

Our Local Offer for Special Educational Needs and/or Disability



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Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help?

At Bridge Academy, we know when a pupil needs help if:

1. Concerns are raised by parents/carers, external agencies, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion. We take parental/carer concerns and requests very seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, a graduated response is implemented by school and this may result additional areas of need identified on the SEND register.

2. Class teachers are continually aware of children's learning. If their observations or progress tracking suggests that, as recommended by the SEND Code of Practice, a child/young person is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.

3. The progress of each child is monitored at a whole school level. If whole school tracking of attainment outcomes indicates lack of expected rate of progress, this will raise concerns which will be addressed by the SENDCo gaining further information.

The SENDCo or other trained staff undertake a range of standardised tests with pupils on admission; these assessments can be used to add to and inform teacher's own understanding and assessments of a child/young person.

The Bridge Academy can identify SEND, and make provision for those needs, we may also support parents to seek formal diagnosis through the relevant professionals/channels. This may involve, for example, referral to paediatric services or Children and Young People's Autism Service to further understand any underlying areas of difficulty.

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How we identify and assess needs

What should I do if I think my child or young person needs extra help?

- At Bridge Academy we use baseline assessments to determine pupils levels for literacy and numeracy (WRAT5 and Lexplore) and we score social/emotional/mental health needs using Boxall Profile, McSherry RRS and Motional.
- Pupils are then set targets in their areas of need and support is planned to help them achieve these targets.
- Additional assessments are applied by teaching staff and the SENDCo as needed and pupils who need strategic or intensive intervention are targeted through this continuum of assessment.
- All pupils are reviewed against their targets at least termly (this may be reduced to 6-weekly where needed). This forms the evidence of Assess-Plan-Do-Review; this process continues on a termly monitoring and assessment program.
- Where we need to signpost pupils for specialist assessment eg autism referral, paediatrician, CAMHS, this is completed in partnership with other agencies and parents.

Where can I find the setting/school's SEND policy and other related documents?

[Bridge SEND Information | The Bridge Academy](https://www.bridge.staffs.sch.uk/school-information/send) <https://www.bridge.staffs.sch.uk/school-information/send>

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners, ensured by:

- classroom observations,
- ongoing assessment of progress made by pupils with SEND,
- teacher meetings/training to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments to ensure their access to the taught curriculum.

Action will follow a graduated response and follow an assess, plan, do and review model:

1. Assess:

- Data on the pupil held by the school will be collated to make an accurate assessment of the pupil's needs.

2. Plan:

- A clear set of expected outcomes will be written that consider parents' /carer's aspirations for their child.

3. Do:

- If review of the action taken indicates that "additional to and different from" support will be required, then appropriate evidence-based interventions will be planned in conjunction with pupil, parent, teacher and SENDCo views.

4. Review:

- Progress towards these outcomes will be tracked and reviewed

Teaching, Learning and Support

- Advice may also be sought from external agencies with parental/carer permission including:
 - Local Authority Support Services
 - Specialists in other schools e.g. teaching schools, special schools.
 - Social Services
 - Health partners such as School Nurse and Child & Adolescent Mental Health Service
 - Educational Psychology Service (EPS)
 - Vision (VS) and Hearing (HS) support service

For some pupils, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will the curriculum and learning environment be matched to my child or young person's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

Differentiation and personalised learning to reduce barriers to learning may include the following strategies:

- Enhanced learning support/ adult to pupil ratio
- Smaller class sizes
- Modified timetable
- Adaptations to the classroom/learning environment
- Personalised timetables (lessons/hours)
- Individual support plans

Teaching, Learning and Support

- Individual risk assessments
- Access to alternative provision on a partial/full time basis dependent on need
- Use of specialised equipment such as ICT
- 1:1 support
- Mentoring
- PSHE
- External visitors/agencies working 1:1 or on a small group basis
- Learning outside of the classroom activities
- Educational visits
- Mindfulness/counselling services
- Additional funding applications

How resources are allocated to meet children or young people's needs?

Funding that Bridge Academy receives, including additional higher-level funding applied for by the school, is used to provide equipment, facilities and personalised provision (as appropriate) to support pupils with SEND which may include:

- Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
- In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, social skills etc.)
- Targeted out of class support (relationship building, social, emotional skill development, reading, maths, etc.)

Teaching, Learning and Support

- Small group tuition to enable catch up (subject or targeted at additional need)
- Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.)
- Provision of specialist resources/equipment/exam access arrangements where appropriate (use of ICT, electronic versions of text etc.)
- Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local schools on action to improve inclusion: shared alternative environments etc.)
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs.)
- Access to support from in-school sources e.g. learning mentors (peer or adult), psychotherapist/mindfulness practitioner or from charities (e.g. Eagles Nest, Relate) and community sources (e.g. Garrick Theatre, local businesses)
- Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support.
- Access to personalised alternative provisions

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

Pupils are placed on the SEND Support Register following information passed on from their previous school, diagnostic/standardised assessment or as a result of staff/parental concern. Initial assessment on entry will also include consideration of all received information.

Where a pupil is placed on the SEND register by us as a new entry to the register, parents and the pupil will be informed of this, and the targets will be shared.

These assessments lead to formal planning of intervention such as; 1:1 work, small group/class work, alternative curriculum and, where the need arises may involve specialist resources including the use of external agencies/providers, in liaison with parents/carers and staff.

The SENDCO and staff, in consultation with parents/carers, may seek help/continue to access help from external specialists. The teacher and SENDCO will ask for advice or support from outside specialists (where appropriate) and appropriate strategies will be put in place. An APDR (Assess, Plan, Do, Review) will be written and the SENDCO and where appropriate, other designated staff will undertake:

- Any further assessment
- Planning future interventions for the child in discussion with colleagues
- Monitoring and reviewing the action taken
- Liaising with outside agencies

Following interventions, a review of success will be carried out using both formal and informal ongoing assessment including summative assessments which are undertaken as a part of the national school's yearly calendar in relation to external assessments/examinations. By the nature of the emotional social behaviour difficulties encountered with many pupils at Bridge Academy a continual process of review is undertaken. This does not have a set time scale as it wholly revolves around the needs of the individual and therefore timescales are set according to need.

As provision for pupils with SEND is a whole school issue, reviews and evaluation of that provision involve pupils, parents/carer and staff who are involved in the pupils' academic and social education. Quality first teaching is ensured throughout the centre and where appropriate additional provision/educational opportunities are sought. This is achieved through:

- Regular testing and analysis of progress in internal and external examinations.
- Pupil progress into further education or work is monitored through liaison with pupils, parents, further education colleges and the careers service (Connexions).
- APDRs and personalised programmes of learning set towards achieving stated targets
- Reviews for pupils receiving SEND support occur at least 3 times per year, in line with requirements of the SEND Code of Practice and reporting to parents is annual
- Views of parents, pupils, subject and pastoral staff, support assistants and other support agencies are recorded and review outcome informs target setting. Pupils are fully involved in the setting of those targets. Likewise, they will evaluate their own progress through comment at the review meeting and through written comment produced before and discussed at the meeting.
- Regular meetings between the SENDCO and Senior Leadership Team.
- Examination of pupils' progress and behaviour tracking.
- Reports and evaluations from specialist teachers and outside support agencies.

Teaching, Learning and Support

- Progress made towards achieving Education and Health Care Plan objectives.
- Involvement, where appropriate and with parental consent to outside agencies such as:
 - Educational Psychology Service
 - Speech and Language Therapy Service
 - Occupational Therapy Service
 - Counselling Service
 - Behaviour Support Services
 - Voluntary services
 - Education Welfare Service

How will equipment and facilities to support children and young people with SEND be secured?

Classes at Bridge Academy are designed to support pupils who have, or may have, autism spectrum difficulties and Social, Emotional and Mental Health needs, with reduced visual display and clearly labelled areas for resources. Where needed, pupils are provided with additional sensory tools and workstations as well as having access to a sensory room.

Teachers at Bridge Academy are able to support SpLD pupils with writing slopes, laptops and accessible materials where needed.

Staff are deployed to support a personalised timetable for all pupils at the school and this may also include access to a HLTA/ Mentor/ off-site provision.

Both sites offer SEMH interventions to support self-esteem building and engagement.

How will you and I know how my child or young person is doing?

At Bridge Academy there is an 'open door' policy to all parent/carers and they are invited to contact the school informally whenever they wish. All staff will actively work with parents of pupils with Special Educational Needs to enable and empower them to:

- Understand the Special Educational Needs framework
- Be fully informed of the school-based response to their child's Special Educational Needs
- Have knowledge of their child's entitlement within the Special Educational Needs framework
- Make their views known
- Have access to information, advice and support
- Recognise and fulfil their responsibilities

Parents will always be informed when a teacher first identifies that a child has Special Educational Needs.

At Bridge Academy, we endeavour to communicate positively with parents by:

Using parental knowledge

- Focusing on the child's strengths as well areas of weakness
- Recognising the personal and emotional investment of parents
- Providing regular feedback to parents about how their child is progressing (phone calls, termly reports, copies of placement reports)

Supporting parents at TAF and Core Group meetings where necessary

- Ensuring parents understand the procedures
- Respecting differing perspectives and seek constructive ways of reconciling different viewpoints
- Respecting the differing needs parents themselves may have
- Recognising the need for flexibility in the timing and structure of meetings

Teaching, Learning and Support

Bridge Academy will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties their wishes will be respected.

Procedures for working in partnership with parents at Bridge include:

- Termly reviews
- Interim Meetings
- Telephone calls home
- PEP reviews
- Consultation Sessions
- Parent Letters
- Parent surveys

How will you help me to support their learning?

Class teachers can be contacted for advice on bespoke support at home.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

We encourage all pupils to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals. We have conversations within school with students to:

- Ascertain the child's strengths and difficulties,
- Ascertain their preferred learning styles and aspirations,
- Write APDR (Assess, Plan, Do, Review) plans with Pupils

Teaching, Learning and Support

- Produce an Intervention Tracker which includes preferred supportive strategies written directly from information gathered in conversation with pupils.
- Include them in meeting and the decision-making progress regarding any personalised/alternative or SEND provision where appropriate.

How will I be involved in discussion and planning for my child's education?

This will be through:

- discussions with the subject teachers/form tutors, the SENDCo or Senior Leadership team member,
- during parents' evenings,
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's subject teacher,
- Your child's form tutor,
- The SENDCo,
- The Headteacher,

For complaints, please see the school's complaints policy [School Policies | The Bridge Academy](#)

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

Parents are involved in discussion about the effectiveness of provision through:

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Teaching, Learning and Support

- Regular discussions with the subject teachers/form tutors, the SENDCo or Senior Leadership team member
- Placement reports and parent reports
- Pupil and parent surveys
- Parents' evenings
- Meetings with support and external agencies

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupils arrive at both sites and are met and greeted by staff to transition in for the day – we use the first part of the day to address any needs that may be impeding their engagement in the planned timetable through breakfast/Secondary/circle time/ tutor time/ mentoring or use of on-call staff.

At break and lunchtimes both sites offer a selection of activities for all pupils to participate in on the playgrounds or using the sports facilities.

Any transitions outside of the building eg onto transport are supported by chaperones or staff if going onto the school minibus. Any trips and visits are risk assessed using Evolve and any pupils who may struggle to access a trip safely has an individual risk assessment.

Bridge Academy undertakes regular risk assessments of pupil behaviour on admission and these are updated regularly and shared with all staff.

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

Our school have a zero-tolerance policy on bullying and our Anti-Bullying and Peer on Peer Abuse policies can be seen here: <https://bridge.staffs.sch.uk/school-information/policies>

Keeping students safe and supporting their wellbeing

All pupils at Bridge Academy have a class teacher or tutor who maintain regular contact with home and are able to offer a nurturing safe place for pupils to discuss their problems. We use the McSherry Scale and Motional tools on admission to scale pupil's soft skills and we ensure that all staff are trained to understand the importance of positive relationships in building the self-esteem and confidence of our pupils.

We regularly seek feedback from pupils on how they are feeling and have an explicitly taught feelings curriculum which helps pupils learn about self-regulation. Staff are trained in Emotion Coaching and use this approach on both sites.

How will you manage my child or young person's medicine or personal care needs?

Any pupils with medical needs will have a Care Plan drawn up at admission and this will be shared with relevant staff. Any staff administering medication will receive appropriate training to do so.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Supporting behaviour, avoiding exclusions and increasing attendance is at the heart of what we do at The Bridge Academy. All staff work in a restorative approach which prioritises relationship building and helping pupils to feel safe and secure in school. This Restorative Approach alongside Emotion Coaching practice is a key part of achieving more positive behaviours, avoiding exclusions and increasing attendance. Further information can be found in our behaviour and relationships policy: <https://bridge.staffs.sch.uk/school-information/policies>

How do you support children who are looked after by the local authority and have SEND?

Both sites have a Designated Teacher for Looked After Children who will co-ordinate support for any Previously Looked After Children or Looked After Children. The Designated Teacher will attend annual training and network meetings to disseminate good practice to school staff and will be responsible for monitoring the progress of pupils alongside the SENDCo.

Working Together

Who is involved in my child's education?

<https://bridge.staffs.sch.uk/the-little-bridge-primary-centre/staff-list>

<https://bridge.staffs.sch.uk/the-bridge-secondary-centre/staff-list>

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

At Bridge Academy, we use an Individual Pupil Support Plans for each pupil which is shared with all staff working with your child; this is a working document that is updated regularly with key information relating to each pupil.

Staff on both sites have daily briefings and de-briefings about pupils needs and all staff attend weekly CPD to ensure that they are upto date in their knowledge of SEND.

What expertise do you have in relation to SEND?

All school staff have engaged in recent training in ADHD, Autism, Supporting Reading and Emotion Coaching. Most staff have a high level of experience working within SEND or SEMH settings.

The SENDCO first undertook this role in 2008 and has over 12 years of experience as a SENDCO, she has also undertaken a Masters Level Post Graduate Course in Language, Literacy and Dyslexia, Level 2 Emotion Coaching, Whole School SEND Training and is currently studying for an NPQ in Behaviour and Culture.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

Bridge Academy works with a range of outside agencies and can signpost families to supporting services such as Family Support, Saplings, CAMHS.

We hold multi-agency meetings where appropriate on site or over TEAMS.

The school has access to a range of specialist support such as:

- School SENDCo
- Experienced TA's and Staff team
- Independent Advice
- SEND Family Partnership Service

Working Together

- Local Authority Support Services
- Special Educational Needs Support Service (SENDIAS)
- Educational Psychology Service
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Physical Disability Support Service (PDSS)
- Occupational Therapist
- Autism Outreach Team (AOT)
- Local Support Team (LST)
- Social Services
- Educational Welfare Officer (EWO)
- Health Services
- School Nurse/GP
- Children and Adolescent Mental Health Service (CAMHS)
- CYPAS

Who would be my first point of contact if I want to discuss something?

Your first point of contact would be your child's tutor or class teacher.

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Working Together

Who is the SEND Coordinator and how can I contact them?

SENDCo Emma Wakefield emma.wakefield@bridge.staffs.sch.uk

What roles do your governors have? And what does the SEN governor do?

How will my child or young person be supported to have a voice in the setting, school or college?

Pupils on both sites at Bridge Academy develop positive relationships with staff and are able to voice their feelings daily.

We complete pupil voice sessions as part of the curriculum. Those who are involved in the EHC process have separate 1:1 sessions to complete their 'My Views'.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Any enquiries about volunteering at Bridge Academy would go to the Headteacher; any vacancies for parent governors are shared with parents by letter.

What help and support is available for my family through the setting?

We will work with Family Support services and social care to support families where this is appropriate. School transport for pupils who are permanently excluded is organised with the LEA Exclusions Officer and ourselves.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- All pupils are invited to take part in any extra-curricular activities and they will be made aware of them through their form tutor.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the setting's environment?

Inclusion & Accessibility

The primary classrooms have been adapted to be autism friendly and have a range of sensory tools available to support sensory processing and self-regulation. Our Accessibility Plan is available to read here: <https://bridge.staffs.sch.uk/school-information/policies>
Many of our primary pupils need visual communication which is provided by Widgit.

Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes

No

Details (if required)

Are disabled toilet facilities available? Yes

Inclusion & Accessibility

No

Do you have parking areas for pick-up and drop-offs? Yes

No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes

No

N/A

Joining and moving on

Who should I contact about my child or young person joining your setting?

Pupils come to Bridge Academy through dual roll placements arranged by the base school or through permanent exclusion; parents cannot apply direct. We cannot be named on an EHCP as we are a Pupil Referral Unit.

How can parents arrange a visit to your setting, school or college? What is involved?

Any pupils and parents joining the school will be given a tour and admission meeting prior to beginning their induction with us.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

Joining and moving on

We liaise with all base schools to gather and share information on admission and all placement pupils have a half-termly placement report and meeting with the school. Any pupils transitioning back to their school will have a co-produced reintegration plan.

A number of strategies are in place to enable effective pupils' transition. These include:

– On entry:

- Parent/carers and students are invited to a meeting at the school and are provided with a range of information.
- If pupils are transferring from another setting, the previous school records will be requested immediately.

– Transition to the next school, preparation for adulthood and independent living

- Pupils and parents/carers have a number of opportunities to meet staff in the new school.
- Parent/carers will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014*. This places a duty on schools to secure independent careers guidance for all Y8-11 pupils which includes education or training options e.g. apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job.

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Joining and moving on

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

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Additional Information

What other support services are there who might help me and my family?

SEND IASS within Staffordshire LEA can be contacted in the following ways:

- Through the website <https://www.staffs-iass.org/home.aspx>
- Via telephone on: **01785 356921**

SEND IASS has the following core activities:

- Working with parents
- Providing information and publicity
- Training, advice and support
- Networking and collaboration
- Helping to inform and influence local SEND policy and practice

When was the above information updated, and when will it be reviewed?

Updated September 2023; due for review September 2024

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

What can I do if I am not happy with a decision or what is happening?

Additional Information

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's subject teacher
- Your child's form tutor
- The SENDCo
- The Head of School (Primary)/Deputy Head (Secondary)
- The Headteacher

Type of Setting (tick all that apply)

- | | | | | |
|--------------------------------------|--|--------------------------------------|---|----------------------------------|
| <input type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |

Pupil Referral Unit – Primary and Secondary

Other (Please specify below)

DFE Number

132131

District

- | | | | |
|---|---|---|--|
| <input checked="" type="checkbox"/> Cannock | <input checked="" type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
| <input type="checkbox"/> Newcastle | <input type="checkbox"/> Moorlands | <input type="checkbox"/> Stafford | <input type="checkbox"/> South Staffordshire |

Specific Age range

Year 1 to Year 11

Additional Information

Number of places

65

Which types of special educational need do you cater for?

- inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|--|---|
| <input checked="" type="checkbox"/> Resource for autism | <input checked="" type="checkbox"/> Resource for social, emotional and mental health |
| <input checked="" type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input checked="" type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input checked="" type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

- Specialist technology

Comment:

- | | |
|--|---|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |

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Additional Information

Bought in support services

Hearing loop

Sensory room/garden