

**Rosehill Infant and Nursery School
Special Educational Needs and Disabilities
School Information Report
October 2023**



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Our school's approach to supporting pupils with SEND

At Rosehill Infant and Nursery School, we believe that every child, including those with special educational needs and disabilities, has the right to reach their full potential. We strive to be an inclusive school.

THE SEND AIMS OF THE SCHOOL

- To ensure that all children have access to a broad and balanced curriculum, alongside their peers, and benefit from inclusive quality first teaching.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school life.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents and carers of SEND pupils are kept fully informed of their child's progress and attainment, and are full partners in reviewing and supporting their child's learning.
- To create an environment where children can contribute to their own independent learning, where they feel safe and listened to.
- To develop good relationships with outside agencies who may assess children and support the school in offering advice, support and training.

We have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the learning curriculum and are integrated into all aspects of the school. The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.



Catering for different kinds of SEND

It is possible that a child may experience difficulty in one or more areas of need as specified in the Code of Practice 2014. To provide support for such children, Rosehill Infant and Nursery School offers additional provision in certain areas of need. Below is a brief description of these areas.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and the needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties, which can manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Helen Kelk SENCO	ASD Training Picture exchange communication system TEACCH approach Colourful Semantics ASD	BEdHons, Makaton Level 2 British Sign Language level 1
Amy Moon	Level 3 safeguarding 'Everybody's business' Making sense of autism – raising awareness Understanding the needs of children and families affected by parental offending Early Years SEND transition Early Years inclusive practice	HLTA
Sara Tennant	ASD, ADHD, impact of trauma on learning Colorful semantics TEACCH approach Picture exchange communication system Attention Autism Intensive Interaction	Inclusion Lead Autism Champion HLTA
Azra Mahamood	ASD, ADHD, impact of trauma on learning Colorful semantics TEACCH approach Talk Boost Picture exchange communication system Attention Autism Physical literacy	HLTA
Nazreen Hussain	Supporting children with a visual impairment	

Carly Wheeler	Speech language and communication] Talk boost	
AMY Rouse	Speech language and communication Early years Talk boost	

The SENCO

Name of SENCO	Email address	Phone number
Helen Kelk	senco@rosehill.derby.sch.uk	01332 229229

Securing and deploying expertise

Our staff training plan is flexible and responsive to the needs of the children currently in school. We are developing expertise in Autism Spectrum Disorder, ADHD, the effects of trauma and attachment on learning and wellbeing, picture exchange communication systems (PECS), TEACCH approach, colourful semantics, intensive interaction and Attention Autism. We are fortunate to work alongside and learn from many specialists from the local authority and from health teams.

We have three inclusion practitioners at Rosehill school, and these staff are deployed flexibly throughout the year.

Equipment and facilities

Our schools have

- full disabled access
- pull down wall mounted changing mat in private toilet areas
- staff trained in specialist areas e.g. visual Impairment, manual handling, hearing impairment, sensory needs, PECS communication systems, Autism Spectrum Disorder
- teaching resources and equipment which are equally accessible to all children
- extra-curricular provision which is accessible to all children, including those with SEND e.g. after school clubs
- resources for children with sensory needs e.g. fiddle toys, wobble cushion, and ear defenders.



Identifying and assessing pupils with SEND

How are children with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a child has SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'. All teachers are responsible for identifying pupils with SEND. Early identification of pupils with SEND is a priority. Teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances.

Some children come to us with an already identified need, e.g. through the two-year-old health check. We may be alerted to your child's needs by the Health Visitor, or by the STePS team, or you may have let us know yourself.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO, teacher and child's parents/carers to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call / face to face discussion / letter of the meeting, when the following will be discussed:

- the child's areas of strengths and areas of need
- any parent/carer concerns

- plan any additional support your child may receive
- discuss with you any referrals to outside professionals, to support your child's learning.

Where SEND support is needed, this takes the form of a four-part cycle:

Assess - an analysis of child's need will be carried out by the teacher and SENCO. Outside agencies may also be involved.

Plan - if the school decides to provide the child with SEND support parents/carers will be notified. All staff involved with the child will be informed.

Do - interventions/support will be delivered.

Review - the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents/carers through this process.



Consulting with pupils and parents

Parents

The staff and governors of our school believe in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. We recognise that parents/carers have a unique overview of the child's needs, and that this gives them a key role in the partnership.

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent).

- The Head Teacher, SENCO, teachers and keyworkers are all happy to discuss your child's needs and progress with you at any time, or any concerns you may have.
- Your child's targets will be reviewed every term, we value and seek your views and those of your child when reviewing the targets and when setting new ones.
- If your child has an Education Health and Care Plan, we will hold a formal Annual Review meeting involving you and all outside agencies working with your child at least once per year.
- We will hold meetings with outside professionals when needed and keep you informed about these.
- We will refer your child to outside agencies for assessment, with your permission, when needed.
- We will share a copy of the referral form with you so you can see what we have written about your child, and we will agree any changes you would like us to make.
- We will invite you into school to be with your child when they are being observed and working with the outside agency.

- We will share information with you about support groups and training which may help you in supporting your child's needs, and well as supporting your need too.
- We can link you with other families whose children have additional needs, to share experiences and offer support.
- We will try to include you and your child in our setting, off site visits, and Forest School sessions, by making reasonable adjustments to our provision.

Pupils

We value and celebrate each child being able to express their views on all aspects of school life. If your child has an EHC Plan, we will seek their opinions about their own outcomes. If a child is unable to give his/her own views, these will be sought through other means, e.g. a child's interests, interest, choice of activity, likes and dislikes.



Involving key stakeholders

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils. Derby City Council's Local Offer webpage is a good source of support and information about services locally that can be very helpful to families, signposting them to other useful agencies and services. www.derby.gov.uk/SENDlocaloffer

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists
- Community Paediatricians
- STEPS
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- School Nurse

In addition, links are in place with the following organisations:

- The Local Authority
- Education Welfare Officer

- Social Services
- SENCOs in other Derby schools

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school. We always seek your permission before making a referral to an outside agency or professional. We will always give you a copy of the referral form so you can see what we have written about your child. We will always invite you to be there when the specialist professional is observing or working with your child.



Progressing towards outcomes

We use the levels of intervention as described in the SEND Code of Practice 2014. The Code of Practice advocates a graduated response to meeting pupils' needs.

Assess

This involves clearly analysing the pupil's need using the staff's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents/carers. Advice from external support services and staff will be sought if appropriate and with the agreement of the parents/carers. This may include referring the child for initial assessment with a Speech and Language Therapist, and Educational Psychologist, or for a hearing/vision test available through the Health Visitor. Referral may also be made to SPoA (Single Point of Access) for assessment by Occupational Therapist, Physiotherapist or Community Paediatrician.

Plan

Planning will involve consultation between school staff, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/ or behaviour that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This plan will be recorded in the form of an MEP (multi-element plan) which will be created by staff, parents/carers and the pupil, as well as external agencies. MEPs plans celebrate the child's strengths, list agreed targets, strategies to be used, ideas for helping at home, and have space to record comments when the targets are later reviewed.

Do

The key worker and all staff remain responsible for working with the child on a day to day basis. They will work closely to plan and assess the impact of support and interventions. The SENCO will support with further assessment of the pupil's strengths and weaknesses.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account the views of the pupil and their parents/carers. The keyworker, SENCO, parents/carers, child (if possible), and external agencies will revise the support outcomes and based upon the pupil's progress and development, and together set new targets to help the child make the next steps in their learning.

APPLICATION FOR AN EDUCATION, HEALTH AND CARE PLAN ASSESSMENT

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent/carer, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers and Teaching Assistants
- SENCO
- Social Care
- Health Professionals e.g. Speech and Language Therapist, Community Paediatrician
- Specialist Teachers e.g. Teacher of the Visually Impaired, Teacher of the Hearing Impaired, Autism Support staff, and Educational Psychologist (in Derby City, these agencies are part of the STePS team).

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, and Care panel.

Further information about EHC Plans can be found via the Derby City Website

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>



Transition support

We work closely with nursery and junior settings to ensure smooth transitions for all. Children who come from no educational establishment will be visited in their own homes. The SENCO works closely with the responsible person in other settings such as nurseries and junior schools to ensure that children with SEND needs are met and school is well equipped to provide an accessible curriculum for all.

The school recognises that transitions can be difficult for children with SEND and their families and so takes steps to ensure any transition is as smooth as possible.

When your child is offered a place at our School:

- We may visit you at home to find out about your child's needs, get to know you a little, and listen to any concerns you may have about admission arrangements.
- Your child will have an early start date (Nursery) so that the setting is quiet and relatively empty, and the cohort will grow around them.
- You can stay with your child for as long as you feel is right until they are comfortable with us - you know your child best.
- We will give you a copy of our visual timetable to share at home: this will help your child become familiar with our session routine.
- We may work with colleagues from other agencies such as STePS and NCAT if your child is already known to them.
- We will build up to the full session time / school day in liaison with you, and your child.

If your child is moving to another school:

- We will contact the school's SENCO, with your permission, and ensure they know about any special arrangements and support that needs to be made for your child
- We encourage the receiving school's SENCO or other staff to visit our school and observe your child in a familiar setting
- We encourage the receiving school's SENCO or other staff to visit our school to attend MEP review meetings or EHCP Annual Reviews
- All records about your child are passed on as soon as possible, with your permission.



Teaching approach

Inclusive quality first teaching

Our SEND vision is that all children will have access to inclusive quality first teaching within their class, and develop independent learning styles, alongside their peers. This is led by our highly skilled teachers and supported by teaching assistants.

The range of provision and nature of interventions

The SENCO, in collaboration with the class teacher, will decide the action required to help with pupil progress. The main methods of provision made by the school are:

- full time education in classes with additional help and support by class teacher/curriculum leaders through a differentiated curriculum whenever possible.
- provision of different learning materials or special equipment
- in-class support with adult assistance
- support from specialists within class
- assessment and programmes of work from specialist external agencies.
- access to Specialist Teaching and Educational Psychology Service (STePS) or other support services for advice on strategies, equipment and staff training
- regular therapeutic work e.g. towards targets from Speech & Language Therapy programme, or a Physiotherapy plan.

Universal, Targeted and Specialist Approach for Children with SEND

The teaching and learning for all children follows a Universal, Targeted or Specialist approach depending on level of need. Universal support is available for all children and families to access. Targeted support is for children who are not making adequate progress despite extra intervention at school. If adequate progress is not made despite a more targeted approach, children will receive specialist support, which is usually available to children who have an Education Health Care Plan (EHCP). For detailed descriptions of each level of support please see below.

Universal Approach

Class teacher input via excellent targeted classroom teaching. For the child this would mean:

- That the teacher had the highest possible expectations for all pupils in their class.
- That all teaching is based on building on what the pupils already know, can do and can understand.
- At times the teacher may direct the class based teaching assistant (TA) to work with an individual or a group as part of normal working practice.
- Different ways of teaching are in place so that every child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support every child to learn.

- The teacher will have carefully checked on progress and may have decided that a pupil has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. Teaching and resources will then be differentiated and adapted to meet the child's needs and progress monitored
- If adequate progress is not made the teacher will follow a more targeted approach to teaching.

Targeted Approach

The targeted approach is for children who have not made adequate progress despite adapted teaching methods and resources. They will have targets set which will require additional teaching and support and which will initially start with:

- Specific group work within a smaller group of children run within the class or as a withdrawal group by a teacher, or TA.
- Engaging in-group sessions with specific targets to help the child to make progress.
- An outside professional may be contacted to offer advice to teachers, TAs and parents. They may be from Local Authority central services such as ASD Outreach or Sensory Service (for pupils with a hearing or visual need) or external agencies such as the Speech and Language Therapy (SALT) Service.

For the child this would mean:

- The class teacher, SENCO, or parents has identified them as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- Parents will be asked to come to a meeting to discuss the child's progress and help plan possible ways forward and asked to give their permission for the child to be referred to a specialist professional if needed e.g. a Speech and Language Therapist or Educational Psychologist. The specialist professional will work with the child to understand their needs and make recommendations to staff. This type of support is available for children with specific barriers to learning that cannot be overcome through 'catch up' intervention groups.

Specialist Approach

This is usually provided via Education, Health and Care Plan (EHCP) or statement of SEND if awarded before 1st September 2014. This means a child will have been identified by the class teacher or SENCO as needing a particularly high level of support or small group teaching which cannot be provided from the budget available to the school. Usually they will also need support from professionals outside the school. This may be from Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) outside agencies such as the Speech and Language therapy (SALT) Service. The school (or parents/carers) can request that the Local Authority carry out an assessment of the child's needs. If the LA agrees to the request, they will complete an assessment and either write an EHCP or decline and the school will continue with the support at a targeted level. There will be a meeting in school to ensure a plan is in place in order so that the child makes as much progress as possible. An EHCP is for children whose learning needs are severe, complex and lifelong and need more than a specified number of hours support in school.



Adaptations to the curriculum and learning environment

- Teachers adapt planning to support the needs of children with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the curriculum.
- Teachers and all practitioners in the school work together to give targeted support according to your child's needs.
- Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

- This could be for the development of social interaction, speech and language skills, and emotional needs, physical, sensory, visual, and auditory needs. These could be delivered by a teacher, teaching assistant, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- sitting at the front of the group or close to an adult
- using enlarged resources
- use of ICT
- shortened sessions
- use of colour overlays
- visual timetable provided
- use of signs and symbols
- PECS communication systems
- BSL Signing or Makaton
- use of social stories
- use of sensory resources and work stations in classrooms
- reading a story 1:1 before the main group story time
- handling resources 1:1 before the main group session.

There are many more adaptations that may be put in place depending on the individual child's needs.



Inclusivity in activities

Our SEND vision is for all children to be included fully in school life, as far as possible. We are committed to making reasonable adjustments to ensure this happens. All children are able to attend school trips and after school activities and clubs, as well as our breakfast club.



Supporting emotional and social development

Should you have concerns about your child's overall wellbeing, please let us know. We will observe and monitor your child, and support their development in this area. This may involve working alongside outside agencies such as the Health Service, and/or specialist educational services. Rosehill Infant and Nursery School maintains a zero tolerance to bullying. We strive to ensure that no child is excluded and all avenues are explored to support children who experience challenging behaviours. We adopt a positive behaviour policy and strive to increase attendance through first day/home calling and reward systems for those who attend regularly or show a significant improvement. (Policies can be found on our website or direct from school).



Evaluating effectiveness

The SENCO and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach.



Handling complaints

HOW CAN YOU HAVE YOUR SAY?

If you have a complaint please discuss this in the first instance with your child's class teacher who will then refer it to the Head Teacher if necessary. If you feel your complaint has not been addressed please arrange to see the Head Teacher who will follow processes outlined in the Complaints Policy which can be found on our website or by visiting the school office.

If a parent/carer or other persons have a complaint, it should be addressed initially to the Head Teacher of the school. All attempts will be made to resolve the issue effectively and at the earliest opportunity. If the parent/carer does not feel the Head teacher is the correct person, or they are dissatisfied with the way the complaint has been handled, they should address all complaints to the Chair of Governors. If their complaint has still not been resolved, they should address their complaint to Derby City Council, Corporation Street, Derby, DE1 2FS



Local Offer

Derby City Council's full Local Offer, which is intended to be an important resource for parents/carers for understanding the range of provision and services in the local area, can be found at: www.derby.gov.uk/sendlocaloffer

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually and reflects the provision for pupils with SEND throughout the year. All Derby City Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with SEND and are supported by the authority to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential at school.

At Rosehill we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors and members of staff. We welcome your comments on our report, so please contact us at



Named contacts

Name of individual	Email address	Phone number
Head Teacher SENCO and designated safeguarding lead	Senco@rosehill.derby.sch.uk	01332 229229
SENCO Support	Senco@rosehill.derby.sch.uk	01332 229229
Chair of Governors and Governor for SEND	Chair@rosehill.derby.gov.uk	01332229229
Governor for SEND Ian Whitehead	admin@rosehill.derby.sch.uk	
Daniel Marson – SEND manager at Derby City Council	daniel.marson@derby.gov.uk	01332 647868
Paula Nightingale Head of Inclusion Services at Derby City Council	paula.nightingale@derby.gov.uk	01332 640351



Additional support

This report details our annual report for pupils with SEND. We welcome your views and hope you will engage with our annual process to 'assess, plan, do and review' our provision for SEND.

If you have any comments or need help with anything in this report, please contact Helen Kelk (SENCO) at School, on 01332 229229, or email senco@rosehill.derby.sch.uk.

If you have a child with identified SEND or you have concerns and need some independent advice or support you can contact the Derby Special Educational Needs & Disability, Information, Advice and Support Service (SENDIASS) at:

Email: SENDIASS@derby.gov.uk

Phone: 01332 641414

Text: 07800005190

Post: Derby SENDIASS, The Council House, Corporation Street, Derby, DE1 2FS

Website: <http://www.derby.gov.uk/education-and-learning/schools-and-colleges/sendiaass/>

Linked documents on the school's website include:

- Complaints Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Equal Opportunities Policy
- Positive Handling Policy
- Parent Partnership Policy
- Access Plan

SEND glossary of abbreviations

SEND Special Educational Needs and Disabilities

SENCO Special Educational Needs Coordinator

CoP Code of practice for SEND 2014 (the SEND “bible” telling us what we **must** and **should** do)

CI Communication and Interaction

CL Cognition and Learning

SEMH Social Emotional and Mental Health

SP Sensory and /or Physical

EP Educational Psychologist

SALT Speech and Language Therapist

HV Health Visitor

STePS Specialist Teaching and Educational Psychology Service

SPoA Single Point of Access (referrals made here for Community Paediatrician, Clinical Psychologist)

EHCP Education Health and Care Plan

MEP Multi-Element Plan

ASD Autism Spectrum Disorder

ADHD Attention Deficit and Hyperactivity Disorder

PDA Pathological Demand Avoidance

VI Visual Impairment

HI Hearing Impairment

PD Physical Disability