



## BRAMPTON PRIMARY SCHOOL

# Special Educational Needs and Disability (SEND) Information Report 2022/23 (Including a link to Cumbria County Council's Local Offer)

Brampton Primary School within Cumbria County Council's guidance on provision for children with SEN/D, in a mainstream setting. This is done in order to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

### What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'. This report sets out how we as a school identify and provide for SEND in our setting.

It adheres to the requirements and guidance set out in the, 'Special educational needs and disability code of practice: 0 to 25 years' (July 2014) and 'The Children's and Families Act – 2014'.

### 1) What kinds of SEND are provided for at Brampton Primary School?

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, Down Syndrome, dyslexia, dyspraxia and processing difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and selective mutism
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 2) How does Brampton Primary School identify if a child may have SEND?

Brampton Primary School knows when pupils need help if:

- Information passed on by previous nursery or other primary schools during transition processes will identify pupils who are already on the SEND register. Any initial concerns about pupils not yet on the SEND register are also passed on so that progress can be closely monitored and additional support can be actioned swiftly if necessary.
- Ongoing teacher assessment will identify pupils who are making insufficient progress or performing significantly below expected age levels. These pupils will be discussed as part of Pupil Progress Meetings that are held regularly between teachers and members of SLT. If it is felt that difficulties with learning and progress may be because of a Special Educational Need, the pupil will then be discussed further with our SENDCo.
- Class teachers can seek advice from our SENDCo regarding concerns that they have about a child displaying possible Special Educational Needs at any time. Following discussions, the SENDCo may look at the child's work, observe the child in class, and / or complete some activities with them 1:1 to assess particular learning needs.
- Concerns raised by parents/carers
- Liaison with professionals and external agencies may provide information that indicates that a child should be placed on the SEND register. The extensive list of specialists who liaise with school to ensure that pupils receive the support that they need includes Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Community Paediatricians, School Nurse Team, Social Care, CAMHS (Child and Adolescent Mental Health Services) and GPs.
- If a child's learning progress to a level where they no longer need additional to or different from support, they will be removed from the SEND register.

### 3) How can parents/carers raise concerns?

- Parents/carers can raise concerns by talking to the school – the first point of contact is the child's class teacher/keyworker.
- Parents/carers can also contact the SENDCo, Mrs Jo Israel or the Headteacher, Mr Clark. If appropriate, parents/carers can also contact their GP surgery.
- We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers and hope that they are able to do the same with us.

#### **4) How are parents of children with SEND consulted and involved in their child's education?**

- At all stages of the SEND process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.
- Parents will be able to discuss their child's progress on Parents' Evenings
- If there is an Early Help Assessment open for the child and family, the family and all involved parties will be invited to a Team Around the Family (TAF) meeting every 6-8 weeks
- Parents are always invited to the EHCP Review Meetings
- Parents are always invited to review support plans and discuss new targets
- If at any time a parent wants to discuss their child's progress, they can contact the SENDCo or make an appointment with the class teacher.
- Staff at Brampton Primary School welcome support from parents. Additional support at home is proven to improve the rate of a child's learning.
- The class teacher will provide general information as to what this support could entail at an 'Information Meeting' held at the beginning of each academic year. More specific information and resources can be discussed with the class teacher and/or SENDCo.
- If a child has a support plan, suggestions for parental support will be discussed and will be recorded on the Plan.
- If outside Agencies have been involved, they usually make suggestions in their report on how to support the child at home as well as at school.
- Occasionally, if required, a home-school book will be used for daily communication.
- The SENDCo carries out an annual Parent Voice Survey to gather views on provision, progress and services during the Spring term
- The SENDCo hosts a termly SEND coffee afternoon 'KENCO with the SENDCO' for parents of children with SEND. Each term there is a theme and/or guests and other professionals are invited to share information. So far, we have discussed services available and support such as Disability Living Allowance and The Local Offer. Professionals invited include Jocelyn Cocker from Learning Support at William Howard Secondary School and Amy Elliot from Family Action, to discuss their roles and services.

#### **5) How do we involve young people with special educational needs in their education?**

- At Brampton Primary School we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. Children are encouraged to speak to their school councillors if they have any issues.
- Children are encouraged to give feedback about their learning in their books when reviewing previous work to aid the teacher in their progression.
- Formal planning around support plans, Early Help Assessments, EHCP reviews and Health Care Plans will incorporate formal recording of children's views. These may be recorded directly by the child or appropriate support will be put in place in order for their views to be shared and recorded.
- The views of children with SEN are gathered through surveys conducted by the SENDCo
- Each classroom has a worry box in which children can share their worries about things going on in the classroom, playground or at home.

#### **6) How do school staff assess and review pupils' progress towards outcomes throughout the year?**

- Our SENDCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and direct the work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with the child with SEND either individually or as part of a group; if this is seen as necessary by the class teacher/SENDCo. The regularity of these sessions will be explained to parents/carers when the support starts.
- The class teacher meets with parents/carers at least twice a year (this could be as part of Parents' Evening or a separate Review) to discuss the child's needs, support and progress.
- Children with SEND Support Plans who are on the SEND register are involved in reviewing their targets and discussing progress
- As part of the EHC plan review progress, children give their views on what they enjoy in school, what they need support with and what they like people to know about them.
- For further information the SENDCo is available to discuss support in more detail.
- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

- One of the Governors (Mrs Kate Wareing) is responsible for SEND and meets regularly with the SENDCO, reporting back to the Governors to keep everyone informed.
- The Governors agree priorities for spending within the school budget with the overall aim that all children with SEND receive the support they need in order to make progress.

#### **7) What arrangements for supporting pupils moving between phases of education and preparing for adulthood are in place at Brampton Primary School?**

- Meetings or telephone conversations between the previous or receiving schools are arranged prior to a pupil joining or leaving,
- Mrs Israel and the new class teacher are always willing to meet parents /carers prior to their child joining Brampton,
- Brampton Primary School works closely with William Howard School other local secondary schools to ensure a smooth transition for children with SEND from Year 6 to Year 7,
- William Howard School Staff visit pupils at Brampton Primary School during Year 5 and 6,
- Additional visits for pupils with SEND can be arranged with their chosen secondary school throughout Year 6 to prepare them for transition these usually take the form of a 'nurture group' and begin early in the spring term, however a small number of pupils will have individual visits
- The SENDCO of the chosen Secondary School will be invited to the pupil's Annual Statement /EHCP Review in Year 5,
- Mrs Israel meets the SENDCOs from the Secondary Schools to pass on information regarding SEND pupils and will attend any multi agency meetings if necessary
- Pupils with SEND spend time in their next class towards the end of the Summer Term (Move Up Day); this will help them to become more familiar with their new teacher and surroundings. Support Staff may also prepare Transition books containing photographs and information about a child's new class for parents to share with them during the school holidays.
- Further information can be obtained from 'Brampton Primary School Special Educational Needs and Disability (SEND) Policy', Accessibility Policy and/or the school's 'Disability Equality Scheme'. (These can be found on the School Website).

#### **8) What is Brampton Primary School's approach to teaching children and young people with SEND?**

- We are an inclusive school and all staff start from the belief that children with SEND can respond to high expectations.
- We ensure as far as possible that a range of different strategies are used so that children with SEND are fully included and able to succeed e.g. laptop computer for writing assessments for a child with fine motor difficulties, a mouse rather than a touchpad for a child whose fingertip control is imprecise, colour overlays for a child with reading difficulties, use of an i-pad for a child with profound hearing loss to record himself speaking sentences so he is able to lipread back and thus assist the writing process.
- We regularly use programmes and equipment in school to facilitate learning for children with SEND e.g. writing boards, talking whiteboards, assistive technologies for hearing impairment, large print materials, dual language books, pencil grips, colour overlays etc.
- We are also experienced in using materials to develop self-esteem and a more positive outlook for children with social, emotional and behavioural issues - these materials may include personal books, boxes, charts and stories.

#### **9) What adaptations are made to the curriculum to support children with SEND?**

- When a pupil at Brampton Primary School has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Support Staff may be allocated to work with the pupil, in a 1 to 1 or a small focus group to target more specific needs.
- If a child has a support plan, targets will be set according to their area of need. These will be monitored regularly by the class teacher, support staff and SENDCO. Each support plan is shared with the child.
- Support plans will be drawn up by the class teacher with support from the SENDCO, support staff and parents/carers, with consideration to external advice, if appropriate. A copy of the support plan will be given to the parent/carer and another copy will be kept in the yellow 'SEND Support folder' which is located in the Pupil's classroom where it is accessible to all relevant staff. Support plan targets are formally reviewed and updated each half term, however, if a child is struggling with a target, or achieves one quicker than expected, they will be amended by the class teacher.
- If appropriate, specialist equipment may be given to the pupil e.g. pens/pen grips.
- All children participate in Sport and Physical Activities. If necessary, they are fully supported and/or the activities are adapted to the pupil's needs. If appropriate the 'Smart Moves' Programme will be adopted to meet specific individual needs.
- If necessary, the curriculum can be adapted to meet a pupil's needs. We have bespoke curriculums in place for some of our learners with complex or severe learning needs.
- Outside activities (such as school trips and afterschool clubs) are accessible to all. A risk assessment will take place and where necessary, activities will be adapted to meet a child's needs.

## 10) What adaptations are made to the learning environment to support children with SEND?

- The building is fully wheelchair accessible
- There is a Medical Room, four disabled toilets, changing facilities, a locked Medical Cupboard and a loop system for use with hearing aids in reception and a classroom (which can be moved)
- See Accessibility Plan for further information
- Advice and resources have been given by Rachel Lee (Specialist Advisory Teacher for children with English as an additional language) regarding EAL for communicating with pupil and their parents/carers whose first language is not English

## 11) What additional support for learning is available for pupils with SEND?

- All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be at least three different levels of work set for the class or three different levels of work that children can self-assess and choose. However, on occasions this can be individually differentiated to fit in with specific learning programme or advice from an external specialist.
- The benefit of this type of differentiation/scaffolding is that all children can access a lesson and learn at their level. This is how we approach the teaching of children with SEND.
- We are an inclusive school and all staff start from the belief that children with SEND can respond to high expectations. We ensure as far as possible that a range of different strategies are used so that children with SEND are fully included and able to succeed e.g. laptop computer for writing assessments for a child with fine motor difficulties, a mouse rather than a touchpad for a child whose fingertip control is imprecise, colour overlays for a child with reading difficulties, use of an i-pad for a child with profound hearing loss to record himself speaking sentences so he is able to lipread back and thus assist the writing process.
- We regularly use programmes and equipment in school to facilitate learning for children with SEND e.g. writing boards, talking whiteboards, assistive technologies for hearing impairment, large print materials, pencil grips, colour overlays etc.
- We are also experienced in using materials to develop self-esteem and a more positive outlook for children with social, emotional and behavioural issues - these materials may include personal books, boxes, charts and stories.
- We provide opportunities for children with SEND to learn new skills in and out of their classrooms and school. This has recently included a group of six children visiting a local farm one afternoon a week for a half term to learn skills around team work, listening, planning, building resilience and relationships. A further example is a group of three children who are learning valuable life skills around writing a shopping list, using money, visiting a shop, reading instructions and cooking/health and safety skills.

## 12) What expertise and training do staff have to support pupils with SEND?

Various members of Staff have had or are currently having training in:

- ADHD
- Pathological Demand Avoidance
- Young People's Mental Health
- Autism Awareness Level 1 and 2
- Downs Syndrome
- Medical Needs – epi pen training
- Intimate Care
- Managing Stress in the Workplace
- Makaton Level 1 and 2
- 1:1 speech and language support
- Smart Moves
- Team Teach
- Safeguarding
- Reading intervention
- Reading and Language intervention
- The SENDCo completed the 'PG Cert Education (National Award for SEND Co-ordination)' course in November 2019.

The school also provides staff with access to the National College platform to support ongoing, high quality CPD where required.

## 13) How will specialist equipment, facilities and expertise be secured to support children with SEND?

We work closely with any external agencies that we feel are relevant to individual children's needs within our school. This can be accessed via the Early Help Process, through an EHC Plan, the GP and through school referrals. Support and expertise can include:

- Paediatrician
- Behaviour/Inclusion Support

- Health including GP, Practice Nurse
- Educational Psychologist
- Speech & Language Therapist (NHS and independent)
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health Services
- Social Care and Social Workers
- Counselling services and therapists
- Others e.g. Police Community Support Officers, Safety Net, Cumbria Family Support, Family Action, NSPCC

We follow the advice of professionals with regards to resources and equipment. In the past we have secured specialist resources such as hearing loops for children with hearing impairments, wobble/movement cushions, raised money for a sensory room to support children with ASC and SEMH needs, and laptops with assistive technology.

#### **14) How do we evaluate the effectiveness of the provision made for children with SEND?**

- We can judge if the support has had an impact by reviewing targets on support plans and ensuring they are being met, by monitoring progress against national age expected levels and observing that the gap is narrowing, through verbal feedback from the parent/carer and pupil.
- The school's tracking data supports these judgements, as well as discussions between the class teacher, SENDCo and Headteacher during SEND Meetings.
- For children working significantly below age-related levels we assess progress using PIVATS 5 which allows us to monitor small steps of progress and set individualised targets
- We assess/evaluate the effectiveness of provision against the outcomes and smaller steps (indicators) in EHC Plans
- For children with complex SEND, advisory teachers/educational psychologists conduct their own assessments e.g. in Speech, Language and Communication, Cognitive Ability, Perceptual Reasoning etc. which form part of the review process and provide additional information about the child's developmental progress.

#### **15) How are children and young people with SEN enabled to engage in activities available with those children without SEN?**

We enable all children to engage fully in all aspects of school life. We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities in order to promote the highest levels of achievement. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement, for example; ensuring that children with language delay are supported with visual aids and prompts.
- Ensure that all pupils have access to the school curriculum and all school activities, for example; additional adult support to model and support learning.
- Ensure every child has the entitlement to a sense of achievement through celebrating progress, for example; we have a weekly celebration assembly where academic and non-academic progress is celebrated.
- When planning activities such as visits and trips SEND children are considered to ensure they can fully participate, for example; staff will visit places and complete risk assessments, additional adults available to support on residential visits

#### **16) How will we support your child's emotional and social development?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this is the parents'/carers' first point of contact. When further support is required the class teacher liaises with the SENDCo for advice. This involves working alongside outside agencies such as Social Care, Health Services, Inclusion Support, Family Support organisations and local authority Specialist Teachers.
- We recognise that some children benefit from being able to talk through difficult experiences in their lives with a trained professional. If this is the case, we refer children to services such as LINK or Family Action for professional expertise in this area.
- The school has a policy regarding the administration and managing of medicines on the school site. Please refer to our guidance on the School website.
- Parents need to contact the school office if medication recommended by health professionals is to be taken during the school day.
- On a day to day basis the Headteacher oversees the administration and record-keeping for any medicines.
- As a staff team we have regular training and updates of conditions and medication affecting individual children so that all staff are able manage medical situations. Staff have had training on epilepsy awareness, anaphylaxis and hearing impairment.

All Brampton Primary School staff have had basic first aid training (1 day) and some members of staff also have a qualification in Paediatric First Aid.

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has severe behavioural difficulties, an individual Behaviour Management Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.
- As a result of the support we give, there have been no exclusions for many years at the school.
- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council. Children who have SEND have been elected by their peers onto the School Council as class representatives.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children with SEND, especially concerning being able to speak to an adult if they have a worry.
- We also conduct interviews with pupils on different aspects of the curriculum and school life. We ensure that as part of this process, children with SEND are asked in a sensitive way about the additional support that they receive.
- If a child has an EHCP their views are sought via a specific questionnaire before any review meetings.
- The School has a robust Anti-Bullying policy which can be found on the school website. The school takes any allegations of bullying very seriously and acts swiftly to deal with it.

### **17) How does Brampton Primary School involve other bodies, including health and social care bodies, LA support services and voluntary sector organisations, in meeting children's SEN and supporting their families?**

- Where it is clear that students need support over and above that which the school is able to offer, then external agencies are invited in to support and share expertise. Parents and students are consulted before these agencies come in and are also included during meetings so that their views and wishes are shared and taken into account.
- Parents can access virtual school nurse sessions for support and advice
- Families can be referred to LINK and Family Action for supporting with health and social care issues
- The school works closely with Health Visitors and Speech and Language Services, to support families and uses resources and support suggested
- The county Specialist Advisory Teachers visit school regularly and offer support with strategies and training
- Other outside agencies working with the school include: Occupational Therapists; Educational Psychologist; and CAMHS
- We have a designated teacher whose responsibility is to work with Looked After Children and make sure that any barriers to learning are removed in order to support their access to the curriculum.
- The Governor with specific responsibility for SEND is also a SENDCo and has experience in supporting children with SEMH needs

### **18) Which support services can parents of pupils with SEND contact for further information and support?**

- Look at our SEND policy on our website as well as the other policies referred to above.
- Contact the Cumbria SEND Information, Advice and Support Service (The Carlisle and Eden SEND IAS Service Co-ordinator is Tracey O'Roarty, 07825088031, email: [tracey.o'roarty@cumbria.gov.uk](mailto:tracey.o'roarty@cumbria.gov.uk) or website <https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>
- Contact IPSEA (Independent Parental Special Education Advice) [www.ipsea.org.uk](http://www.ipsea.org.uk)
- If you are considering whether your child should join the school, contact the School Office to make an appointment to meet our Headteacher, Mr Richard Clark
- Family Action 0-19 child and family support service <https://www.family-action.org.uk/what-we-do/children-families/0-19/>

### **19) How do we support children who are looked after by the Local Authority and have SEND?**

- Children who are looked after by the Local Authority (CLA) will have their SEND supported, if relevant, through the Pupil Premium Plus allocation
- This support could be academic (in the form of additional support with Literacy, Numeracy) or the provision of a specialist programme such as Reading Intervention.
- This support could be social or emotional as we recognize that CLA often have needs in this area due to disruption and attachment issues in their lives – counselling is offered as are specific programmes such as using social stories.
- We don't currently have any CLA on roll, but would work closely with Cumbria's Virtual School to match appropriate support to the child's needs through collaboration with the CLA Achievement Teacher.
- Each CLA has a PEP (Personal Education Plan) in which strategies are laid out for the support of SEND. PEPs would be reviewed every term. At the PEP meeting the views of the children, the foster carers and appropriate family members are heard and valued.

## 20) What are the school's arrangements for handling complaints from parents of children with SEND?

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinator Mrs Jo Israel.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Although school complaints procedures are in place and the policy can be accessed through our website [here](#) we would always hope to resolve any issues or concerns informally by working in partnership with parents.

## 21) What is the Local Offer and where can I find it?

Cumbria County Council's local offer will outline all the services available to support disabled children and children with SEND and their families.

The Local Offer was first introduced in the Green Paper (March 2011) as *a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.*

Our contribution to the local offer can be accessed here <https://www.bramptonprimaryschool.co.uk/send-local-offer/>

The Local Authority's local offer can accessed here <http://search3.openobjects.com/kb5/cumbria/fsd/home.page>

## 22) What are the arrangements for the admission of disabled pupils at Brampton Primary School?

The arrangements for the admission of pupils with Special Needs or disabilities to gain admission as pupils to Brampton Primary School fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils. Admission is in the first instance arranged by application to the Local Education Authority. If successful, Brampton Primary School then receives notification that a child has been allocated a place.

For admissions information please visit: <https://www.bramptonprimaryschool.co.uk/admissions/>

## 23) What are the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils?

Brampton Primary School will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend Brampton Primary because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

## 24) What facilities do we provide to help disabled pupils to access the school?

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto school grounds at the main entrance
- Disabled parking spaces is available near the main entrance.
- The building is on one level
- Induction hearing loops are fitted in the administration office and main hall
- Exterior lighting to improve evening access.

- Children’s disabled toilets and one adult disabled toilet.
- Please access the accessibility plan [here](#).

## Glossary of Terms

There are many SEN terms that are abbreviated which can lead to confusion. Here is a glossary of the most used SEND terms.

- ADD Attention Deficit Disorder
- ADHD Attention Deficit & Hyperactivity Disorder
- ASD Autistic Spectrum Disorder
- BESD Behavioural Emotional & Social Difficulties
- CAF Common Assessment Framework
- CAMHS Child & Adolescent Mental Health Service
- CLA Child Looked After
- COP Code of Practice
- CP Child Protection
- EAL English as an Additional Language
- EHCP Education Health Care Plan
- EP Educational Psychologist
- FSM Free School Meals
- HI Hearing Impairment
- IEP Individual Education Plan
- LA Local Authority
- LM Learning Mentor
- MLD Moderate Learning Difficulty
- NC National Curriculum
- OCD Obsessive Compulsive Disorder
- ODD Oppositional Defiance Disorder
- OT Occupational Therapist
- PDA Pathological Demand Avoidance
- PP Pupil Premium
- SaLT Speech & Language Therapy
- SEN Special Educational Needs
- SEND Special Educational Needs & Disability
- SENDCo Special Educational Needs & Disability Co-ordinator
- SLD Severe Learning Difficulty
- SpLD Specific Learning Difficulty
- VI Visual Impairment