



## **West End Academy** **SEND Information Report 'Local Offer'**

### **Definition of SEND**

West End Academy recognises as stated in the SEND Code of Practice, 2014 that:

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.*

### **SEND Code of Practice 2014**

The Children and Families Act (2014) reformed the support and provision for pupils with Special Educational Needs Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE, 2014). The SEND Code of Practice is guidance that organisations, including schools and academies, must follow to work with and support pupils with SEND. Schools and academies must have regard for the code when they make decisions and arrangements for pupils with SEND. The code now covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood. 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.*
- *Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives.*
- *Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision.*

## **Inclusion and Special Educational Needs and Disability (SEND)**

- Children and young people with Special Educational Needs and Disability (SEND) all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others. Many children and young people will have SEND of some kind at some time during their education. West End Academy can help most children and young people succeed with some changes in lessons but some children and young people will need extra help for some or all of their time in education and training.
- Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps.
- There is a joined up approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families.
- There is a focus on inclusive practice and removing barriers to learning.
- Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood.

## **Policies and Legislation**

This School Information Report is written with reference to the following government legislation:

- SEND Code of Practice 2014
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Reasonable adjustments for disabled pupils 2012
- Data Protection Act 1998
- Equality Act 2010
- Keeping Children Safe in Education 2015
- Guidance for safer working practice for those working with children and young people in education settings 2015

To see our SEND Policy and other related policies please visit - <http://www.west-endacademy.org/send-information/>

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

### **Wakefield 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 Wakefield Local Offer parents/carers can access the website at <http://wakefield.mylocaloffer.org/Home>

The SEND Code of Practice (DfE, April 2014) 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 pupils with SEND. Below is information that you may find helpful about how we support pupils with SEND and their families.

#### **Key Information**

**Address:** West End Academy, Regent Street, Hemsworth, Pontefract, West Yorkshire, WF9 4QJ

**Head Teacher:** Mr Chris Johnson

**Telephone:** 01977 616 732

**Email:** office\_manager@westend.wakefield.yhgfl.net

**Website:** <http://www.west-endacademy.org/>

**Age Group:** 3-11

**Number on roll:** 228

**Number on SEN register:** 25

**Number with EHCP or Statement:** 1

**SENCO:** Miss Laura Fidler

**SEND Governor:** Mr Gary Cooper

**Link to current SEND policy:** Our SEND Policy is available to download from school website - <http://www.west-endacademy.org/send-information/>

### How will West End Academy support children with Special Educational Needs and Disabilities (SEND)?

<p><b>Ethos</b></p>	<p>Our vision at West End Academy is for all our children to be “Learning and Growing Together”.</p> <p>We believe this is crucial if every child is to be successful at school and the importance of working as a team in order to achieve great results is always promoted throughout school life.</p> <p>We are committed to improving the quality of the educational provision for all our children which will enable them to reach their full potential and attain the levels of knowledge, understanding and skills that society demands for their future lives.</p> <p>It is our responsibility to nurture our children whatever their educational need and to encourage each child to achieve their potential, not only intellectually, but also physically, creatively, emotionally and socially.</p>
<p><b>Policies</b></p>	<p>The following policies are reviewed annually and are available to view in school and on our school website:</p> <ul style="list-style-type: none"> <li>• Special Educational Needs and Disability (SEND)</li> <li>• Accessibility Plan</li> <li>• Disability and Equality Policy</li> <li>• Medical Conditions Policy</li> <li>• Safeguarding Policy</li> </ul>
<p><b>Types of SEND</b></p>	<p>There are four broad areas of need as identified in the Code of Practice (2014).</p> <p><b>1.Communication and interaction (for example Autistic Spectrum Conditions (ASC) or speech and language difficulties)</b></p> <p><u>ASC</u> Pupils with ASC may find it difficult to:</p> <ul style="list-style-type: none"> <li>- understand and use non-verbal and verbal communication</li> <li>- understand social behaviour, which affects their ability to interact with peers and adults</li> <li>- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.</li> </ul> <p><u>Speech and Language</u> Children and young people may have a range of difficulties with speech and language, some of which may resolve as the pupil develops. Tis difficulties could be:</p> <ul style="list-style-type: none"> <li>- to their production of speech.</li> <li>- it may be hard to find the right words or to join them together meaningfully in expressive language.</li> <li>- problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas</li> </ul>

- difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

## **2. Cognition and learning**

(for example dyslexia, dyspraxia, dyscalculia)

### Attention deficit hyperactivity disorder (ADHD)

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

### Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainment significantly below expected levels in most areas of the curriculum despite appropriate interventions. Pupils with MLDs have much greater difficulty than their peers in basic literacy and numeracy skills and in understanding concepts. 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)

Pupils 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)

Pupils 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)

Pupils 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 pupils 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)

#### Hearing Impairment (HI)

Pupils HI may have mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

#### Visual Impairment (VI)

A visual impairment 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 blind, and totally blind are used in the educational context to describe pupils with visual impairments.

#### Multi-Sensory Impairment (MSI)

Pupils 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 pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEND. For others, the impact on their education may be severe.

Some pupils 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 pupil to learn. If pupils are significantly falling behind their peers or are making lower than expected

	<p>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, social communication concerns.</p> <p>SEND can affect learning in many different ways and pupils may have difficulty with:</p> <ul style="list-style-type: none"> <li>• Reading and writing</li> <li>• Numeracy and mathematics</li> <li>• Concentration and staying on task, for example attention deficit conditions</li> <li>• Physical movement</li> <li>• Medical difficulties that affect health and wellbeing</li> <li>• Sensory processing, such as hearing or visual impairments</li> <li>• Social communication and socialising with others</li> <li>• Controlling and managing emotions, such as anger</li> <li>• Dealing with anxiety or stress</li> </ul>
<b>Identification</b>	<p>There is a SEND referral process in place for staff to refer concerns of difficulties to the SENCO. Sometimes pupils may make progress below age expected levels or make limited progress over a long period of time which could be linked to barriers to learning and SEND. It is the responsibility initially of teachers to identify pupils who have these difficulties. The teacher would then refer to the SENCO so that they could speak to the parents/carers and to the pupil to make assessments and plan the next steps for support.</p> <p>Some children come into school with Special Educational Needs and Disabilities already identified through work with agencies like Speech and Language Therapy. Other children are identified as having Special Educational Needs if they have difficulties that significantly impact on their learning despite access to quality first teaching. A child's particular type of SEND is identified by teachers in liaison with the SENCO and members of the SLT. Children are then placed on a SEND register.</p>
<b>Curriculum Teaching and Learning</b>	<p>Our school offers an appropriate curriculum that meets specific needs of our pupils, it is designed to engage and excite our pupils to ensure that all pupils are able to access the lessons they receive.</p> <p>All staff have high expectations and aspirations for children, resulting in all children accessing quality first teaching and learning on a daily basis. Clear differentiation, supports and structures such as visual timetables are put in place in the classroom to help all children to access the learning and make progress.</p> <p>Class teachers are responsible for planning for the learning of all the children in their class. They are supported in class with teaching assistants. These might work with small groups or 1:1, depending on the content of the lesson and the requirements of</p>

	<p>the class.</p> <p>We provide children with Provision Maps, My Support Plans, Individual Care Plans, Personal Behaviour Plans and Education and Health Care Plans. These are regularly reviewed and new targets are set. Children and parents/carers are invited to share their views.</p> <p>We provide interventions, for example extra booster lessons linked to English and Maths and Speech, Language and Communication programmes. Some of these programmes are commercially available programmes and some are planned for by the class teacher under the guidance of the SENCO. These are to aid achievement and progress. Teachers are aware that they need to ensure that children are given opportunities to apply their learning on programmes in the classroom. Some children are provided with more individualised learning programmes.</p> <p>It is our aim that all pupils are able to fully participate in events and activities within the Academy. Extra-curricular activities are held for all pupils to encourage motivation, expand learning and promote health, wellbeing and team work. These cater the needs and interests of all pupils. If a pupil is in need of additional assistance or resources to access these activities, this will be provided. Assistance will be provided for pupils who want to engage in sports activities, visits and trips. Academy trips are planned to include all pupils and support for pupils with SEND medical additional needs, including additional staff ratios, First Aid support and risk assessment.</p>
<p><b>Assessment</b></p>	<p>Assessment is on-going and informal assessment takes place within each lesson.</p> <p>The attainment and achievement of children is monitored every half term by teachers and this is moderated by the SLT.</p> <p>When it is identified that children have not made enough progress and additional support is required, class teachers raise any concerns with the SENCO. At this point, the SENCO will suggest programmes of work or interventions that will help the child to make progress.</p> <p>In some cases, a referral to outer agencies may be made for additional support.</p> <p>Any programmes or interventions are monitored and progress is reviewed termly. The Head Teacher holds Pupil Progress meetings with staff and will discuss children identified on the SEND register. The progress of each child is monitored and further support is advised when necessary.</p> <p>Class teachers are expected to share what they intend to put in place to support these pupils.</p>
<p><b>Evaluating Effective Provision</b></p>	<p>By assessing and reviewing the services provided for pupils, we can ensure that pupils are making progress towards planned targets and outcomes. This is important to make sure that pupils are achieving targets, narrowing the gap between themselves and their peers and making age expected progress.</p> <p>Ongoing assessment of data with regards to pupil progress with teachers, SENCO and Senior Leaders happens to ensure progress is being made.</p>

	<p>Regular review of the Provision Maps with pupils and parents/carers allows targets to be shared by all.</p> <p>Learning walks are carried out to observe Quality First Teaching in the classroom with feedback to staff to ensure the best provision is being provided.</p> <p>Review meetings and annual reviews are held where the provision of the pupils with SEND is looked at to ensure that the best provision is being provided.</p>
<b>Budget</b>	<p>Within school we receive funding for some children with SEND. Some of this funding is used to support a child with an Education, Health and Care plan. Other children might be supported individually or in small groups for set times during the day. Interventions take place throughout the school day and they are run by teachers, TAs and HLTAs. These are coordinated and supported by the SENCO.</p> <p>Additional specific resources may be purchased, e.g. visual or hearing devises to support children to access the curriculum.</p>
<b>Training</b>	<p>Teachers within school have many opportunities to develop their own expertise so they can deliver Quality First Teaching through the use of training logs.</p> <p>Regular staff meeting time (at least once per term) is allocated to discuss Special Educational Needs allowing staff to access training as appropriate.</p> <p>Training is delivered according to the needs of the children in the school ensuring that teachers are equipped to meet the needs of the children in their class. This has been provided by the SENCO following the 'assess, plan, do, review' cycle.</p> <p>Learning Support Services will provide training for non-teaching and teaching staff if appropriate.</p> <p>Teaching assistants are being offered in-house training by the Deputy Head Teacher to provide the skills needed to meet the needs of all pupils in school.</p> <p>There are staff in school that are Team Teach trained and are competent at carrying out the strategies such as distraction techniques.</p>
<b>Partnerships with external agencies</b>	<p>Planning meetings are held once a term to allow time for agencies to liaise with the school to plan additional support for pupils where appropriate.</p> <p>We utilise the support of other agencies including:</p> <ul style="list-style-type: none"> <li>• Education Psychology Service</li> <li>• Communication and Interaction Team</li> <li>• Behaviour Support Services</li> <li>• CAMHS</li> <li>• SEMH</li> <li>• LSS</li> </ul>

	<ul style="list-style-type: none"> <li>• Early Help Hub</li> <li>• School Nurse</li> <li>• Hearing impairment services</li> <li>• Visual impairment services</li> </ul> <p>School works closely with all outside agencies and has maintains contact with most via email or phone calls.</p>
<p><b>Communication with Parents/Carers</b></p>	<p>The views and voice of our parents/carers is very important to the Academy. We operate an open door policy and welcomes parents into school. Most communication is held with parents before and after school, through meetings and parent consultations which are held once per term. Parent questionnaires are sent at yearly to gather parental views.</p> <p>Termly review Provision Map review meetings take place with class teachers and the SENCO where appropriate. New Provision Maps are shared and sent home with parents to ensure parents are aware what support and interventions their child is receiving in school. Other review meetings will take place during the year, these may be held with class teachers, the SENCO and parents attend plus any other outside agencies if appropriate.</p> <p>Reports from professionals are also shared with parents by class teachers with the support of the SENCO when needed. Throughout the entire process, parental involvement and communication is vital and this is something we encourage here at West End Academy. The SENCO makes herself available for parents should they wish to come into school to discuss information further.</p> <p>All meetings which are held with parents will follow the ‘assess, plan, do and review’ cycle of support for their child. This will include:</p> <ul style="list-style-type: none"> <li>• <b>Assess</b> - Parents/carers are contacted by the teacher and/or SENCO if any concerns are raised about barriers to learning to assess the needs of the pupil.</li> <li>• <b>Plan</b> – A meeting with parents/carers, the pupil and other agencies and professionals is held to discuss these concerns and planning for the right support.</li> <li>• <b>Do</b> – We make an action plan, identify needs, set targets and put the right support in place. We action this support and intervention.</li> <li>• <b>Review</b> – We review the support and intervention to see if it has been successful and look at next steps for support. We meet with parents/carers and the pupil to find out what has worked and how we can better support their needs. Parents/carers will be consulted at all times if ever there is a change to the planned support for the pupil or any changes to their needs.</li> </ul> <p>Where a pupil has a Statement or Education, Health and Care Plan regular review meetings will be held with parents/carers to discuss support and progress on the plan.</p>

<p><b>Communication with children</b></p>	<p>Developing strong relationships with pupils and members of staff is very important so that pupils feel comfortable and confident to have conversations about their education and any concerns.</p> <p>The pupil voice is very important to the Academy as the pupil is at the centre of everything that we do. We will speak to the pupil before any meetings about them to ensure that they are able to express how they feel and what they think.</p> <p>Regular discussions are held with teachers and pupils to review their progress and discuss any concerns. The teacher will always listen to what the pupil needs and personalise learning to ensure that they are making progress. When writing the Provision Maps for the pupil, the pupil is always involved and their targets are shared with them so they understand what they are working on.</p> <p>Pupil questionnaires are used to collate the views of our children with SEND and this is also carried out on a yearly basis. For this, we use visual prompts and child friendly language which allows us to see how the children feel they are progressing in their learning and what they enjoy at school.</p> <p>Sometimes pupils will also be invited to review meetings to express their thoughts and feelings if the Academy feels this will be beneficial to them. We will record what the pupil thinks and feels and SENCO will share this in meetings with parents/carers and external agencies. This is in the format of a Pupil Passport which allows them to share their views and feelings linked to their achievements, progress and targets.</p>
<p><b>Bullying Prevention</b></p>	<p>As an Academy, we recognise that barriers to learning can have a lasting impact on pupils' ability to learn and their life chances. We are proud that we are able to provide support for our most vulnerable pupils. We want to ensure that every pupil is able to fulfil their potential. To do this, we ensure that all pupils have access to pastoral support to improve their social emotional development and resilience.</p> <p>We have a zero tolerance attitude to bullying of all pupils, including SEND. Your child's class teacher is the first point of contact for pupils, they monitor attendance, offer support and track positive discipline.</p> <p>SEAL lessons and assemblies raise awareness of bullying, e and online safety and healthy relationships, as well as many other key areas of pupil development. The promotion of Spiritual, Moral, Social and Cultural Development is clear through learning environments, workshops, lessons and community events.</p>
<p><b>Transition</b></p>	<p>All pupils including those with SEND are supported to make successful transitions from primary to secondary school. We have very high aspirations for all pupils and work to improve outcomes the outcomes of SEND and the most vulnerable by giving them guidance and advice, including about education.</p> <p>The SENCO works with the Secondary Schools to share information when pupils are in Year 6. If necessary, the transition process includes extra visits, meetings with the SENCO and visits to the Academy. SEND pupils may also attend transition visits and events to develop their confidence and self-esteem. The SENCO invites the SENCO of the high school to attend the</p>

	<p>Statements/Education Health and Care plans of the pupils transferring to High School to ensure they have a good understanding of how to meet their needs.</p> <p>If a pupil transfers schools mid-term, the SENCO will endeavour to attend handover and review meetings prior to transition to ensure the needs of the pupils are being met.</p>
<b>Medical interventions</b>	<p>We provide support with personal hygiene and administering medicines.</p> <p>A large number of staff members have up-to-date First Aid training; some have extended Paediatric First Aid training. School nursing have recently delivered training on administering epi-pens for children with severe allergic reactions.</p>
<b>Accessibility</b>	<p>We are a highly accessible school without steps, access for wheel chairs and disabled toilets.</p> <p>If parents/carers have English as an additional language we can arrange for a translator to attend meetings to ensure that parents/carers are able to express their views. This applies to parent's evenings, meetings and other key events.</p> <p>Accessibility arrangements for examinations and tests will be applied for by the SENCO/Assessment Coordinator when needed in consultation with parents/carers and pupils, for example a scribe or reader.</p> <p>Please see the Accessibility Plan on our website at <a href="http://www.west-endacademy.org/send-information/">http://www.west-endacademy.org/send-information/</a></p>

#### Key Terms

<p>EHC – Education, Health &amp; Care Plan</p> <p>EPS – Educational Psychology Service</p> <p>LSS – Learning Support Services</p> <p>HI – Hearing Impairment Service</p> <p>VI – Visually Impaired Team</p>	<p>SALT – Speech and Language Therapist</p> <p>CIAT – Communication and Interaction Team</p> <p>BST – Behaviour Support Team</p> <p>CAMHS – Child and Adolescent Mental Health Service</p> <p>SEMH – Social Emotional and Mental Health</p>
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**Support, advice and guidance for parents/carers**

Type of Difficulty	Name of organisation and telephone number	Links to website information
<b>Autistic Spectrum Conditions (ASC)</b>	Young Minds Parent helpline - 0808 802 5544	<a href="http://www.youngminds.org.uk/autism">www.youngminds.org.uk/autism</a> You can email the Parents Helpline by filling out the online contact form and selecting Parents Helpline
<b>Autistic Spectrum Conditions (ASC)</b>	National Autistic Society Parent to Parent Service - 0808 800 4106	<a href="http://www.autism.org.uk">www.autism.org.uk</a>
<b>Autistic Spectrum Conditions (ASC)</b>	NHS support and advice about autism	<a href="http://www.nhs.uk/Livewell/Autism/Pages/Parentsguidetoautism.aspx">www.nhs.uk/Livewell/Autism/Pages/Parentsguidetoautism.aspx</a>
<b>Speech, Language and Communication Difficulties</b>	Fact sheet and information at <a href="http://www.talkingpoint.org.uk">www.talkingpoint.org.uk</a>	<a href="http://www.talkingpoint.org.uk/parents/speech-and-language/some-children-struggle">http://www.talkingpoint.org.uk/parents/speech-and-language/some-children-struggle</a>
<b>Speech, Language and Communication Difficulties</b>	iCan website Advice, resources and information	<a href="http://www.ican.org.uk/">www.ican.org.uk/</a>
<b>Attention Deficit and Defiance</b>	Young minds Parent helpline - 0808 802 5544	<a href="http://www.youngminds.org.uk/adhd">www.youngminds.org.uk/adhd</a>

<b>Disorder (ADHD)</b>		
<b>Dyscalculia</b>	Dyscalculia.org Advice and information	<a href="http://www.dyscalculia.org">www.dyscalculia.org</a>
<b>Dyslexia</b>	National Dyslexia Society	<a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a> <a href="http://www.nhs.uk/conditions/Dyslexia/Pages/Introduction.aspx">www.nhs.uk/conditions/Dyslexia/Pages/Introduction.aspx</a>
<b>Mental Health</b>	ChildLine is a free and confidential helpline. Call 0800 11 11 or visit	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
<b>Mental Health</b>	HOPELineUK offers specialist, non-judgemental support to anyone feeling suicidal. You can call them on 0800 068 41 41	
<b>Mental Health</b>	Beat can help if you're affected by eating disorders or other difficulties with food, weight and body image. Call them on 0845 634 7650.	<a href="https://www.b-eat.co.uk/">https://www.b-eat.co.uk/</a>
<b>Deaf and hearing impaired</b>	For disability information call free on 0808 800 3333	<a href="http://www.scope.org.uk">www.scope.org.uk</a>
<b>Visually impaired</b>	Support line - 0800 781 1444	<a href="http://www.blindchildrenuk.org/">www.blindchildrenuk.org/</a>
<b>Physically impaired</b>	For disability information call free on 0808 800 3333	<a href="http://www.scope.org.uk">www.scope.org.uk</a>