

READY TO INCLUDE



Pupils with hemiplegia
Education - concerns

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Ready to Include

Concerns

- “Mild” cerebral palsy
- Invisible learning difficulties
- Misunderstood anxieties
- Friendships
- Disability Discrimination and equality duties
- Appropriate interventions

“Mild” cerebral palsy

- Use of the term “mild” to describe the physical aspects of hemiplegia may lead to:
 - Underestimating the fatigue experienced by individuals
 - Underestimating the amount and type of support needed
 - Underestimating the impact on peer relationships

Addressing the issues

- Undertake an assessment of need exercise with the SENCo and a member of the LA inclusion team
- Debate openly the amount and type of support needed and where it will come from
- If there is need that cannot be met from existing resources use this document and the notes from your discussions to ask for a formal assessment

Invisible learning difficulties

- 30% of children with hemiplegia will have additional needs and learning disability
- Specific areas such as difficulty with language, memory or word finding can give the impression of generalised or global delay
- Traditional testing cannot always uncover the specific nature of these difficulties and therefore put remediation in place

Addressing the issues

- Get assessments from speech and language and occupational therapists before seeing the educational psychologist
- Arrange a pre assessment meeting with the educational psychologist to discuss what areas of formal testing might be affected by language or spatial disabilities
- Ask the psychologist what other assessments he or she might put in place to get a full picture of the child's abilities
- Make or ask for a written record of this discussion

Misunderstood anxieties

- 60% of children with hemiplegia will present with above average levels of anxiety, opposition and non-compliant behaviours
- These are a direct result of the original brain injury and brain repair work
- The amount and type of physical impairment may have no relationship with the underlying anxieties

Addressing the issues

- Ensure the SENCo and the Educational psychologist have the relevant HemiHelp information sheets and booklets
- Request a meeting with these professionals to discuss how the underlying anxieties impact on your child in everyday school situations
- Under the terms of the DDA a school **MUST** make reasonable adjustments to encompass all aspects of the child's disability

- Children with hemiplegia are more likely to be rejected by their peers

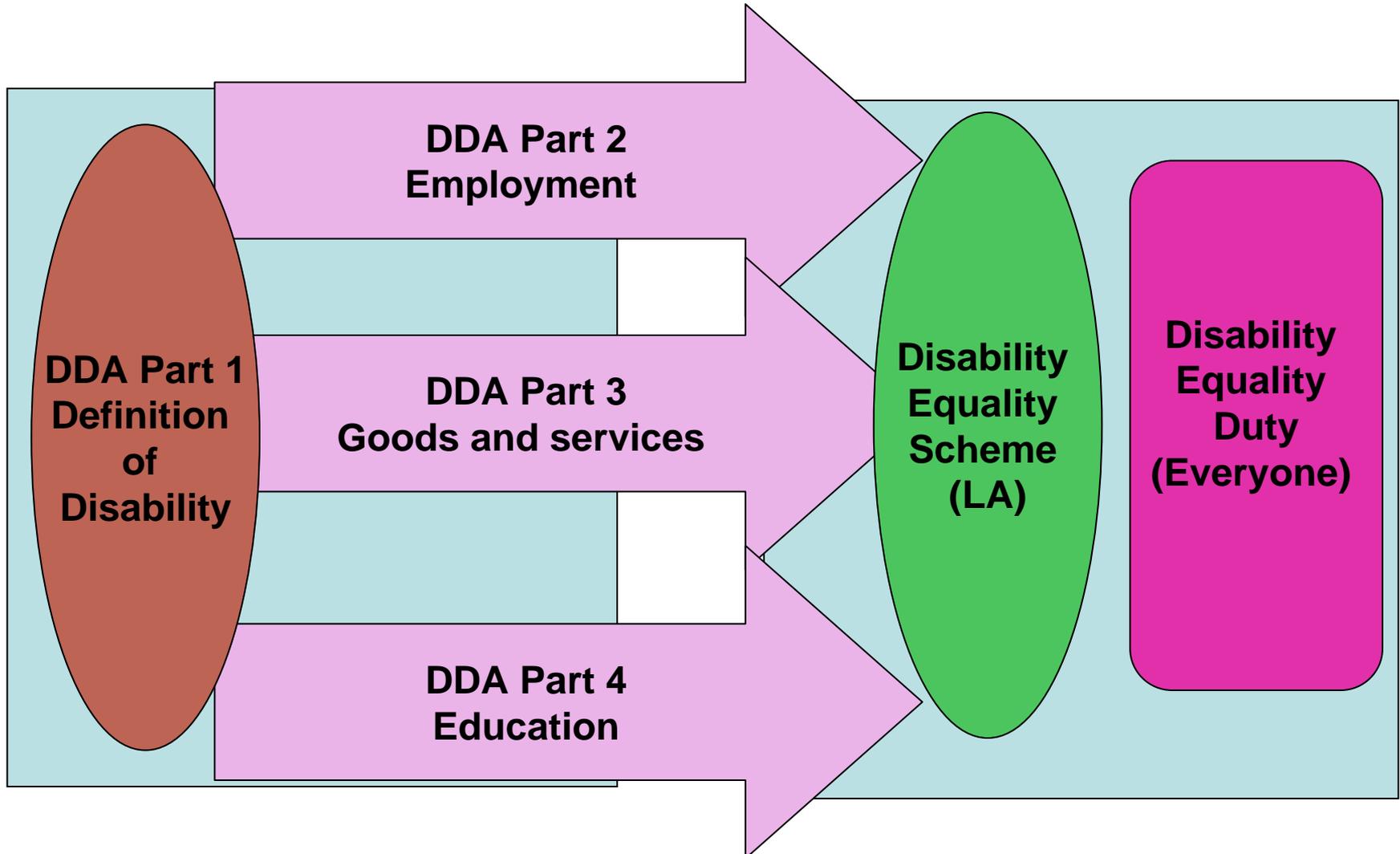
“We have recently demonstrated that when children with hemiplegia in mainstream schools were compared with their classmates, they were twice as likely to be rejected, twice as likely to lack friends, and three times as likely to be victimized” (Yude et al. 1998).

http://journals.cambridge.org/download.php?file=%2FDMC%2FDMC41_01%2FS001216229900002Xa.pdf&code=94ff04fb7e3f374f329e7a33e0a9df0e

Addressing the issues

- Has the school had appropriate and thorough disability equality training?
- How does the school promote and celebrate diversity?
 - Scope's *Imagine the Difference* resource is free to KS1 classes
- How does the school monitor the staff in their disability equality duty – to promote the welfare of disabled people?

Promote the welfare of disabled people



Appropriate interventions

- If we do not explore the difficulties we cannot take appropriate action
- Using a checklist of additional need is a good way to start to explore the issues
- Being aware of contributing factors and watching for them is another good start

Epilepsy and hemiplegia

- One in five children with hemiplegia also has epilepsy
- Epilepsy is more associated with learning difficulty
- Nearly 75% of adults taking part in a study in 2004 with epilepsy originating on the left side had at least one learning disability, compared with about 8% of patients with seizures on the brain's right side.

Left Brain Injury (right-sided weakness (hemiplegia))

- Those with left brain injury and a paralysed right side are more likely to have problems with speech and language.
- Apart from language problems, these individuals tend to be cautious, hesitant, anxious and disorganized when faced with an unfamiliar problem
- Many of those with right hemiplegia need frequent assurance that they are doing okay, with lots of immediate positive feedback
- Breaking tasks down into steps and practicing often will aid learning.

Right brain injury (left hemiplegia)

- Left hemiplegia may result in problems with spatial-perceptual tasks - the ability to judge distance, size, position, rate of movement, form and how parts relate to wholes
- People with severe spatial-perceptual deficits may have trouble with self-care
- They may not be able to read reliably - not because they can't read, but because they lose their place on the page
- They tend to have behavioural that is too quick and impulsive, and behave in a way that makes overestimating their abilities easy
- They are often unaware of their problems, and may think themselves capable of tasks when they are not

Questions

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