



Transition checklist for schools admitting children and young people with physical disabilities

(Thomas Wolsey School Outreach Service)

This checklist can also be downloaded at: www.thomaswalseyoutreach.co.uk

General Advice

1. Start planning early (ideally early during the preceding school year).
2. Attend the Annual Review/ School Action (plus) Review before transfer.
3. Apply for any Schools Access Initiative funding as early as possible in order to secure targeted funding.

Using the checklist

Read all the questions in the Checklist. Mark the second column to indicate where further action is required. When all the questions have been answered, review those requiring action and formulate a plan to address each issue which has been identified.

Question	Action needed ?	Action points and suggested points of contact.
Buildings: key question- is the site accessible?		Each school has a Property Adviser who is the first point of contact regarding alterations to buildings. Form 13 procedure must be followed if building alterations are being planned.
Is there access to toilet facilities Are they appropriate in size and location?		Mandatory standards are published in the Building Regulations (Property Adviser) or contact your Occupational Therapist
Have any adaptations to the toilets e.g. rails been installed?		Mandatory standards are published in the Building Regulations (Property Adviser) or contact your Occupational Therapist
If the pupil requires changing is there space for a changing bed and a hoist? If not where could space be made available?.		Consult Property Adviser
Is there access to all storeys?		
Is there access to changing rooms?		

Question	Action needed ?	Action points and suggested points of contact.
If there is a pool, has consideration been given as to how the pupil will get in and out of the water? Risk assessment is required.		Identify manual handling procedures for swimming, possible purchase of hoist. Consult Schools Swimming Service.
Is there access to taps, light switches lockers?		
Is there an emergency escape route planned? Regular fire drills and training in equipment will need to be planned. If you have a lift in your school is there a plan if it is unavailable for any reason? Have EVAC chairs been installed? Does the fire alarm system provide an alert to people who may not be able to hear the standard sirens or bells?		Contact Health and Safety Manager in Endeavour House after checking guidance on Schools Portal. A Fire Risk Assessment must be completed before contacting the fire service.
Are door handles at the appropriate height for the pupil?		
Are notice boards clear and at the right level?		
Are the rooms organised to allow movement?		
Is equipment located at the correct height for pupils?		
Key question: Will any adaptations be necessary to furniture and fittings? Does the pupil require specialised equipment?		Consult the Occupational Therapist
Does the pupil use an electric wheelchair or a manual wheelchair or both? <ul style="list-style-type: none"> • Where will these be stored when they are not in use? • If an electric wheelchair is used who will be responsible for charging the battery? 		Access routes during emergency evacuations must be kept sufficiently clear to allow rapid and easy escape. Relevant hazards must be covered in the fire risk assessment.
Does the pupil have a specialised trike for playtime? You may need to consider if this is possible in your playground due to space and other pupils' safety. If yes where will it be stored and who will help pupil get on and off trike?		This must be in consultation with an Occupational Therapist and/or Physiotherapist.
Will the pupil require a changing bed for toileting? A socket will be necessary if the bed is electric.		
Does the pupil require a hoist? If yes, the staff will require hoist training and you will need to consider storage of the hoist and a person to be responsible to charge the hoist. It will require six monthly servicing. Is there adequate room to manoeuvre the hoist?		Seek advice from TW Outreach or Physiotherapist and the hoist supplier

Question	Action needed ?	Action points and suggested points of contact.
Is a standing frame required? Where will this be stored?		This will be supplied by Physiotherapist
How will pupil transport his own books/ equipment?		
Does the pupil need help to support writing e.g. sloping desk stand, special pens, pencils, and scissors?		Occupational Therapist
Does the pupil require specialised ICT equipment?		Discuss pupil at school planning meeting. Refer to Thomas Wolsey website for referral process to initiate assessment.
Does the pupil require specialised feeding equipment or specific textures? How will this be managed? Will the pupil require adult help with eating and drinking?		Consult Speech and Language Therapist and/or Dietician
If the pupil requires continence pads how will they be disposed of? Rubber gloves and wipes will need to be available for staff.		See advice re disposal of clinical waste (TW website)

Staff Training

Issue	Action needed ?	Action points and suggested points of contact.
Manual handling- it is important that staff working with pupils with physical disabilities are trained in safe procedures identified through risk assessment		See Thomas Wolsey website for access to Manual Handling training service. Consult Physiotherapist and/or Occupational Therapist
Training in risk assessment procedures		TW Outreach can advise on risk assessment for complex pupils. Consult Physiotherapist and/or Occupational Therapist
Training in specialised equipment - Communication aids Specialist communication software		Specialist Speech and Language Therapist at Suffolk Communication Aids Resource Centre
Training in differentiation of lesson materials and homework for particular pupil.		Advice can be sought from your schools Advisory Teacher
Planning for inclusion into each lesson in advance		
Discussion on how to maximise independence		

Issue	Action needed ?	Action points and suggested points of contact.
Medical procedures Does the pupil have epilepsy? Does the pupil require medication? Has staff been trained in administration of medication?		Consult guidance on the Portal and contact your School Nurse
Training in intimate care. Training in child protection.		Referral to County policy Referral to County training team
Sign language for deaf and non-verbal communicators.		Consult your schools ATHI/Speech and Language Therapist
If pupil has a hearing impairment have the staff been trained in deaf awareness issues?		Consult Advisory Teacher for Hearing Impaired
Is there time planned for communication between all staff working with the pupil? Teaching assistants will need advance notice of lesson content to ensure resources are made in advance e.g. Clicker grids.		
Is there access to all curriculum areas for the pupil?		
Will practical help be needed in some curriculum areas? <ul style="list-style-type: none"> • Art • Design technology • PE How much help and who will provide this?		Thomas Wolsey Outreach service can advise on PE and suggest adaptations for DT and Art. Inform relevant county subject adviser of adaptations made.
Can the pupil's movements around the school be limited as much as possible? How will this be organised?		
If the pupil requires specialised ICT equipment how will this be available in all areas? Can it be moved with the pupil? Where will this be stored?		
Does the pupil require an ICT assessment?		Refer to TW website, complete referral form and return to Thomas Wolsey School.
Will special arrangements need to be planned for SATS? Who will action this?		Advice can be sought from the County Assessment team.
Plan for inclusion in sports day.		Advice from Thomas Wolsey Outreach PE Teacher and PE advisory team.

Additional considerations

Question	Action needed ?	Action points and suggested points of contact.
How will the pupil travel to school?		
Is there a designated parking space in your school car park? Is there access to entrance? Will a ramp be necessary to gain access?		
Will the pupil be able to access out of school clubs?		Advice from Out and About
Will the pupil be able to access all outings? Transport will need to be planned well in advance.		Accessible bus available from County
Will the pupil be able to access all break time sessions? Will they require supervision in outside play?		
If swimming is not on the premises, can the pool be accessed? How will the pupil travel to the session?		Consult Suffolk Schools Swimming Service
If the pupil requires individual therapy where will this take place?		
Will pupil require extra time/ support to get to lessons and to travel around school? How can this be accommodated?		

Remember to involve the student as much as possible.

Where to get further advice and help:

- Access and Admissions will advise on major building projects
- Suffolk County Council Property Division's Property Advisers will advise on specific adaptations/buildings requirements for disability:

Property Review Manager & County Access Officer
Property Division Suffolk County Council
Endeavour House
8 Russell Road
Ipswich, IP1 2BX
Tel: 01473 264143

- CYP Health and Safety Manager
- Rehabilitation Officers, VI, Social Care team/County sensory team
- Learning Support service
- Educational Psychology service
- Thomas Wolsey Outreach service Tel: 01473 467600
- Local special schools