

- Control spontaneous limb movements
- Control speed of movements
- Move quickly or in a well-coordinated manner
- Perform manual tasks such as gripping and turning a handle, holding a pen and typing
- Move arms or legs sufficiently to negotiate stairs and perform other actions
- Walk distances, stand for extended periods or getting in or out of a vehicle without assistance
- Reach, pull, push, manipulate
- Perform tasks that require endurance and strength

A student with a physical disability

scooters can't always take the most direct route and may need additional time to travel between buildings on campus.

Students with physical disabilities may contend with issues outside the classroom which can affect punctuality or attendance. Attendant care, transportation arrangements, medical care, etc., are all very time-consuming, and the reliance on other people for these services can cause time constraints beyond a student's control and peripheral vascular disease

- Multiple sclerosis and other progressive neurologic conditions
- Joint replacements

• Haemophilia (B) - 2.7 Body BDC (2) f-9.7 d (Cn) - 0.9 (M-3an) 2 (he) - (3n) 4 (e) - (3s)

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- Adopt Universal Design for Learning (UDL) strategies. UDL benefits all students and promotes a respectful classroom climate with: clear expectations and feedback; a variety of ways to demonstrate knowledge; natural learning supports; multimodal teaching methods; and technology to enhance learning
 - Ensure accessible desks are available for students who need them.
 - Some students may require an adjustable chair or other furnishings. Work with Centre for Accessible Learning staff to make the necessary arrangements.
 - Arrange information and handouts so they can be seen and picked up without undue bending and turning.
 - Make class assignments available in electronic format.
 - Ensure access to exits are clear.
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- Offer assistance, but don't provide it without asking – unless the need is urgent.
 - Position lab equipment and supplies within reach.
 - Allow extra time for setting up and completing work.
 - Consider using a document camera to demonstrate on a large screen.
 - Make containers with handles available.
 - Discuss safety concerns, bearing in mind that students may not be able to react quickly to dangerous situations.
 - Pair the student with another student who can do fine motor manipulations.
 - Use plastic instead of glass where possible.
 - Keep the lab uncluttered and aisles clear. Ensure emergency exits are wheelchair accessible.

In Class

- Class materials including handouts provided in advance for creation of alternate format
- In-class transcriber
- Taped lectures
- Attendant assistance
- Reserved seating and height adjustable tables
- Use of adaptive equipment such as a portable CCTV and laptop

Exams

- Additional time
- Computer to enable screen reading or other alternate format
- Scribe