SEND School Information Report

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Approved by: (Principal)	Sam Done	**Name of Author and Designation:**	**SENCO** – Sarah Smith
Name of Principal and SEND Governor:	**Principal –** Sam Done **Governor – Helen Hanna**	**Name of Coordinator of SEND/Assistant Principal and Contact Details:**	Inclusion Leader/SENCO SENCO@littlelondon.leeds.sch.uk 0113 244 2457

Little London Academy Mission Statement

At Little London Academy we pride ourselves on providing the highest standard of education and therefore we are committed to the inclusion of all pupils regardless of their background or individual circumstances. We are passionate about ensuring that all pupils are given the opportunity to achieve every day and make this possible through their access to a broad and balanced curriculum. Through highly effective teaching and learning, all pupils are supported in developing their knowledge, skills, and understanding of all aspects of the curriculum. In addition, all pupils have access to outstanding levels of pastoral care to offer the necessary wrap-around support for children to truly flourish.

Where pupils require additional support, we identify such needs and establish a personalised plan to enable them to overcome barriers that may impact their ability to make outstanding rates of progress. Our practice is reviewed routinely to ensure that the needs of all pupils with Special Educational Needs and Disabilities (SEND) are met. We work in partnership with parents, carers and wider professionals to deliver a highly effective and impactful provision.

As part of our inclusive approach, we utilise a range of evidence-based tools and professional expertise to ensure early identification and targeted support. This includes the WELCOMM communication and language screening programme, our commissioned Speech and Language Therapist (SALT), toolkit assessments, Inclusion Advisory Team (IAT) guides, and robust early identification processes. These enable us to monitor progress closely, tailor interventions effectively, and ensure that every child receives the support they need to thrive. Our overarching aim is to support pupils throughout their time with us to begin preparing them for their next stage of education.

Definition of SEND

Little London Academy recognises and identifies SEND in accordance with the SEND Code of Practice, 2015:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

The code places a duty on schools and academies to ensure that:

- The needs of children and young people are identified early and there is early intervention and help to ensure that they get the very best start in life and education.

The SEND Code of Practice identifies four broad areas of SEN needs. These are Cognition & Learning, Communication & Interaction, Sensory & Physical Needs and Social, Emotional & Mental Health Needs.

POLICIES AND LEGISLATION

This School Information Report is written with reference to the following government legislation and Trust policies.

Government legislation and guidance

- SEND Code of Practice 2015
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Reasonable Adjustments for Disabled Pupils 2012
- Equality Act 2010
- Keeping Children Safe in Education 2020
- Guidance for safer working practice for those working with children and young people in education settings 2018
- Date Protection Act 2018
- The National Strategy for Autistic children, young people and adults: 2021 to 2026.

Trust Policies – these policies can be found on the Academy website at www.littlelondonprimary.co.uk

- SEND
- Safeguarding and Child Protection
- Care and Control
- Inclusion and Pastoral Support
- Children Looked After
- Intimate Care
- Positive Discipline and Behaviour Policy

- E-Safety and Internet Policy
- Supporting pupils with medical needs

To see our SEND and Accessibility Policy and other related policies please visit: https://www.littlelondonprimary.co.uk/our-school/policies/.

If you require a paper copy of any documents, they can be supplied by request.

LEEDS LOCAL OFFER

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND, and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up-to-date information about the available services and how to access them.

For links to the Leeds Local Offer parents/carers can access the website at https://leedslocaloffer.org.uk/

The Leeds Local Offer website has recently been updated to provide children, young people and their families with a wider directory of information to support their SEND needs. We would encourage all parents/carers to carefully review the directory to ensure they are receiving all available support.

The SEND Code of Practice sets out the information and questions that must be addressed in this SEND School Information Report, in accordance with section 6.79 (pages 106 – 107). As an Academy we want to ensure that parents/carers and other partners are able to have clear and transparent information about the provision, services and support we provide for students with SEND. Below is information that you may find helpful about how we support students with SEND and their families.

What are the different kinds of SEND that are provided/supported at Little London Academy?

The Academy supports all needs, even those without diagnosis. Where the professionals and the family have assessed the needs of the student and they require a more specialised setting, the team will work with the family and the local authority to support their wishes.

There are four broad areas of need:

1. **Communication and interaction** (for example Autistic Spectrum Conditions (ASC) or speech and language difficulties)

Students with ASC may find it difficult to:

a. Understand and use non-verbal and verbal communication;

b. Understand social behaviour, which affects their ability to interact with peers and adults;

c. Think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Child with speech and language needs may have a range of difficulties, some of which may resolve as the student develops. These difficulties could be:

a. Their production of speech: it may be hard to find the right words or to join them together meaningfully in expressive language;

b. Problems in communicating through speech- a student may find it hard to acquire language and express thoughts and ideas and difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

c. Speech sound difficulties.

2. **Cognition and learning** (for example dyslexia, dyspraxia, dyscalculia) Attention deficit hyperactivity disorder (ADHD):

Attention Deficit Hyperactivity can seriously affect a student's concentration, behaviour and learning. They will often feel easily bored, may be distracted by others, sounds and sights, be impulsive and find it hard to focus in lessons.

Moderate Learning Difficulty (MLD):

Students with MLDs will have attainment significantly below expected levels in most areas of the curriculum despite

appropriate interventions. Students with MLDs have much greater difficulty than their peers in basic literacy and/or numeracy. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Profound and Multiple Learning Difficulty (PMLD):

Students with PMLD have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition.

Severe Learning Difficulty (SLD):

Students with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and self-help skills. Specific Learning Difficulty (SpLD) "A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing)." (2013 SEN Code of Practice)

3. **Social, Emotional and Mental Health (SEMH)** (for example, anxiety, attachment difficulties, Obsessive Compulsive Disorder)

Students with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with difficulty with social communication skills and those presenting other difficulties arising other complex needs. These students may struggle managing their emotions and building relationships with others which has an impact on their ability to learn.

4. **Sensory and/ or physical needs** (For example, hearing impairment or visual impairment).

Students with Hearing Impairment (HI) may have mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

A visual impairment (VI) is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally visually impaired, and totally blind are used in the educational context to describe students with visual impairments. Multi-Sensory Impairment (MSI) Students with MSI have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.

Physical Disability (PD) There is a wide range of physical disabilities Some students are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a SEND. For others, the impact on their education may be severe. This area might include genetic/inherited conditions and conditions such as cerebral palsy.

Some students may have primary SEND needs and additional or complex needs from more than one category. As an Academy, we will ensure that we are aware of each need and that learning is personalised to ensure that all of these needs are met to enable the student to learn. If students are significantly falling behind their peers or are making lower than expected progress over a period of time due to barriers to learning they may be assessed as having SEND. This may be due to the development of fine and gross motor skills, perceptual skills, self -help and care difficulties, cognitive development, difficulties with communication and language and/or social communication concerns. SEND can affect learning in many different ways and students may have difficulty with:

- Reading and writing
- Numeracy and mathematics
- Concentration, focus and remaining on task, for example attention deficit conditions
- Physical movement
- Medical difficulties that affect health and wellbeing

- Sensory processing, such as hearing or visual impairments
- Social communication and socialising with others
- Controlling and managing emotions, such as anger
- Dealing with anxiety, trauma or stress

Who is the special Educational Needs and Disabilities Coordinator and how do we identify pupils with SEND?

The SENCo and Inclusion Lead is the member of staff at the Academy who make decisions and develop support for pupils with SEND, alongside the Principal and governing body. Daily responsibilities include providing support for pupils identified as SEND, including those with Education Health and Care (EHC) plans, and their families. This member of staff is also responsible for communicating with parents/carers of pupils with SEND and external agencies who may offer support.

If you are concerned your child may have SEND, please contact:

- Sarah Smith

At Little London, we are committed to the early identification of any additional need's children may have so that the right support can be implemented quickly. The school structure for regularly assessing, observing and recording the progress of all children ensures that if a child has a special educational need it is picked up quickly. If children are not progressing due to barriers to learning, or appear to have additional needs, teachers and the SEND team work together to ensure that appropriate support is put in place. This can happen at any point during a child's time at Little London Academy. We will always talk to parents and carers about our concerns and listen to any concerns they might have. We also have access to a traded speech and language therapist that offers regular assessments and support.

Formal meetings are held each term with class teachers and senior leaders to look at the progress of all pupils across the school. The needs of most children will be met by a highly inclusive quality first teaching. It is the responsibility of the class teacher to adapt the curriculum to meet the needs of individual children. However, there may be times when children require provision that is 'additional to' and 'different from' their peers. This may mean they require a Pupil Passport/ Individual Provision Map detailing how they are being additionally supported.

In some cases, to support highly personalised interventions applying for an Educational, Health and Care Plan may be considered. This is always in consultation with parents/carers.

How might my child be supported?

Teaching is adapted to meet the diverse range of needs in each class. Daily planning considers the needs and requirements of individual pupils. Differentiation is approached in a range of ways to support access and ensure all pupils can experience success and challenge in their learning. Flexible grouping arrangements and support from additional adults are used to support groups and individuals with their learning. If required, we also offer different forms of additional provision. These can include:

- Small intervention groups
- Access to specific resources
- Learning Mentor Support
- Speech and Language groups
- Social Skills Groups/Nurture Groups
- 1:1 learning programs such as reading and speech and language intervention

These additional provisions are overseen by the SENCO and other senior leaders and are implemented by our team of Teachers, Teaching Assistants and Learning Mentors. All additional provisions are designed to match the needs of the child.

What support from outside agencies does the school use to help my child?

The school liaises with a number of outside agencies to seek advice and support to ensure that when appropriate the needs of individual children are fully understood. These include (but are not restricted to):

- Educational Psychology Team

- Speech and Language Therapy (Traded NHS)
- Inclusion Advisory Team – (IAT) (Cognition and Learning) (Formally SENIT - Special Educational Needs Inclusion Team)
- Occupational Therapy
- Physiotherapy
- Hearing Impaired Service
- Early Years Support Service
- School Nurse Service
- Early Help Plans – All agencies who support the child will meet with parents to discuss how they can support the family
- Virtual School – This is for looked after children
- Inclusion Advisory Team (IAT) (Communication and interaction inc Autism) (formally STARS – Specialist Training in Autism and Raising Standards)

Arrangements in place to ensure accessibility and access arrangements

The Academy is accessible by wheelchair/mobility aids for pupils, staff and parents/carers with mobility difficulties. An Accessibility Plan is available on our website. The Academy has lift access to the upper floor.

If parents/carers have English as an additional language (EAL) or New to English (NtE) we can arrange for a translator to attend meetings, either in person or through the Language Line service, to ensure that parents/carers are able to express their views.

For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or the use of a reader and/or scribe. The SENCO will talk to you if it is felt that your child may benefit from these arrangements.

Support available for improving emotional and social development, including arrangements for listening to the views of pupils with SEND and prevention of bullying.

As an Academy, we recognise that barriers to learning can affect pupils' progress and life chances. We are proud to provide strong support for our most vulnerable pupils, ensuring every child can fulfil their potential. All pupils have access to pastoral and mentoring support to develop social and emotional resilience, alongside guidance through Relationships, Sex and Health Education (RSHE). RSHE helps pupils build positive relationships, manage emotions, and make safe, respectful choices.

We maintain a zero-tolerance approach to bullying, including for pupils with SEND and protected characteristics. The class teacher is the first point of contact for pastoral support, and restorative practice underpins our positive discipline approach.

Through PSHCE and RSHE lessons, pupils learn about online safety, healthy relationships, and emotional wellbeing. Our commitment to Spiritual, Moral, Social and Cultural Development (SMSC) is reflected in assemblies, workshops, and community events that celebrate equality, diversity, and difference.

We work in partnership with parents, carers and wider professionals to deliver a highly effective and impactful provision. Our overarching aim is to support pupils throughout their time with us to begin preparing them for their next stage of education. For pupils requiring additional social or emotional support, bespoke interventions are planned in consultation with parents and, where appropriate, external agencies such as the Inclusion Support Advisory Team or Educational Psychologist.

How skilled are our staff at meeting the needs of your child?

Our SENCO actively engages in a range of opportunities to share best practice and keep abreast of current, local and national initiatives and policy to support pupils with SEN. The SENCO will review, evaluate and develop the provision for all SEN children. We have staff with expertise in many areas including:

- Autism and Social Communication Difficulties
- Makaton
- Speech and Language Development - including Lego therapy, black levels and Key Word Level.
- Dyslexia

- English and Maths Tuition
- Emotion Coaching and Zones of Regulation
- Phonics
- English as an Additional Language
- Colourful Semantics
- Intensive Interaction
- Stars Level 1

Where pupils make insufficient progress, or where complex needs are creating significant barriers to learning, the Academy will make referrals for support from specialists and external agencies.

If pupils and their families need additional specialist support, we can refer to several different agencies for specialist advice and expertise. Regular staff training is held to develop skills in many areas of support for pupils and the SENCO also attends regular training. Curriculum intervention group work is supported by the curriculum lead, who also delivers training to all members of staff.

Below is the support that may be offered for your child:

Cognition and Learning	Communication and Interaction	Social, Emotional, Mental Health (SEMH)	Sensory and/or Physical Needs

• Quality first teaching • Phonics – catch up • 1:1 reading • Small group maths interventions • Small group literacy interventions • Inclusion Advisory Team (IAT) • Educational Psychologist • BSquared Progression Steps • Pre-Teaching/Post-Teaching groups • Same day interventions for maths/reading/writing • Specialist equipment: pencil grips, coloured overlays, ear defenders, wobble cushions • Adapted teaching and planning	• Quality First Teaching • Traded Speech and language therapist • 1:1 speech therapy • Early years adult child interaction • Intensive interaction • Speech and language interventions • Narrative groups • Pre-teaching groups • Inclusion Advisory Team (IAT) • Attention Autism (Hive) • Visual Timetables • Sensory Room • Lanyard symbols • Lego therapy • Barrier games • Key word levels groups • Blank level groups • Play Leaders	• Learning mentor time • Zones of regulation work • Friendships groups • Talk and draw • Social Stories • Nurture Group • 1:1 check-in • Sensory Room • Playground support • Inclusion Advisory Team (IAT) – Social, Emotional & Mental Health (SEMH) • Educational Psychologist support and advice • Northwest Area Inclusion Partnership • Play therapy • Group play therapy • Mindmate Single Point of Access (SPA) and Child and Adolescent Mental Health Services (CAHMS) referrals • Play Leaders	• Occupational Therapist support • Inclusion Advisory Team (IAT) • Sensory Room • Lift access in upper and lower building • Leeds City Council Visual Impairment Team • Leeds City Council Nursing Teams • Intimate Care Plans • Health Care Plans •Personal Emergency Evacuation Plans (PEEPs) • Core communication approach • Tactile resources/sensory toys

How is progress monitored and supported?

The Academy has an overall approach to monitoring progress and development. At each assessment point teachers, class teachers and the SENCo alongside Senior Leaders analyse data and decide if pupils may need intervention. If a pupil is already receiving support and/or intervention from the SENCo, Senior Leaders will regularly monitor and track this support alongside general assessment criteria. The SENCo will also review progress against set targets and outcomes from the SEND plan, statement or Education, Health and Care Plan with the pupil and parents/carers. This will be part of the Assess, Plan, Do and Review Cycle for SEND pupils and their parents/carers at a minimum of 3 times per year. A SEND register is kept ensuring that all staff are aware of which pupils have identified needs. The SEND register is reviewed and updated at the minimum every term. Pupils can be taken off the SEND register if they make expected or sufficient progress in discussion with parents/carers. Pupils can be added to the register where a need is identified in discussion with parents/carers. Pupils with SEND will have a Pupil Passport. This sets out outcomes and targets which will be reviewed individually to each pupil. The Academy closely monitors the progress and attainment of SEND pupils through assessment levels, attendance data, reading and spelling testing, Positive Discipline rewards and work samples. The SENCo works with the designated governor to ensure that all pupils receive high quality provision.

For children with an Education, Health and Care Plan, in addition to the review cycle, a statutory Annual Review meeting will be held. The children's short-term targets will be within Pupil Passports and IPMs that will be reviewed and written each term. For most children who have special educational needs, their needs will be met in class by quality first teaching and targeted interventions. These children will have an Individual Provision Map that will outline their provision and support. Provision Maps are reviewed and written each term. In some cases, if a child is not responding to the provision set out then this will be reviewed earlier. If this is necessary, the SENCO will discuss any issues with parents. For many children, targets will be connected to learning and for other children they may be to do with social interaction, communicating with children and adults, emotional difficulties, working independently, overcoming physical issues such as fine motor control.

What adaptations are made to the Curriculum and Learning Environment to enable pupils with SEND to have access?

We have an inclusive ethos and strive to ensure that pupils with SEND can take part in a range of extra-curricular activities the school offers including educational visits and residential trips. Depending on your child's needs, a meeting before the trip to decide on how they will be best supported will be held. Depending upon the specific needs of your child, to ensure they are able to access

the curriculum and learning environment a more personalised plan or individual care plan will be drawn up in consultation with you. This will be reviewed and updated on a regular basis. It may be necessary to gain advice from outside agencies such as an Educational Psychologist. This will only happen after your consent has been given.

How will my child be supported with transition? Children and young people with SEN can become particularly anxious about 'moving on' so we seek to support successful transition by:

When they start our school - We will contact the child's current provision and make arrangements to visit the child and gain information from their key worker. Where appropriate, we will make a transition booklet to give to the child and parents will have opportunities to visit the school before they start.

When moving between classes and phases - An information sharing meeting will take place with the receiving teacher. If appropriate, there will be opportunities for your child to visit the new class and meet the teacher and other key staff. A transition pack is made for children who are particularly vulnerable. We utilise and 3- or 7-week transition programme for children that need additional transition support.

When moving to secondary school - Our SENCO will contact the Year 7 leader or SENCO once a school that has been named to start planning for transition. Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child will be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.

Arrangements that are in place to support children looked after by the Local Authority (CLA) that have SEND

We have a special duty to safeguard and promote the education of pupils in looked-after care. These pupils face significant life challenges and deserve sensitive, proactive support to ensure they have the same life chances as their peers. This includes ensuring they receive the best possible education, are supported to attend school and achieve well, and that their physical, social, emotional and mental health needs are fully met. We work closely with Virtual Schools and Children's Social Work Services to ensure that provision is coordinated, responsive and effective, and that every looked-after pupil receives the joined-up support they need to thrive.

How do we work in partnership with Parents/Carers and Pupils?

The views of parents/carers and children are an extremely important part of the process of identification and support of a child with Special Educational Needs. The academy aims to work in partnership with you to do the best for your child. Regular meetings will take place to discuss your child's needs, targets, progress and provision. Parents/carers and children (where appropriate) will be involved at every stage and all aspects of the process will be explained to you.

Who should I contact to discuss the concerns or needs of my child?

The class teacher has daily contact with your child and is the first person to speak with if there is a concern or you wish to discuss your child's needs. Depending on the outcome of this meeting and if there continues to be concern then a parent/carer can speak with the SENCo, Sarah Smith. Appointments can be arranged via the class teacher, school office or by emailing senco@littlelondon.leeds.sch.uk

SENDIASS can provide information and advice for parents and carers. They can be contacted at www.leedssendiass.co.uk/

What arrangements are in place for handling complaints from parents/carers of pupils with SEND about the provision made at the Academy?

All complaints should follow the Academy complaints procedure as set out in the Trust Policy. We want to ensure that the needs of all pupils are met. If you feel you need to speak to a member of staff regarding a SEND-related concern, please contact the SENCo. If you feel you need to make a complaint, please speak to the Principal, Sam Done.

If the complaint is about the Principal, it should be directed to the Academy Governors or the Deputy CEO, Leanne Griffiths. All governors and Trust leaders will do all they can to resolve the matter promptly and appropriately.

For complaints related to statutory SEND procedures, such as an EHC assessment, please refer to the complaints process outlined in the SEND Code of Practice at https://www.gov.uk/government/.../send-codeof-practice- 0-to-25

Little London Bridge – Specialist Provision for children with complex needs.

What is our approach to teaching these children?

Within our school we have a Complex Needs Specialist Provision Unit – Little London Bridge. All children have an Education Health Care Plan and are placed by the Local Authority but are very much part of our school. Classes in Little London Bridge are smaller with a high level of adult support. The curriculum is designed to meet the needs of children with complex difficulties and enable them to progress with their learning.

My child already attends Little London Academy, can they have a place?

Children are placed in Specialist Provision by the Local Authority and not by our school. They must have an Education Health Care Plan and Little London Bridge at Little London Academy named on this.

Can my child have support from Specialist Provision?

The staff within Little London Bridge work closely with the other staff at our school and are always on hand to offer training and advice to other staff members. Our mainstream school SENCo is also on the SLT for Little London Bridge. A small number of children may be offered ‘reverse inclusion’. This involves children from the mainstream setting having a small amount of time within the specialist provision. This must be agreed by the Director of Specialist Provisions (Rachel Law), the Principal (Sam Done) and the Leader of Little London Bridge (Amie McCubbing).

Please see the Little London Bridge information section on the Little London Academy Website for more information.

Support, Advice and Guidance for Parents and Carers

Type of Difficulty	Name of Organisation and Telephone Number	Links to website/ information
General information, advice and factsheets		http://www.afasic.org.uk/

Communication and interaction		
Autistic Spectrum Conditions (ASC)	Young Minds Parent helpline – 0808 802 5544	https://youngminds.org.uk/find-help/conditions/autism-and-mental-health/You can email the Parents Helpline by filling out the online contact form and selecting Parents Helpline
	National Autistic Society Parent to Parent Service – 0808 800 4106	www.autism.org.uk

Speech and Language	Fact sheet and information at www.talkingpoint.org.uk	http://www.talkingpoint.org.uk/parents/speech-and-language/some-children-struggle
	iCan website Advice, resources and information	www.ican.org.uk/
Cognition and Learning		
ADHD	Young Minds Parent helpline – 0808 802 5544	https://youngminds.org.uk/find-help/conditions/adhd-and-mental-
Dyslexia	National Dyslexia Society	www.bdadyslexia.org.uk

Social, Emotional and Mental Health (SEMH)		
	Leeds MindMate	https://www.**mindmate**.org.uk/
	ChildLine is a free and confidential helpline. Call 0800 11 11 or visit	www.childline.org.uk
	Child and Adolescent Mental Health Service (CAMHS) provides specialist emotional support.	http://www.leedscommunityhealthcare.nhs.uk/camhs/home/
	HOPELineUK offers specialist, non-judgemental support to anyone feeling suicidal. You can call them on 0800 068 41 41	

Sensory and/or Physical Needs		
Deaf and hearing impaired	For disability information call free on 0808 800 3333	www.scope.org.uk
Visually impaired	Support line - 0800 781 1444	www.blindchildrenuk.org/
Physical disability	For disability information call free on 0808 800 3333	www.scope.org.uk