

Criteria for Physical Support Program (PSP)

The Physical Support Program (PSP) is for a student who has a diagnosed physical disability and who presents with significant physical and learning challenges requiring specialized adaptive equipment or assistive devices and ongoing physical therapeutic interventions.

Designation:	Primary, Junior, Intermediate, Secondary
Class Size:	Up to 12 students
Resources:	One teacher with special education qualifications, educational assistants are assigned based on student needs

Referral Criteria:

Physical Needs

- need for physical assistance and often re-positioning throughout the day;
- motor challenges (e.g., fine, gross, oral motor);
- reliance on adaptive equipment/assistive devices; and
- requires self-care assistance (e.g., toileting, feeding, dressing, transfers)

Cognitive Profile

- may demonstrate a wide range of intellectual ability (e.g., Intellectual Disability (Mild) and above); and
- may present with varying degrees of language impairment and/or communication challenges that require augmentative and alternative communication support

Academic Profile

- may demonstrate uneven academic achievement;
- needs accommodations and/or modifications to access the curriculum, may need additional alternative programming goals; and
- requires access to assistive technology and/or assistive devices to access the curriculum

Social/Behavioural Profile

- emotional/social and/or behavioural response (e.g., lagging social skills, anxiety and/or depression, and difficulties with self-regulation and/or self-advocacy skills) may occur

Required Documentation

- diagnosis and description of the physical disability by a physician;
- psychological assessment report (verification from a school psychologist or psychological associate that the psychological assessment continues to be valid);
- occupational/physiotherapy assessment (current year or updated from previous year);

- assessment of adaptive functioning within last 12 months;
- speech-language assessment or a communication profile/summary provided by a speech-language pathologist;
- educational assessment within the last 12 months (WIAT-III preferred);
 - clinician report;
 - record form;
 - student response booklet; and
- writing samples, if applicable (e.g., classroom-based writing samples)

Additional Documentation (if available or appropriate)

- current report card or Communication of Learning;
- current IEP;
- additional assessment reports (e.g., most recent medical, Intensive Behaviour Intervention (IBI), occupational/physiotherapy, social work); and
- information relayed by staff from CHEO school, CHEO Development and Rehabilitation

The student's progress will be monitored regularly and reviewed through the annual IPRC process to ensure appropriate placement to support student learning needs.