling • Setting risk assessments are also in place for risks to others associated with e.g. additional equipment being in the setting • Adult supervision is required when moving around his environment e.g. transfers between wheelchair and class seat, using his Kaye Walker and going to the toilet. • Adult support needed for personal care, e.g. feeding, changing clothes/footwear/medication	• Lisa has an individual Moving and Handling Risk Assessment for all her physical and social needs • School risk assessments are also in place for risks to others associated with e.g. additional equipment being in the setting and/or behavioural strategies • Adult supervision is required at all times • Staff receive Moving and Handling training and advice from qualified trainers • Lisa needs to be positioned in specialist equipment for focused curriculum access with an adult available to encourage and reposition her as required

	• Has a home school diary for communication with his parents as well as telephone and meetings to ensure good partnership working • Regular meetings including Annual EHCP Reviews, Pupil Profile, Parents' Evenings • Liaison time allowed for staff to meet with professionals as required • Time allocated for staff to plan and implement individual programmes e.g. physiotherapy exercises • Close liaison between home and school. Class teacher is first point of contact but others also available as appropriate.	• Increased level of communication with parents to ensure good partnership working • Regular Pupil Profile meetings • Liaison time allowed for staff to meet with professionals as required • Time allocated for staff to plan and implement individual programmes e.g. physiotherapy exercises • Consideration needs to be given to possible need of adaptations to transport for setting trips and visits • High staff ratios within the group at specific times and for specific purpose, e.g. accessing physical activities, at lunchtime, swimming • Close liaison between home and school. Identified member of staff such as class teacher to act as point of contact.	• Resources / toys sometimes have to be brought to her and placed on her tray • It's difficult to access the sink for hand washing so Lisa has a bowl of water brought to her tray • Pupil Profile class meetings • Liaison time allowed for staff to meet with professionals as required • Time allocated for staff to plan and implement individual programmes e.g. physiotherapy exercises and generalisation to day to day activities. • Suitable, identified areas within the physical environment for personal care, physiotherapy or occupational therapy • Adaptations to transport for setting trips and visits • High staff ratios which allow individual 1:1 support for part of the session or day • Extra arrangements for close liaison between home and school, e.g. meet and greet, use of a home-school book, face-to-face updates between parent and class teacher

			• Identified member of staff such as class teacher to act as point of contact.
How has CYP voice been enabled and acted upon?	For his EHCP Annual Review Ali’s teacher helps him fill in a pictorial summary of how he feels about things he does at school including curriculum subjects and wider enrichment areas. He is given a choice of faces with smile/frown or indifferent expressions. Ali has opportunities throughout the day to tell staff and pupils how he is feeling through a visual ‘Feelings’ board. This is done at least twice a day with the group and they are given choices of: happy, sad, anxious, frightened, excited, ill, tired etc. Ali can attempt to verbalise his feelings as well as place the symbol next to his photo at any time. Staff then react accordingly.	Caleb is a member of the School Council who meet regularly with a member of Senior Management Team. They raise issues about how pupils feel about school on a practical as well as personal front. They discuss possible solutions and feed back to their peers personally as well as through a school TV recording shown weekly in assembly. They visit other settings and report back to school with photos and reports as to how ideas from these places may help at their school.	• Lisa has a Behaviour Plan and one of the strategies is to involve her as much as possible in making good choices. In particular, helping her cope emotionally with the ‘episodes’ and getting into a safe space when she is angry. She has learnt about consequences through use of the Behaviour Plan, a timer is used with clear instructions within a set time to make choices. The follow up has to be consistent amongst staff.
How has parent voice been enabled and acted upon?	Ali’s parents have been involved with the school and despite Dad being away with his work in the Forces they both are committed to work together. Pupil Premium has been used to help the staff ratios for Ali as well as him accessing horse riding with the RDA and Music Interaction sessions.	Caleb’s parents attend regular meetings connected with education, health and social needs. The class use a home school diary and Caleb is increasingly involved in sharing information with his family and school.	• Lisa’s Mum has shared her thoughts through home visits, school Parent meetings & Annual Reviews as well as the Home-School Diary.
How do services	There are regular meetings for Ali and alongside the EHCP Annual Reviews there are also Multi-disciplinary	EHCP reviews are held at least annually as well as other multi-disciplinary meetings. Outcomes for	• Multi-disciplinary meetings have meant that school and home can coordinate an

work together to promote positive outcomes	meetings around his further needs at home. He has a sibling with ADHD and social emotional problems and as Dad can be away for long periods some respite care is in place through Direct Payments.	Caleb are shared and school ensure that his outcomes are clearly accessible in school for all to see and act upon when they visit.	approach to help support Lisa through her childhood. Outcomes are set within the EHCP and short term targets • Respite care is in place now that Lisa is over 7 years old and this is reviewed. She is helped by an individual carer and also attends a specialised out of school club where staff are experienced with special needs children.
Outcomes	• With experienced and skilled adult support Ali is able to work towards his EHCP outcomes which have been agreed by family and professionals involved. Ali is benefiting from a small class group in a special school with experienced and trained staff who are providing a nurturing and structured environment.	• With experienced and skilled adult support and individual adaptation to curriculum and/or learning materials, Caleb is able to fully participate in a differentiated personalised Curriculum with a small structured group in a specialised school setting. He is being helped prepare for the next phase of his education at a different setting, post 16.	• With a significant level of experienced and skilled adult support and individual adaptation to curriculum and/or learning materials, Lisa is able to participate in a differentiated curriculum. The small structured, nurturing group means that Lisa can be active in her learning as her condition allows her to, day to day.
Impact	• Ali is able to attend his local special school setting. • He is learning with his peers who have special needs too and Ali can identify with them rather than feeling isolated. • He is part of a school community and feels valued • Member of the local community and is learning to cope with	• Caleb is able to attend his local special school setting. • He is learning with his peers and has become a spokesman for them within the school. • Increased confidence to try new things and be proactive in life.	• Lisa is able to attend her local special school setting but needs transport to get there • She is learning with her peers within a group of other children with SEN • Home relationships are developing positively as she matures and learns to cope with her frustrations.

	unexpected situations and noises when out and about with his family and friends • Parents and siblings are able to meet with other families at school social events and workshops.	• Member of the local community including sports such as ‘Wheels for All’ cycling • Parents able to meet with other parents of students at school through events and workshops.	• Member of the local community accept Lisa when she is out and about • Parents able to meet with other families at school events and workshop.
What child, young person, family say about the difference this has made?	Before Ali came to this school he lived abroad where there was no school education for children with special needs. He and his family value the time, energy, resources and facilities that have been put together for Ali and their family. They are able to function more like a family that is part of a wider community.	Caleb is positive about his experiences and will ask if he wants to try new things in school. Being on the school council has given him increased confidence. The next step for him is when he has to transfer to the next phase of his education and make choices about college. His present school are helping Caleb and his family to prepare for this through “Where next?” careers events and visits to other educational establishments ready for the transition post 16.	Lisa shows through her developing maturity that her needs are being met. She is more adaptable and able to cope better with the frequent changes to control her body. It is going to be a gradual development of self-regulation over the next few years and she likes familiar adults with her to help her manage the challenges as well as good times ahead. Her family are keen for the approach at the school and home to continue.