*When completing this audit tool please do so in conjunction with the Best Practice Guidance document*.

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| **Name** | **DOB** | **School start date** | **Setting** |
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| **PHYSICAL DISABILITY** | |
| We have undertaken Moving and Handling Training in relation to individual children. | Y/N |
| We have undertaken training to meet the medical and care needs of individual children. | Y/N |
| We have accessed bespoke training in regards to the physical and medical needs of the individual child and the effect it has on their development and learning | Y/N |

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| **PD – Universal Level – Whole Setting Response** | | |
| **Provision** | **What action has been taken?** | **What has been the impact of this?** |
| Indicate how your planning demonstrates optimum conditions for access to play and learning activities for children with physical impairment. |  |  |
| How do you promote positive role models of disability within the setting, particularly within learning and play activities? |  |  |
| How has emergency evacuation planning been considered and implemented? |  |  |
| Are health care plans and risk assessments in place and are all staff are fully aware of these? |  |  |
| How have you adapted learning resources to ensure access to learning? |  |  |

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| **Provision** | **What action has been taken?** | **What has been the impact of this?** |
| How do you give consideration to the physical elements of learning which may be difficult for the child? |  |  |
| How do you include the use of ICT equipment in your planning e.g. switch accessible toy? |  |  |
| How do you consider the layout of the outdoor and indoor learning play environment to allow ease of access for those with mobility difficulties, including the awareness of tripping / slipping hazards and surface changes that would impede movement? |  |  |
| Have you considered reasonable adjustments with regard to door handles and taps at the appropriate height? |  |  |
| How have you adapted general equipment – scissors, desk slopes, sink step, Dycem (non-slip mat)? |  |  |
| Do you have access to an accessible toilet and changing facilities? |  |  |
| In physical exercise activities how do you adapt your “movement” vocabulary; for example “move quickly rather than run”? |  |  |
| **PD Targeted Support** | | |
| **Provision** | **What action has been taken?** | **What has been the impact of this?** | |
| Have reviews taken place to ensure progress is being maintained? |  |  | |
| Are plans in place to undertake Paediatric Moving and Handling training if appropriate? |  |  | |
| **Provision** | **What action has been taken?** | **What has been the impact of this?** | |
| How are transitions from home to setting, within the setting and to school, planned in advance? |  |  | |
| How is specialist advice incorporated into planning for adaptations to the environment and the curriculum? |  |  | |
| How do setting practitioners ensure they use the child’s preferred method of communication as recommended by the Speech and Language Therapist? |  |  | |
| Which ICT equipment and / or supportive computer software do you use? |  |  | |
| Have you provided supportive seating and postural equipment? Please provide details. |  |  | |
| How have you planned for a range of activities to promote gross and fine motor skills? |  |  | |
| How have you incorporated individual child targets into movement activities for the whole group? |  |  | |

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| **Personalised / Individualised Learning**  ***(complete this section if relevant and specifically for SENIF requests following advice from a Specialist Teacher)*** | | |
| **Provision** | **What action has been taken?** | **What has been the impact of this?** |
| Has consideration of further assessment processes including Early Support / Statutory Assessment taken place? |  |  |
| How do setting practitioners use the child’s method of alternative/augmentative communication systems as recommended by the Speech and Language Therapist? |  |  |

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| **Provision** | **What action has been taken?** | **What has been the impact of this?** |
| Do practitioners have additional time to prepare resources and setup specialist equipment in addition to the time needed to support individual learning tasks? |  |  |
| How do practitioners provide opportunities for the child to develop gross and fine motor skills as recommended by occupational therapists and physiotherapists |  |  |
| Is there specific advice that you need to follow from medical specialists? |  |  |
| How do practitioners provide modified and/or adapted learning resources to ensure full access to learning? |  |  |
| Do you need to provide ramps to access building and outdoor play areas? Please give details. |  |  |
| Do you need to provide personal care; dressing, toileting & administration of medicines as advised by specialists? |  |  |