



Professional
Conductors'
Association

A Guide to Navigating the EHCP & Assessment Process

For families and educators of children and young people with neurological motor disorders looking for a placement at a Conductive Education setting

The process of getting an EHCP in place for a child can be complicated and confusing. For families of children with a neurological motor disorder who are looking for a setting where Conductive Education (CE) is practiced, the process can feel even more daunting. This document aims to provide information about what the EHCP assessment involves as well as signposting you to places where you can find more information.

Incorporated are some contributions from Helen Hunt who has been through the EHCP process with her son who now attends a CE school, and Lizzie Bell, a conductor-teacher who has worked in CE schools for 20 years. Helen and Lizzie share some of their experience of navigating the system from different perspectives.

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1. What is an EHCP?

- An EHCP is an Education Health and Care Plan. The document describes a child or young person's educational, health and social care needs and sets out the specialist provision (extra help) required to meet those needs.
- An EHCP gives families the opportunity to share their views about who their child is, including their wellbeing and their hopes and dreams for their child's future. Importantly, the plan highlights a child's strengths as well as their educational needs.
- Professionals who know the child are all involved in contributing to the EHCP to make sure it is a thorough and accurate reflection.
- As well as describing what specialist provision needs to be in place, it also includes long term-outcomes and the steps toward meeting them. These outcomes should be aspirational and cover all areas of a child's development.
- Depending on the child's age, an EHCP will state where a child will go to school or college.
- An EHCP is legally binding and will explain in detail to an education setting what support they and other services must provide.

EHCPs can feel daunting for everyone involved. The important thing is to take your time and work together.

Section A of the EHCP includes 'My Story' which is an opportunity for families to talk openly and honestly about their child's story from when they were born. It is really important that families take time writing this section, making sure they reflect the aspirations and hopes the child and the family have for the future. It is often helpful for families to get support when writing this- even if it is just asking someone else to read it and check it all makes sense. This is worth taking time over and making sure the family feel it is a really accurate representation of how they have got to this point and where they would like to get to.

2. Who needs an EHCP?

- EHC plans are for children and young people (0-25) whose special educational needs require more support than a mainstream nursery, school or college can normally provide through their existing resources.
- Children and young people with neurological motor disorders have very varying degrees of need and some will not require an EHCP as their needs can already be met within a mainstream setting. However, for those for whom this is not the case, an EHCP will be needed so that education settings and other services *can* provide the level of support required.
- You might not be sure if a child needs an EHCP, but it is important to start the assessment process, as it can take some time to complete.

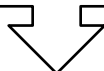
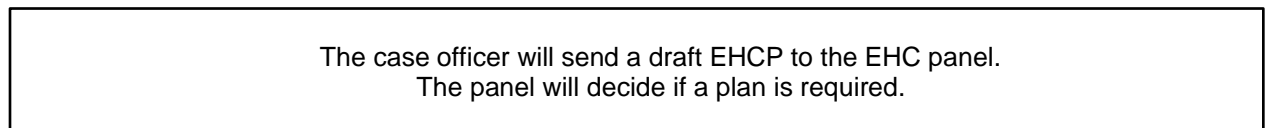
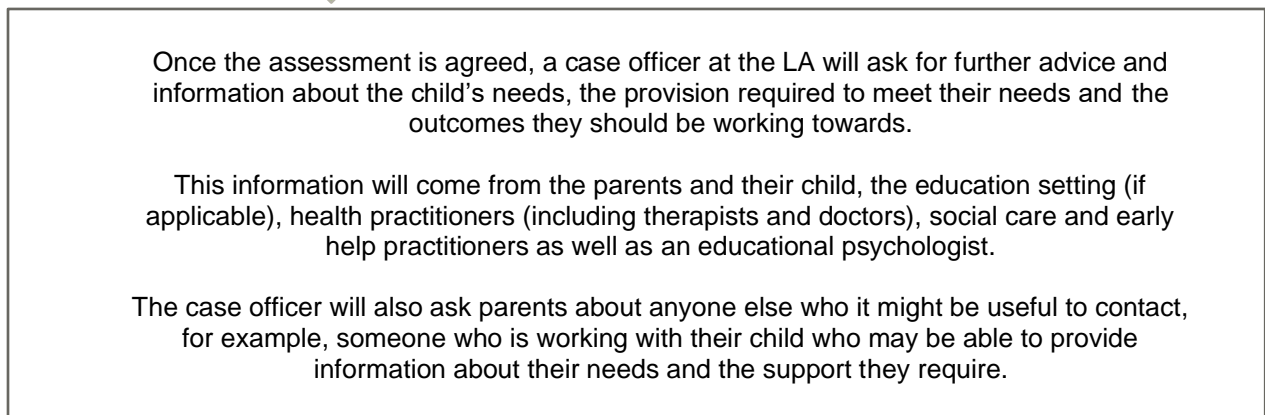
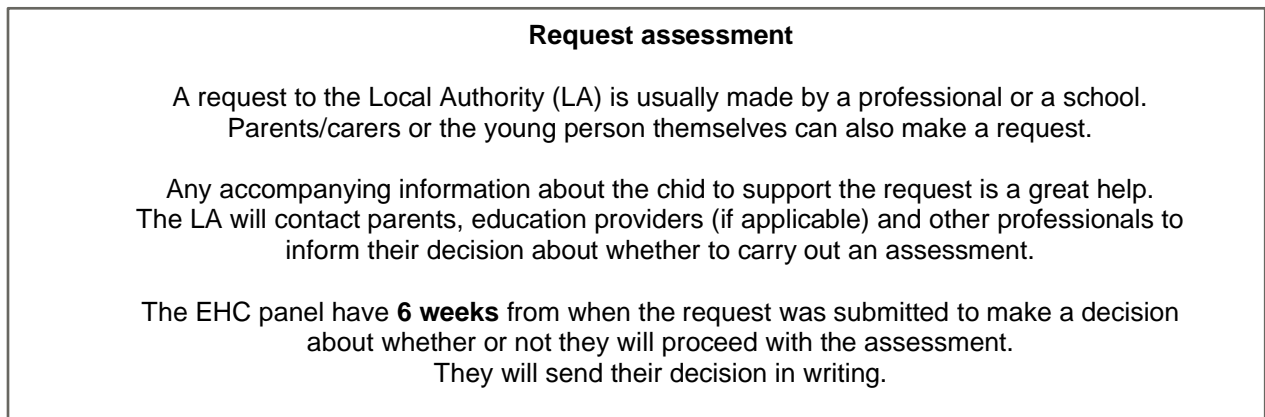
*Each LA has a **Local Offer** which you can find online. Look at this to find out about the details of your LA's assessment process. They are likely to have some specific forms that need to be filled in.*

3. How do I request an EHCP needs assessment?

- An EHCP is issued by the Local Authority (LA) following an assessment process. To start this process, a request is usually made by a professional or a school.
- Families or the young person themselves can also make a request.
- Requests can be made directly to the SEND (special educational needs and disabilities) department at the LA where the child lives.

4. The Assessment Process

- Below is a description of the main parts of the assessment process from the beginning to the end when the final EHCP is in place.
- The whole process, from start to finish, should take **20 weeks**.



If the decision is to proceed, the next stage begins.

If the decision is not to proceed, parents have the right to appeal (more info below).

Families will be sent the draft EHCP to read and respond with any changes they may wish to make- they have **15 days** to do this.

Families will also be asked to name the school or college they would like their child to attend. The LA will then consult the named school/setting. They will be sent the plan and asked if they can meet the child's needs and provide the support outlined. They have 15 days to respond.

The LA will consult the school or college the parent or young person has requested.

By week 20, a final EHCP is issued, naming the school or college.

Ask professionals to send families a draft of their report before they send them to the LA so they can check that they contain detailed information about the child's needs, the support they require, and the expected outcomes. Make sure the provision is quantified in these reports, as this will be required for the plan. If a CE practitioner has already worked with the child, ensure they contribute a report which outlines what they have provided and the progress they have seen in the child.

5. What should I look for when checking the draft EHCP?

- As said above, the plan needs to provide a detailed account of a child's need and the provision required to meet them, as well as long term outcomes.
- The plan should be clear, concise and easy to read.
- Make sure the family's views are clearly and accurately expressed. Their wishes for a CE school can be expressed here.
- Make sure the child's special educational, health and social care needs are clearly detailed.
- For a child with neurological motor disorder, it is important to give detail about the complexity of each of their needs. It is also important to demonstrate how they interrelate. For example, a child's physical development impacts their communication, and both their communication and physical needs impact their ability to access learning

Each CE setting should have someone there who can support with the EHCP process, particularly when it comes to checking the draft. Contact the setting as soon as the draft comes through to see how they can help.

resources. Children with neurological motor disorders looking for a CE placement need to have a daily routine which includes regular changes of place and position and opportunities to be active - elements like this need to be included. Similarly, consider carefully the child's personal care requirements, for example, do they need opportunities to sit on a potty/toilet; what are their eating and drinking requirements?

- The EHCP is divided into different sections (A-K). Section A (see above) tells the family's story and expresses their aspirations. Section B must include all the child's special educational needs. Section F must include all the provision required to meet the needs specified in section B. Check there is provision for each special educational need and make sure the description of the provision is detailed, specific and quantified. The plan should clearly state who will do what, how often, for how long, and for what purpose.
- When reviewing the outcomes (section E), consider if they are SMART (Specific, Measurable, Achievable, Realistic, Timebound) and aspirational. Also check that the provision links to the outcomes.

6. What to look for in a school

- When you have an educational setting in mind, it is always best if families can visit it, preferably taking their child with them. Settings will likely have a visit process in place. Many schools that provide CE, offer an assessment to pupils. This gives the school, family, and the child the opportunity to assess the child's suitability for the school, and their approach. These assessments are usually very comprehensive, and a useful tool/evidence for the EHCP assessment process. Parents can consider asking the school if they can film some aspects of the assessment process to present as part of their evidence to the LA or decision panel.
- Most schools will also have an admissions policy which should be on their website and might be useful to read beforehand.
- Consider the range of education options that could be best for the child, e.g., Mainstream, or special school? Dual placement (attending 2 settings within a school week)? Is there an option to attend an outreach service?
- If families are very sure about the setting, they would like their child to attend, it is still good to visit the other schools within the LA so they can be fully informed about why or why not they think the other schools might not be suitable for their child.
- There are lots of questions parents can ask any school to help them ascertain if it is the right place for their child:
 - How many pupils are in a typical class?

- Will my child be with children with similar needs?
- Will they have an appropriate peer group where they can learn from children with similar needs, and where other children can learn from my child?
- How are independent living skills taught in the curriculum?
- How often will my child be given the option to sit on the toilet?
- How often will my child see a physiotherapist/occupational therapist/ conductor /speech and language therapist? And is this embedded into the curriculum?
- How often do therapists meet with teaching staff to discuss my child to ensure a joined-up approach?
- What specialised qualifications in neurological motor disorders will the staff working with my child have?
- What is the approach to communication? This is particularly important if a child is non-verbal or requires support with their communication. Ask about their approach to AAC (Alternative Augmentative Communication) and what hi-tech and lo-tech systems they have in place.
- How much time will my child spend in their wheelchair each day? What opportunities will they have to take part in active transfers (stepping, rolling, crawling) through the day whilst remaining safe in the environment?
- How are movement/mobility skills incorporated into the school day?

Professionals can be encouraged to visit CE settings or to have a conversation with a conductor. Conductors are very open to chatting to other professionals and working collaboratively. There are still some misunderstandings about CE practice that can often be clarified by simply having a conversation.

7. What are some of the challenges that might be experienced when requesting a CE school?

- Some healthcare professionals and LA representatives may not know about conductive education, or they may feel there is not enough evidence that CE works.
- Some health professionals may have concerns that CE is not compatible with physiotherapy. However, many CE schools and centres work collaboratively with physiotherapists, and often work together as part of an interdisciplinary team.
- CE is still not widely practiced so professionals may not have a clear understanding about what the provision within a CE setting looks like.

8. What if parents aren't happy with the EHCP or the chosen school isn't agreed?

- There are times when, despite best efforts, families are not happy with the final EHCP, usually regarding the description of need (sections B, C and D) or the provision (sections F, G and H1/H2) or the named school/setting (section I). If this happens, then families can appeal to the SEND Tribunal. This can be an upsetting

and stressful time, however there is a lot of support available, so families do not have to go through it alone.

- The appeal process can start as soon as the final EHCP has been received. In most cases before you can submit an appeal, the first thing you need to do is get a **mediation certificate**. There is the choice to either go through the process of having a mediation meeting or just getting a certificate- this will depend on each family's individual circumstances. A mediation meeting provides an opportunity to resolve the matter outside of tribunal, but families do not have to go through the meeting if they do not wish to. The meeting would likely involve the parents, a representative from the LA and an independent mediator. Parents can choose to take someone with them, for example, a lawyer or someone from the school or college. Parents would need to request this before the meeting.
- If a family does not wish to have a meeting, the mediation service will send a mediation certificate within three working days. An appeal can then be made. If the family does have a mediation meeting, they will be sent a certificate within three working days of the meeting. If they are still not happy with the outcome of the meeting, they can start the appeal process once they have the certificate.
- Families have one month from the date on the certificate or two months from the date on the original decision letter (whichever is the later date) to register an appeal with the SEND Tribunal.
- IPSEA (Independent Provider of Special Education Advice) is a registered charity who provide some really useful information about what the process of mediation looks like- see the link below.
- To register an appeal, families need to fill in a tribunal form from gov.uk (see link below).
- IPSEA has a wealth of detailed support on how to appeal the different sections of the EHCP- the links are below.
- You can also read a good booklet about 'How to appeal'- see below. This is very detailed and will provide lots of helpful information for each stage of the process and the timelines.

Make sure you get all your evidence submitted within the time frames. It is possible to submit late evidence but the courts don't have to accept it and it can be an additional stress the family doesn't need.

Evidence:

- Submitting a good collection of evidence is really important when appealing. Be creative with your evidence, photographs for example can be really helpful.
- It is useful to provide the tribunal panel with information that can give them a well-rounded a picture of the child, for example, what their personality is like, what they enjoy doing at school and at home.
- If you can provide photos or videos showing what the child can do as a result of CE programmes then that can be very useful.

- If the child has been working with a CE practitioner, you can ask them to help you get a good a collection of evidence demonstrating what the child has learnt and how.
- It is also helpful to provide evidence about the school/setting the family wants their child to attend. Talk to the professionals at the setting about providing information about the class the child would be in at the school, for example, the timetable, the daily routine, the class size, and the needs of the other pupils (anonymously). Make sure the daily routine reflects all aspects of the children's learning - especially how physical skills are taught. If 'task series' is used, it is helpful to provide an explanation of what this is.

Witnesses:

- Families can take up to 3 witnesses with them to the hearing. It is worth giving this some careful thought.
- If you can take a professional from the desired school/setting it can be really helpful. You need to get their permission and to inform them of the date as soon as you get it. You also need to make sure you have filled in the relevant section of the form to state who your witnesses are.
- Throughout the process, make sure you get as much help and support as you can and do not be afraid to ask questions. IPSEA provides a range of services to assist families and it is definitely worth exploring their website or booking an appointment to speak to one of their trained volunteers.

9. Advice for conductors supporting parents:

- For conductors supporting parents with either a contribution to the EHCP, or in preparation for a tribunal, it is important to provide a good amount of detail whilst remaining precise and factual about the progress the child has made and what your setting can offer.
- Providing a detailed account of the child's routine at the setting and the description of the different elements involved is useful as it can then be compared to what could be provided by an alternative provision.
- If the child is already at the setting, then it is very useful to provide examples of the specific progress they have made as a result of the intervention they have received- detailing what they could not do, how new skills have been taught and what they can now do as a consequence.
- Appendices 1 and 2 provide examples of a tribunal witness statement and an EHCP contribution. Both pupils' names and the setting name have been changed. In both cases, the desired setting was agreed.

10. What happens if the desired school still isn't named, even after appeal?

- This can be extremely disappointing for families who will have invested a great deal in this process.
- The child must attend the named school. Families can work closely with the school to ensure their child's needs are met, even if not in the school they had hoped for.

- Work with the school and the relevant therapists (OT, PT and SaLT) to ensure plans are in place for the school staff to follow and that these are regularly reviewed and updated.
- There may still be options available to continue with CE input, for example, through an outreach service, after school club or through a private conductor.
- The annual review process is where the EHCP is reviewed. If families, feel that the school is not meeting their child's needs then they can formally discuss this at the annual review and ensure the LA are aware of their concerns. Any evidence of specific skills lost and how a child has changed or is not thriving, is very useful to provide. An early review meeting can be requested if families feel that they would like their concerns urgently addressed.

11. What happens to the EHCP once a child is in school?

If you know a conductor who you would like to be a witness, but they haven't attended a tribunal hearing before, ask them to contact the PCA where they will be able to speak to a conductor who has got experience of this.

Where possible...

- It is helpful if parents keep up to date with progress reports from school and attend parents' evenings, ensuring they feel fully informed regarding how their child is progressing at school.
- Be sure parents contribute to the annual review process, filling in any provided forms which enable them to give details about how conductive education is benefitting their child and the progress they have seen during the year leading up to the review.
- Bring to the meeting any evidence of progress and struggles, including medical reports, photos or videos.
- When a child approaches the end of a key stage, this is considered a transition point. It is important to give special attention to the above points (particularly when a child is in year 5) to ensure the LA have good evidence to suggest that a conductive education placement continues to be the right setting.

12. Useful links:

- IPSEA, homepage: <https://www.ipsea.org.uk/>
- IPSEA, mediation: <https://www.ipsea.org.uk/mediation>
- Government tribunal form to register appeal: <https://www.gov.uk/government/collections/special-educational-needs-and-disability-tribunal-forms>
- IPSEA, appealing the contents of the EHCP: <https://www.ipsea.org.uk/evidence-contents-appeals>
- IPSEA, appealing the school/setting: <https://www.ipsea.org.uk/Handlers/Download.ashx?IDMF=f5b1ec4c-dd70-43dc-8c8e-fe2d710b8423>

- 'How to appeal' booklet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/776348/send37-eng.pdf
- IPSEA, book an appointment to speak to a trained volunteer: <https://www.ipsea.org.uk/contact-ipsea>
- Professional Conductors Association (PCA): <https://pca-ce.org/>

Appendix 1: example witness statement in preparation for tribunal.

The proposed provision for Reuben would look like:

Reuben's needs are all interrelating and impact on each other, therefore having a significant effect on his ability to access a curriculum. Consequently, he would benefit greatly from a Conductive Education setting for his Early Years as the holistic approach would ensure all his needs are met simultaneously throughout the daily routine. Conductive Education groups are small and comprised of children with similar needs to Reuben's, therefore providing a peer group where he can learn from others as well as having the opportunity to be a role model. The pace of learning is matched to the needs of the group with built-in opportunities for repetition and reinforcement of key skills and concepts. Reuben would take part in a physical programme every morning completing tasks in lying, sitting, and standing positions. During this programme he would learn about his body and how to manage and control his movements, as well as problem solving and working towards independence. Skills such as rolling, grasp and release, reaching, targeting, head control, limb isolation, propping, weight transference, sitting and standing would all be taught with appropriate play-based motivation. The rest of the day is structured to provide opportunities for these skills to be practiced and applied within a variety of activities, for example, when exploring a book, playing with bricks, or learning about his personal care.

Reuben will have the opportunity to sit in different positions throughout the day with varying degrees of support allowing him to continue to develop his core stability whilst ensuring his posture is carefully managed. He will also develop his standing daily in different ways, for example up to a plinth or ladder-back chair. Transfers around the classroom will be active and varied for example, rolling, crawling, and stepping with a frame or along parallel bars (with facilitation from 1 or 2 members of staff).

Redwood also places a strong emphasis on developing communication skills. Reuben will have daily opportunities to practice and promote his speech alongside the use of Makaton signs. He will also have access to Alternative, Augmentative Communication (AAC) incorporating ICT and the development of essential skills (e.g., making choices, cause, and effect) through the use of switches and more complex devices as he gets older. At Redwood we have the support of Speech and Language Therapists as well as an assistant whose main role is to develop communication and language across the whole school. All staff work with the SaLT to ensure the strategies are fully implemented within the classroom and opportunities to develop communication are maximised.

Children's safety when eating and drinking is of paramount importance. Reuben will have an eating and drinking passport to ensure that his food is correctly prepared and that he is given appropriate support at all times by trained staff.

Reuben will participate in a daily toileting routine allowing him to sit on a specialist toilet throughout the day and develop his independence in this area. He will also learn skills to help him with his dressing and undressing.

Within the EYFS, his entire learning experience will be within the context of play, allowing his complex needs to be developed whilst promoting early play skills.

The peer group provided at Redwood will allow Reuben to develop his social interaction with other children in a safe, calm environment. All his peers have similar physical and communication needs and can therefore learn together towards their physical goals whilst using speech and a variety of AAC systems. This will promote Reuben's confidence, self-esteem, and his belief in himself as a learner, actively participating in all aspects of his development and not passively observing.

Daily Routine at Redwood

At Redwood the pupils participate in a complex daily routine where every aspect of the day is a learning opportunity. This means for example; a phonics lesson will develop a child's cognitive skills as well as their:

- physical development → how they actively sit and transfer between activities.
- communication and social interaction → working as part of a group of peers with similar needs to their own whom they are able to learn from and interact with
- self-esteem and confidence → having role models to look up to as well as being a role model to others
- sensory development → the use of differentiated, multi-sensory resources ensuring learning activities are tailored to individual needs within the context of the group.

Redwood Early Years Timetable

This is an example of a typical day:

Morning 9am-12.15pm		Lunch 12.15 - 1.30pm	Afternoon 1.30-3.pm	
9.00-9.30am: Arrival Personal care Taking off shoes and socks Sitting up to plinth 9.30-9.40am: Hello song, name recognition 9.40-10.30am: Lying Task Series (maths focus) Active transfers	10.30-11.15am: Learning through snack Learning through personal care 11.15-11.30am Circle time/sharing news (using switches), displaying items from home for phonics/colours table 11.30-12.15 Phonics- sound of the week Sensory story Visiting café to collect lunches	Oral skills programme Learning through lunch Personal care Rest	1.30-2.00pm Free choice play: Sensory play (play-dough/ cornflour/water/ sand) Dressing up Transport toys Animals	2.00-2.40pm Sitting Task Series Understanding the world structured activity/ switching activity/Art/music /outdoors 2.40-3.pm Personal care News for home Goodbye song

Redwood places a great emphasis on self-care skills, providing the pupils with a systematic toilet routine throughout the day. Snack and lunch are key learning times when the children can develop their oral skills and independence using specially adapted equipment with the necessary guidance and support from staff to ensure safety is never compromised. As a result of the small class sizes, mealtimes are quiet, and distractions are few to ensure the pupils are able to focus on their independence and risks are minimised.

As a consequence of not separating children's needs, their personality is able to develop and flourish as they see themselves as a whole person and can recognise the many things they can and could do without focusing on what they can't do.

Curriculum and Assessment

At Redwood, Reuben will be placed in a nursery class where he will have full access to the EYFS curriculum, structured according to the 7 areas of Learning and Development. The curriculum will provide a rich play-based learning experience carefully tailored to meet the needs of the group and personalised according to Reuben's individual needs. His progress will be carefully monitored and tracked throughout the day by a staff team who have all received training on what aspects of learning to observe and how this should be recorded. Reuben's parents will be informed regularly about their son's learning targets and his progress towards them. They will be invited to share their observations of Reuben's learning at home and contribute to his objectives and the evaluation of them. At the end of Reception, the EYFS profile will be completed, carefully detailing how Reuben has worked towards or achieved the Early Learning Goals.

The learning environment within the classroom is bright and stimulating with clearly defined learning areas. Crucially, it will be carefully organised to maximise Reuben's opportunities to actively transfer between different areas, thus supporting the development of his physical independence, spatial awareness and perception and encouraging him to have greater ownership regarding when and where he moves.

Current staffing information relevant to the school generally, and to year group X is set out the number of qualified teachers / TAs employed by the school and describe how many are allocated to the particular year group / proposed class group.

Redwood EYFS staffing:

A consistent team of experienced staff will work with Reuben to ensure he is able to quickly establish positive relationships of trust where he feels safe to express himself, try new experiences and have his successes acknowledged and praised. The team will be led by a Conductor-Teacher with X years' experience working across the age-groups, including Early Years. All staff have relevant qualifications in child-care and experience of working with children with Cerebral Palsy, therefore having a thorough understanding of the complexities of need and how they impact all areas of learning. Each member of staff will work with Reuben throughout the day and build a relationship with him and his family. One member of the team will be assigned the role of Reuben's Key Worker. A diary will be in place to ensure daily communication between the parents and the staff.

The team in the nursery have the following qualifications and relevant experience:

Job role	Qualifications	Previous relevant experience
Lead Teacher-Conductor	List all relevant qualifications and years gained.	List all relevant experience, with dates.
Conductor Assistant		
Conductor Assistant		

All staff have received training in the following areas:

- Safeguarding children
- Basic fire safety
- Moving and handling
- Epilepsy
- Core Vocabulary
- Supporting children with feeding difficulties
- First Aid

Staffing structure across the school

In addition to the nursery class, Redwood has a further 5 five classes with following staffing structure:

Key Stage 1	Key Stage 2	Key stage 3/4
Class A: Pupils 6 full time 2 part time Staff 1 Teacher/Conductor 2 full time CAs 3 part time Cas	Class C: Pupils 5 full time Staff 1 Teacher/Conductor 1 full time CA 3 part time CAs	Class E: Pupils 6 pupils Staff 1 Teacher/Conductor 2 full time CAs 3 part time CAs 1 lunchtime assistant
Class B: Pupils 6 full time Staff 1 Teacher (undergoing MD postgrad course in Conductive Education) 2 full time CAs 3 part time CAs 1 lunchtime assistant	Class D: Pupils: 5 full time 2 part time Staff 1 Teacher/Conductor (safeguarding lead) 2 full time CAs 2 part time CAs	
Whole school: 1 speech and language therapist- 2 days 1 physiotherapist – 3 days 1 occupational therapist - 3 days 1 physiotherapy assistant – 2 days		

CAs: Conductor Assistants

Note: In each class, one of the CAs is a Senior Conductor Assistant with additional responsibilities.

Class groups are organised according to chronological age / ability etc. In the event that Reuben was to attend the school he would be placed into X class group. This class group consists of the following pupils as described by their diagnosis cognition, and communication needs.

Child	Physical	Cognition and Communication
A	Bilateral Cerebral Palsy Visual impairment Unsafe swallow (PEG)	Global development delay including delayed communication. Learning to respond to objects of reference, on-body signs, Makaton signs and simple language.
B	Bilateral Cerebral Palsy	Global development delay including delayed communication. Vocalises a few simple words and can repeat familiar songs.
C	Bilateral Cerebral Palsy VP shunt	Delayed cognitive and communication development. Can communicate basic needs. Understands and uses a few single words. Beginning to access some forms of AAC.
E	Hemiplegic Cerebral Palsy Visual impairment	Attention and listening difficulties. Verbal and has a growing vocabulary.
Reuben	Bilateral porencephaly with evolving Cerebral Palsy. Delayed visual maturation.	Global development delay including delayed communication. Vocalises a few words and for attention; recognises simple words and instructions. Learning to use objects of reference and watch Makaton signs.

There is currently sufficient space within the nursery classroom to accommodate an additional pupil and accompanying equipment. Staffing levels are reviewed throughout the year as numbers of pupils fluctuate.

Appendix 2: example of EHCP contribution

SEND and provision summary

Summary of SEN	Oliver has Cerebral Palsy (CP), mainly affecting his lower limbs. CP is a neurological motor condition and can impact all areas of development, each area interrelating. Oliver is communicative but as yet, he has no speech. He suffers with severe reflux and is given fluids via a PEG.
What is the impact of the child / young person's SEN on their education?	Oliver's Cerebral Palsy will impact all areas of his learning including physical, communication, cognitive, social and emotional development.
What strategies have best supported this child / young person so far in their education? <i>N.B. These should be specific, class and school-based strategies which are relevant to the child / young person.</i>	<p>Oliver has responded extremely positively to an active learning environment within the framework of Conductive Education, as accessed during Parent and Child sessions at Redwood School. Oliver has attended weekly hour-long sessions delivered by a Conductor-Teacher. Conductive Education is an educational and holistic approach to teaching children and young people with neurological motor disorders.</p> <p>It is an integrated educational system which helps children work towards their potential by fostering an attitude to learning which is based on developing movement, function and personality simultaneously. Conductor-Teachers are highly trained professionals who deliver programmes to meet all the needs of the child with CP holistically, ensuring they are able to work towards their potential in every area of their learning.</p> <p>Specific strategies have included:</p> <ul style="list-style-type: none"> - Repeated routines, rhythmical in nature and including song and rhyme. - Opportunities to develop core strength by completing a range of activities in various sitting positions, including sitting cross-legged and on a stool. - Opportunities to develop strategies to change place and position on the floor e.g. <ul style="list-style-type: none"> o Rolling over o Four-point kneeling o Crawling o Lying to sitting - Opportunities to actively develop skills for standing and walking e.g. <ul style="list-style-type: none"> o Standing holding onto a ladder frame with support o Stepping with a ladder frame with support o Stepping through the parallel bars o Stepping with tripod sticks with support o Crouching and standing <p>Oliver has demonstrated that he is entirely suited to this way of working.</p>

What are the child / young person's strengths and needs?

In as much detail as possible please provide an overview of the child / young person's strengths and needs (barriers to learning).		
Communication and Interaction	Strengths:	<p>Oliver is a communicative little boy who makes his needs known using a combination of gestures, pointing and facial expression. During his Parent and Child sessions, he has not been heard to use his voice, but it is thought this will come as his confidence increases.</p> <p>Oliver follows instructions very well and has demonstrated good receptive language for his age.</p>
	Needs:	<ul style="list-style-type: none"> • Opportunities to develop his communication and language skills. • Makaton signs and In-Print. • Input from a SaLT.
Cognition and Learning	Strengths:	Oliver has demonstrated a good attention span and ability to focus on an activity at an age-appropriate level. He engages with toys and has shown a natural curiosity and desire to learn. Oliver is easily motivated and enjoys receiving praise for his successes. He has responded extremely well to the challenges of a physical and active programme and rises to high expectations.
	Needs:	<ul style="list-style-type: none"> • EYFS curriculum • Learning activities taking account of his physical needs, developing them simultaneously and not compartmentalising his learning. • An active learning programme to encourage development and engagement in all areas. • Multi-sensory curriculum

		<ul style="list-style-type: none"> • Pace differentiated to match his learning needs. • A small group of peers with similar needs to his own to maximise confidence and self-esteem.
Social, Emotional and Mental Health	Strengths:	Oliver is a happy child who arrives at his Parent and Child sessions with ease, enjoying all the activities on offer. He makes good eye-contact with those around him and has been quick to form a relationship with the Conductor leading the sessions. He is easygoing and keen to try new things, making the most of everything on offer within the session.
	Needs:	<ul style="list-style-type: none"> • Time and space to learn about and express his feelings and emotions. • Play-based curriculum to develop social skills, such as turn-taking. • Learning routine with opportunities to develop independence in the area of personal care (toileting, dressing, eating etc) alongside peers with similar learning needs. • Skilled teaching and support for learning strategies to overcome physical barriers within the context of personal care.
Physical and Sensory	Strengths:	<p>When Oliver began at Parent and Child, his main methods of movement were commando crawling and bottom shuffling on the floor. Within the first few sessions, given the right expectation and skilled teaching, Oliver was able to stand and step using a wooden ladder-frame with support. He learnt quickly how to step through parallel bars, coordinating the movement of his arms and legs. He is now learning to walk through the bars and navigate obstacles along the way.</p> <p>To begin with, Oliver found crouching very challenging. With time and a structured approach, he has gained strength and learnt strategies to control his movements, allowing him to crouch down, pick up an object with one and stand up, whilst holding onto a bar with the other hand.</p> <p>Oliver has just started to walk with tripod sticks for short distances with support and skilled facilitation.</p> <p>Oliver has demonstrated good fine manipulation skills, using both hands.</p> <p>Oliver wears glasses and uses his vision well.</p>
	Needs:	<ul style="list-style-type: none"> • Physical learning activities designed and led by a skilled practitioner who knows and understands the complex needs of a child with cerebral palsy. • Structured daily routine to learn, practice and apply skills for walking with greater control, strength and co-ordination. • Classroom environment set up to allow safe navigation and the development of problem-solving skills. • Furniture and equipment to allow safe movement from place to place. • Skilled facilitation to develop walking with sticks and other walking aids with an optimal posture and walking pattern. • Passive stretches built into active learning routine, to minimise risk of developing contractures and deformities. • Maintenance of PEG feed • Skilled support to ensure his safety when eating.
Independence and key skills	Strengths:	Within his time at Parent and Child Oliver has demonstrated a desire to learn and be independent. The development of his physical skills is key to this, and it has been very encouraging to see the difference an active programme has made to his overall independence and well-being. Oliver is a natural problem solver and has the ability to develop his own strategies and ways of moving to allow him to work towards his potential in all areas.
	Needs:	<ul style="list-style-type: none"> • An environment which maximises physical independence. • Opportunities to safely explore and try new things alongside peers learning in similar ways.