

The SEN Information Report

Reviewed: September 2026

Next Review date: September 2027

Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

SEND Vision

We offer our SEND children a rich, broad and balanced curriculum delivered with high expectations and aspirations for all. Learning is not limited for any child. We seek to ensure that our children have a strong sense of belonging and connection to our St Giles family so that they leave with the cultural capital required to be 21st century citizens. Every child is celebrated.

We are committed to the Seven Inclusion Principles:

- 1 Inclusion is a right*
- 2 Everyone is valued*
- 3 Diversity is celebrated*
- 4 High expectations for all*
- 5 Support is tailored to need*
- 6 All voices are heard.*
- 7 Belonging builds success*

At St. Giles Primary School, we support and value the abilities of all our pupils and capitalise upon these to ensure that they flourish from their unique starting point. We are committed to inclusion across all aspects of school life for children, their families, our staff and the wider community. Through our commitment to equal opportunities, we endeavour to make an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Since autumn 2017 the school has been on a journey to become a 'Right Respecting School' with UNICEF and has achieved the 'Bronze Committed' stage in summer 2018 and Silver in 2019 and Gold in 2023. The principles of the UN Convention on the Rights of the Child (CRC) complements and enhances our school vision and values so that over time all stakeholders will feel increasingly confident in articulating this.

St Giles Primary School recognises that all stakeholders are responsible for the education for children with special educational needs. Inclusion of all pupils is one of our non-negotiables. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes and are well prepared for the next stage in their life and educational journey.

Simrat Mavi oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The SEND team is supported by a part-time experienced teachers-Mrs Kate Morris, Mrs Rachel Rudd, and Mrs Reena Sagoo (UQT).

The school curriculum is regularly reviewed by Simrat Mavi and Mark Dakin, to ensure that it promotes the inclusion of all pupils, is accessible and relevant to our pupils needs. We strive to ensure that it equips our pupils with the cultural capital to be successful in Modern Britain. This includes learning outside the classroom and school day.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

-  Providing a broad balanced curriculum for all pupils both in and outside of the classroom, including incidental learning opportunities including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
-  Practicing teaching methods that exactly match the needs of individual pupils.
-  Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.

About our School:

St-Giles is a large and popular school (inc Nursery). The school serves a diverse and ethically mixed population in the heart of the urban 'Black Country'. As a Church school Christian principles underpin all aspects of school life. At St. Giles, we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective recognising and responding to individual learning styles. The school has a SEND budget which is spent to provide resources and support from adults and outside agencies in school. St Giles CE Primary School has taken a proactive approach to inclusion by investing in internal specialist capacity. The development of a **Speech and Language Inclusion Base** and **Nurture Hub** demonstrates a strategic commitment to meeting pupils' needs earlier, closer to home and within the mainstream school environment.

In line with the four broad areas of need described in the SEND Code of Practice 2014 our school aims to meet the needs of children with needs in the following areas:

Communication and interaction

Cognition and learning

Social, mental and emotional health

Sensory /physical

[A glossary of the most used SEND terms is available at the end of the document.](#)

1. Who are the best people in the school to talk to about my child's difficulties with learning/special educational needs and/or disabilities?

SENDCo & Inclusion Strategic Lead (Mrs Mavi)

SEND Teachers (Mrs Morris; Mrs Rudd); UQT (Mrs Sagoo)

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. Ensuring that you as a parent or carer are:

-  involved in supporting your child's learning
-  kept informed about the support your child is receiving.
-  involved in reviewing your child's progress.
-  Liaising with the outside agencies who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
-  Updating the school's SEND register (a system for ensuring all the SEND pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

- ✚ Providing specialist support for teachers and support staff in the school so they can help children with SEND to achieve their best possible progress.

The Senior Management Team

Responsible for:

- ✚ The strategic vision of SEND and inclusion across the school.
- ✚ Leading the educational development of the school and ensuring that each pupil's educational programme meets their individual needs.
- ✚ Monitoring and evaluating the standards of teaching and learning and pupil progress across the school.

The Governing Body

SEND Governor: Mr Joseph Green

Responsible for:

- ✚ Making sure that the school *use their best endeavours to identify and provide* appropriate support any child who attends the school who has SEND.
- ✚ Please remember the class teachers should be the first port of call for parents

2. What support is available for my child with SEND at St-Giles?

Quality first inclusive adaptive teaching by class teacher (Universal Support)

For your child this would mean the following adaptive approaches are typically available.

- ✚ The teacher has the highest possible expectations.
- ✚ Teaching approaches are modified according to your child's needs. Modifications can be planned in advance of lesson delivery but also delivered flexibly in the moment.
- ✚ All teaching is based upon building on what your child already knows, can do and can understand.
- ✚ Different ways of teaching (for example, practical activities and visual supports) are in place so that your child is fully involved in learning in class.
- ✚ Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support children to learn.
- ✚ Formative assessment is an ongoing process which helps us constantly and proactively meet your child's needs on a lesson-by-lesson basis. This is in addition to three formal assessments per year.
- ✚ Progress is formally assessed and recorded 3 times throughout the year. Targets are set for your child to ensure that gaps in their understanding and learning are addressed.
- ✚ Some additional individual tutoring or small group support may take place, either in the classroom during class time, or outside of whole-class learning.

Targeted interventions (Targeted Support)

- ✚ These may be run in the classroom or in additional sessions outside of whole-class learning.
- ✚ All targeted interventions are time limited.
- ✚ They may be delivered by a Teacher, a Teaching Assistant (Level 3TA), or an internal or external SEND professional who has had specific training to run these groups.
- ✚ We have a safeguarding manager / keyworker Teaching Assistants, who work across the school to support children with social, emotional and or mental health needs.
- ✚ Children will engage in group or individual sessions with specific targets to help them to make progress and school staff to monitor impact.
- ✚ All interventions are planned under the guidance of the SENDCo and class teachers.
- ✚ All interventions are monitored and reviewed by the SENDCo and class teachers.

Specialist groups run by outside agencies (Targeted Support Plus) and additional assessments.

The support is provided above and beyond the Local Offer and is subject to an Education and Health Care Needs assessment. This may be from Local Authority central services such as:

- ✚ Walsall Sensory Support Service (WSSS) for children with a hearing impairment (HI) or a visual Impairment (VI)
- ✚ Speech and Language Therapy service (NHS service)
- ✚ Walsall Educational Psychology service
- ✚ Cadmus Inclusive (SEND Advisory Service)
- ✚ Occupational Therapy
- ✚ School Health
- ✚ Play therapist
- ✚ Enrichment opportunities provided by specialist teachers.
- ✚ New Bridge Alternative Education Walsall Council

The school governors have supported the SLT to invest in substantial **traded services** which include Cadmus Inclusive Service, Speech & Language Therapists, North Star Inclusion Advisory Support Team & Educational Psychologist Team Walsall, CAMHS and occupational therapists service to further strengthen and enhance the quality of support available to staff and pupils.

For your child this could mean:

You may be asked to give your permission for the school to refer your child if appropriate to an outside agency e.g. a Speech and Language Therapist or an Educational Psychologist. This will help the school and you to further understand your child's particular needs and be able to support them more effectively.

It is important to understand that ***not every child on SEN support requires an outside agency referral.***

However, if they do, the specialist professional will work with your child to understand their needs and make recommendations, which may include:

- ✚ Making changes to the way your child is supported in class e.g. individual support from a member of staff or changing some aspects of teaching to support them better.
- ✚ Setting clear targets which will be reviewed and used to evaluate progress.
- ✚ Running an intervention group led by school staff under the guidance of the outside professional.
- ✚ Running an intervention group or individual work directly with the outside professional.

If a child does not respond to the above support and to interventions over time, they will receive a SEN support plan. This document will outline the child's needs, and targets will be set alongside parents and external agencies, using the graduated approach of '**Assess, Plan, Do, and Review**' model.

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher and SENDCo in order to make an accurate assessment of the pupil's needs.
2. **Plan:** Following this, if 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate support identified. This will include involvement of the Inclusion Team and any other agencies as appropriate.
3. **Do:** SEND support will be recorded on a one-page profile which will identify a clear set of expected targets, which will include relevant academic and developmental targets that take into account parents' aspirations for their child.
4. **Review:** Progress towards these targets will be tracked and reviewed termly which will involve: - SENDCo with class teacher - pupil with teacher - parent with either teacher and/or SENDCo.

This is done in preparation for an application for an EHC plan (please see below).

Specified Individual support (Specialist Support)

This is provided for children via an **Education Health and Care Plan (EHCP)**. EHC plans have come into action from September 2014. EHC plans are given to children who need additional support above and beyond the support outlined in the above categories. This support is available for children whose learning needs are severe, complex and lifelong.

Children will continue to receive

-  Quality First Teaching
-  Targeted Interventions
-  Support from outside agencies such as SALT, EP, and OT

In addition to this:

The EHC Plan will outline the number of hours of individual or small group support your child will receive, and how the support should be used. This is reviewed annually with the LA SEND team and key professionals.

An individualised curriculum where appropriate.

We have several policies that support pupil's wider needs such as- medicines in school, intimate care, anti-bullying procedures, safeguarding and behaviour policy.

All pupils are entitled to access all aspects of school life. We are prepared to make reasonable adjustments and carry out the necessary risk assessments to facilitate these opportunities.

In a minority of cases, some children with complex special educational needs and or disabilities may require a low arousal safe space in which a developmentally matched curriculum can be delivered flexibly and responsively. This is facilitated via inclusion in one of our schools led Nurture Hubs.

The school has made significant strategic investment in developing its internal inclusive provision. This includes:

- a dedicated **Speech and Language internal inclusion base**;
- a **Nurture Hub** providing targeted support for pupils with social, emotional and mental health needs;
- access to specialist advice and external professionals;
- high-quality ordinarily available provision within mainstream classrooms;
- targeted intervention and graduated support through an Assess, Plan, Do, Review (APDR) approach.

The Speech and Language Inclusion Base provides an opportunity to:

- identify communication needs at an early stage;
- provide targeted speech, language and communication intervention;
- develop receptive and expressive language;
- support social communication and interaction;
- develop vocabulary and understanding;
- support pupils to access the mainstream curriculum;
- provide structured intervention alongside classroom provision;
- work collaboratively with teaching staff and external Speech and Language Therapy services;
- develop staff expertise in communication-supportive practice;
- support pupils' confidence and participation.

The school's wider SEND work already includes approaches such as Makaton, colourful semantics, aided language displays, bucket therapy and work on expressive/receptive language and pragmatics. The internal Speech and Language Inclusion Base therefore provides a bridge between ordinarily available classroom provision and more specialist external intervention.

Nurture Hub – Social, Emotional and Mental Health

The school has also invested in a dedicated **Nurture Hub** to support pupils experiencing social, emotional and mental health needs.

The Nurture Hub provides an additional layer of support within the mainstream setting and can help pupils who experience barriers such as:

- emotional regulation difficulties;
- anxiety;
- difficulties with relationships;
- social communication difficulties;
- difficulties engaging with learning;
- low confidence or self-esteem;
- difficulties managing transitions;
- dysregulation or distress;
- emerging SEMH needs;
- risk of disengagement or reduced attendance.

The purpose of the Nurture Hub is not to create a separate educational pathway but to provide targeted support that enables pupils to regulate, develop skills and successfully access their mainstream education.

3. How will we support your child with identified SEND starting at school?

- ✚ You will be invited you to visit the school with your child to have a look around and meet the SENDCo.
- ✚ You will also be invited to an Induction Meeting in which details of your child's needs are noted, and in which you can ask questions relating to the school.
- ✚ If other professionals or outside agencies are involved in supporting your child, a Multi-Agency Team (MAT) meeting may be held to discuss your child's needs and to share strategies that are used.
- ✚ Staff may wish to make a home visit.
- ✚ The SENDCo and class teacher may wish to visit the current setting your child attends if applicable.
- ✚ We may suggest adaptations to the transition period to help your child to settle more easily.
- ✚ The staff will closely monitor the progress the child makes and discuss this with you.
- ✚ Where appropriate a bespoke transition package will be created matched to your child's needs.
- ✚ Additional preparation visits to our school may be offered.
- ✚ Personalised transition resources such as photobooks and social stories may be created and offered.

4. How can I let my child's school know if I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially. If the class teacher requires additional advice or support, they will contact the SENDCo.

5. How else may a child be identified as having a specific SEND learning difficulty?

If teachers feel that a child has a special educational need, this may be because they are not making the same progress as other pupils. We believe that **early identification and intervention** is best to help your child achieve success. This will help us to identify the child's strengths and needs and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher in the first instance and /or the school's Special Educational Needs Coordinator (SENDCO), Mrs Mavi and their thoughts and opinions will be sought to best plan the next steps.

The teacher continually assesses the needs of all children in their class as part of formative assessment.

Every child is formally assessed three times per year. However, we also continually update targets on our Assess, Plan, Do, Review documentation to capture small step progress and move learning forwards.

Progress Meetings are held three times a year with teaching staff and the Senior Leadership Team. We discuss the progress of all children and identify any children who are not making their best possible progress. In addition to our on-going assessment procedures, we may deploy specialist assessment tools as appropriate. This could include: Wellcomm, YARC or a specialist assessment from a visiting professional.

The SEND team monitors progress of children and liaises with class teachers.

Interventions are then planned and set for the children.

These are reviewed and if a child has not responded to the intervention, we will speak to the parents.

If a child continually requires a significant amount of support and does respond to interventions and support from outside agencies, they will receive a SEN Support Plan (APDR). This document will outline the child's needs in preparation for an EHC Plan.

A meeting will then be set with the parent and the SENDCo and referrals to relevant outside agencies may be made.

We have an open-door policy to SEND which means anyone can raise a concern at any time.

6. How will the school let parents know if they have any concerns about a child's learning?

If your child is identified as having potential SEND, the school will set up a meeting to discuss this with you in more detail.

- ✚ Initially the class teacher will speak to you to discuss concerns and to listen to any concerns you may have.
- ✚ The school may suggest that your child needs some agreed individualised support in school. They will tell you how the support will be used and what strategies will be put in place.
- ✚ If further investigating is needed, a meeting will be set with the SENDCo who will discuss the next steps with you.
- ✚ As appropriate our Early Response Performa will be completed in partnership with the pupil and their family.

7. How are the staff at St-Giles supported and trained to work with children with SEND?

The SENDCo takes a strategic overview and will support the class teacher in planning for children with SEND. A programme of staff training is set in the school. This may take place during INSET days, or it may occur for specific groups of teachers or teaching assistants, during the term. It may focus on specific areas of need such as SALT, ASD etc. Individual teachers and support staff attend CPD training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. SALT service or medical /health training to support staff in implementing care plans. Individual training for an identified staff member may be put onto place, linked with the needs of an individual child with SEND. Training needs are identified through the school's rigorous performance management process.

Across 2025-26 the following CPD has been provided to support the staff and SEND pupils:

SEND- TEAM TEACH TRAINING Elmwood Special School.	30.9.25 CADMUS INCLUSIVE -Assess, Plan, Do, review Refresher & Zones of Regulation- Beccie Hawes	1.10.25 CADMUS INCLUSIVE Nurture Hubs- Resourced	13.11.25 Writing Moderation Focus-Claire Hubbard-	28/1/26 INSET Day Classroom Based Trauma
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	(Head of Service - Cadmus Inclusive) All staff Speech & Language Therapists NHS-Bucket Therapy/Aided Language Display Refresher-Hub 1 & 2 staff	Provision in Mainstream Schools Sensory Processing, Addressing Sensory Needs Circuits -	Director of The Teach Hub The Teach Hub Team Hubbard Consultancy Limited 18/11/25 Intensive Interaction Training-EYFS with Joseph Humphreys-Educational Psychologist	Informed Practice. Cadmus Inclusive All staff Team Teach Training Summer 2026 Through Cadmus Inclusive.
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8.How will the teaching be adapted for my child with SEND?

Class Teachers plan lessons and adapt teaching strategies according to the specific needs of all groups of children in their class drawing upon evidence-based practices.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and to increase your child's experiences.

Specially trained support staff can implement the teachers modified/adapted planning.

Specific resources and strategies will be used to support your child. This may be on an individual, group or whole class situation, so that they can learn most effectively and become independent learners.

For example- A task slicing approach, visual timeline, workstation approach, use of a voice recording device like talking tins, frequent rest breaks, pre-teaching programme focussing upon subject specific vocabulary, a paired reading programme to develop reading rate (FFT Tutoring programme for reading fluency and comprehension), use of higher level colourful semantics frames to develop sentence construction and punctuation use, graphic organisers to support organisation of writing, precision teaching approach to secure a bank of high frequency words as part of a reciprocal approach to reading and spelling, barrier games target pupil ability to follow instructions , providing additional processing time before responding and an alternative curriculum to meet the specific needs of certain children.

Teaching will include any targets or suggestions made by outside agencies, when appropriate. Your child will have a pupil passport which documents information about their needs and what works best for them.

9. How does St-Giles measure my child's progress and how will I know?

Your child's progress is continually monitored using formative and summative approaches by his/her class teacher.

Their progress is reviewed formally three times per year.

Children have maths and literacy targets in their workbooks, which are continually marked against and re-set.

Parent consultations are held three times per year and your child's targets are then shared with you.

Formal end of year reports are provided.

SALT targets are reviewed termly by the therapist and are shared with the parent/carer.

If your child has an SEN support plan (**Assess, Plan, Do, Review**), we will review and set targets up to three times per year.

If your child has an EHC plan or a statement, they will receive an Individual Education Plan (Assess, Plan, Do, Review). This sets and reviews targets three times per year.

The progress of children with an EHC (Education Health Care Plan) Plan is formally reviewed at an Annual Review with all adults, including parents, who are involved with your child's education.

10. How will St-Giles support me as a parent of a child with SEND?

There are daily opportunities to talk to your child's class teacher, after school is the best time, or ask to meet them.

Class blogs are posted regularly to keep you up to date with class and home learning. These are available on the google classroom page for the class. All pupils have their google classroom logins to enable parents to access this information.

The home-school diary is an excellent means of communication between you and your child's teacher

The SENDCo is available to meet with you to discuss your child's progress or any concerns you may have.

Meetings can be arranged with outside agencies who work with children with SEND, and they can offer you advice on how best to support your child at home.

We are always looking for ways to further develop our partnership working with parents and carers.

We value parental voice and constantly seek to improve our SEND offer based on what parents tell us. Consequently, in the last twelve months we have worked together to achieve:

You said	We did
Sharing information about how to support children with autism at home.	Virtual support including bespoke resources with Beccie Hawes (Head of Service Cadmus Inclusive)
Opportunities to meet professionals in school.	Face to face meetings booked with Speech & Language Therapist, Educational Psychologist and Advisory teachers on a termly basis.
Coffee Morning-SEND parents Making Spellings Stick – a Workshop for Parents and Carers You are invited to attend a special workshop led by Beccie Hawes, a specialist teacher, to explore lots of fun approaches to help your child learn and	During the coffee morning, we asked you to complete a short questionnaire which focused upon how satisfied you were with the support, experiences and approaches that we use to support your child/children who have special educational needs. The responses were very positive, and we were delighted with the results! When asked what we could do differently, we

remember spellings. This workshop is perfect for you if: - Your child finds it difficult to learn and remember their spellings, - You want to have fun improving spelling together at home, - You'd like to learn lots of fun strategies to use with your child that don't rely on writing spellings in a traditional way, - Your child has additional needs that can make learning and remembering spellings even more challenging.	received some responses that asked us to, <i>"provide more updates and communication."</i> In recognition of this, we will continue to update you via our usual channels but will also publish our new newsletter on a termly basis to share important news, updates and key information! During the workshop we'll also explore some of the ways in which we support children who have special educational needs.
Improved Communication	St Giles CoE Primary School SEND Celebration Newsletter This will be published every term to provide regular updates to parents & carers of children with SEND needs.

Should you be unhappy with any aspect of your child's education, please discuss it with your child's class teacher in the first instance. Our complaints procedure is available from our school website.

A copy of the Local Offer for Walsall is available from:

<http://www.wald.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

Parent Partnerships Support (Information Advice and Support Service) is available from:

<http://www.walsallparentpartnership.org.uk/>

11. Is St-Giles physically accessible to children with SEND?

The school is accessible to children with physical disabilities.

We have accessible toilets in both buildings.

We ensure that high quality equipment is used and is accessible to all children regardless of their needs

The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with Autism.

Please see the 'Accessibility Audit & Plan 12/01/2025' on the school website.

12. How will St-Giles support my child when they are leaving this school, or when moving on to another class (transition)?

Where appropriate we are happy to produce bespoke transition plans matched to the needs of the child.

If your child is moving to another school:

We will contact the new school's SENDCO and ensure s/he knows about any special arrangements or support that needs to be made for your child

Where possible we will support a visit to the new school in advance of the move

We will make sure that all records about your child are passed on as soon as possible

When moving classes in school:

Information will be passed on to the new class teacher in advance and in all cases, a planning meeting will take place with the new teacher

If your child would benefit from having a transition book/social story, which outlines what to expect in their new class, this will be arranged for them.

In Year 6:

If your child has an EHC plan, the SENDCO from the secondary school will be invited to attend the annual review or a transition meeting.

We will run transition sessions for your child to attend, which will support their understanding of transitions and any changes ahead.

Where possible your child will visit their new school and in many cases staff from the new school will visit your child in this school.

Please note: Should online learning be required in the event of a school closure, the school is fully committed to providing additional to and/or different from provision via carefully differentiated curriculum offers, additional scaffolds, use of specific technology, and will use our best endeavours to keep interventions going to reduce learning loss. The SEND reviews would go ahead although they will be virtual on School Cloud platform.

P.S: Should you require any further information about our SEND processes and provision, please contact your child's class teacher in the first instance.

A glossary of the most used SEND terms

ADHD	Attention Deficit Hyperactivity Disorder	ADD	Attention Deficit Disorder
APDR	Assess, Plan, Do Review	ASD/ASC	Autistic Spectrum Disorder
SEMH	Social, Emotional and Mental Health Difficulties	CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service	CoP	Code of Practice
CP	Child Protection	DCD	Developmental Co-ordination Disorder

EAL	English as an Additional Language	EP	Educational Psychologist
FSM	Free School Meals	HI	Hearing Impairment
		ISR	In school review
KS	Key Stage	CLA/LaC	Looked After Child
LEA	Local Educational Authority	MLD	Moderate Learning Difficulty
NC	National Curriculum	OT	Occupational Therapy
PSP	Pastoral Support programme	SALT	Speech and Language Therapy
SEND	Special Educational Needs and/or Disability	SENDCO	Special Educational Needs and Disabilities Coordinator
SpLD	Specific Learning Difficulty	VI	Visual Impairment