



# St Oswald's C of E Primary School's Special Educational Needs and Disability Policy and Information Report 2022

## Legislation and Guidance

The Children and Families act of 2014 requires that all local authorities publish information about all services in the area for children and young people with Special Educational Needs and Disabilities (SEND). This can be found at: <https://leedslocaloffer.org.uk/#!/directory>

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Part 3 of the Children and Families Act 2014, <https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted> which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, <https://www.legislation.gov.uk/uksi/2014/1530/contents/made> which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

## Definitions

### **What is SEN?**

The January 2015 Code of Practice defines Special Educational Need (SEN) as follows:

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*

*A pupil has a learning difficulty if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...*

*Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.*

## **What is meant by disability?**

The definition of disability according to the Equality Act 2010:

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

'This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' **SEND Code of Practice January 2015, page 16.**

Our facilities for aiding disabled learners to access the school are described in the school's Accessibility Plan on our website.

## **Aims**

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN).

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

## **Aims of our Provision in Regards to Pupils with Special Educational Needs and/or Disability**

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To identify SEN as early as possible so the correct support can be put in place.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure an inclusive culture so that children and young people with SEND fully engage in the activities of the school alongside all members of our school community.
- To recognise and reduce barriers to progress.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum and to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, mental and emotional health,
  4. Sensory/physical.
- To request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership.

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To ensure 'Quality First Teaching' for all students.
- To use the Graduated Approach's strategy of 'assess – plan – do – review,' as set out in the 2015 Code of Practice, in order to continually improve and adapt support to help pupils succeed in their learning.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and outside agencies.

## **Roles and Responsibilities**

### **The SENCO**

The SENCO is Mrs Julie Peel.

Email: [Julie.peel@stoswaldsleeds.org](mailto:Julie.peel@stoswaldsleeds.org)

Telephone: 01943 873570

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEN
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **The Inclusion Team**

This is made up of the following people:

Mrs Julie Peel – SENCO; Deputy Safeguarding Lead and member of the Senior Leadership Team.

Mr Jonny Davies – Designated Safeguarding Lead.

Mrs Jana Batty – Pastoral Mentor; Deputy Safeguarding Lead and Thrive Practitioner.

Mrs Sabrina Longworth – Thrive Practitioner

Mrs Heidi Hunter – Attendance Officer and Family Support Worker.

Rachel Moss-Blundell – School's SEN governor.

### **SEN information report**

**The kinds of SEN that are provided for:**

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome and speech and language difficulties
- Cognition and learning, for example, dyslexia and dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and anxiety disorders
- Sensory and/or physical needs, for example, visual impairments and hearing impairments

### **How we Identify Pupils with Special Educational Needs:**

The progress and attainment of pupils in our school is carefully monitored throughout the year. Class teachers know their pupils best and are continually assessing their progress. The SENCO attends termly pupil progress meetings with teachers where the progress of children is analysed. During these meetings any concerns teachers have regarding a pupil's difficulties with learning, slowing progress or a widening attainment gap between them and their peers, can be discussed. At this point this will not necessarily mean that a pupil has special educational needs: reasonable adjustments in class, differentiation and educational or pastoral support might be what is required to accelerate progress.

Provision is made for children identified in these meetings as making little or slow progress. They are offered small-group interventions if appropriate in reading, writing or maths. These are called 'Wave 2' interventions and are short and focused. Gaps in children's learning are identified through careful assessment. This is against the National Curriculum's outcomes or by using the 'Small Steps' assessment tool (previously known as BSquared).

If the pupil fails to make adequate progress in response to this intervention, more focused personalised work will be offered on a 1:1 basis to help the child to fill any learning gaps. This is called a 'Wave 3' intervention.

If this has been tried, and no progress seen, then a careful assessment of the pupil's needs will be carried out by the class teacher, with support from the SENCO where necessary, so that specific targets can be identified.

At this point the pupil may be placed on the SEND register to ensure careful monitoring of their progress. A plan will be drawn up and the necessary provision decided on and put in place. This plan will be carefully monitored by the class teacher, who has responsibility for the progress made by all children in their class, including those with SEND. It is reviewed and adapted regularly. This forms the cyclic 'assess – plan – do – review' approach which is part of the 'Graduated Response' and designed to deliver increasingly personalised support for the pupil which is 'different from and additional to' the normal differentiated curriculum.

If it is found that despite this approach, the pupil is still not making progress then support may be sought from outside agencies such as the Educational Psychology Service, Special Educational Needs Inclusion Team or Speech and Language Therapists. At all times, the pupil and their family are at the centre of this approach. Parents are invited to meet regularly with the SENCO and the class teacher in order to be fully informed and involved in the education of their child.

### **Consulting and involving pupils and parents:**

We will have an early discussion with the pupil, if appropriate, and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- We take into account the voice of the child
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEN support.

### **Assessing and reviewing pupils' progress towards outcomes:**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The progress of pupils is closely monitored by the class teachers and the senior leadership team, which includes the SENCO, on a regular basis. Assessments take many forms and can include formative assessments done on a lesson-to-lesson basis, or summative assessments done in test situations.

The teacher's experience of the pupil is also taken into account along with the pupil's previous progress, attainment and behaviour. The views of other members of staff is also taken into consideration if relevant.

Children's attainment and progress are tracked using PIXL. Regular assessments ensure that children's gaps in their learning are identified and interventions put in place that work to close those gaps. PIXL is an online tool which allows us to monitor children's progress over time. Therefore, staff can identify children whose progress might be slowing,

The pupil's individual development is looked at closely in comparison to their peers and national data. The views of parents is also taken into consideration alongside that of the pupil. The assessment, reports and advice given by outside agencies, if relevant will also inform progress towards outcomes.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. If a child needs provision that is different from, or additional to, other children then a pupil profile (also known as a passport) is written. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **Supporting pupils during transition:**

Effective transition arrangements exist between St Oswald's and our local schools, including nursery provision. Staff meet each other in the summer term to discuss pupils moving to or from our school or into different classes within the school. Pupils get the chance to meet their new teachers and spend time in their new classrooms. In Reception, 'Stay and Play' afternoons allow children and their parents to visit, have fun and meet their class teachers. Vulnerable children have extra visits to their new class to prepare them for the new school year. Strong links exist between our school and the local high schools. Children in Year 6 get the chance to visit their high school for a whole day in the summer term, with additional visits for our vulnerable pupils, which are arranged after this.

## **The school's ethos about Inclusion**

Governors and staff at St Oswald's CE (A) Primary School are committed to the inclusion of all pupils. We aim to:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning.
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

## **How is Inclusion led within the school?**

The SENCO, working closely with the head teacher, has responsibility for the day to day operation of the school's Inclusion policy which outlines support for our SEND pupils. The SENCO with responsibility for SEND is Mrs Julie Peel. The governor with responsibility for SEND is Mrs Rachel Moss-Blundell.

The SENCO, in partnership with the Senior Leadership Team and the Governing Body, will monitor and report on the success of SEND provision in a variety of ways:

- Monitor and evaluate the success of short and medium term targets.
- Evaluate the impact of tailored provision and programmes of study.
- Analyse progress data for pupils with SEND in termly pupil progress meetings.
- Analyse attendance and exclusion data for pupils with SEND.
- Monitor progress against SEND priorities in the School Improvement Plan.
- Report to governors about progress of pupils with SEND.

## **How is the budget used to help vulnerable pupils or pupils with SEND?**

The Senior Leadership Team, which includes the SENCO, will analyse where support is required by understanding the needs of the whole child and will allocate staff support and other resources from the budget accordingly.

Support will be allocated through the use of available funding (Funding for Inclusion, whole school SEND or other budget) to meet the needs of individual and groups of pupils. This can include the

allocation of additional staff support to particular year group cohorts where needed. 1:1 support can be offered to children with high levels of complex SEND if their personal funding allows this.

The school aims to maintain and build up a bank of resources to enable a structured and multi-sensory approach to reading, writing and maths work, including the use of ICT. Resources can be purchased by Mrs Peel from the inclusion budget. The budget can also be used to provide training for teaching and non-teaching staff either individually or whole school.

### **Our approach to teaching pupils with SEN:**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Within lessons, the curriculum is differentiated using a wide range of strategies. Through careful planning, teachers cater for all abilities within the class. Additional adults may be directed to support groups of children of varying abilities, not just the lowest ability. Support is also available through collaborative learning, varied seating groups, classroom resources, the use of IT and adjustments to the teaching approach (simplifying language, breaking down tasks and instructions into smaller chunks and extension activities etcetera). Activities in lessons are varied to cater for children's different styles of learning. We offer a wide-ranging creative curriculum which links to the building of children's skills.

Teaching assistants are deployed according to need and can work within a classroom, in a group or on an individual basis. All staff, including teaching assistants, have accessed quality professional development around the topics of Dyslexia, phonics, maths and specific areas of SEND such as Autism. The need for professional development of staff is reviewed regularly. Children with a high level of SEND have 1:1 support where appropriate, if their special needs funding (FFI) allows this.

A pupil's progress will be reviewed with parents twice a year at the parent/teacher consultations. This will be an opportunity to discuss the pupil's graduated response plan and any changes made can be shared with the SENCO. The SENCO will aim to be part of three meetings a year with parents and the class teacher. If a parent requests further meetings, if necessary, then these can be arranged.

The school offers a number of interventions to support children with their cognition and learning. For children with literacy difficulties, we have trained staff who can deliver intensive phonics programmes based on the 'phases' of phonics learning. These are particularly suitable for children with dyslexic traits. Pupils can also receive support in reading and writing through the 'Read, Write, Inc' intervention. School also have a literacy scheme for children in year 5, Fresh Start, and staff members have received the necessary training in order to deliver this intervention. Most recently, the school has adopted, and is rolling out, the 'accelerated reader' approach.

If a child is presenting with difficulties in reading, organisation, processing information and/or spelling the school can assess them for possible dyslexia. This is not a diagnosis but an indication. It enables school to ensure that the correct support is in place for the child.

For support with maths, we can offer children intervention to help fill any gaps in their knowledge and understanding. These gaps can be successfully identified by using the B-Squared materials (now replaced with 'Progression Steps') which break learning down into very small steps and enable children to make small increments of progress. We also use a scheme called 'Catch Up Numeracy' to again fill gaps in children's understanding and help accelerate progress.

If appropriate, 1:1 sessions are available for children who have SEND. These can focus on elements of literacy, maths, speech, language and communication, motor skills and pastoral support.

School has a higher level teaching assistant who has undergone training in supporting children with speech, language and communication needs. She disseminates her knowledge and oversees other teaching assistants and staff in supporting children effectively.

Children may be initially identified by class teachers or parents, or there might have been previous involvement with the Speech and Language Therapy Service. If therapy is needed, it is delivered by teaching assistants and/or as part of quality first teaching. If a child's progress is slow, school will refer them to the NHS Speech and Language Therapy Team. This will be in consultation with parents.

We offer a wide range of pastoral groups to support children's behavioural, social and emotional development. These are available to children through the pastoral mentor and include social skills groups, friendship groups, Seasons for Growth sessions as well as 1:1 mentoring for children experiencing social, emotional or behavioural difficulties.

Recently, the school has adopted the 'Thrive' approach and all staff have received training on this. This approach looks at the whole child, not just their academic progress. Our Thrive Practitioners can ensure that any child who needs extra support for social, emotional, mental health and well-being will receive it. The school's new Thrive room is somewhere children can go to get this support. It is a child friendly sensory room which includes sensory activities, calming music, the aroma of essential oils and areas to be quiet and relax.

The classroom environment is conducive to learning through numeracy, literacy and topic displays and the use of working walls which reinforce appropriate vocabulary and celebrate children's achievements.

The school works closely with specialised support services to ensure that the building is suitably modified according to the needs of pupils with disabilities. Teachers will use recommended aids such as laptops, monitors, overlays, visual timetables, adapted fonts etc and adapt their approach after receiving specialist advice.

### **What training and qualifications do the school staff have?**

Teaching staff have opportunities to develop expertise in specific areas. Each teacher has their own curriculum area to lead. It is expected that they keep up to date with changes in their curriculum area and share this knowledge with other staff. They attend courses and network meetings, working alongside colleagues from other schools to do this.

Our TAs (teaching assistants) are very highly skilled. Three of our TAs have achieved the HLTA status (higher level teaching assistant status). Our TAs attend all teacher training days and attend individual training to develop their skills in particular areas including phonics, effective maths intervention, literacy intervention and other areas of SEND including Dyslexia, Autism, Braille and Visual Impairment. TAs meet regularly in school to disseminate their knowledge to their colleagues, and opportunities are given to learn from each other, shadowing more experienced staff members to share good practice.

Mrs Julie Peel, the SENCO, has achieved the PGCert National Award for Special Educational Needs Coordination. She is also a deputy safeguarding lead and undergone all necessary training.

Mrs Jana Batty is our pastoral mentor who works with individual children or small groups around pastoral issues. Some of the support which is available is around behaviour, anger management,

improving self-esteem, developing social skills and friendship groups. Mrs Batty is trained in the 'Thrive Approach' which St Oswald's has adopted. She works with children to support them as part of this approach.

Mrs Sabrina Longworth is a trained Thrive Practitioner.

Mrs Heidi Hunter works with families and leads Early Help Plans. She also oversees the attendance of pupils at school and works with families to offer different types of support.

Other training undertaken by staff members includes:

- On-going Braille training from the Visual Impairment Team
- Training from the Visual Impairment Team for all staff members, including Ozzie's (before and after school provision) and dinner staff.
- Input from the British Dyslexia Association for the whole staff (school are planning to refresh this training)
- Training for the whole staff on positive handling (Team Teach)
- Phonics training from the Complex Needs Service for the whole staff (school are planning to refresh this training)
- Level 1 Autism training for the whole staff
- Up-to-date Child Protection training
- Intensive interaction training for children with ASD (Autism Spectrum Disorder)
- PECS training (Picture Exchange Communication System)

### **Which organisations does the school work with?**

The school works very closely with many teams from Leeds City Council Children's Services in order to improve procedures.

St Oswald's Primary School's inclusion team has good links to organisations which can offer specialist provision for our SEND or vulnerable pupils. These include;

- Services available through the Complex Needs Service provided by Leeds City Council such as inclusion workers, educational psychologists and SEND support workers.
- Speech and language therapists who can work with children on a range of issues such as developing their use of language, pronunciation and social and communication difficulties, setting targets and reviewing these termly if required.
- Aireborough Extended Services which can offer a range of support for children and families in the local area which include advice for parents from Parent Support Workers and parenting courses, access to services and activities for children.
- Access to a TaMHS (Targeted Mental Health in Schools) counsellor through Aireborough Extended Services, who can support children on a one-to-one basis through a referral process.
- Good links to CAMHS (Child and Adolescent Mental Health Service) to access support for children with emotional and behavioural difficulties
- Cluster-based attendance support
- Support from the school nurse who can offer advice regarding children's health issues and help to write Health Care Plans for our pupils
- Strong links to the Visual Impairment team who offer support to the school for students with sight deficiencies.

- Support from the Occupational Therapy team who can offer support and advice regarding children's physical development and acquisition of motor skills.
- Work alongside the Area Inclusion Partnership (pupil development) to support children with complex needs.
- Links to the STARs Team which support children with Autistic Spectrum Condition.

### **What do I do if I think my child may have special educational needs?**

If your child is already at the school, you will meet with their class teacher during parent consultations. Initial concerns can be expressed in this meeting and the class teacher will be able to offer appropriate support to help your child and /or make the reasonable adjustments needed to quality first teaching. You can ring to make an appointment to have a meeting with the class teacher, with the SENCO in attendance if wished, at any time. Teachers are always available for quick informal chats before and after school. If more specialised help is required, such as that offered by an outside agency, Mrs Peel, who is the school's SENCO, will become involved. She is able to refer to outside agencies for support depending on the severity of a child's needs and once appropriate support has been put in place in class and progress measured.

### **Evaluating the effectiveness of SEN provision:**

Educational targets for SEND children will be reviewed regularly and shared with parents. Programmes of support, if necessary, could be delivered by TAs or HLTAs under instruction from the class teacher. The progress of children in intervention groups is closely monitored by all members of the senior leadership team which includes the Headteacher, Mr North, Miss Brown, Mr Boyle, Miss Miller and Mrs Peel (Senco). The senior leadership team work together to ensure that whole class teaching sessions, small group interventions and 1:1 work is the very best. Annual reviews are held for pupils who have an EHCP (Education, Health and Care Plan) or Funding For Inclusion. Progress towards outcomes are assessed by all involved in the meeting.

### **How will I know how well my child is doing and how will you help me support my child's learning?**

There are two parent consultations where parents will have the chance to discuss their child's progress and next steps. If a child has SEND and has a graduated response plan, parents can use this opportunity to review and plan for the next steps. Where necessary, guidance will be given about how best to support your child at home with additional activities to reinforce those done in class. There are opportunities throughout the year for parents to visit the school to find out more about their child's learning. Parents can request additional meetings when needed.

### **What support will there be for my child's overall well-being?**

Mrs Peel, Mrs Batty, Mrs Hunter and Mrs Rachel Moss-Blundell (SEND governor) make up part of the school's Inclusion Team and with the headteacher, oversee all pastoral issues including Child Protection. Together they can signpost parents to where additional support can be gained for their child and their family, including that which is available locally. A member of the Inclusion team will attend all meetings concerning children's well-being, putting together the relevant action plans to meet the child's needs, with support from professionals where appropriate.

### **How will my child be included in activities outside the classroom?**

There is a range of fun activities at lunchtime and after school which all pupils are encouraged to participate in. Learning outside of the classroom is an important part of our curriculum and all pupils will have the opportunity to go on school visits, including residential ones. Pupils with additional needs attend these visits with their needs considered at the planning stage, in consultation with parents. Our before and after school clubs are available to all pupils. All pupils are encouraged to take part in Sports Day, plays, workshops etcetera. No pupil is excluded from taking part in these activities because of their SEN or disability.

### **How accessible is the school?**

The school has disabled toilet facilities and wheelchair access. Adaptations have been made to accommodate visually impaired children. Further modifications can be made to the accommodation under the guidance of relevant professionals where needed. For further information see the school's Accessibility Plan on the website.

### **How are parents involved in the school and how can I be involved?**

Parents are encouraged to be involved in the life of the school. We hope that parents involve themselves in their child's learning through supporting with homework tasks like reading, learning spellings and other activities.

There are many other ways for parents to participate. These include the active parents group which runs events in school, school governance, assisting on school trips and volunteering in the classroom with reading or creative activities. All parents are welcomed into our school for our weekly Friday celebration assembly.

### **Which policies might I find useful?**

The following policies may be useful and are available on the school website:

- Behaviour
- Child Protection
- Personal Social and Health Education
- Attendance
- Admissions
- Charging and Remissions
- E-Safety
- Race Equality
- Care and Control
- Relationships and Sex Education
- Accessibility plan

### **Who can I contact for further information?**

- For information about school admissions, please contact the school office or the headteacher.
- For specific information about your child, please contact the class teacher.

- If you require information about support from outside agencies, please contact Mrs Hunter or Mrs Peel.
- For further information about the Leeds Local Offer, please refer to the website <https://leedslocaloffer.org.uk/#!/directory>

### **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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