



A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.

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**CRITERIA:** Diagnosed by qualified professional.

**PLACEMENTS:** Delivered by or with the support of the Special Education Teacher:

- Resource/Withdrawal

**PROGRAMMING:** Delivered in home school with appropriate supports and resources

**SERVICES:** Available at Elementary and Secondary Panels  
(*unless otherwise indicated*)

- Speech/Language Services
- Physical Management Services
- Psychological Services
- Behavioural Resource Services
- Special Ed Consultants
- Special Ed Department Head (*Secondary*)
- Vision Consultative Services
- Hearing Consultative Services
- Community Care Access Centre – See Section 7

## **SPECIAL PROGRAMMING**

Students with physical challenges are enrolled in home school on a regular classroom register with age-appropriate peers. They have a program focused to provide the required special assistance necessary for educational achievement. The individualized program supports ongoing needs such as self-help skills, use of assistive devices, social and physical development. Implementation of the program is a collaboration between classroom teacher and special education teacher with additional supports as required. Mode of delivery ranges from regular classroom monitoring to resource withdrawal.

Each school is serviced by a resource team that supports the professionals working with these students. In addition to physical management services, this interdisciplinary team includes a special education program consultant/ department head and a representative from each of the other Board's services.

When a student requires more intensive support that includes ongoing direct physical/occupational therapy, school board personnel may facilitate the application of the parents to Community Care Access Centre (CCAC). If the student meets criteria, the school then provides space for subsequent therapy sessions offered by (CCAC).

To maximize inclusion, the physical environment is adapted. The strengths and limitations (as defined by the medical profession) are discussed with the educator so that the curriculum can be adapted or modified to allow the students to function at their potential.

Physical Management Services exist to assist educators to develop educational programs for students with physical challenges, in the belief that all youth should have equal educational opportunity to reach their full potential. The function of members of Physical Management Services is to identify the student's strengths, establish realistic physical expectations and assist in the establishment of the student's educational program. The physical environment is modified, as needed, to enhance independence and self-esteem, and maximize learning. The members of Physical Management Services provide a range of service which may include:

- assessment of student's physical needs in the school
- assessment of the student's physical environment
- interpretation of medical data
- assistance in the development of the student's educational program, which may include if needed, teacher directed activities to promote optimal health care
- promotion of self-esteem and normalization
- inservice of school personnel
- assistance in the acquisition of appropriate equipment
- communication with parent(s)/guardian(s) and personnel from agencies outside the school system
- assistance in the referral of students to other services

The members of Physical Management Services provide service to all students in the jurisdiction of the York Catholic District School Board.