

Special Educational Needs & Disabilities Policy

Heathcote School and Science College



Approved by the Governing Board:	Autumn 2025
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To be reviewed:	Annually
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Next review date:	Autumn 2026
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Introduction

Heathcote School is committed to ensuring all pupils have access to a broad and challenging curriculum that develops essential knowledge and skills, preparing them for every stage of their education.

We provide targeted support to help all pupils achieve their full potential and strive to maintain a welcoming environment where every child feels valued, safe, and happy.

Early identification of pupils with Special Educational Needs and Disabilities (SEND) is a priority and appropriate measures are taken to support them. Parents and carers are actively involved throughout this process.

This policy aligns with the school's Teaching and Learning Policy. The Governing Body has overall legal responsibility for SEND provision, ensuring staffing and funding comply with the SEND Code of Practice (2015). Day-to-day implementation is managed by the school's SENDCo.

Objectives, Beliefs and Values

Objectives of the SEND Policy

Access to Education and School Life

- Provide a clear framework for supporting pupils with Special Educational Needs and Disabilities (SEND), ensuring they can access a broad and balanced curriculum and fully participate in all aspects of school life.

Adherence to the SEND Code of Practice (2014)

- Ensure that all guidance and recommendations in the SEND Code of Practice (2015) are followed, promoting effective identification, assessment and support for pupils with SEND.

Inclusive Approach to All Learners

- Demonstrate the school's commitment to an inclusive approach that values and supports all learners, creating an environment in which every pupil has the opportunity to succeed.

Heathcote School's Beliefs and Values Regarding Pupils with SEND

Entitlement to Success

- Heathcote School believes that all pupils are entitled to succeed and that additional educational needs should not be seen as barriers to achieving this right.

Addressing Individual Needs

- We are committed to meeting the needs of all pupils who may have SEND, whether these arise throughout their school journey or at particular points in their education.

This ensures that every pupil has equal opportunities to achieve their academic potential alongside their peers.

Shared Responsibility for Inclusion

- Every teacher at Heathcote School is considered a teacher of all pupils in their care, including those with SEND. This shared responsibility reinforces our collective commitment to fostering an inclusive and supportive learning environment for all learners.

Admission and Transition Arrangements

Primary to Secondary Transition

Heathcote School encourages parents of pupils with additional needs to visit the school during Year 6 to discuss their child's specific requirements and how these can be effectively supported. These visits provide an opportunity to meet staff, interact with other pupils and experience the school environment.

We are committed to providing appropriate support for all pupils with Special Educational Needs and Disabilities (SEND) and continuously adapt our practices to meet the diverse needs of our pupils.

For pupils with an Education, Health and Care Plan (EHCP), the Local Authority consults with the school to assess our ability to meet the pupil's specific needs. This consultation usually takes place in the Autumn Term of Year 6. Based on the information provided and in collaboration with the primary school, we determine whether the school can adequately support the pupil and provide suitable provisions. During this process, the SENDCo may meet with families to gather further information and clarify any concerns regarding the required support. Where we believe the school is not a suitable setting, we will explain the reasons for this decision to the family.

For pupils allocated to our deaf provision (Specialist Resource Provision, SRP), the same consultation process applies.

Where we can meet the needs of a pupil with an EHCP, the SENDCo or SEND Manager will, where possible, attend the Year 6 Annual Reviews. For pupils allocated to the deaf SRP, the Assistant SENDCo will also attend. These meetings enable close collaboration with primary school staff to ensure continuity of education and a smooth transfer of information. They also provide an opportunity to explain to parents or carers how their pupil's needs will be supported and to outline any arrangements that differ from those in the primary school setting.

At the same time, we hold transfer meetings for pupils with SEN K status, working with their current SENDCo to gather information to support a successful transition. We may also accept consultations for pupils with an EHCP who live outside the borough, in coordination with the Waltham Forest SEND team.

Information collected during the transition process is shared with the Head of Year 7, who works with the SEND Team to allocate form groups.

The SENDCo also organises an additional transition morning for pupils with an EHCP and other pupils with SEND who may need extra support. This is also available to non-SEND pupils who feel anxious or nervous about starting secondary school.

In-Year Admission for Pupils with SEND

For pupils with an Education, Health and Care Plan (EHCP), and for deaf pupils requiring a place in our SRP, the same consultation process outlined above will be initiated by the local authority SEND team. For pupils with SEN K status, the SEND team will liaise with the current SENDCo to ensure that relevant information is obtained and appropriate support is in place upon the pupil's admission to Heathcote School.

When a pupil with SEND transfers from Heathcote to another school, up-to-date records will be forwarded within 15 school days of a request from the receiving school. This ensures a smooth transition and continuity of support for the pupil.

Transition Between Key Stage 3 and Key Stage 4

Heathcote School offers a variety of bespoke curriculum pathways to ensure that all pupils have access to a diverse range of courses tailored to their interests and academic abilities. For pupils with SEND, additional support is provided through meetings with members of the SEND Department. These meetings offer guidance on suitable course choices for Key Stage 4, ensuring that each pupil receives personalised advice that aligns with their individual needs and aspirations.

Post 16/ 18 Transition

Career Support

Careers guidance interviews are prioritised for pupils with SEND during Years 11 and 13. The SEND team works in partnership with a Careers Adviser, the pupil and their family to ensure that appropriate choices and arrangements are in place at the end of Key Stages 4 and 5, where the pupil remains at Heathcote.

This process explores each pupil's interests and potential future career pathways, considering a range of suitable options for further and higher education with appropriate provision for pupils with SEND. Further information can be found in the Heathcote Careers Policy.

Consultation Process

Once a pupil and their family have identified a suitable further education setting, the consultation process is initiated by Waltham Forest SEND Services. On successful completion of this process and mutual agreement, the new setting will be formally named in the pupil's Education, Health and Care Plan (EHCP). Pupils must, however meet the entry requirements to be accepted onto their chosen course. Where this is not the case, the Local Authority (LA), in consultation with the school, will recommend an alternative college where the pupil meets the entry criteria, and the LA will initiate consultation with that provision.

Following confirmation of a placement, a transition interview will be arranged for any pupil with an EHCP, for Looked After Children (LAC) and for any other pupil identified as requiring additional support. This interview will include professionals from the new setting to help ensure a smooth and well-supported transition.

Transition to other provisions within Key Stages

If it becomes clear that mainstream education is no longer suitable for a pupil, Heathcote School works in partnership with the pupil and their family to explore alternative options.

1. Pupils with an EHCP

In such cases, we liaise with the local SEND team through an interim or annual EHCP review to consider specialist SEND provisions. Where a suitable placement is identified and consultation is successfully completed, the new setting will be formally named on the EHCP.

2. Alternative Provision Options

From Year 10 onwards, pupils with or without an EHCP may apply for a place in Alternative Provision. The Local Authority offers several college settings providing post-14 alternative programmes, usually with a vocational focus. These include Big Creative Education, CONEL, Belmont Park, Hawkwood and OMG Provision. While attending their alternative setting, pupils remain on Heathcote's school roll on a dual-placement basis and the SENDCo carries out regular visits to monitor progress. The SENDCo conducts regular visits to monitor progress, and the provision also provides termly progress reports.

Through the Fair Access Panel, pupils who are unable to cope within a mainstream environment including those meeting thresholds set out in the Behaviour Policy may be offered a short-term placement in a specialist provision. These settings provide a smaller learning environment, a tailored curriculum and enhanced social, emotional and mental health (SEMH) support. At the end of the placement, a review is held to determine whether the pupil has made sufficient progress to return to Heathcote or whether a longer-term specialist placement would be more appropriate.

The Curriculum and Learning

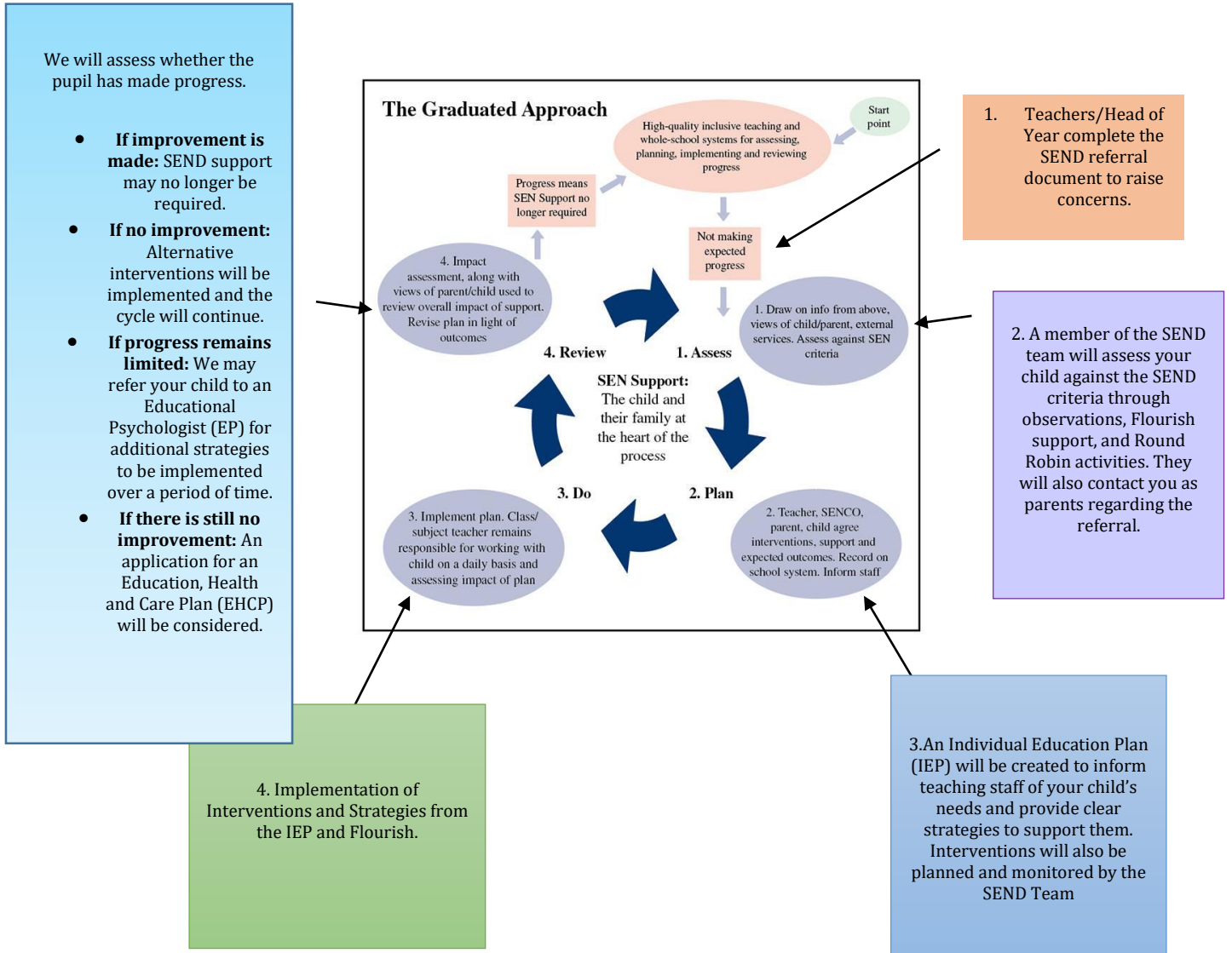
At Heathcote School, no pupil will be excluded from any learning activity due to a physical impairment or Special Educational Needs and Disabilities (SEND), unless such exclusion is demonstrably in the best interest of the individual pupil.

To support this commitment, we ensure that:

1. All pupils have access to a broad and balanced curriculum.
2. Learning is delivered through quality-first teaching to support pupils effectively.
3. Staff actively promote inclusion by encouraging peer support and collaborative learning.
4. Adaptive teaching is embedded in lesson planning, with clear learning intentions and activities adapted to meet diverse needs.
5. Pupils with physical impairments or learning difficulties access the curriculum through specialised resources, including digital technology where appropriate.
6. Extra-curricular activities, including extended services, are accessible to all and free from barriers, ensuring inclusivity.
7. Where appropriate, we offer MFL withdrawals for pupils who require additional support in core subjects such as English and Mathematics.
8. Additional support provided in class by a subject TA.

Identification, Assessment and Review Procedures

SEND Graduated Response Flowchart



SEND Provision and Allocation of Resources

At Heathcote School, we recognise that pupils require different levels of support at different times in their education. We therefore adopt a graduated approach to SEND provision in line with the SEND Code of Practice (2015).

Stage 1 –Universal Support

The learning needs of pupils with SEND are best met through high-quality teaching delivered by subject teachers within the classroom. Our approach ensures that all teachers consider the individual learning needs of pupils and adapt lessons accordingly.

- **Quality First Teaching:** All teachers employ Quality First Teaching strategies, embedded within schemes of work, to ensure that every pupil can access the curriculum fully.
- **Individual Educational Plans (IEPs):** Pupils on the SEND register have an IEP accessible to all staff. These plans set out essential information about the pupil's

SEND needs, targets and recommended classroom strategies. IEPs are reviewed and updated regularly to reflect pupils evolving needs and inform teachers planning.

- **Accessibility Aids and Technology:** Where appropriate, accessibility aids and assistive technology are provided. For example, Chromebooks may be used by pupils with physical disabilities or handwriting difficulties to support full participation in lessons.
- **Accessibility Plan:** The school reviews its Accessibility Plan regularly to ensure that all pupils can access both the curriculum and school facilities.

Stage 2 – Targeted Support

When a pupil is significantly underachieving or experiencing difficulty in a particular area of learning, targeted small-group interventions may be provided alongside the mainstream curriculum. Interventions may include:

- Focused literacy and numeracy support to strengthen core skills with MFL withdrawals
- Form time interventions.

Stage 3 – Complex or Specialist Support

Where a pupil continues to make limited or no progress despite the support outlined above, specialist advice and intervention are sought.

- Pupils with an Education Health and Care Plan (EHCP) receive in-class support provided by a subject Teaching Assistant (TA). This support is delivered on a shared basis, in addition to the subject teacher's provision, ensuring pupils can fully engage with lessons and access all learning activities.
- Social skills interventions are provided to support pupils in developing positive interactions with their peers.
- Support is offered to help with the development of emotional regulation and resilience.
- Speech and language interventions are implemented where communication needs are identified.
- Therapeutic interventions are available to support pupils' mental health and wellbeing.
- External specialists may be involved to provide additional guidance and strategies as required.

All interventions are carefully aligned with the provision and recommendations set out in the pupil's EHCP.

Request for an Educational Health Care Plan (EHCP)

If the school or parents/carers consider that a pupil requires additional support through an Education, Health and Care Plan (EHCP) an application may be made. The process begins with further assessments to determine whether there is sufficient evidence to support a request for an EHCP assessment.

The school works closely with the pupil's family and Waltham Forest SEND Services to gather the necessary documentation and submit the application when appropriate evidence is available.

When the school submits an EHCP application on behalf of a pupil, it is sent directly to the Local Authority. EHCPs are developed collaboratively with families to ensure a partnership approach

For more information on EHCP applications within Waltham Forest, please see <https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=0VcRInJHhcQ>

If an EHCP application is declined, the following steps may be considered:

- **Mediation Process:** Families may pursue mediation in accordance with guidance provided by the Waltham Forest SEND team.
- **Additional Evidence:** Further professional evidence can be gathered and resubmitted, following the guidance of the Waltham Forest SEND team.
- **Alternative Support:** Other avenues may be explored to secure additional support for the pupil.

Links with Outside Agencies

External support services play a vital role in identifying, assessing, and providing for pupils with SEND needs. The school receives regular visits and guidance from a range of external agencies, which may vary over time. These include, but are not limited to, Speech and Language Therapy, Educational Psychology, Flourish, CAMHS (Children and Adolescent Mental Health Service), School Nursing, Social Services, Physiotherapy, Audiology, and Occupational Therapy.

The SENDCo, Assistant SENDCo (DSD), SEND Manager and HLTAs are responsible for liaising with these agencies and implementing recommended strategies, programmes and specialist equipment to ensure pupils receive the support they need.

The Educational Psychologist (EP)

The Educational Psychologist meets with the SENDCo on a termly basis to review ongoing involvement and plan future actions. Meetings cover the progress of pupils with established support plans, those previously referred to the EP service, and any new pupils presenting concerns. Additional review meetings are held at the start of the Spring and Summer terms to ensure continuity of support.

Referrals to the Educational Psychology Service are usually made following recommendations from a SEND Support review meeting, ensuring pupils receive targeted, evidence-based interventions.

SEND Success Advisors

Pupils with a diagnosed SEND, whether or not they have an EHCP, may receive support from specialist teachers. These teachers provide guidance to the school and parents, may work directly with pupils, and contribute to SEND support plan reviews. They also inform pupil profiles with strategies to support learning in the classroom.

Speech and Language Therapist (SALT)

The school commissions Speech and Language Therapy services from Learning Talking, which provides one day of dedicated support each week. During this time, the SALT works directly with pupils who have speech and language difficulties, monitors the effectiveness of Teaching Assistant support, and provides training for staff to enhance their skills in supporting these pupils.

The SALT develops tailored intervention programmes, monitors pupil progress, contributes to Annual EHCP Reviews when necessary, and provides supplementary evidence to support EHCP applications, ensuring pupils receive the assessments and interventions needed to facilitate their development.

Child and Parent Involvement

Parents and carers should contact the SEND Manager or the HLTA responsible for their child's year group regarding any concerns in the first instance. For pupils in the deaf Specialist Resource Provision (SRP), the Assistant SENDCo (DSD) is the primary point of contact.

The school also shares information about events and programmes designed for parents and carers of pupils with additional needs, often organised by voluntary and community organisations to ensure families are aware of available resources and support.

Additionally, the SEND and DSD teams actively participate in parent evenings, progress meetings, and special events such as option evenings. Their involvement provides opportunities for open communication and collaboration, ensuring that parents and carers are fully engaged in their child's educational journey.

Access to Extracurricular Activities and Trips

All pupils at Heathcote School have equal access to extracurricular activities as part of the broader curriculum. Where necessary, we make reasonable accommodations and adaptations to meet the physical and learning needs of our pupils.

Educational visits are an integral part of the curriculum and we strive to ensure that all pupils can participate. No pupil is excluded from a trip due to Special Educational Needs, disability, or medical requirements.

To promote inclusivity, educational trips are planned in advance with accessible locations selected wherever possible. Members of the SEND team frequently accompany visits to provide appropriate support for pupils with SEND, including during residential trips, ensuring that all pupils can fully engage in these enriching experiences.

Roles and Responsibilities

SENDCo

The school SENDCo holds day to day responsibility for the implementation of the SEND policy and for coordinating the provision for pupils with Special Educational Needs and Disabilities (SEND). They provide professional guidance to colleagues to ensure that high-

quality teaching is consistently delivered to pupils with SEND and work collaboratively with pupils, parents and other professionals to provide appropriate support.

The SENDCo also plays a key role, alongside the Headteacher and Governing Body, in shaping the strategic development of the SEND policy and associated provisions within the school. This collaboration is essential in enhancing the educational outcomes and overall achievements of pupils with SEND, ensuring that their needs are met effectively and inclusively within the school environment.

Assistant SENDCo – Deaf Department (DSD)

Our Assistant SENDCo for the Deaf Department supports the coordination and delivery of tailored provision for pupils with hearing impairments. Working under the direction of the SENDCo, they ensure that appropriate support plans are in place, liaising with staff, families and external agencies to remove barriers to learning. Key responsibilities include monitoring the progress of DSD pupils, supporting staff training, overseeing the effective use of assistive technology and promoting inclusive teaching strategies to enable pupils to achieve their full potential.

SEND Managers (SM)

Our Special Educational Needs and Disabilities (SEND) Manager ensures that all pupils with special educational needs receive the support and resources they need to reach their potential. Working closely with teachers, parents and external agencies, the SEND Manager helps create an inclusive learning environment that meets each pupil's educational, social and emotional needs. They also act as SEND Year Lead, providing support and guidance to specific year groups. This role reflects our commitment to building a school community that is inclusive, supportive and fair for all pupils.

SEND Teachers

Our SEND teachers play an important role in supporting pupils with special educational needs, helping them access the curriculum and succeed academically and personally. They run small group sessions in English and Maths, ensuring that SEND pupils can fully engage with their learning and strengthen their literacy and numeracy skills. They also provide reading support for pupils who are below their expected reading age, helping them improve so they can keep up with their peers.

High Level Teaching Assistant (HLTA)

The school's Higher-Level Teaching Assistant (HLTA) is responsible for organising and delivering intervention classes and small-group sessions on a regular basis for their designated year groups. In addition to this primary role, the HLTA provides essential support within classroom settings and coordinates the Exam Access Arrangements (EAA) process.

Subject Teaching Assistants (TAs)

Our pupils are supported by a team of subject-specific Teaching Assistants (TAs), each dedicated to enhancing student learning in their respective subjects. This approach ensures that pupils receive tailored support in each area of study. Pupils will work with different TAs

across their subjects, allowing each TA to provide specialised, focused assistance that aligns with the curriculum and the unique learning needs of each subject.

In addition to their subject-specific roles, our Teaching Assistants are trained to deliver targeted interventions, including Speech and Language Therapy (SaLT), Lexia, Reading, Numeracy, and Social Skills programmes. This comprehensive approach fosters a personalised and effective support system, enabling pupils to maximise their learning potential and achieve their educational goals.

Training

Flourish, the local SEND advisory service within Waltham Forest, works closely with the SENDCo to develop and implement a targeted training programme based on the specific needs identified for each academic year. This training supports professional development for both the SEND team and the wider teaching staff, ensuring that all educators are equipped to meet the diverse needs of pupils with SEND.

Additionally, the SEND team at Heathcote School maintains a number of local partnerships to remain informed of current practices in SEND provision. These include:

- Participation in the Waltham Forest SENDCo Forum.
- Engagement with online training modules provided by Flourish.
- Regular in-house training sessions to share good practice among Heathcote staff.
- Collaboration with local SENDCo to exchange effective strategies.
- Access to a variety of training courses offered by Waltham Forest SEND Services and the CAMHS team.

During the current academic year, all teachers and SEND staff have undertaken awareness training in the following areas:

- Strategies for High-Quality First Teaching.
- Approaches to support pupils with specific learning difficulties.
- Whole-school training initiatives.
- Introduction to our new cohort of pupils with EHCPs and high-profile SEND needs.
- SEND-specific training tailored for Early Career Teachers.

This comprehensive approach ensures that staff remain knowledgeable and responsive to the needs of pupils with SEND, fostering an inclusive and supportive learning environment for all.

Complaints

At Heathcote School, our aim is to work closely with pupils and their families to support their success. We recognise, however, that challenges may arise. If you have any concerns regarding the provision made for your child, we encourage you to contact the school's SENDCo directly in the first instance.

Alternatively, you may use the School's Complaints Procedure to address your concerns. Detailed information about this procedure is available on the school website or can be obtained from the School Office.

We are committed to ensuring that every pupil receives the support they need to thrive and value your partnership in achieving this goal.

Waltham Forest Local Offer

The local offer is a guide to all the services that are available for children and young people in Waltham Forest with special educational needs and/or disabilities aged from birth to 25. Please see the link below for further information;

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=cafyw4pyfd8>

Information Advice & Support Service

The following organisations exist within the local area to provide support for parents of children with SEND. Their contact details are included in the links below;

<https://www.walthamforestparentforum.com/>

[Flourish SEND Ltd. | Special needs advisor](#)

Exam Access Arrangements (EAA)

Key Stage 3

From the start of Year 7, information received from primary schools regarding EAA put in place in Year 6 is carried forward. During each termly Challenge Week assessment, pupils with EAA are provided with their entitlement. This is usually 25% extra time, but may also include access to a scribe, reader pen, laptop, or a quiet room.

Key Stage 4

In the summer term of Year 9, if a teacher raises concerns supported by evidence from previous mock examinations showing that EAA would benefit the pupil, the pupil is assessed by our external EAA assessor. This ensures that any required arrangements are in place at the start of the Key Stage 4 programme of study.

Key Stage 5

The assessment process for Year 12 and Year 13 follows the same principles as Key Stage 4, with additional considerations:

Year 12

- Pupils entering Year 12 who previously had EAA at Heathcote in Year 11 have their arrangements reviewed. Previous arrangements are applied initially as their normal way of working to gather evidence for the continued need relevant to current courses.
- Evidence of need for extra time is recorded during lessons, assessments, and exams. Pupils use a different colour pen (ideally red) to indicate work completed during extra time. These papers are submitted to the EAA lead to support evidence collection.
- Additional information is gathered from course teachers regarding the pupil's normal way of working in the classroom.
- Pupils joining Year 12 from other schools with existing EAA follow the same process, with previous records such as Form 8 obtained to establish a history of need.

New Referrals – Years 12 and 13

Teachers provide evidence to support any concerns regarding a pupil's need for EAA. This evidence is reviewed by the EAA lead, who arranges an external assessment where appropriate to determine whether the pupil meets the necessary requirements.

Appendix 1: Outline of our Provision

Heathcote School Provision Map			
Area of Need	Stage 1 - Universal Support	Stage 2 – Targeted support	Stage 3 - Complex / Specialist Support
Cognition and Learning	<ul style="list-style-type: none"> Adapted curriculum planning, activities, delivery and outcome e.g., simplified language, scaffolding for tasks, processing time Checking for understanding Increased visual aids / modelling etc. Use of a wide range of concrete resources Visual timetables. Metacognitive strategies for example, scaffold, word banks, sentence starters. Lesson reviews to recall information. Some in-class support from Subject TA. 	<ul style="list-style-type: none"> Reading intervention. Lexia/ Numeracy catch instead of MFL lessons. ACE spelling intervention. Numeracy catches up sessions during tutor time. SEND support plan 	<ul style="list-style-type: none"> Educational Psychologist input Individual reading support Coloured overlays / paper. Alternative provisions considered when mainstream setting is not appropriate.
Communication and Interaction	<ul style="list-style-type: none"> Adapted curriculum planning, activities, delivery and outcome e.g., simplified language, scaffolding for tasks, processing time Appropriate use of seating plans to aid effective communication. Opportunities to work collaboratively in pairs, small groups. Widget Reinforcement of subject specific keywords. Whole staff training on SLCN - DLD Colourful semantics 	<ul style="list-style-type: none"> Speech and Language intervention group. 	<ul style="list-style-type: none"> Access to Speech and Language Therapist in school 1:1 speech and language programme devised by Speech and Language Therapist Speech and Language follow up session Social stories

<p>Social, Emotional and Mental Health</p>	<ul style="list-style-type: none"> ● PIE lessons. ● Staying safe workshops e.g. online safety, safety within community. ● Mental health interviews. ● Whole school behaviour policy with reasonable adjustments applied when needed. ● Whole school / class rules ● Assembly ● Pupil leadership structure. ● Enrichment programme. ● Whole School Staff Training ● purple cards to support emotional regulation. 	<ul style="list-style-type: none"> ● Key workers for pupils with SEND. ● School counselling service. ● Behaviour 4 Learning groups. ● Social skills. ● Transition groups. 	<ul style="list-style-type: none"> ● Liaison with outside agencies CAMHS, Sparks 4 Life. ● Educational Psychologist input
<p>Sensory and/or Physical Needs</p>	<ul style="list-style-type: none"> ● Flexible teaching arrangements ● Medical support ● Staff awareness and understanding. ● Accessible environment ● Sound Fields within classrooms ● Movement breaks during lessons 	<ul style="list-style-type: none"> ● Handwriting intervention. ● Use of chromebooks. ● Access to noise reducing headphones ● School nurse to advise or monitor 	<ul style="list-style-type: none"> ● Advice from Occupational Therapy ● Additional adult support to access the school environment and learning ● Auxiliary equipment. ● Access to trained staff to support medical condition ● Specialist IT equipment. ● Individual access plans. ● Physio programmes.