

ANNUAL REVIEW

SEND Information Report 2021-2022

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

| General School Details: | |
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| School Name: | St Bertelins Church of England Primary School |
| School website address: | www.stbertelines.org.uk |
| Type of school: | Church of England (Aided) Primary School |
| Description of school: | <p>Our school has a Foundation Stage of 42 children, which are catered for in 2 reception classes. In addition to these, there are 9 classes throughout the school. Currently we do not have a pre school.</p> <p>We are here to educate, nurture and care for our children within a Christian atmosphere. We place the child and the family at the centre of our work and hope to join with parents in providing a safe, ordered, stimulating education from the age of 4 to 11 years.</p> |
| Does our school have resource base? Yes or No If Yes please provide a brief description. | No |
| Number on roll: | 285 |
| % of children at the school with SEND: | 15% |
| Date of last Ofsted: | February 2020 |
| Awards that the school holds: | |
| Accessibility information about the school: | Please see Accessibility Plans on our website |
| Please provide a web link to your school's Accessibility Strategy | http://www.stbertelines.org.uk/page/policies/4865 |
| Expertise and training of school based staff about | All class teachers at St Bertelins Primary School have gained a teaching qualification at degree level. Our teaching assistants have all gained at the least, teaching assistant qualifications. Some TA's hold teaching qualifications. |

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| <p>SEND. (CPD details) Please comment specifically in relation to autism and include dates.</p> | <p>The SENDCo, Liz Tudor has gained the National award for SENDCO in 2017 and has worked alongside a long standing SENDCO up until July 2019 as part of succession planning.</p> <p>All members of staff have opportunities for CPD linked to SEND and receive regular training. This academic year relevant staff have been involved in the following training: Working Together (Safeguarding) Social Stories Makaton Selective Mutism Using Numicon Ofsted Curriculum Assessment of SEND Personal Learning Plans SENCO workshops ADHD Meditation and Relaxation EP cluster consultations. Specialist teacher consultations. One page profiles Specific Learning Difficulties Mental health and wellbeing – My Happy Mind</p> <p>Specialist expertise for children requiring additional SEND support is secured through the SENDCO who uses local authority recognised agencies such as OT, Physiotherapy, Specialist Teachers, Educational Psychologists and Paediatrics. The amount of input from these agencies can differ through the year depending on the needs of the pupils.</p> |
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| <p>Documentation available:</p> | <p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p> | <p>http://www.stbertelines.org.uk/serve_file/368929 SEND Policy</p> <p>http://www.stbertelines.org.uk/serve_file/377620 Safeguarding Policy</p> <p>http://www.stbertelines.org.uk/serve_file/290453 Behaviour Policy</p> <p>http://www.stbertelines.org.uk/serve_file/364879 Equality and Diversity</p> <p>http://www.stbertelines.org.uk/serve_file/377629 Pupil Premium Information</p> <p>http://www.stbertelines.org.uk/serve_file/364875 Complaints Procedure</p> | <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> |
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| <p>Range of Provision and inclusion information:</p> | |
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| <p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p> | <p>We recognise that some of our children have a wider range of needs than others and these can be summarised into one or more of the following categories. (Appendix A)</p> <ol style="list-style-type: none"> 1. Cognition and Learning 2. Communication and Interaction 3. Social, Emotional and Mental Health Difficulties. 4. Sensory and Physical Needs <p>Pupils may be identified as having SEND if their development, in one or more of the four SEND categories is noticeably different when compared to their peers and/or a child does not appear to be making the same level of progress as other children of their age. All of our children’s needs</p> |

are considered on an individual basis and if appropriate we will seek professional advice in order to identify possible barriers to their learning.

In addition to this; additional support through differentiated work, equipment and an extra member of staff may be deployed. Our staff members have a wide range of skills which they bring to our teaching team. All staff members use these skills to support the identification of pupils with SEND.

When pupils have been identified with SEND before they join us at St Bertelina's, we work with the people who already know them and use the information they already have available to identify what their specific needs will be in our school setting.

If a parent/carer tells us they think their child has SEND we will discuss this with them and investigate. We will share with them what we find out and agree next steps with them as to how we can all help their child.

We are a child and family centred school so parents and children are involved in the process to work out what is the best steps forward to support the child in school. A child's understanding and behaviour are discussed with parents and staff to see if the same behaviour/difficulties are presented at home and school.

All staff are trained in effective ways to seek individual voice through non leading conversations and a variety of strategies such as; Good day/Bad day, Important to me and three houses representing different feelings. The SENDCO collates all of the information and coordinates the next steps for the child.

Before a child is put on the SEND register, they will be added to the school's Cause for Concern list. This is discussed with parents.

When children are receiving extra provision they are added to the Class Provision Map which is shared with parents on a termly basis. These provision maps outline what additional support the child receives and uses SMART targets to track children's progress. These are used to inform planning and delivery of additional interventions and support for individual and small group activities within the classroom. Advice from outside agencies and intervention programs will be added to here. For example Speech and Language and OT exercises.

Sometimes it is considered appropriate for a child to have an Educational Health Care Plan (EHCP). Advice will be sought from the Local Authority for the best way forward for the child alongside parents and school. With this EHCP may come

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| | <p>additional funding if deemed appropriate to help meet the needs of the child. If a child obtains an EHCP they will continue to be educated at St Berteline's Primary school unless the Local Authority alongside parents decide on another school which would be more appropriate to meet that individual child's needs. This can be another mainstream school or a specialist school/base.</p> <p>5. If a child has an EHCP a Personal Learning Plan is written for them. It uses SMART targets derived from the Outcomes on the EHCP. Advice from other specialists are sought and approaches and interventions are then put in place for the child. Examples of other specialists may be Specialist teachers, OT, Physiotherapists, Paediatrics. This plan is reviewed every term and discussed with parents. Each child with an EHCP has a One Page Profile which is reviewed with the child. This contains the child's voice and opinions about their learning and experience at school.</p> <p>For pupils with a medical condition, an Individual Health and Care Plan (IHCP) will be written for that child. Parents/Carers and outside agencies are involved in this in order to meet the child's medical needs effectively in school. If additional equipment is needed this is also written on the plan. Staff training on different medical needs is provided as and when appropriate.</p> <p>St Berteline's actively encourages Parental and family involvement in their child's education. Some of the other ways parents can be involved is:</p> <ul style="list-style-type: none"> Weekly family worship Coffee mornings Stay and Play/Stay and Read (KS1) Parents afternoons Grandparents afternoons Parent's evenings Weekly drop ins for Teacher/parent communication. SENDCO 'Drop in' sessions. Workshops such as 'Reading with your child' Signposting to Local Authority events such as Drop ins for certain specialist services and training how to help your child with for example sensory processing. Signposting parents to SENDIASS (SEND Information Advice and Support Service) for support and guidance. Signposting parents to Addvanced Solutions Community Network for support and training. <p>N.B Due to Covid some of this is not possible at the moment, however, parents are encouraged to ring school to talk and email.</p> |
| <p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority</p> | <ul style="list-style-type: none"> • The Governing body is committed to meeting the needs of pupils with SEND and supporting families of such pupils. This is done by involving other bodies such as health, social services, local |

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| <p>support services and voluntary sector organisations.</p> | <p>authority support services and voluntary organisations.</p> <ul style="list-style-type: none"> • We access various external agencies in order to help children access the curriculum and provide additional input for specific needs; speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties, social and emotional difficulties, mental/ physical health and medical issues. • We are able to access support from local authority services and local special schools who provide outreach. • Support can be requested from occupational therapy and physiotherapy for pupils who require this input and specific resources. • We use the LA's Educational and Child Psychology service and also provide some private counselling. • We receive support from specialist and professional agencies, e.g. Speech and Language therapists who come in to school to work with children and to train our staff and to advise on strategies and programmes. We are also able to refer pupils for a period of speech therapy if required. We have a trained TA in OT, who delivers OT programs written and recommended by specialist OT for each child. • We support pupils and families with various issues. • We have strong links with the Contact and Referral Team (iCART) who will provide support and guidance to schools for families who are experiencing a range of difficulties. • We hold Multi Agency Meetings (MAP) with parents, outside agencies and the pupil where necessary, in order to support the family more and to review the child's progress. At these meetings the following types of discussions will take place; what will be put into place in school to make teaching and learning more effective; agree targets for pupil's achievement; agree how we will work together and what we each will do; agree a review date to explore how well the pupil is doing and whether we are making a difference and what we will do next. This information is recorded to ensure accountability. |
| <p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p> | <ul style="list-style-type: none"> • Specialist equipment and resources are bought and provided for children in order to support them to access their learning. • Examples of equipment and resources that are used maybe specific to a condition such as dyscalculia (concrete resources), dyspraxia (small and large motor skill equipment) Irlens/Visual Stress (overlays, different coloured paper), dyslexia (toe by toe, word games, multi sensory approach), sensory needs (sensory box, large equipment, weight snakes, |

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| | <p>wobble cushions)</p> <ul style="list-style-type: none"> • Quiet corners within the classroom to be calm/ areas to access such as the Den and Snug. • Access to IT resources such as iPads and laptops with specific learning apps. • Prompt and reminder cards for organisation are frequently used • We use a variety of symbols and visual prompts • Various after school and home work clubs to support learning in and outside the school and the wider curriculum. • Nurturing groups. • We have a TA who has successfully trained in “Seasons for Growth” • Two teachers and TAs have had training linked to Bereavement. • Trained TA in OT who carries out personalised OT therapy programmes daily. |
| <p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p> | <ul style="list-style-type: none"> • Support from SENDCO/specialist TA for small groups or individuals identified with specific needs • A range of language resources, such as social stories, Time to Talk, What Next? and Emotions & Feelings games for use in and outside the classroom. • Flexibility to allow children to have ‘downtime’ from the busy classroom/playground if necessary. For example; Quiet corner in a classroom, the Den to play lego. • Strong links with LA specialist teacher for autism and communication difficulties • Visual prompts and timetables – clear structure/routine and preparation for when this changes. • Regular Home/school contact through informal meetings, telephone and contact book. • Regular “check ups” with children – have a ‘go to’ person |
| <p>What strategies/programmes/resources are available to speech and language difficulties?</p> | <ul style="list-style-type: none"> • Intervention from speech and language therapists. During the year we have had regular visits from Chatterbug who worked with staff to advise on Speech Language issues. • Delivery of personal speech and language programmes and social skills activities • Support from classroom assistant within class or through interventions. • Staff training on SL strategies to implement within the classroom. |
| <p>Strategies to support the development of literacy (reading /writing).</p> | <ul style="list-style-type: none"> • Small group support in class for guided reading and writing. • Individual daily reading with an adult • Reading schemes designed for struggling readers and comprehension. |

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| | <ul style="list-style-type: none"> • Withdrawal into target groups or 1:1 sessions for intervention programmes aimed at developing reading / writing skills, such as Toe by Toe, Stride Ahead and Beat Dyslexia • Opportunities to use a variety of software linked to reading schemes • Specialist teacher advice from the LA for individual children and training. |
| Strategies to support the development of numeracy. | <ul style="list-style-type: none"> • Small group support in class through guided teaching • Withdrawal in a small group for 'catch up' maths activities using specific programmes and resources such as Numicon. Use of differentiated year group books using the Power Up maths scheme. • Withdrawal by teaching assistant for 1:1 support, including Power of 2 and Plus 1. • Dyscalculia screening and resource books/equipment to aid learning. • Use of specialist maths resources online for reinforcement • Year 6 booster sessions carried out to prepare for SATs • Specialist teacher advice from the LA for individual children. |
| How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access. | <ul style="list-style-type: none"> • Personalised and differentiated curriculum within a person centred approach. Regular discussions with child, parents, staff and outside agencies. • Quality first teaching. • Identify and notice a child's strengths/ interests and use these to adapt the curriculum where necessary. • Identification of prime mode of learning, e.g. auditory, visual and kinaesthetic • Provision maps for each class to record and monitor children's provision and the impact it has. • Small group support in class from classroom assistant or teacher • 1:1 support in the classroom from one of our teaching assistants where necessary to facilitate access through support, modified resources or differentiation of task and 'down time' from the classroom environment. This leading to enabling and equipping the child for independent learning. • Specialist equipment • Personal Learning Plans (educational, behavioural, pastoral) • Time spent in a year group more appropriate to the needs of the child, if felt this would be beneficial. • Carefully organised diagonal classes to ensure needs are met appropriately. • Strategies put into place as provided by professionals / specialist services / outreach/ training. |
| How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). | <ul style="list-style-type: none"> • All pupil's progress is monitored and tracked through observations and formative and summative assessments, personalised support plans and provision maps. Target setting is carried out termly both within class and during termly pupil progress |

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| <p>What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness e.g</p> | <p>meetings</p> <ul style="list-style-type: none"> ● School uses the Liverpool Assessment Project to track children’s academic progress. Children are tracked with concrete assessments termly and progress recorded. Soft data is also used to track children with for example, emotional needs. This could be through observation, discussions professionally and with family or using a resource such as the Boxall Profile. ● Regular reviews of class Provision Maps – these are used as working documents ● Personal Learning Plan - targets and reviews ● Through target setting and evaluations at CAF meetings ● Through EP consultation groups where strategies are suggested, implemented and reviewed for individual children. ● External professionals undertaking assessment ● Regular review of targets with child / parents ● Termly meetings between class teachers and SENDCo to discuss progress and next steps. |
| <p>Strategies/support to develop independent learning.</p> | <ul style="list-style-type: none"> ● Use of individual timetables and checklists ● Visual instructions ● ‘Chunking’ of activities ● Individual success criteria ● Visual prompts, such as ‘Now and Next’ cards and visual Timetables ● Use of task plans ● Use of Talking tins ● Peer support ● Social stories to outline expectations. ● Short achievable tasks without an adult to start independence – use of timers. |
| <p>Support /supervision at unstructured times of the day including personal care arrangements.</p> | <ul style="list-style-type: none"> ● Named midday supervisor at lunchtimes ● Personal Learning Plans which specify break and lunchtime provision ● Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times ● Provision for personal care ● Playtime buddy system ● Playleader activities ● Specific skills/ games taught in small groups to play on the playground. |
| <p>Extended school provision available; before and after school, holidays etc.</p> | <ul style="list-style-type: none"> ● We offer a range of lunchtime and after school activity / sports clubs for all pupils of different ages and abilities ● All children have the opportunity to go on a residential experience every year from year 2 onwards ● School passes on any information about holiday activities offered by the Local Authority to relevant children and their families. |
| <p>How will we support pupils to be included in activities outside the classroom (including</p> | <ul style="list-style-type: none"> ● Up-to-date risk assessments ● Meeting with parents/carers for extra information in |

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| <p>school trips) working alongside their peers who do not have SEND?</p> | <p>order to ensure child's needs are met outside the school environment.</p> <ul style="list-style-type: none"> • Ensure specialist equipment is taken if needed. Eg wheelchair and that accessibility is available. • Additional TA/adult support • Good preparation, including preparing children for change in routine. Familiarisation of environment before going. • Ensure suitable access and staff from residential are aware of the extra needs of child if appropriate. • Encourage peer support |
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| <p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p> | <ul style="list-style-type: none"> • Church school ethos runs through the school into all areas – celebrating individuality, gifts, helping one another. • My Happy Mind programme throughout the school – use of consistent language and knowledge built on year on year. • Planned support from teaching assistant • Meet and greet at start of day • Focus on the positives with child. Use of a Positives Book which is shared between home and school, to celebrate positives. • Parental contact through home-school book and regular parental contact sessions/ phone calls if and when appropriate • Implement recommended strategies from current campaigns, e.g. Anti-bullying week, E-safety week • Strong links with local police who support and talk to children. • Child friendly safeguarding leaflet produced by the school council. • Referral to counselling services. We have a counsellor in school once a week for children to access. • Identified adult to provide support / mentoring • SEAL resources and Feelings & Emotion games for PSHE. Social skills interventions. • Children with SEND are supported to prepare their One Page Profiles, which are updated each year. |
| <p>What strategies can be put in place to support behaviour management?</p> | <ul style="list-style-type: none"> • Use of the school's behaviour policy • If appropriate, individual behaviour plans are put in place • Use of Boxall profile resource. • Social skills / behaviour group using social skills programmes • Time-out support • Reward system – individualised. • Support and intervention from outreach behaviour specialist • Strategies in place for unstructured times of the day e.g. alternative location for break or lunch times • Referral to Attendance and Behaviour service • Key worker identified • Encourage a feeling of responsibility |

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| | <ul style="list-style-type: none"> • Use of a Positives Book which is shared between home and school, to celebrate positives • Close work with family. |
| How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i> | <ul style="list-style-type: none"> • Y6 teacher and SENDCo coordinate Transition to secondary schools, meeting with staff from secondary schools, identifying vulnerable pupils • Additional supported visits are made, if required • Secondary transfer evening in school for Y5s, Y6s and their parents / carers • Regular meetings with parents, encouraging them to visit schools in Y5 • Transition plans, including photos, for individual children • Risk assessments completed • Close links with Halton transition lead • Work with SENDIASS (Parent Partnership) and Advanced Solutions. • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits • Longer term links with secondary schools to increase familiarity – ICT lessons for example. • Home visits from reception staff to meet new children and parents / carers • Parents / carers meetings in school prior to children starting school • We have similar Transition plans for moving from pre-school to Foundation Stage and to every class, if required • Pupils take photos and Transition booklets are made, with pupil's help, at every stage |
| Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs. | <ul style="list-style-type: none"> • Referrals and interventions from physiotherapy / occupational therapy team • Assessment and individual programmes • Specialist resources, including pencil grips, Move and Sit cushions, sloping writing boards and weighted items • Delivery of planned intervention programmes by skilled members of school staff. • Close liaison with medical staff where required • Regular staff training for managing particular medical needs, e.g. diabetes • Up to date care plans in place • Trained TA works with individual children on OT exercises |
| Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education. | <ul style="list-style-type: none"> • Pupils' views are very important to us and we use various resources to collect pupils' wishes and feelings. • Children with SEND are supported to prepare their One Page Profiles, which are updated each year. • Parents/ carers are encouraged to share their views. • Staff make themselves available for meetings with |

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| | <p>parents / carers and initiate conversations about the child if needed.</p> <ul style="list-style-type: none"> • Support readily available for parents / carers of terminally ill children • Support readily available for terminally ill children and their peers • We hold regular events for parents / carers in school, including Dads' reading afternoon, Mums' games morning and Grandparents' afternoon. • The school will signpost appropriate groups and organisations to parents / carers which are relevant for family needs, for example Addvanced Solutions. • The school works closely with the local authority, who will support families through a CAF if required. |
| <p>How additional funding for SEND is used within the school with individual pupils.</p> | <ul style="list-style-type: none"> • Schools receive funding for all pupils, including those with special educational needs and disabilities and, through this, they meet pupils' needs for additional support and equipment. • Additional classroom support • Specific resources • Specific training for staff • Currently if the assessment of a pupil's needs identifies something that is significantly different from what is usually available, the school will discuss the needs with LA specialist teachers and seek advice. • If appropriate, school with parents, will apply for an Education, Health and Care Plan. |
| <p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p> | <ul style="list-style-type: none"> • Close links with the local authority Virtual Head • Good relationship with foster carers and social workers • Positive PEP meetings. • Examples of Pupil Premium usage: <ul style="list-style-type: none"> • TA support for academic and social activities • Encouragement for involvement in outside school activities • Financial support if needed • Children access specific workshops in school, for example Artists/musicians, linked to their identified needs and interests. |
| <p>SENCO name/contact: Liz Tudor 01928 719847 liz.tudor@stbertelines.co.uk Halton Local Offer – http://localoffer.haltonchildrentrust.co.uk/</p> | |
| <p>Headteacher name/contact: Julie Barron 01928 719847 head.stbertelines@halton.gov.uk</p> | |
| <p>Contact details of regularly used external agencies: Chatterbug – 01928 511075 Woodview – 0151 495 5400 Educational Psychologist – 0151 511 8736 Should you require any other agencies, please contact the Halton SEND team – 0303 3333400</p> | |
| <p>ANNUAL REVIEW 2021 - 2022 Completed by: Liz Tudor Date: 15th November 2021</p> | |

SEND Broad Areas of Need

| Communication and Interaction | |
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| 6.28 | 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 child with SLCN is different and their 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. |
| 6.29 | Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. |

| Cognition and Learning | |
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| 6.30 | 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. |
| 6.31 | Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |

| Social, Emotional and Mental Health difficulties | |
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| 6.32 | Children and young people may experience a wide range of social and emotional difficulties which 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, substance misuse, 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 | |
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| 6.34 | Some children and young people require special educational provision because they have a disability which 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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link). |
| 6.35 | 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. |