

St. Bartholomew's Primary Academy

Information relating to Special Educational Needs and / or Disability provision in our school

What % of pupils have SEND at our school?

Approximately 28 % of our pupils have some level of Special Educational Needs and / or Disability.

Who do I contact in school for more information about provision for children with Special Educational Needs (SEN) and / or Disabilities (SEND)?

If you have a child in the school, you should, in the first instance, contact your child's class teacher about any questions you have relating to provision for SEND.

If you do not yet have a child in the school you should contact the SENDCO through the school office to discuss our provision.

The Head teacher and the Local Governing Board (LGB) also have a responsibility for children with SEND.

Who do I contact at Wiltshire Council for more information?

You should contact the Wiltshire Wiltshire Family Support Hub or Wiltshire SENDIASS. These services run to support children and young people and their families with Special Educational Needs and Disabilities.

Please contact SENDIASS here <https://family-action.org.uk/services/wiltshire-sendiass/>

By phone: [01225 255266](tel:01225255266) or by e-mail wiltshire.sendiass@family-action.org.uk

Please contact the Wiltshire Family Support Hub by email:

WiltshireFamilyHubs@spurgeons.org

Visit their website at: <https://wiltshirefamilyhubs.org.uk/family-hub-support/send/>

On the following pages we list what services we can provide / support or signpost to. If you cannot find the information that you require here please contact the school through the class teacher and / or SENDCO.

General Information:

What should I do if I think my child has special educational needs?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you require further information or would like additional advice, please arrange a meeting with the school SENDCO – Mrs. Sami Schorah, through the school office.

If you would like further information or guidance, you can speak to the Headteacher – Mr. Dan Oakes or our SEND school governor – Mrs. Liz Hickling.

How will the school identify and / or let me know if my child has SEN

When a teacher has concerns about your child's progress and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO and / or a member of the Senior Leadership Team and will discuss this with you.

Meetings are held every term between each class teacher and a senior staff member in the school to ensure all children are making good progress and to identify children who may not be making as much progress as expected.

If your child is identified as not making sufficient progress or attainments are significantly below expected for their age, the school will make a decision about whether to monitor this or to set up some additional provision to boost progress. The SENDCO advises class teachers on programmes / strategies that may be used to help.

At least 3 times a year the class teacher will discuss:

- Concerns you may have and that we have
- Extra or different types of work or support that we can do in school or referrals that we can make to outside professionals to help us to support your child's learning
- How we can work together, to support your child at home and at school.

Supporting your child:

What support will there be for my child?

We intend that all our policies and procedures reflect the schools' commitment to fully include all children in order that SEN children are not being treated less favourably than other pupils

We also embrace the fact that every child is different and, therefore, the educational needs of every child are different so what may work for one child may not be appropriate for another.

Quality first teaching by the class teacher is the most used provision in the school. This can be in a pre-teach to support children in understanding and confidence.

If a child is not making expected progress this may need some adjustments. It may involve things like using more practical learning or providing different resources adapted for your child, such as memory supports or use of technology to support writing, for example.

Specific strategies (which may be suggested by the SENDCO or staff from outside agencies) may be put in place to enable your child to access the learning task.

The class teacher may decide that it would be useful to use:

Specific small group work / intervention programmes.

This group will usually be run in the classroom or library by the teacher or the TA from the class so that outcomes can be reinforced and generalised within other work.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding / learning and needs some extra support to close the gap with his / her peers.

He/ she will plan group sessions for your child with targets to help your child to make more progress. An Individual Provision Plan (IPP) will record this planned intervention.

If your child has been identified as needing more specialist input (instead of or in addition to classroom teaching and intervention groups), individual or group sessions using specialist programmes may be planned and delivered on a regular basis by class teachers or trained teaching assistants.

Specialist assessment and advice

If progress is not as expected or there are needs that need further investigation, observation and further assessment by a specialist may be necessary.

This may be involving the SENDCO or other specialists such as teachers with particular qualifications or experience; outside agencies such as Speech and Language Therapists (SALT), Occupational Therapists, Educational Psychologist etc.

The SENDCO may, first of all, have an informal meeting or may e mail a specialist for advice without specifically naming your child.

If it is felt that direct support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional.

The specialist professional will work with your child by carrying out a class observation or do some assessment of them etc. to understand their needs. They then will:

- Advise us on changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Give us support to set targets for your child using their specific professional expertise
- Recommend your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a speech therapy group
- Occasionally Group or individual work with an external professional may be arranged

When possible, you will be invited to come and discuss your child's needs with the professional.

Specified Individualised support for your child for significant or more complex needs

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP), which is known as a 'My Plan' in Wiltshire.

This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual teaching, which cannot be provided from the resources already delegated to the school or if they need specialist equipment or resources to access education.

How does a child get an EHCP / 'My Plan'?

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Wiltshire web site: www.wiltshire.gov.uk

The 'My Plan' will outline the funding that has been provided to the school to use to support your child above the support that they already receive through the funding for special needs that is already given to schools. It also specifies how the support should be used and what strategies must be put in place. There will also be long- and short-term goals for your child. You will be invited to a meeting to discuss how best the funding should be used to most effectively support your child.

In order to begin the application process for an EHCP, the school would need to have shown a high level of provision which is above that expected for a children with SEN support. Children who are provided with an EHCP often have needs in more than one area of learning or a profound specific need. The decision as to whether or not a child is granted EHCP support is made by the Wiltshire SEND panel through the support of SEND lead workers.

What specialist services and expertise are available at or accessed by the school?

St. Bartholomew's Primary Academy has a staff team of highly experienced and skilled people. In addition to our excellent class teachers this includes (presently):

- An experienced and qualified SEN / Disability Coordinator
- Trained specialist Speech and Language Support
- Emotional Literacy Support Assistants
- An Early Help Coordinator (EHCo) who advises and supports parents and carers
- Teaching Assistants – all of whom are trained to effectively support children with special educational needs

When appropriate and achievable within financial constraints we also arrange / refer to and, in some circumstances, purchase the services of other specialists such as:

- Speech and Language Therapists
- Educational Psychology input to provide a higher level of service to the school
- Speech and Language therapy intervention delivered by NHS Speech and Language therapists
- Special Educational Needs Support Service Advisory Teachers
- Behaviour Support Team Advisory Teachers
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Occupational Therapy and Physiotherapy
- School nurse and professional training for school staff to deliver medical interventions e.g. Neurodevelopmental Assessment service (ASC/ADHD)
- Parent Partnership Service (to support families through the SEN processes and procedures).
- Mental Health Services – Mental Health Support Team (MHST) and Children and Adults Mental Health Support (CAMHs)

Are staff up to date with knowledge about SEN / D?

Staff have continuing professional development around the areas of teaching students with special needs. This may be through written communication coordinated by the SENDCO; staff meetings and training days or through courses that individual staff members may attend.

Some staff are trained in specialised areas such as Dyslexia, Autistic Spectrum Condition, Speech and Language difficulties, etc. They may also be trained in using particular resources to help pupils.

If an external professional is involved with supporting a specific child, they will usually give advice and / or training to the Class teacher and Teaching Assistant and provide a report with suggestions about how to support the child effectively.

Teaching Assistants sometimes develop their skills by observing teachers who may model a specific lesson or approach.

How is the decision made about what type and how much support my child will receive?

The school offers many different forms of additional provision, used to enable **all** children to fulfil their potential in school. This ensures that no child is disadvantaged by their special educational needs.

This can include: additional in-class or out-of-class support which may be one-to-one or within a small group; flexible groupings; access to specific resources; mentoring; social skills groups and access to a wide range of outside agencies.

Additional provision is overseen by the school's SENDCO and is designed and implemented by the class teachers, ably supported by experienced teaching assistants. Like with individual targets, the most important point is this: additional provision depends on the needs of the child.

Funding for SEN / D pupils

The school budget, received from Wiltshire LA, includes money for supporting children with SEN / D.

The Head Teacher and the SENDCO regularly meet to discuss all information they have about children with SEN in the school, including:

- the children getting extra support already
- the children needing extra support
- The children who have been identified as not making as much progress as would be expected.

They decide what additional resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

Pupils with an Education, Health and Care Plan

The Local Authority will decide, on the basis of the evidence they receive from all involved with a child with SEN / D, how much support a child with SEN / D needs to be able to progress effectively and to access the curriculum and the building. If the amount needed is beyond the funding already delegated to schools, then a sum of money is provided to the school. The parents and the school then meet to decide how best this money should be used – this may be through allocating a specialist teacher or therapist to work with the child or to provide for Teaching Assistant time in the class to support and / or to allow the child to access a particular intervention. If specialist resources / provisions are required, these could be financed through this named pupil funding.

The use of funding is reviewed each year at the Annual Review meeting and a request to the Local Authority is submitted if changes are required to the funding allocated.

Needs we support in school and how

Communication & Interaction

There is a wide range of difficulties which fall within the category of Communication and Interaction, including Autistic Spectrum Condition and Speech and Language difficulties.

Many pupils with Communication and Interaction difficulties will be catered for by in-class support and adaptations in class with advice from the SENDCO and external specialists if required.

Within the school setting, Speech and Language Therapists (SALT) from the NHS assess children with Speech and / or Language difficulties who have been referred to them by the school or another agency. They then discuss their findings with the parent, class teacher and Teaching Assistant from the class as well as the SENDCO (all if possible). Targets are set by the SALT with resources suggested or provided and training is given to enable effective intervention and support to happen. The school then uses its delegated SEN budget to provide therapy in school on a regular basis. Approximately 2 or 3 times a year the school requests a review of the targets and a re-assessment of needs. New targets are set by the SALT.

For children with more complex speech and language difficulties, the NHS Speech and Language therapist may provide some therapy sessions which are usually provided in school with a therapy assistant.

If a pupil has an EHCP / My Plan the school may decide to use the Named Pupil Allowance to support the child with more frequent therapy. This will be in consultation with parents.

Therapy sessions, whether carried out by a Therapist or assistant, focus on set targets and use flashcards, games, apps and exercises to encourage children to use the correct mouth shapes, correct grammar etc. It is vital that parents and school staff are involved as much as possible to ensure the child can apply skills across the day.

Cognition & Learning

Learning needs at St. Bartholomew's are varied, some of the more common categories can be found below. We follow a needs led approach at St Bartholomew's, we are aware that the needs of a child can vary widely and that a diagnosis or specific area of need is just a starting point. We look at the child as a whole and support them across all areas of need.

Specific Learning Difficulties (SpLD) – this term indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with memory, organisational skills and with co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely. Specific learning difficulties include Dyslexia, Dyscalculia and Dyspraxia.

They will use a range of techniques to be able to make the curriculum appropriate for all learners. The SENDCO will advise teachers on support, where necessary.

Sensory & Physical Needs and / or Medical Needs

When a child has an identified sensory, physical or medical need we will ensure that:

All working with the child have an understanding of the specific needs of the child, with the SENDCO providing / accessing training where necessary.

- Adaptations to tasks and the learning environment are made as appropriate.
- Adaptations to the building are in place to allow as far as possible full accessibility and inclusion.
- Suitable resources and equipment is provided – i.e. computer equipment
- Specialists are consulted as necessary i.e. Specialist teachers, Occupational Therapists, Physiotherapists. Team Around the Child meetings (TAC) arranged by the SENDCO if required.

If a child has a specific medical need the School Nurse will meet with the Medical Needs Coordinator or Head teacher to write an Individual Health Care Plan, with parental input. Medicines can be administered for children with such a plan. Relevant staff will be involved.

In the case of a child with a medical condition which may necessitate emergency action, such as Epilepsy, Diabetes etc., then all staff in school will be informed of this and photographs of the child with procedures required will be displayed in the staff room and office. The School Nurse will provide training for the large majority of teachers and TAs.

Social, Emotional & Mental Health needs

There is wide range of needs in this area including: social difficulties, worries and anxious feelings, etc. Support we can provide in school may include:

- Time to talk / be supported by their teacher, a TA or Emotional Literacy Support Assistants (ELSA)
- Social skills and friendship groups
- 'Pupil voice' – we give time to children to share what helps them most effectively in school
- Support plans including rewards and clear boundaries

Communication with parents

How will school keep me informed about my child's progress?

Your child's progress is continually monitored by his/her class teacher and reviewed formally every term. You will be informed during the 2 Parent Consultation Meetings and through your child's Annual School Report, how your child is progressing. If the teacher has particular concerns between these points he / she will arrange to meet with you.

At the end of Y6, children are required to be formally assessed using Standard Assessment Tests (SATS).

Children with SEN and or Disability will have their progress monitored and recorded either on an Individual Provision Plan, a non-statutory Support Plan or through their 'My Plan', if they have one.

Whilst we feel your child has SEN, this will be reviewed at least 3 times per year.

The progress of children with a statement of SEN / EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education and the individual child.

A range of ways will be used to keep you informed, which may include:

- Letters/certificates sent home
- Additional meetings as required
- Reports
- Home/school communication book
- School newsletter

Are parents and carers involved in planning, assessment and review of needs?

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Individual Provision Plans / Support Plans will be reviewed with your involvement at least 3 times per year. Teachers will discuss with you how you can help your child at home.

The SENDCO is available throughout the year to meet with you to discuss your child's progress or any concerns/worries you may have.

Assessment information and suggestions from outside professionals will be discussed with you directly, or, where this is not possible, in a report.

Open meetings will be held in the school to give information on how parents can help their children progress.

The Parent Support Advisor helps parents on an individual basis to support their children at home in a variety of ways.

Are pupils involved in reviewing their learning?

All children are involved in reviewing their learning in school, setting targets with their class teacher and monitoring their progress towards these.

Children with Individual Provision Plans / Support Plans will be involved in the setting of targets and the review of these.

Children with an EHC Plan / My Plan may be asked to join the Annual Review meeting.

General things you might want to know?

Frequently Asked Questions

How accessible is the school setting?

The School Local Governing Board produces an 'Accessibility Plan' which detail the actions that we take to ensure that the setting is accessible for all children and adults, whatever their needs. It ensures our compliance with [the Equality Act 2010](#) (paragraph 3 of schedule 10). If you wish to read this plan, please ask at the school office.

What types of adaptations can be found?

- All our classrooms are accessible – no classroom has sole access by steps.
- We have disabled toilets.
- Visual timetables are used in all classrooms.
- We take account of sensory issues that may cause issues for pupils (i.e. we don't have noisy hand dryers in the toilets; we try to avoid strong cooking smells in the school).
- We will make adaptations, where necessary for particular needs, to classroom resources and to the building.

Who will be responsible for my child's day to day needs?

The Class Teacher has the primary responsibility for ensuring your child has everything they need in place in order to learn effectively.

Will my child be included in all curriculum areas?

We include all children by making adaptations to tasks or resources.

Will my child be able to go to after school activities and trips?

We do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead actively try to ensure that all our extra-curricular activities, including our residential, are adapted for children's specific needs.

SEN children are more likely to be bullied – what do you have in place to make sure this does not happen?

We provide an appropriate curriculum and provision that promotes the social and emotional wellbeing of students. 'Circle time' happens regularly in every class where issues can be discussed. School follow's the 'No Outsiders' programme to promote a total inclusion environment.

Social, Moral, Cultural and Spiritual activities are identified on Medium Term Planning for each subject PHSE is a subject with a high profile throughout the whole school.

Achievement and success is regularly celebrated in the form of certificates awarded at a weekly 'Golden Assembly'

All staff including Mid-day Supervisory Assistants are trained to be aware of such issues.

What is a One Page Profile?

This is a form completed with all SEND pupils, in which they can describe their strengths and any weaknesses as well as how best they can be supported. All who work with the child will then try to make adaptations, where possible, to suit each child.

These documents are shared with supply teachers, support staff, MDSAs and teaching staff to ensure children's needs are understood and adjustments are made for them as necessary.

What is a 'Support Plan'?

This is an in-depth plan that we set up for a small number of pupils whose needs are complex when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies and/or require support from external specialists e.g. specialist teacher, educational psychologist etc.

What is a 'My Plan'?

My Plan is the name used in Wiltshire to describe the new statutory Education, Health and Care Plans.

Who makes sure that children with SEN are looked after well?

Your child's class teacher

The class teacher's responsibility for children with SEND:

Ensuring that all children have access to quality first teaching and that the curriculum is accessible and suited to meet your child's individual needs, known as adaptation
Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO wherever needed
Writing Individual Provision Plans / Support Plans, and sharing and reviewing these with parents at least 3 times in a year
Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
Directing additional adults in the best way to support your child and communicating with external professionals in order to share observations and seek advice as appropriate
Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
Contacted by: arranging an appointment with the school office to speak with the class teacher

The SENDCO / Disability coordinator - Mrs. Sami Schorah

Responsible for:

Coordinating support for children with special educational needs (SEN) and / or disabilities, and developing the School's SEND Policy to make sure all children get consistent, high quality provision
Ensuring that parents are: involved in supporting their child's learning, kept informed about the support their child is getting, involved in reviewing how they are doing, part of planning ahead for them.
Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
Updating the school's SEND register, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are learning records of your child's progress and needs.
To provide specialist support for teachers and teaching assistants and other support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
Assisting your child's class teacher to set targets and write support plans for individuals.
Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by: Telephoning or visiting the school office to arrange an appointment.

Teaching Assistants (TA)

Work within each class to support the range of needs of the children. They are rarely allocated to a specific pupil with special educational needs and/or disabilities though have a good understanding of the needs of the children within the class.

Whilst they take a very valuable role in your child's education we would prefer that specific questions regarding your child's learning and progress are directed to the staff members named above.

The Head teacher, Mr. Dan Oakes is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities.
- He manages all staff including SENDCO and class teachers in their roles in providing provision for children with SEND, and is responsible for ensuring there are not barriers to your child's needs being met

He must make sure that the LGB is kept up to date about any issues in the school relating to SEND.

Contacted by: Telephoning or visiting school to arrange an appointment.

The Local Governing Board Chair – Mrs. Catherine Hersom

She is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school

Who do I contact if I am not happy with the support or education my child is getting?

As stated above, it is best to talk to your child's class teacher or the SENDCO or Head teacher. If you would like to discuss your concerns further you may contact the SEN LGB Chair through the School office.

Questions from children & young people:

Are the staff friendly?

Yes – everyone who you will meet is friendly and wants to help you.

Can I come and visit the school before I start?

Yes you can – you can have a tour of the school where you can ask any questions you like.

What things do you have at your school?

Besides our caring staff, we have fun outdoor play spaces with lots of equipment; iPad in the class rooms; a library; a large hall and a large studio for assemblies and playtimes and many other things to help you if you find anything difficult in school. We also have a Rainbow Room where children can be helped if they are feeling upset or worried.

Can I get around the school easily?

All children can get into any classroom as we do not have any upstairs classrooms.

We have toilets that can be used by people with a disability.

We ensure that the equipment we have can be used by all children at different times

Can I go on trips?

Yes – we make sure our trips are suitable to all.

Will I be able to join after school activities?

Yes – our after-school activities are suitable to all too.

Moving to and from St. Bartholomew's Primary

How will the school support my child to join the setting?

We encourage all new children joining us to visit before starting so that they can look around, visit classrooms and meet staff. A transition booklet with photographs will be provided if required so that your child can feel familiar with the new setting.

For children with SEND we organise extra visits to get to know the setting at their own pace. We will phase in starting arrangements if necessary with flexible arrangements such as shorter days etc. if required.

We will liaise with the child's current settings about needs so that provision can be in place before the child starts where possible.

For children with 'My Plans', staff attend review meetings and meet parents and children ahead of the move

What will happen when my child moves to their next school?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's Inclusion Manager / SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance. IPPs will be shared with the new teacher. Handover meetings will be held in July to facilitate this.
- If your child would be helped by a book to support them to understand moving on, our social stories are uploaded for every child to access on the school website and are on 'new class welcome' pages.

In Year 6

- During Year 6, class teachers and the SENDCO will discuss the specific needs of your child with the Inclusion Manager / SENDCO of their secondary school and information concerning needs of the children transferring will be sent.
- All children visit the new school during Year 6. Vulnerable children will be given extra visits to the new school
- If required, your child will attend a small group in school, to support their understanding of the changes ahead.

New Reception stage children

We have a close relationship with local preschools and try to get to know the needs of children coming to us ahead of transfer. We hold Transfer into School Meetings (TISM) which the Head of Early Years and the SENDCO attend with parents and Pre-school staff. At these we plan ahead so that we are ready to respond to the needs of children when they start and so that they are confident about joining us.

FOR FURTHER INFORMATION RELATING TO SEN-D PARENTS ARE INVITED TO VIEW THE WILTSHIRE COUNTY COUNCIL 'LOCAL OFFER' AT <https://www.wiltshirelocaloffer.org.uk/>

For further information on specific policy please see the following relevant policies and plans

- Special Educational Needs Policy
- Accessibility Plan
- Behaviour Policy
- Medical Needs Policy

Glossary of Terms

ADHD / ADD	Attention Deficit Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder (ASD)/ Autistic Spectrum Condition (ASC)
BESD	Behaviour, Emotional and Social Difficulty
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
EAL	English as an Additional Language
EHC Plan	Education and Health Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
IPP	Individual Provision Plan
LAC	Looked after Children
LGB	Local Governing Board
MLD	Moderate Learning Difficulty
OT	Occupational Therapy/Therapists
SALT	Speech and Language Therapy/Therapist
Spld	Specific Learning Difficulties
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENDCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
TA	Teaching Assistant
Team Around the Child	Team Around the Child
VI	Visually Impaired