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| **Name:****Date of Birth:****Current Year Group:** |
| **Universal Provision checklist** |
| **Sensory and/or physical needs** 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Code of practice p98 |

| **Physical/ Medical Needs** |
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| **Curriculum access** | **Y/N** |
| Is the curriculum adapted to meet the needs of the young person within the Mainstream classroom? |  |
| Is there access to pencil grips, scribe for recording work, alternative methods of recording including access to a laptop, tablet and easy to access software such as Clicker? |  |
| Is there access to small group work or 1:1 interventions as offered universally at the setting? |  |
| Fine motor skills | Y/N |
| Is support given as necessary to cut up food, open packets and containers? |  |
| Is there access to training cutlery if needed? |  |
| Is support given to put on or remove simple therapy equipment such as lycra glove, ankle / foot orthotics? |  |
| Are there opportunities to participate in fine motor skills groups, finger gym activities and handwriting groups as appropriate? |  |
| Gross motor/mobility needs | Y/N |
| Is there 1:1 support available for specific times, such as hand holding for longer walks, or supervision for offsite visits? |  |
| Are there accessible buildings/an accessible environment for students with mobility needs e.g. lift access, ramps, space in classrooms, accessible tables? |  |
| Is there access to a standard chair to avoid carpet sitting in class or in Assembly? |  |
| Is there flexibility in school uniforms, with regards to easy to manipulate clothing such as tracksuit bottoms, trainers, elastic or clip tie, zip up fleece rather than jumper? |  |
| Is there basic support to assist with changing for PE lessons, such as doing up shoe laces? |  |
| Are there opportunities to participate in SPARKEY, SPARKS, INPP or other gross motor skills groups as appropriate? |  |
| Personal care | Y/N |
| Is there access to disabled access toileting facilities? |  |
| Is there support to develop toilet training and personal care independence? |  |
| Medical needs | Y/N |
| Do staff have an awareness of basic medication kept on school site, with general advice from school nursing service, such as access to inhalers, Calpol etc. ? |  |
| Do staff have an awareness of food allergies? Is training provided to staff? |  |
| Do staff have an awareness of emergency or regulating medication / procedures for conditions such as diabetes, epilepsy? |  |
| Environmental/ safety | Y/N |
| Is there access to a Personal Emergency Evacuation Plan – PEEP? |  |
| Are risk assessments in place for general low level adaptations, such as a chair in assembly, ramp to doorway? |  |
| Is there space for students with mobility needs – walker, wheelchair or unsteady gait to walk around the classroom, and wider school environment safely?  |  |
| Is an allocated space provided to store equipment provided by outside professionals such as walkers, standing frame, specialist chair?  |  |
| Is space provided to complete interventions advised by external professions, such as a hall or outside area to complete a SPARKS group? |  |