

## **TRANSCRIPT: Integrating personal care into the curriculum**

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Personal care is very individualised. So, we start first of all looking at the individual needs and then, as a team, we will see how we can integrate that into the education that's going on during the day. For example, we have some students who don't have breakfast and, therefore, we have looked at the timing of our snack times and our communication sessions that involve choosing and have moved those towards the beginning of the day, rather than later in the day.

Physio, I like to incorporate within a lesson, and if a student needs to be in a standing frame or a walking harness, I would expect the TAs to be bringing them to the lesson in the appropriate stance. They need their physio, but they also need to access the curriculum and that can be accessed from a standing frame just as well if not better than in a wheelchair.

In order for everyone to be singing from the same hymn sheet, we have regular class meetings, either before school or after school, for all team members, including part-time members. And we do discuss quite fully, where we are meeting the needs of a child or where somebody else thinks, 'Well, actually, perhaps we could be trying this'. And we do take ideas from all members of the team and then they are incorporated into a very individualised therapeutic timetable, with the overview of the curriculum coming from myself.