

## Education and Lifelong Learning Committee

### Policy Review of SEN - 25 February 2004

#### Presentation

The Welsh Association of Teachers and Assistants for Pupils with a Physical Impairment welcomes the opportunity to present their views to the Education and Lifelong Learning Committee who are conducting a policy review of special educational needs in relation to early identification and intervention.

The Welsh Association of Teachers and Assistants for Pupils with a Physical Impairment would like to distinguish the needs of pupils with a physical impairment into two categories.

The first category are those children who have been identified early on in their life as having a medical condition that leads to variable physical disabilities (for example cerebral palsy, muscular dystrophy).

The second category is those children who have a developmental co-ordination disorder (dyspraxia) and whose condition may not have been identified prior to

their commencement at an early years/school placement.

(i) Children with a known medical condition causing a physical impairment

In education there is an increased emphasis on inclusion through legislation based on the 1996 Education Act and the SEN and Disability Act 2001. The implications of this legislation mean that where 'reasonable adjustments' can be made schools will be required to provide an appropriate curriculum for pupils with a physical impairment. In practice Welsh LEAs can expect to see increasing numbers of pupils attending localised mainstream provision.

Issues for consideration

- Transition arrangements
- Multi-agency working
- Allocation of additional resources
- Training for staff
- Working in partnership with parents

## (ii) Children with Developmental Co-ordination Disorder

The years from three to six are a time when children develop fundamental movement skills that are the building blocks for the functional movements they use throughout their lives. By six years of age a normally developing child will have in place a full range of movement skills and though these will not necessarily be performed in a competent manner the rudiments are there to be developed through refinement, combination, adaptation and exploration. However, some children entering into school do not have a full range of these fundamental skills and this lack of competence often affects their academic performance and their normal activities of daily living. These children often have difficulties with skills like fastening buttons or tying shoe laces as well as other fine motor skills like scissor and handwriting skills. They also have difficulties with gross motor activities including physical education.

### Issues for consideration

- Mechanisms for identification of pupils with DCD in the early years and school setting.
- Specialist and teacher assessment materials that provide baseline information for pupils level of functioning in relation to motor skills similar to the information that is gathered in relation to the child's educational needs.
- Development of intervention programmes as well as an adapted curriculum which provides the necessary support within the classroom.
- Collaboration and exchange of good practice throughout the principality in relation to pupils with DCD.

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