PNI PROTOCOL

FOR PUPILS WITH

PHYSICAL AND/OR

NEUROLOGICAL IMPAIRMENT

(PNI)

SCHOOL PLANNING FOR PUPILS WITH A PNI

The Equality Act of 2010 and subsequent advice for schools (2014), explains the requirements of schools to carry out accessibility planning for disabled pupils. Schools should implement accessibility plans which are aimed at:

* Increasing the extent to which disabled pupils can participate in the curriculum;
* Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
* Improving the availability of accessible information to disabled pupils. (4.29)

The 2014 advice for schools documents that schools should provide adequate resources to implement their plans, should review them regularly and be aware that OFSTED inspections may include the school’s accessibility plan as part of their review. (4.30, 4.31).

What is an accessibility plan?

An accessibility plan is a plan that sets out how, over time, the school is going to:

• increase access to the curriculum for disabled pupils;

• improve the physical environment of the school to increase access for disabled pupils; and

• make written information more accessible to disabled pupils by providing information in a range of different ways.

Schools’ plans must be in writing and must be resourced and implemented. Accessibility plans cover a three year period.

Plans must be reviewed and revised as necessary. Guidance on and good practice in accessibility planning, along with a template for a school accessibility plan, are provided in the publication from the DfE quoted above, *Implementing the Disability Discrimination Act in Schools and Early Years Settings*. Accessibility plans can be published as standalone documents and must be published on the school’s website. In addition, school accessibility plans can be published as part of another document, for example they can be incorporated into school equality schemes or the school development or improvement plans.

A key component of the Equality Act of 2010 is ensuring that public bodies implement reasonable adjustments to ensure that disabled people are not placed at a disadvantage in comparison with those who are not disabled.

The 2014 advice to schools summarises this duty as follows:

* Where something a school does places a pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage.
* Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. (4.13)

Ref “Equality Act 2010: advice for schools” DFE-00296-2013, (2014)

INDIVIDUAL PLANNING FOR PUPILS WITH A PNI

The principles of individual planning advocated in this document can be used to support Quality First Teaching as advised in DCSF guidance of 2008 (DCSF: 00844-208DOM-EN).

Some pupils with a physical difficulty will have a diagnosis, for example, Cerebral Palsy or Muscular Dystrophy. Pupils with complex medical conditions also fall within this group. Others may not have a diagnosis but will be observed to have difficulties with some motor tasks. Some difficulties can be overcome through direct teaching and/or practise. Other difficulties may be longer lasting and require some alternative or enabling strategies to be put in place (also known as “reasonable adjustments”).

All pupils have a right to participate in the full range of activities available in school, including learning, sport and social activities. This includes off-site visits such as day trips and extended visits. It is important to respect the pupil’s views when planning to develop their skills of personal advocacy. In some cases special arrangements may be needed to enable a pupil to share their views.

Some pupils with physical difficulties will already be known by professionals working for the Health Service. Joint planning with professionals such as an Occupational Therapist, Physiotherapist and Speech and Language Therapist will help to ensure that school planning meets the holistic needs of the pupil.

A whole school approach for planning for pupils with physical disabilities ensures that pupils are not disadvantaged in aspects of whole school organisation. However, school staff should respect any pupil and/or parent preference for confidentiality.

Observed difficulties with motor skills may result from a variety of underlying causes. Understanding the cause can help to inform teaching and support strategies. For example, a child may have difficulty in copying text from a board or screen. This may be because the pupil is delayed in developing pencil skills. It could also be the result of weak visual perception and memory, so the pupil has difficulty in interpreting and reproducing the symbols.

Research indicates that many pupils with physical difficulties have low self-esteem. It is therefore important to recognise the individual pupil’s strengths and to promote and build upon them; developing their emotional well-being and resilience.

HOW TO USE THE PNI PROTOCOL

The PNI Protocol is a tool to support the approaches advocated in the 2014 SEND Code of Practice.

During the One Planning meeting, pupils and their parents should be encouraged to convey their desired outcomes. From this, interventions will be explored to meet the intended outcomes. These may be explored with a range of professionals including teachers, the SENCo, Occupational Therapist, Physiotherapist and PNI Specialist Teacher. The PNI Protocol identifies a number of outcomes that are frequently identified for pupils with physical difficulties and a range of suggested strategies, interventions and actions. It should be stressed that outcomes are unique to each child since they are based on what is important to each individual. The unique needs of each pupil make it impossible to predict every outcome. Such thinking would undermine the ethos of the One Planning process. The following grids cover the outcomes most frequently raised with PNI Specialist Teachers.

We suggest that for each suggested outcome (left-hand column), you work across the page to identify the associated teaching strategy, enabling strategy and a suggestion to maintain self-esteem. The right-hand column includes a range of additional actions and considerations that could be explored to enhance the support for the pupil.

If you have worked through the document and implemented the strategies but still feel that you require support in meeting the needs of any children and young people with a PNI, please make a referral to the PNI Specialist Teaching Team for further advice and support. You can find the referral form on the Essex Schools Infolink.

PROTOCOL FOR PUPILS WITH PHYSICAL AND/OR NEUROLOGICAL IMPAIRMENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Teaching Strategies** | **Enabling Strategies** | **Maintaining Self-Esteem** | **Additional Actions** |
| Move around class and school environment including stairs, corridors and manipulating doors.  Recognise where they are in relation to other people and objects (I.e develop spatial awareness) | Work with pupil and learn routes around the class.  Mark routes/create footsteps in coloured tape.  Mark routes in coloured tape/footsteps.  Teach ‘think *where* to go, *then* go.’  Consider the skills within the action when teaching PE.  Teach moving safely as part of a group and within a group in PE warm-up.  Teach changing direction and speed. Plan supervised use of outdoor equipment at break.  Teach safe movement on stairs. | Arrange furniture to facilitate pupil’s movement.  Label equipment and storage.  Prompt pupil to use handles banisters and grab rails.  Provide peer support for route-finding around the classroom and school environment.  Consider positioning of coat peg, e.g. low level at end of row.  Consider positioning of sink for washing hands independently.  Consider how to get outside for playground/end of school/free-flow environments. | Praise controlled movement or actions.  Praise pupil for knowing where equipment is.  Use strategies in small groups.  Involve all pupils in understanding classroom organisation.  Involve all pupils in thinking about where best to keep equipment.  Encourage pupil to make use of activity clubs.  Manage groupings/use random partner approach.  Encourage peer support for all pupils. | Liaise with Physiotherapist/Occupational Therapist if involved.  Ensure all staff are informed, so that they can support strategies.  Discuss PE programmes with PE co-ordinator.  Consider school policy for movement around the building, e.g. are one-way systems needed?  Consider timetabling in easily accessible classrooms when possible, i.e. downstairs. |
| Gain confidence in movement. | Familiarise pupil with new routes while the area is quiet – rehearse.  Encourage pupil to practice a range of movements during PE in safe but challenging environment. | Move in corridors when they are quiet, i.e. just before lesson changes.  Allow additional time. | Discuss needs with pupil.  Allow pupils to choose a ‘buddy’ to accompany them between lessons  Allow development of independence; use activities such as register/message-taking to give the pupil an opportunity to success when corridors are quiet. | Talk with PE co-ordinator about planning suitable activities.  Provide the pupil with an early exit pass to ensure all staff are aware of arrangement. |
| Maintain a good sitting position for work. | Teach ‘good sitting’ positions for:  On the floor – a ‘known place’ e.g. own carpet square or cushion.  In small groups – chair or stool.  In whole class lessons – check chair height, feet on the floor or supported on a foot box; desk height relative to chair position; position of chair and desk relative to teaching area.  Teach understanding of the need to sit square to the desk, near the front, facing the focus of the lesson. | For a pupil who still has difficulties with floor sitting, use a small stool, beanbag, cushion or chair. | Position the child so that he/she is included within the group and can focus attention on the teacher without re-positioning.  Allow an additional pupil to sit alongside to ensure they don’t feel excluded and to allow peer to peer discussion | Look around the school for more suitable seating/tables.  Check if the pupil is known to occupational therapy. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Teaching Strategies** | **Enabling Strategies** | **Maintaining Self-Esteem** | **Additional Actions** |
| Develop the skills required to participate in PE, games and activities. | Teach co-operation, sharing, turn-taking and teamwork.  Incorporate throwing/catching, passing/receiving activities into PE.  Consider the optimum position for the pupil, e.g. defender in netball.  Consider use of vocabulary. For example, when instructing a class of children to ‘run’ around the space try to think of alternatives if a child with PNI cannot achieve this. If a wheelchair user is present an alternative may be ‘move’ around the space | Adapt or use alternative equipment, e.g. softer or lighter, larger size of ball/racquet/hockey stick etc.  Introduce variations on games such as short tennis.  Allow the pupil additional time if required.  Ensure lessons are planned to facilitate differentiation of tasks and movement responses (not just in PE). | Promote participation in clubs and activities. This may be a side-line role such as coach  Allow other pupils to use alternative equipment some of the time.  Encourage supported group activities at break time and lunch time.  Discuss with the pupil beforehand – involve them in vocabulary choices they are happy with  Use midday staff and play leaders to lead fun playground games and activities for groups, e.g. ‘Follow my Leader’, ‘Simon Says’, matching and mirroring games etc.  Encourage these games to be played in pairs or small groups within class and at break and lunchtimes. | Refer to PE co-ordinator re inclusive materials.  Check with occupational therapist (OT) and physiotherapist for any child specific advice or limitations  Talk with Specialist Teachers about adaptations and differentiated planning  Talk with PE co-ordinator.  Refer to PE national curriculum guidance  Organisations such as Panathlon are a great way of providing opportunities for the pupil to participate in competitive sports and develop disability sports skills. |
| Carry own equipment to and within school. | Organise materials into separate subject/lesson folders.  Off-load unnecessary books etc.  Use of lockers to reduce amount to be carried. | Consider style/size/alternative bag, e.g. ‘wheelie bag’ or backpack.  Use peer support.  Supply pupil with a locker. Consider more than one locker if the school site is spread out | Pupil choice of bag – wheelie bag | Minimise the need to transport bulky items between home and school. |
| Control pencil at appropriate level. | Teach the pupil to hold the pencil in a comfortable and functional grip – ideally the dynamic tripod grip.  Use ‘finger gym’ activities | Trial a selection of pens, pencils and pencil grips  Trial a raised writing slope. | Stick photo of good pencil hold in writing book.  Teach ‘good pencil hold’ skills to whole class. | Check pupil’s dominant hand.  Consider OT referral and Fine Motor Skills advice offered by Specialist Teachers |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Teaching Strategies** | **Enabling Strategies** | **Maintaining Self-Esteem** | **Additional Actions** |
| Work from left to right | Teach pre-writing activities based on L-R. Point to left – move to right.  Use traffic lights strategy – green to red dots.  Tracking activities (e.g. mazes)  Ensure pupil faces the board.  Highlight the margin with a visual clue such as a dot or highlighter pen to guide the pupil to a start point on the line  Visual perception activities – Where's Wally, dot-to-dot, completing partially drawn pictures, word searches | Ensure the pupil is positioned correctly – correct posture, paper angled correctly. | Ensure the pupil is able to engage in/complete the task | Check dominant hand  Consider OT referral if difficulties persist. |
| Form letters correctly. | Reinforce pre-writing skills e.g. horizontal/vertical/diagonal lines and circles.  Encourage good pencil grip.  Teach the start and finish of each letter. This could be reinforced with a green/ red dot.  Embed using multi-sensory approaches, draw in the air, large to small, verbalise movements.  Sand, glitter tray, playdough activities. | Use a suitable programme to develop pencil skills (e.g. Write from the Start – Teodorescu) | Small steps and frequent rehearsal/praise.  Ensure pupil is facing teacher so it is possible to mirror teacher modelling.  Balance independent writing with a variety of alternative recording to achieve completion. | Check dominant hand.  Refer to school handwriting policy and materials.  Use ICT to support quality work while learning.  Contact your PNI specialist teacher for Fine Motor Skills advice and access to specific training. |
| Record work | Provide appropriate pen/pencil grip and line guides.  Use sentence starters/writing frames/scaffolds/Cloze procedure (gap-fill).  Use magnetic materials.  Providing a variety of alternatives (including assistive technology) to recording and match this to the outcome of the task. | Provide frequent opportunities for using ICT/peer scribe/adult scribe.  Adult to write Learning Objective/date, draw out tables. | Place emphasis on the content of work rather than presentation, depending on learning objective.  Display pupil’s own work if they agree, otherwise use ICT or scribed work with pupil agreement.  Encourage self-evaluation. | Investigate software to support recording e.g. Clicker, predictive computer software. |
| Gain information from the board. | LSA to write key information from white board onto small board for pupil to refer to. Locate/mark the line of text to be copied.  Use different coloured text for each line on board.  Section the board. | Provide pupil with pre-printed notes that can be pasted into their book.  Allow use of a date stamp/adult to write date/Learning Objective (LO).  Use of writing slope/reference holder to facilitate good posture and tracking.  Check pupil understanding of LO – e.g. pupil repeats back. | Praise the pupil for demonstrating understanding.  Reduce the amount of work to be copied from the board (consider the outcome of this task and maximise energy into the main objective of the lesson). Is it necessary to copy from the board to achieve the main outcome?  Make sure that the pupil has opportunities to choose where to sit but has knowledge of where might suit them best.  Hover support by LSA to encourage independent learning and active involvement from pupil. | Check pupil’s dominant hand.  Check vision with school nurse.  Check ability to track right to left.  Prepare a collection of pre-printed notes (may be useful for other children too).  Consider OT referral where difficulties persist. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Teaching Strategies** | **Enabling Strategies** | **Maintaining Self-Esteem** | **Additional Actions** |
| Use scissors | Teach pupil to hold scissors and snip while paper is held for them; creating fringes.  Cutting along a thick straight line initially.  Encourage use of both hands in co-ordination, paper in one hand and scissors in the other. You could practise with a straw in one hand and snip with the other.  Draw a thick line box around a picture to guide cutting.  Print on thin card as this is more rigid when held, making cutting easier.  Use backward chaining – pupil cuts only last section. | Provide alternative scissors.  Use a metal tin and magnet to hold paper still.  Use a strimmer for straight lines. | Set appropriate tasks to achieve success.  Cut out most of the image leaving the last part for the pupil to snip so that they complete the task (rather than the pupil start and LSA finish). | Check fully whether pupil is left or right handed.  Look at alternative scissors available from a range of suppliers, e.g. PETA.  Consider referral to OT if difficulties persist. |
| Use a ruler | Teach the pupil to spread fingers and thumb along the ruler.  Consider turning pages at 90° to draw vertically.  Teach the pupil to anchor or position paper and ruler appropriately (e.g. use Dycem or Blutack). | Use a ruler with a raised bar, smaller ruler or expanded ruler.  Use ruled lines only where necessary. | Allow others to use the same materials.  Encourage pupil choice. | Check dominant hand.  Consider OT referral if difficulties persist. |
| Use the computer | Encourage effective keyboard skills, starting with basic keyboard familiarity.  Teach specific program/software skills separately to keyboard skills.  Teach use of mouse to move cursor. | Use special settings e.g. larger icon, slower mouse, reduced response to key pressure.  Use keyboard guard.  Use alternative mouse, e.g. tracker ball. | Involve pupil in making choices about what works well for them.  Allow other pupils to use the equipment.  Focus pupil could demonstrate use to others | Discuss with school’s IT co-ordinator.  Consider OT advice. |
| Organise equipment, writing materials on their own desk. | Keep equipment to a minimum.  Use a reminder checklist of equipment needed. | Colour coding to support organisation. | Involve all pupils in awareness of desk organisation. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Teaching Strategies** | **Enabling Strategies** | **Maintaining Self-Esteem** | **Additional Actions** |
| Understand orientation in recorded mathematical work: linear, vertical, mixed. | Use large squared paper.  Use a window template for positioning sums in class book.  Colour code columns.  Use worksheets with partially completed sums but discuss whether linear or vertical structure. | Adult writes calculation for the child and/or creates frames for the child to use. | Child feels they are completing the task and it is more easily read by others. | Consider use of alternatives such as number stamps, magnetic numbers or assistive software. |
| Understand and recognise the concept of shapes, forms and letters and the ability to reproduce them.  Be able to see shapes within pictures, diagrams (figure ground discrimination). | Matching, sorting, naming shapes and forms (including letters).  Allow the pupil to experiment using a variety of media, e.g. sand and paint.  Use of letter and shape templates.  Teach correct letter/shape formation.  Use commercially available cards.  Simplify pictures and diagrams.  Teach skills explicitly.  Use a multi-sensory approach. | Use stamps (e.g. clock faces/shapes) or templates in maths/science/geography.  Use software for drawing shapes.  Highlight or outline embedded shapes or images. | Incorporate activities into class lessons.  Let other pupils use templates etc as appropriate.  Paired writing.  Use of IT for presentation. | Review appropriateness of school handwriting programme.  Consider published resources, e.g. ‘Write From the Start’  Discuss needs with IT co-ordinator.  Consider writing apps. |
| Develop age appropriate understanding of abstract mathematical concepts such as more, the same as, division etc. | Keep language clear and consistent, e.g. if teaching ‘more’ only use ‘more’ as the concept word.  Use of number lines, 100 squares, times tables, charts etc.  Use of a range of concrete materials (e.g. Denes, unifix, multilink, Numicon).  Complete mathematical tasks with a wide range of materials. | Appropriate use of calculators to support accuracy in number work and problem solving.  Allow the pupil to continue to use supporting materials for as long as they wish/need.  Pupil learns to identify and request resources that help them. | Discrete support – many pupils will benefit from continued use of concrete materials e.g. Numicon  Ability to use a calculator is transferable to other curriculum areas, e.g. science. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Teaching Strategies** | **Enabling Strategies** | **Maintaining Self-Esteem** | **Additional actions** |
| Be able to extract information from pictures and text. | Locate the appropriate text, picture, part of a picture on the page using card window or highlighter.  Work with a reduced amount of text or enlarged text.  Use simplified tables, charts and graphs in maths, science and geography.  Use mindmaps. | Fold worksheet to reveal appropriate information only.  Reduce visual clutter on worksheets.  Use post-it notes to mark key information/ maintain place in text. | Pupil to choose preferred strategy.  Plan whole class session on strategies to extract information (this is an ongoing skill through all key stages as text increases in length and complexities). | Mind mapping to be taught to all pupils.  Explore use of software to support mindmapping. |
| Recall and follow instructions. | Offer a visual prompt sheet (picture or word).  Pupil to repeat back the instruction or share instruction with another pupil.  Rehearse specific activity. | Ensure that the level of instruction is appropriate to ability. | Undertake some tasks collaboratively but ensure child with difficulty can take the lead.  When giving pupil messages to take, pre-warn participant of what to expect – e.g. pupil has a note in an envelope and is expected to convey messages verbally. | Consider whether a Speech and Language therapist referral is needed. |
| Perform tasks involving hand-eye co-ordination at an appropriate level. | Model activity first after analysing task to identify how hands are to be used.  Give opportunities to practise activities where one/two hands are needed. | Consider alternative equipment, e.g. Soft balls, light racquets, adapted scissors.  Pupil may need other modified equipment such as alternative mice and keyboards for the computer. | Plan activities for successful outcomes.  Allow other pupils to use alternative equipment.  For paired activities choose an appropriate partner for the child.  Use of backwards chaining so pupil finishes the task successfully. | Discuss with PE co-ordinator.  Consider OT referral if difficulties persist. |
| Organise time and plan ahead appropriately. | Use of visual timetable.  Digital timer, egg timer for time-limited work.  Reduce length of task or allocate additional time with pupil’s knowledge.  Draw attention to time throughout the day and to the order of activities/lessons. | Child begins to take more ownership for their resources and time management | Agree achievable targets with the pupil.  Use explicit step-by-step approach to planning with pupil.  Involve peer group in targets/plan.  Praise good time management.  Agree appropriate achievable homework tasks. | Discuss tine management and homework with parents/carers.  Use a home-school book via the pupil to clarify homework and personal organisation – e.g. when to bring PE kit in. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Teaching Strategies** | **Enabling Strategies** | **Maintaining Self-Esteem** | **Additional Actions** |
| Manage own possessions. | Teach a pupil a routine for the start and end of each day.  Clearly label all possessions.  Discuss what is needed in relation to the visual timetable. | Ensure alternative equipment is provided discreetly if needed.  Ensure pupil has easy access to coat peg/tray/locker etc. | Give praise for success.  Peer support. | Work with parents to teach routine of packing school bag the previous evening. |
| Dress tidily and independently. | Teach pupil to leave clothes in an ordered pile as they undress, turned the correct way out.  Use backward chaining as a technique.  Put weaker limb in first, take out last. | Practise dressing skills away from PE lesson.  Consider short-term solution to difficult fastenings e.g. substitute Velcro for buttons and zips.  Mark clothes to indicate the correct way to wear.  Allow extra time/collect PE bag first.  Use mirror to check appearance. | Give praise for effort/success.  Encourage peer support.  Discreet support pupils to pupils in correcting minor errors. | Involve parents/carers in agreeing strategies that are duplicated in the home.  Discuss Velcro adaptations to clothing with parents – consider signposting to services that will adapt clothes (e.g. some department stores will put Velcro in shirts instead of buttons). |
| Organise resources needed to complete a task. | Use a checklist of resources needed for the lesson (visual or written).  List resources inside exercise books.  Use key colour folders for subjects.  Use of a school locker with a checklist/timetable inside the door. | Have a duplicate set of textbooks at home to support homework. | Involve pupils in drawing up checklist.  Praise where appropriate.  Peer support for personal organisation. | Discuss with parents/carers where textbooks can be kept safely at home.  Copy of checklists at home.  If locker is padlocked, practise with similar lock at home. |
| Understand the implications of their medical condition (temporary or permanent). | Be taught how to manage their needs (with reference to medical information).  Set alarms/reminders, e.g. on phone, for taking medication. | Appropriate staff have knowledge of management and interventions. | Pupil to share appropriate knowledge of their needs with peers, if agreed with pupil and carer/family (respect family desires for confidentiality to be respected).  Discuss what pupil is able to do and the things that others also need support with. | Check accuracy of information with parents and relevant health professionals. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outcome** | **Teaching Strategies** | **Enabling Strategies** | **Maintaining Self-Esteem** | **Additional Actions** |
| Take responsibility for own medical needs. | Be taught the routine for where and when to take medication, snacks and rest breaks. | Adult to prompt need with agreed signals. | Pupil to share appropriate knowledge of their needs with peers (in agreement with parent/carer).  Consider pupil’s need for confidentiality and privacy. | School to follow statutory guidance in Supporting Pupils with Medical Needs in Schools. Check DfE website for latest version and templates.  School to organise and complete health care plan – agreed with pupil/parents/carers.  Consider safe storage for medication. |