

# Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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# Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----

## How we identify and assess needs

### How will you know if my child or young person needs extra help? (*IRR*)

We are a special school and all of our students have an EHCP that outlines their additional needs.

All our students are regularly assessed by their teachers to ensure that they are making progress. If classroom staff are concerned that a student is not making expected progress, they will adapt their teaching and consult with other staff within school for advice.

The EHCP and the transition school file for each pupil is used to create the following in-house documents;

- Pupil profile
- Individual Progress Steps – targets and identified strategies linked to the EHCP.
- Positive Behaviour Support Plan – triggers, preventative strategies, responsive strategies.

These documents will be produced by the form tutor/class teacher supported by the Key Stage Pastoral Lead and reviewed termly. They are in addition to curriculum subject targets and assessments.

The EHCP is reviewed in the annual review meeting, chaired by either a member of the school's Senior Leadership Team or Middle Leadership Team.

The annual review will consider all sections of the EHCP, Health and Social care provision and needs and record progress against the EHCP outcomes. Where appropriate, teachers who teach the pupil for different subjects will comment against the outcomes and Individual Progress Steps targets.

Queen's Croft High School has an Interventions Team, which is led by the deputy headteacher who is also our SENCO. The Interventions Team consists of:

- SENCO/ Designated Safeguarding Lead
- Deputy Safeguarding Lead and Designated Teacher for Looked After Children
- Attendance HLTA
- Interventions HLTA.

----- Click here to return to the front page -----

### **How we identify and assess needs**

This team acts as the school's link with other agencies supporting students and their families. They also co-ordinate the provision of extra interventions for our students, including the delivery of support programmes from the Speech and Language Therapists, Occupational Therapists and CAMHs.

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

If you have concerns about your child needing extra help, we encourage you to contact the school and ask to speak to our SENCO. We can make some adjustment to support levels within school but any formal changes to provision would need to be agreed within your child's Annual Review meeting, together with the Local Authority.

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

All our school policies can be found on our school website.

<https://www.queenscroft.staffs.sch.uk/>

## Teaching, Learning and Support

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

We are a special school and all of our students have an EHCP that outlines their additional needs. All of our students are taught in small groups (usually 10-12 students) for all their subjects. In Key Stage 3 and Complex Needs classes, the teacher is supported by a Class Teaching Assistant – who stays with the class throughout the week. In our 14-19 areas of the school, students move to different classrooms for different lessons. This means that they may work with different Teaching Assistants throughout the week, but they start and end the day in their form room with their form tutor and Class Teaching Assistant.

The teacher plans the learning for each of their students, based on the school's curriculum but individualised to accommodate each student's needs. They also work towards the student's Individual Progress Steps which are linked to their EHCP outcomes. Teachers make use of a range of teaching approaches, including opportunities for practical learning and activities designed to consolidate learning. Regular assessments mean that staff quickly identify when a student is failing to make the expected levels of progress and make adjustments to their teaching.

Each student's EHCP is reviewed every year in the Annual Review meeting. Parents / carers also receive a Mid-Year Report and an End of Year Report that details progress across the curriculum. We hold Parents' Consultation Evenings for each year group of students and also extra Transition Support Evenings for students and their parents as they prepare for transition at the end of Year 11 or at some point within post 16 (years 12-14.) Each of these formal occasions allow parents / carers to contribute to the individual plans for supporting their child. In addition, we encourage parents to contact us if they have any concerns at all.

The school's Interventions Team co-ordinates additional support from other agencies for our students and their families. Staff from the school's Interventions Team liaise closely with our team of school nurses and our local providers for speech and language therapy and occupational therapy. They also work closely with staff from social care and CAMHs (Child and Adolescent Mental Health services.) Sometimes, staff from these agencies will come into school and work directly with students. At other times, they will give advice and guidance to school staff.

For example, some of our students have been assessed as having additional sensory needs. Our attached occupational therapist has reviewed these assessments and suggested a range of strategies to be used in the classroom on a daily basis. Staff from the Interventions Team will make sure that the classroom staff understand the strategies and have the right equipment. They will check that strategies are being used regularly and will then liaise with the occupational therapist to review progress and adjust the plan if needed.

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

All our students are educated in small class groups that facilitate differentiation. Staff individualise the support that is offered to each student within our broad range of curriculum subjects.

## Teaching, Learning and Support

In Key stage 3 and Complex Needs classes, the classteacher oversees the education of each of their students. Our Key stage 3 classes are grouped according to ability. In our Complex Needs classes, students are grouped according to their age and/or ability.

In 14-19 classes, students' academic learning is monitored by the specialist subject teachers (eg Science, English, Art.) The school's Assistant Headteacher for Teaching and Learning oversees the school's curriculum and assessment systems.

In Key Stage 4 (years 10 & 11), students take accreditations in the core subjects of English, Maths, Science and IT. They also have core PE lessons and PSHCE/Careers lessons too. Students have a limited choice of option subjects, for example Art, Food Tech, Sport, Life Skills. As we are a small special school, we have a much smaller choice of options than a large mainstream school. For all of these subjects, students can achieve accreditations at different levels. This includes GCSEs, BTecs, Functional Skills, Entry levels and Unit Awards.

Staff make sure that parents/carers understand which level of accreditation has been allocated to each student and keep this under close review. Sometimes, a student achieves better than expected and their accreditation level is adjusted. Sometimes, a student is finding the work harder than expected, or there are other issues impacting on their progress. In these cases, we can also adjust the level of accreditation. We make sure that parents / carers are kept up to date with any changes for their child.

Our post 16 provision is for students who would benefit from additional preparation for the move to learning in local colleges. We offer a range of vocational taster courses in post 16, including Land Studies, Hospitality, Health & social care, Sports Leadership. Our post 16 students also receive core lessons of English, Maths, PE, PSHCE/Careers and IT.

Our students' pastoral needs are the responsibility of their class teacher (or form tutor in 14-19 classes.) We have a Pastoral Key Stage Lead for each group of students and they carefully monitor progress in this area. They are also responsible for organising our spiritual, moral, social and cultural (SMSC) learning experiences. They are line managed by our Deputy Headteacher, who is also our SENCO and Designated Safeguarding Lead.

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

As a special school, all of our funding is focused on meeting the special needs of our students. We are part of Greywood Multi Schools Trust and our finances are monitored by their Chief Finance Officer.

If a student is not making expected levels of progress we will review our in-school options for providing additional support. These are designed to be short-term interventions and may include a move to a different class group (within key stage 3 or Complex Needs), additional support from the school's Interventions Team

### **Teaching, Learning and Support**

or extra support from the class teaching assistant. The impact of these extra interventions are carefully monitored and if the student is still failing to make progress then this would be discussed with the Local Authority at the student's Annual Review of their EHCP.

These discussions may result in the Local Authority allocating a different level of support for the student or a move to a more appropriate placement. As part of this decision-making process, we would work closely with specialist support services such as the Educational Psychologist or Speech and Language Therapists. They may be asked to complete additional assessments to inform our decisions. Parents / carers are kept informed of these developments.

### **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?(IRR)**

Our student's EHCPs are an important document as we decide the appropriate level of support for them. We regularly review the progress of our students and if anyone is failing to make the expected levels of progress, then we will make adjustments to our teaching first. Parents / carers are involved in these processes and are encouraged to contact us if they have any concerns.

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

As a special school, all of our resources and facilities are designed to support our students' SEND. If additional resources were required to meet a child's specific needs, this would be discussed with the Local Authority within the Annual Review meeting.

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

All of our students have an Annual Review meeting once a year to review their EHCP.

Parents /carers receive a mid-year report and an end-of year report that provides an update on their learning and progress.

A weekly newsletter is sent home to parents on a Friday.

Class teachers will contact parents if there are any concerns about their child.

Parents/carers are encouraged to contact school if they have any concerns. They can email the class teacher or key stage Pastoral Lead. Alternatively, they can phone / email the school office.

We individualise our support for our students and for their families. We can provide daily updates via email if parents find that useful.

### **How will you help me to support their learning?**

Teachers may give out homework and are always happy to discuss this with parents.

Students' Mid-Year and End-of-Year reports include details of the next steps of learning.

----- [Click here to return to the front page](#) -----

## Teaching, Learning and Support

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

Wherever possible, our students contribute to the Annual Reviews of their EHCPs. They complete the Pupil View paperwork before the meeting and where appropriate are invited to join the last part of the Annual Review meeting.

Feedback is provided for students in every lesson. We have a positive points system which is used to record students approach to learning. This is discussed with students in each lesson.

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

As a special school, our whole school evaluation processes focus on provision for students with SEND.

Student and parent surveys inform this process.

We listen carefully to our parents / carers and welcome feedback at all times.

----- [Click here to return to the front page](#) -----

## Keeping students safe and supporting their wellbeing

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

At the start of the school day, members of the Senior Leadership and Middle Leadership Teams are out on duty. Students can arrive onsite from 8.40am onwards. Where needed a member of staff is available to speak to parents or carers at the start of the day.

At lunchtime and breaktimes, Key Stage staff are duty so that there is always a familiar adult available to support the students. At lunchtime, there are additional clubs including football and reading. There is a quiet area under the canopy where students can do colouring or other quiet activities. In addition, there is always a designated first aider available. Across the school, there are staff trained in first aid with the qualifications School First Aiders and First Aiders at Work.

The School uses the Staffordshire system EVOLVE to plan trips off site and this is a key part of our curriculum to offer access to the local community.

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

Queen's Croft High School believes that all children and young people should learn and develop in a supportive, caring and safe environment without fear of being bullied. All adults and students should recognise that bullying is an antisocial behaviour which affects everyone, and will not be tolerated. To this end, the Anti-Bullying Policy sets out the school approach, roles and responsibilities with regard to all student-bullying matter.

We provide support for pupils to improve their emotional and social development in the following ways:

### **Keeping students safe and supporting their wellbeing**

- The school day includes two tutor times where pupils spend time with their form tutor and support staff. This is an opportunity to reflect together and for small issues to be resolved, so that they do not disrupt the rest of the school day.
- Parents are encouraged to contact form tutors and form support staff in the first case if they have any concerns,
- Pupils are encouraged to be part of the school council
- Small pupil:staff ratios ensure that staff know our pupils well and are able to support their emotional and social development
- The curriculum is adapted to include Forest School and Communication and Interaction classes
- We have a zero tolerance approach to bullying.

Students are supported in making good choices through support from their class teams and through the PSHCE curriculum. At breaktime and lunchtime duty staff are there to support with communication and support friendships. Clubs are available at lunchtime.

Development of good self-esteem and confidence is key for our students as they prepare for adulthood. This runs throughout the curriculum including through Social, Moral, Spiritual and Cultural opportunities.

- *Do you offer sibling support?*

The School uses Mable Therapy to provide 1:1 counselling support to students where there has been an identified need. Mable Therapy use a 'hybrid' approach to therapy. All the sessions take place online and the therapists teach activities and techniques to use in 'real life'

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

Queen's Croft High School is committed to supporting children with medical conditions and follows guidance in this regard set out in the Equality Act 2010 and Supporting Children at School with Medical Conditions 2014. The school's policy on supporting children at school with medical conditions is published on the school website. The Deputy Headteacher has overall responsibility for managing the needs of children with medical conditions. She liaises closely with the School Nurse service and the community paediatric team and leads a group of staff with personal care responsibilities in school. All staff are trained in the administration of medication and where a class team is supporting a student with a particular medical need, specific training will be given through the School Nursing Team.

Where there is a medical emergency in school, staff will follow the school protocols and support the student.

Attendance at medical appointments is authorised with proof of appointment (e.g. letter or screenshot of text appointment). The Interventions team work closely with the school and where appropriate a member of the team will attend appointments or provide information on behalf of the school.

Our school nurses work directly with the family of a student who needs a care plan. Once the plan is agreed, the school nurses share it with school and the staff team supporting the pupil will be made aware. Care plans are stored on the school's information system.

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

Our Interventions Team liaises closely with outside agencies and work with the following agencies to provide support for students with SEN:



----- Click here to return to the front page -----

### **Keeping students safe and supporting their wellbeing**

Child and Adolescence Mental Health Service (CAMHS)

Children and Young Persons Autism Service (CYPAS)

Children's Learning Disability Team

Adult Learning Disability Team

Speech and Language Team

Teacher of the Hearing Impaired

Occupational Therapy

Physiotherapy

Educational Psychology Service

Clinical Psychologists

Social Services

School Nurse

Our staff are trained in PROACT-SCIP-r de-escalation and positive handling techniques. Individual Behaviour Support Plans, enable staff across the school to support a pupil with their individual behavioural needs. The school focuses on using proactive strategies to support pupils. These proactive strategies that will address the pupils needs and promote progress whilst avoiding challenging behaviour.

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

The designated teacher supports teachers, pupils, and parents in identifying strengths and areas for development. This is closely monitored through assessment and PEP meetings. Pupils have individual targets to support any issues they may have relating to their access to education.

The Designated Teacher also attends LAC reviews where possible to be able to understand the wider issues that can impact on attendance and progress and maintains regular contact with carers.

A number of support strategies have been identified to bridge the gap for LAC and Post LAC pupils. Pupils are accessing external 1:1 tutoring for core curriculum subjects, additional IT resources have been provided, access to online learning platforms, different types of therapies have been used to support wellbeing and resources to access activities to benefit physical health in turn also supporting mental health and wellbeing.

----- Click here to return to the front page -----

## Working Together

### Who is involved in my child's education?

All of our students have a class teacher (or form tutor in 14-19.) They are the first point of contact for parents.

Each group of classes has a Pastoral Key Stage Lead who can also be contacted if parents have any concerns.

Our office staff team are always happy to answer queries and to identify the best person to contact.

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

When pupils are admitted to the school, their EHCP and their transition school file is used to create the following in-house documents;

- Pupil profile
- Individual Progress Steps – targets and identified strategies linked to the EHCP.
- Positive Behaviour Support Plan – triggers, preventative strategies, responsive strategies.

These documents will be produced by the form tutor/class teacher supported by the Key Stage Pastoral Lead and reviewed termly. They are shared with all staff and regularly discussed in staff meetings.

### What expertise do you have in relation to SEND?

Our staff team have expertise in the following areas of SEND;

- Cognition and learning difficulties (moderate, severe and complex)
- Communication difficulties, including speech and language.
- Supporting students with medical difficulties.
- Supporting students with autism.

Our staff access a wide range of professional development opportunities.

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

Our school's Intervention Team liaises with other agencies including social care, CAMHs, Educational Psychology, speech and language therapy, occupational therapy and the school nurses team.

## Working Together

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

All of our students have a class teacher (or form tutor in 14-19.) They are the first point of contact for parents.

Each group of classes has a Pastoral Key Stage Lead who can also be contacted if parents have any concerns.

Our office staff team are always happy to answer queries and to identify the best person to contact.

### **Who is the SEN Coordinator and how can I contact them?**

Our SENCO is Julia Lloyd-Jones. She is also our Deputy Headteacher and Designated Safeguarding Lead. She manages the school's Intervention team and can be contacted through the school office.

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

Queen's Croft High School is an Academy and is part of Greywood Multi-schools Trust. Greywood has a board of Trustees who oversee all the schools in the Trust. Queen's Croft has a local governing body with responsibility for monitoring the details of our school improvement and finances.

Our Chair of Governors is Katy Hope.

Stephen Wood is our Governor with responsibility for safeguarding.

Marcus Simmons is our Governor with responsibility for LAC and post LAC children.

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

The focus of our curriculum is on developing independence for all our students. This means that we encourage them to contribute to the learning process in every lesson. There are also regular opportunities for students to contribute to planning events within school.

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

We have a Friends of Queen's Croft group who are always looking for new volunteers.

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

Our school Interventions Team can provide additional support for parents.

----- Click here to return to the front page -----

## Working Together

Our friendly team of Office staff are always willing to listen to parents and direct their enquiries to the right member of staff.

----- Click here to return to the front page -----

## Inclusion & Accessibility

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

All of our school activities are open to all our students. We make sure that we plan differentiated activities and where necessary, we provide additional support for students to access them. Parents / carers are included in the planning for residential trips.

### How accessible is the setting's environment?

Queen's Croft is a single storey building with no stairs, so almost all of our learning spaces are accessible to all students. We have two outdoor learning rooms that have a more restricted access.

We work closely with our families whose first language is not English to find the best way of communicating with them. This may include the use of interpreters.

### Is the building wheelchair accessible?

Fully Accessible

Partially Accessible

## Inclusion & Accessibility

Not Accessible

Details (if required)

Are disabled changing facilities available? Yes   
No

Details (if required)

Are disabled toilet facilities available? Yes   
No

Details (if required)

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

----- Click here to return to the front page -----

## Inclusion & Accessibility

No

Details (if required)

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

No

Details (if required)

----- Click here to return to the front page -----

## Joining and moving on

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

Admission referrals to Queen's Croft are made from the SEND departments of Staffordshire and other neighbouring Local Authorities. All of our students have an EHCP. If a mainstream school has a student who they believe would benefit from being educated in a special school environment, then the school should consider requesting an EHCP for that student. Queen's Croft High School cannot consider the placement of any student without an EHCP, unless approached by the local authority to offer an assessment place. (This would be in exceptional circumstances only.)

Most of our students are admitted to Queen's Croft High School at the start of year 7. Some students join us from other special schools and some make the move from a mainstream school. Admissions can also be considered into other year groups or the post 16 provision. All referrals are considered equally.

Our admissions policy is updated regularly and can be accessed on our school website.

When considering admissions, we use the following criteria to inform our response.

### Joining and moving on

For students in year 6;

Students working at the level expected of year 5 or year 6 students (*just below age related expectations*) would not have a peer group of similar students at Queen's Croft.

Students working at the level expected of years 1,2,3 or year 4 (*at least 3 years below age related expectations*) would have a peer group of similar students at Queen's Croft.

Students who are working within the Early Years Framework (or equivalent) to assess their progress would not have a peer group of similar students at Queen's Croft.

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

We arrange after school events for prospective parents to visit us. These are advertised on the school website. We find it difficult to manage parental visits to the school during the school day as this is disruptive to our students. However, we are always happy to talk to prospective parents on the phone (or via Teams.) Please contact the school office if you have any specific queries. Our admissions processes are led by Mrs Julia Lloyd-Jones who is our Deputy Headteacher and SENCO.

### 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)?

Queen's Croft High School recognises the importance of a successful transition and that every pupil is individual.

Prior to pupils transitioning into Queen's Croft High School in Year 7, staff members liaise with their previous provision to ensure a smooth transition. This is led by the Pastoral Lead for Key Stage 3. A series of transition visits are planned which are informed by both the family and the pupil's current setting. Where possible, a member of staff from Queen's Croft High School will attend the annual review meeting.

----- [Click here to return to the front page](#) -----

### Joining and moving on

Transition within the school is planned for each year and every pupil is supported with the changes that they may encounter. Where there is a change in teacher there are meetings planned to hand over important information. Families are invited into school at the end of the year to meet the new class teacher so that they can be confident about their child's transition. Where appropriate the pupils will be given social stories to support them in their transition.

We have links with Local Authorities who support Travel Training and facilitate this within school. All of these are individual programmes designed to accommodate specific needs.

Our curriculum includes Careers education throughout the school. This includes opportunities for post 16 students to complete work experience and we are developing these opportunities for students in KS4 as well. We link closely with our local colleges to support our students who move on to them either at the end of year 11 or at some point during post 16 (years 12-14.) Wherever our students move on to, we ensure that information about their achievements are passed on, together with our knowledge of the best way of supporting them.

Our KS4 curriculum includes access to vocational qualifications and our post 16 curriculum is focused on providing tasters of a wide range of vocational learning. We provide individualised Careers support for our students to prepare them for leaving us, this may include the use of External Career advisers. We also recognise that transitions can be a difficult time for parents of students with SEND and offer support for them too.

Developing our students' independence is a core focus of our curriculum throughout the school. We encourage our students to work independently in the classroom and our PSHCE curriculum encourages them to reflect on how they can ask for help appropriately in the world outside school. Our SMSC (social, moral, spiritual and cultural) opportunities allow students to feel part of the school community, our local community of Lichfield and also a wider awareness of their place in the national community.

----- [Click here to return to the front page](#) -----

### Additional Information

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

Our office staff team are always happy to answer queries and to identify the best person to contact.

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

February 2022



----- Click here to return to the front page -----

**Additional Information**

**Where can I find Staffordshire's Local Offer?**

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

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

We encourage parents to let us know if they are unhappy about something. Form tutors can be emailed (although they will not respond out of school hours) and messages left with the school office.

Our complaints policy is on our school website. We expect parents to let us know they are unhappy about something and give us a chance to resolve issues before making a formal complaint.

**Type of Setting** (*tick all that apply*)

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

<https://www.greywoodmst.co.uk/>

We are part of the Greywood Multi Schools Trust and work closely with the Friary School and Henry Chadwick Primary School.

**DFE Number: 8607041**

**District**

- |                                    |   |   |  |
|------------------------------------|---|---|--|
| <input 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: 11-19**

**Number of places: 210**

**Which types of special educational need do you cater for?**

**Additional Information**

- inclusive mainstream school                       special school

Offer specialisms in. Tick all those that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Resource for autism                              | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input 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 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 checked="" type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services   |
| <input type="checkbox"/> Bought in support services  | <input type="checkbox"/> Hearing loop       |
| <input type="checkbox"/> Sensory room/garden         |   |