



SEND Report and Local Offer

Signed:

Chair: S. Gribbin

CEO: R. Swindells

LGC Chair: S.Philips

Head: D.Beardsmore

Date: 15th October 2026

Review date: October 2027



Our Local Offer for Special Educational Needs and/or Disability

Contact Details

Headteacher: Diane Beardsmore

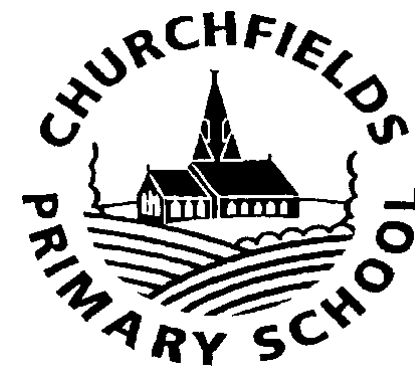
SENDCO: Clare Pattison

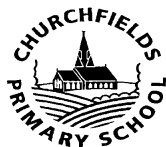
SEN Governor: Susan Phillips

School address: School Street, Chesterton ST57HY

Telephone number: 01782567430

Email: sen@cfp.school





Churchfields Primary School SEND Report and Local Offer

Churchfields Primary School strives to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their personal learning journey and to enable them to be successful. High-quality teaching is central to our approach; however, for some children there are occasions when additional support may be needed to help them achieve their potential.

Under section 69 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014, the school publishes an SEN Information Report. This report is reviewed annually and updated sooner if information changes during the year. Staffordshire's SEND Local Offer can be found at: <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

A child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or;
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

This is a broad definition covering children and young people from 0 to 25 years of age.

----- Click here to return to the front page -----	
How we identify and assess needs	
How will you know if my child or young person needs extra help?	
<i>We know that your child needs extra help if:</i>	
• Concerns are raised by the teacher or by you as parents / carers • Concerns are raised by other professionals, for example Speech and Language Therapy, Occupational Therapy, CAMHS/MHST or Educational Psychology • Internal assessment and external assessments indicate a lack of progress • Observations by staff in school • Teachers use baseline information, prior attainment and ongoing assessment throughout the year to monitor progress and identify emerging needs.	



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

How we identify and assess needs

- Where concerns are identified, the school follows a graduated approach (Assess, Plan, Do, Review). Support begins with high-quality adaptive teaching and reasonable adjustments; targeted interventions may be added where appropriate.
- Where a child requires provision that is additional to or different from that made generally for pupils of the same age, they may be placed on the SEN register at SEN Support. An IEP/pupil passport will set out agreed outcomes, provision and review arrangements.

What should I do if I think my child or young person needs extra help?

Initially you should raise your concerns with the class teacher. After discussions internal assessments will take place and if appropriate your child may be referred to the school SENDCO: **Clare Pattison**

If you still have concerns after speaking with the class teacher then please talk to the school SENDCo directly

Where can I find the setting/school's SEND policy and other related documents?

- All policies are on the school website or available from the school office



----- Click here to return to the front page -----

Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

- All children will be provided with high-quality teaching that is adapted to meet their needs.
- The quality of teaching is monitored through processes including classroom observations and learning walks, ongoing assessment of pupil progress, work scrutiny, meetings with the SENDCo/leadership team, and children and parent feedback. External advisers may also be involved where appropriate. Children with a disability are provided with reasonable adjustments to avoid substantial disadvantage and increase access to the curriculum.
- Children have ambitious and appropriate targets or outcomes based on their starting points and individual needs. These are discussed with parents through normal school reporting arrangements. Parents of children on the SEN register are invited to review their child's SEND provision and progress with the class teacher and/or SEND team at least three times each year.
- Children who are failing to make expected levels of progress are identified quickly and are discussed in termly data meetings that are undertaken between the class teacher(s) and members of the senior leadership team.
- Assessment may include teacher assessment, formal or standardised assessment where appropriate, work scrutiny, classroom participation and observation, alongside information from parents, children and external professionals.
- Individual assessments may be undertaken where needed to build an accurate picture of a child's strengths and needs. Some children will require additional targeted support in a small group or individually. Interventions are reviewed regularly through the Assess, Plan, Do, Review cycle to evaluate their impact and inform future planning.
- Where concerns remain despite high-quality teaching and targeted intervention, parents will be involved in deciding whether the child requires SEN Support. SEND Support is recorded through a pupil passport with agreed outcomes and provision. Progress is tracked and reviewed at least three times each year with parents/carers, the class teacher, the SENDCo/SEND team and the child where appropriate.
- Where further specialist advice is needed, this may be sought, with parental involvement, from services such as Staffordshire's SEND and Inclusion Hub/SEDIS, Educational Psychology, Speech and Language Therapy, Occupational Therapy, the Specialist Teaching Support Service (including the Autism Inclusion Team), CAMHS or the Mental Health Support Team (MHST), according to individual need.
- For a small number of children whose needs are significant and complex, and where the special educational provision required cannot reasonably be met from the school's available resources, the school may request an Education, Health and Care Needs Assessment. Parents/carers also have the right to request an assessment directly from the Local Authority. This may result in an Education, Health and Care Plan (EHCP).

As part of the graduated approach, a pupil may receive one or more of the following:

- targeted in class work
- small group class support



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Teaching, Learning and Support

- small group interventions
- 1-1 interventions
- External support (art therapy, emotional support)

How will the curriculum and learning environment be matched to my child or young person's needs?

Where a child has been identified as having special educational needs, the class teacher will adapt teaching, resources and the learning environment to support access to the curriculum. Teaching assistants may provide additional individual or small-group support where this is identified as appropriate, but adult support is deployed flexibly to promote learning and independence. A child's SEND provision will be recorded through a pupil passport with outcomes set according to individual need. These are monitored by the class teacher and SEND team. Where appropriate, specialist equipment, assistive technology, resources and/or additional adult support may be provided.

How resources are allocated to meet children or young people's needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources, including the Age Weighted Pupil Unit, the Notional SEND budget and, where applicable, Pupil Premium funding. Where needs exceed the support that can reasonably be provided from these resources, the school may seek additional support and resources through Staffordshire's current SEND pathways, including the SEND and Inclusion Hub and Enhanced Assess, Plan, Do, Review (EAPDR), and where appropriate through high-needs funding or an Education, Health and Care Plan. Funding and resources are deployed according to assessed need and reviewed regularly.

In-class support from teaching assistants; small-group support; and targeted individual interventions where appropriate, including evidence-informed literacy, numeracy, communication, regulation or independence work.

Commissioned or local-authority specialist support, for example Educational Psychology, specialist teaching, Speech and Language Therapy or other professional advice, together with staff training relating to SEND.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

- All children will be provided with high-quality teaching that is adapted to meet their needs.
- The quality of teaching is monitored through processes including classroom observations and learning walks, ongoing assessment of pupil progress, work scrutiny, meetings with the SENDCo/leadership team, and pupil and parent feedback. External advisers may also be involved where appropriate. Children with disabilities are provided with reasonable adjustments to avoid substantial disadvantage and increase access to the curriculum.



----- [Click here to return to the front page](#) -----

Teaching, Learning and Support

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- Assessment may include teacher assessment, formal or standardised assessment where appropriate, work scrutiny, classroom participation and observation, alongside information from parents, pupils and external professionals.
- Individual assessments may be undertaken where needed to build an accurate picture of a child's strengths and needs. Some children will require additional targeted support in a small group or individually. Interventions are reviewed regularly through the Assess, Plan, Do, Review cycle to evaluate their impact and inform future planning.
- Where concerns remain despite high-quality teaching and targeted intervention, parents will be involved in deciding whether their child requires SEN Support. SEND Support is recorded through a pupil passport / provision map with agreed outcomes and provision. Progress is tracked and reviewed at least three times each year with parents/carers, the class teacher, the SENDCo/SEND team and the child where appropriate.
- Where further specialist advice is needed, this may be sought, with parental involvement, from services such as Staffordshire's SEND and Inclusion Hub/SEDIS, Educational Psychology, Speech and Language Therapy, Occupational Therapy, the Specialist Teaching Support Service (including the Autism Inclusion Team), CAMHS or the Mental Health Support Team (MHST), according to individual need.
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How will equipment and facilities to support children and young people with SEND be secured?

The type of support, equipment and facilities needed to support a child with SEND is determined by their individual needs. For pupils with an Education, Health and Care Plan (EHCP), the school will secure the special educational provision specified in Section F of the plan. Specialist equipment, resources and facilities will be provided or sought where they are required to enable access, participation and progress.

Children receiving SEN Support will receive provision linked to the outcomes and strategies identified in their Passport. This support may take various forms:

- In class support from teaching assistants
- Small group support
- Specialist 1:1 support



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Teaching, Learning and Support

- Support from external agencies
- Provision of specialist resources

Progress and provision are monitored using assessment information, pupil and parent views and the school's SEND records/provision maps. Where a child is not making the expected progress, provision is reviewed through Assess, Plan, Do, Review. If support is not having the expected impact, the SENDCo may seek further advice from external professionals in discussion with parents/carers.

How will you and I know how my child or young person is doing?

- Children on the SEN register will have agreed outcomes/targets and a record of the provision in place through an IEP/SEN Support Plan and/or provision map. These are reviewed during the year and updated in response to progress and changing need.
- Parents can talk to the class teachers about their child's progress on appointment. The class teachers review the progress of all the children each half term and adapt their teaching accordingly. We also hold 2 parents' evenings and the staff write a detailed progress report at the end of the year.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Every child has a home/school diary which we ask all parents to record in; any concerns or questions and that you have read with your child at least 3 times during the week. The diaries are checked by the classroom staff.
- We can signpost you to Staffordshire SENDIASS if you need further independent information, advice or support about SEND.
- Parents will be invited in to review their children's IEP targets at the end of each term.

How will you help me to support their learning?

An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning. A member of the SEND team may also meet with you to discuss strategies and support. If external agencies are involved, they may suggest further strategies and resources to help your child. Parent workshops and information sessions are organised during the school year and advertised through the school's weekly newsletter and other usual communication channels.



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Teaching, Learning and Support

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

Children take part in setting their own targets as part of their IEP review. This is done as a 1-1 discussion and children help to create their pupil passport.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

We evaluate SEND provision to ensure that it has a positive impact on pupils' outcomes, participation and wellbeing. We do this in a variety of ways, including:

- Robust evaluation of intervention and IEP targets.
- Work scrutiny/book looks
- SENDCo/SLT/governor monitoring, including pupil and parent voice where appropriate
- SEN Support Plans are reviewed with parents/carers and updated regularly through the year.
- Evaluation from external agencies.

----- Click here to return to the front page -----

Keeping pupils safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Where a child has an identified safety need, individual collection and dismissal arrangements will be agreed with parents/carers and recorded where appropriate. SEND alone does not determine whether a child may walk home; decisions are based on age, individual risk, safeguarding considerations and parental agreement. Children with identified needs may receive additional support at break and lunchtime where this is required by their individual plan or risk assessment. Regular risk assessments take place to identify hazards and control measures as needed

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

There is a strong pastoral support network within the school, grounded in the belief that every child matters and that every lesson, every day contributes to each child's wellbeing and achievement.

The school's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions.

Children can achieve Team Points for outstanding work and contribution to lessons or blues. The number of children with SEN receiving these are monitored.

Attendance is monitored regularly and concerns are shared with parents as applicable.

All staff are adequately and regularly trained in Child Protection, Prevent and Safeguarding.

Emotional coaching, therapeutic or nurture-based support may be offered to children where this is identified as appropriate.



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Keeping pupils safe and supporting their wellbeing

Children with SEND are actively encouraged and supported to take part in pupil voice groups and wider school leadership opportunities.

How will you manage my child or young person's medicine or personal care needs?

Children with complex medical needs will be supported through an Individual Healthcare Plan where this is required, developed in partnership with parents/carers, relevant health professionals and school staff. Healthcare information is stored securely and is accessible to relevant staff on a need-to-know basis.

Relevant staff are informed of and have access to the information they need to support a child safely. Staff receive training for specific medical needs, such as adrenaline auto-injector or diabetes care, where this is appropriate to pupils in their care and in line with professional advice.

Where necessary and in agreement with parents/carers, medicines can be administered in school when the required consent and medical information are in place. A number of staff hold first-aid and paediatric first-aid qualifications.

External advice is sought when needed to further develop responses.

What support is there for behaviour, reducing the risk of suspension or permanent exclusion, and improving attendance?

The school uses a graduated and supportive approach to behaviour and attendance and considers reasonable adjustments for pupils with SEND. Suspension and permanent exclusion are used only in line with the school's behaviour policy and current statutory guidance. Where appropriate, additional support, outreach or alternative provision may form part of a planned response to identified need. The school motto, "Be the best you can be", is reflected in individual targets and expectations.

Children may have individualised support or behaviour plans. Advice may be sought from appropriate services such as Staffordshire's SEND and Inclusion Hub/SEDIS, Educational Psychology, the Autism Inclusion Team, CAMHS/MHST, behaviour/inclusion support or alternative provision outreach, according to need.

How do you support children who are looked after by the local authority and have SEND?

PEP meetings will take place termly and these will be focused on progress. The virtual school will offer support as and when needed and also educational psychologist advice.



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Working Together

Who is involved in my child's education?

Your first point of contact is your child's class teacher. They will know your child the best. They will work alongside the identified teaching assistant to set targets. The school SEND team is led by the SENDCo, supported by the wider SEND team. Their role is to coordinate provision, review outcomes and seek additional advice and support from external agencies where needed. This may include Educational Psychology, Staffordshire's SEND and Inclusion Hub/SEDIS, the Specialist Teaching Support Service (including the Autism Inclusion Team), Speech and Language Therapy, Occupational Therapy, CAMHS and other commissioned or outreach services. Any referral to an outside agency will be discussed with parents/carers and the reason for the referral explained.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

SEND is a regular focus for staff development and review. The SEND team carries out monitoring such as learning walks, drop-ins and pupil voice to check the quality and impact of provision. SEND information is stored securely and is accessible to relevant staff on a need-to-know basis. IEP/SEN Support Plan review arrangements support the sharing and transition of important information.

What expertise do you have in relation to SEND?

Staff have experience of supporting a wide range of needs. Training is planned in response to the needs of the current cohort and individual pupils and may include autism, speech, language and communication, sensory needs, cognition and learning, social, emotional and mental health needs, medical needs and positive behaviour support. Specialist expertise is secured from local-authority, health and commissioned services where required.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- **Staffordshire SEND and Inclusion Hub**
- **Staffordshire Enhanced District Inclusion Support (SEDIS)**
- **Educational Psychology Service / commissioned Educational Psychology**
- **Specialist Teaching Support Service (STSS)**
- **Autism Inclusion Team (AIT)**
- **Speech and Language Therapy**
- **Occupational Therapy**
- **Child and Adolescent Mental Health Services (CAMHS)**
- **School Nursing Service**



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Working Together

- Behaviour/inclusion support and alternative provision outreach (including VIP Education where appropriate)
- Cicely Haughton outreach / other specialist outreach where appropriate
- Early Help / Local Support Team
- Home-Start and other voluntary/community services

Who would be my first point of contact if I want to discuss something?

First point of contact would be the class teacher. You can also contact the school SENDCo on the contact details above.

Who is the SEN Coordinator and how can I contact them?

Clare Pattison – 01782567430

sen@cfp.school

What roles do your governors have? And what does the SEN governor do?

SEN governor identified and completes termly visits to look at provision and training.

How will my child or young person be supported to have a voice in the setting, school or college?

Pupil questionnaires

IEP reviews

Annual reviews

Represented on pupil voice groups.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Governors vacancies are advertised in the weekly newsletter to all parents

Parents are encouraged to volunteer in school life

Parental workshops and coffee mornings

What help and support is available for my family through the setting?

The school can help families access Early Help, including support with forms, signposting and understanding information. Please contact office@cfp.school if support is required.



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- Risk assessments are carried out and reasonable adjustments are planned to enable pupils with SEND and disabilities to participate in school activities and educational visits alongside their peers. Appropriate staffing and support are considered as part of the planning process; participation will not depend on a parent/carer being available to accompany the pupil.
- Before- and after-school provision is intended to be inclusive. Where a pupil has additional needs or is subject to a risk assessment, the school will meet with parents/carers to agree reasonable adjustments and safe arrangements.

How accessible is the setting's environment?

The school is partially accessible via lift and handles at the front and back of the school.

There is an accessible toilet.

Fire exits are clearly marked and are accessible

When appropriate, we will work on the advice of the Local Authority to modify the classroom environment for children and adults with particular needs.

We ensure that equipment used in school is accessible to all children.

Disabled pupils are admitted under the same admissions arrangements as other pupils and the school will not treat a pupil less favourably because of disability. Reasonable adjustments are made to avoid substantial disadvantage. Where Churchfields is named in an Education, Health and Care Plan, the relevant statutory admissions arrangements apply. The school's Accessibility Plan, available on the school website, sets out how we improve access to the curriculum, the physical environment and information for disabled pupils.

Is the building wheelchair accessible?



----- Click here to return to the front page -----

Inclusion & Accessibility

Partially Accessible ☒

Details (if required)

The school has a lift to get into the main entrance and to the upper floor. The main playground is only accessible from the outside area.
Accessible toilets.

Are disabled changing facilities available? Yes ☒
No ☐

Are disabled toilet facilities available? Yes ☒
No ☐

Details (if required)

Disabled toilet with portable hoist and toilet support. Potty chair available

Do you have parking areas for pick-up and drop-offs? Yes ☐



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Inclusion & Accessibility

No ☒

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes ☐

No ☒

Details (if required)

----- Click here to return to the front page -----

Joining and moving on

Who should I contact about my child or young person joining your setting?

Please contact office@cfp.school or call 01782567430 to arrange a tour and discuss admissions.

How can parents arrange a visit to your setting, school or college? What is involved?

We do not offer open days as we prefer you to see us in action so call 01782567430 to arrange a tour during the school day.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

A number of strategies are in place to enable effective pupil transition. These include:

- Discussions between the previous or receiving setting prior to the pupil joining/leaving.



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Joining and moving on

- Attendance at transition sessions where pupils spend some time at the new school.
- Additional visits are arranged for vulnerable pupils or those with a high level of need.
- Staff are always willing to meet with parents prior to their child joining the school; this may be the class teacher, SENDCo or a member of the Leadership Team.
- For pupils transferring to local high schools, SENDCo and/or key staff (e.g. Y6 teachers) will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, outside agency representatives, parents/carers and where appropriate the pupil.

----- Click here to return to the front page -----

Additional Information

What other support services are there who might help me and my family?

- Staffordshire SENDIASS (Staffordshire Family Partnership) provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents/carers. Telephone: 01785 356921. Email: sfps@staffordshire.gov.uk.
- *Other support may include Home-Start, CAMHS/MHST, Staffordshire's SEND and Inclusion Hub/SEDIS, Specialist Teaching Support Services, School Nursing and Early Help/local family support services.*

Please contact the school if you would like support to identify an appropriate service, or visit Staffordshire's SEND Local Offer for further information.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

When was the above information updated, and when will it be reviewed?

October 2026 - to be reviewed October 2027

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Additional Information

What can I do if I am not happy with a decision or what is happening?

Parents/carers are encouraged to raise concerns about SEND provision as early as possible with the class teacher and/or SENDCo so that issues can be discussed and resolved. If concerns remain, they may be raised with the Headteacher. Formal complaints about SEND provision should follow the Collective Vision Trust complaints policy, available on the school website. Independent information, advice and support is also available from Staffordshire SENDIASS.

Type of Setting *(tick all that apply)*

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| ☒ Mainstream | ☐ Resourced Provision | ☐ Special | | |
| ☐ Early Years | ☒ Primary | ☐ Secondary | ☐ Post 16 | ☐ Post 18 |
| ☐ Maintained | ☒ Academy | ☐ Free School | ☐ Independent/Non/Maintained/Private | |
| ☐ Other (Please specify below) | | | | |

DFE Number 8602005

District

- | | | | |
|---|------------------------------------|---|--|
| ☐ Cannock | ☐ Lichfield | ☐ East Staffordshire | ☐ Tamworth |
| ☒ Newcastle | ☐ Moorlands | ☐ Stafford | ☐ South Staffordshire |

Specific Age range

3-11

Number of places

415

Which types of special educational need do you cater for?

Churchfields is an inclusive mainstream primary school and makes provision across the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. We do not have a specialist resourced provision; support and reasonable adjustments are planned according to each pupil's individual needs.



Churchfields Primary School SEND Report and Local Offer

----- Click here to return to the front page -----

Additional Information

☒ inclusive mainstream school ☐ special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| ☐ Resource for autism | ☐ Resource for social, emotional and mental health |
| ☐ Resource for cognition and learning difficulties | ☐ Fully accessible environment – for pupils with physical or sensory needs |
| ☐ Deaf friendly | ☐ Resource for moderate learning difficulty |
| ☐ Resource for physical disability | ☐ Resource for profound and multiple learning difficulty |
| ☐ Resource for severe learning difficulty | ☐ Resource for speech, language and communication needs |
| ☐ Visual impairment friendly | |

Other specialist support/equipment:

☐ Specialist technology

Comment:

- | | |
|--|---|
| ☐ Rebound trampoline | ☐ Hydrotherapy |
| ☐ Accessible swimming pool | ☐ Medical |
| ☐ Outreach and family support | ☐ Therapy services |
| ☐ Bought in support services | ☐ Hearing loop |
| ☐ Sensory room/garden | |