SEND Policy

2026-27

Identifying and supporting pupils with Special Educational Needs

Updated October 2026

GUIDING PRINCIPLES

All our pupils have the right to an education which is appropriate to them as individuals. As far as possible, therefore it is our aim to minimise the difficulties that pupils will experience. We aim to achieve this by adopting three principles that are essential to developing a more inclusive curriculum.

Three principles for inclusion

- *Setting suitable learning challenges* - We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- *Responding to pupils' diverse learning needs* - We take into account the different backgrounds, experiences, interests and strengths which influence the way in which pupils learn when we plan our approaches to teaching and learning
- *Overcoming potential barriers to learning and assessment for individuals and groups of pupils* - We recognise that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

In making provision for pupils with special educational needs and disabilities our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the schools have an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND) as early as possible;
- to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- to provide a graduated approach in order to match educational provision to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to take into account the ascertainable wishes of the children and young people concerned and, involve them in decision making in order to provide more effectively for them;

- to make reasonable adjustments to enable children and young people with disabilities to access the whole school curriculum including school trips and out of school hours activities and learning where appropriate to do so;
- to ensure effective collaboration with Local Authority (LA) services, health services and social care in order to ensure effective action on behalf of pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and are able to exercise them;
- to carry out the above promptly and with sensitivity in order to avoid embarrassment or further disadvantage to the children and young people we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, the Head Teacher and the staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors & Headteachers will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this they will develop and monitor the school's SEN policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEND governor or committee of governors taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEN provision and ensure all staff are appropriately trained and qualified.

The Head Teacher has overall accountability for SEN provision and the Accessibility Plan. She will work closely with the school's SEN coordinators (SENDCo) who have responsibility for the day to day management of SEND provision and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. She will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCo's achieve the statutory requirements for the performance of their duties.

The Special Educational Needs Co-coordinator (SENCo)

The SENCo has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENCo will be responsible for: the day to day operation of this policy; overseeing provision for pupils with SEN by working closely with staff, parents/carers and

other agencies; providing professional guidance to colleagues with the aim of securing high quality teaching; monitoring the quality of teaching and standards of pupils' achievement, and by setting targets for improvement; collaborating with curriculum coordinators to ensure learning for all children is given equal priority; ensuring that proper records are kept; contributing to the in-service training of staff; using available resources to maximum effect.

Note- The YGL with support of the SENDCo will often have additional roles such as managing staff who work specifically with pupils who have special needs in their year group

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Persons **NAME:** Miss Anna Calitz and Mrs. Jane Wallis (AHT for Inclusion)
Miss Harveen Heer, Mrs Fern Rice, Mrs Chibhon Hallowell (SENCO)

The school has informed the LA that, when the LA conclude that a pupil at the school requires an Education, Health and Care Plan, they should inform *Anna Calitz & Harveen Heer (Mead)* and *Mrs Jane Wallis, Chibhon Hallowell, Fern Rice (Broadford)* who will ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

ADMISSIONS

The school aims to meet the needs of any pupil whom the parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that s/he has SEN except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have an EHCP the SENCo will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The donating school is responsible for providing this information. The transition process between schools will usually start with a Person Centred Review meeting.

SPECIAL FACILITIES

Please refer to the Accessibility Plan

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEN support required by a young person.

STAGES OF INTERVENTION AND PROVISION

Definition of special educational needs and disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability 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 educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our English as an Additional Language policy.

https://docs.google.com/document/d/1iPzJeK6KXJZR12VTbmj9GKHywDYNgxgvu4iFCThFqrY/edit

Identification and assessment of pupils with special educational needs

(see Appendix A)

The identification of SEND is built into our overall approach to monitoring the progress *(termly pupil progress meetings)* and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate adaptation of learning tasks, reasonable adjustments to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCo to assess whether the child has SEND. The SENCo will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Special educational needs can be categorised under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual needs and personal outcomes rather than classification/label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEN and who access support from teaching assistants or specialist staff.

SEND Support

When a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs. **See** SEND Classroom Strategy booklet

We adopt the graduated approach and four-part cycle of 'assess–plan–do-review' as recommended in the SEN Code of Practice. In successive cycles the SEND Support received by the child is refined or

revised depending on how effective it has been in achieving the agreed outcomes(termly IEP's). Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEN pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

(See appendix A)

Adapting the curriculum and learning environment for pupils with SEN

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCo, advisory teachers and professionals from other external agencies for advice as needed (See **Links with other agencies and voluntary organisations)**

Additional support for learning available to pupils with SEN

The SENCo ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

Some interventions are delivered by staff, under the direction of the SENCo. The speech and language therapists allocated to our schools work closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils are supported in class for part of the school day by TA's, either individually or in a small group. These pupils continue to have the same opportunities(adapted as required) as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. TA's

understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

Support for pupils with social, emotional and mental health difficulties

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant services and health professionals as appropriate. We have a school based CBT counsellor one day a week (Mead), Learning Mentor (Broadford), Behaviour Mentors (Mead), Playtherapy (Broadford) and ELSA support(Mead&Broadford). Both schools have Home School Support Workers.

Specialist provision, equipment and facilities

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use e.g. physiotherapy, occupational therapy.

Mead Primary School has an Autism SEN Unit that has spaces for 12 pre-verbal autistic pupils.Your child must have an EHCP to be discussed at an intake meeting for the Unit.

Parents may request a place within the SEND through the Havering Assessment and Placement team or the CAD 0-5 or 5-19 teams. Pupils will be discussed at an intake meeting that is held by the Local Authority. If a pupil meets the criteria for consideration, then the consultation process can start. Eligible pupils will receive a visit at school (or home, if not attending an educational setting) by staff from the SEND Unit once a place has been offered to them. Parents will also then be invited to visit the SEND Unit. At the end of the consultation period a decision will be made. If a place is offered then a PCR (Person Centred Review) meeting will be arranged and you, your child (if appropriate), representatives from Mead SEND Unit, the pupil's current school, representatives from the CAD team and any professionals who currently work with your child will be invited. *If a placement is not supported, then a letter explaining why will be sent to you and the school/nursery.*

For more information about the SEND Unit please follow this link.
https://docs.google.com/document/d/1-JhuoODLIvpEGVrwuEqA_xHIFtJsd9FG/edit

Evaluation of the effectiveness of its provision for pupils with SEND

The effectiveness of provision is tracked in different ways according to the nature of the support.

- *Intervention programmes, which are time-limited are evaluated at the end of the delivery. If there is no evidence that an intervention is effective , we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.*
- *Annual reviews take place for children with EHCPs with class teachers, Parents and SENCo, to evaluate targets and provision.*
- *IEP's are reviewed with parents by the class teacher (at least twice a year at parents evening)*
- *Qualitative data is gathered through observations, conversations with staff who are involved with the pupil, parents and pupil views.*
- *Assessments from outside agencies – Speech and Language assessments, Educational Psychology evaluations, Behaviour Support, CAD 0-5, CAD 5-19, Advisory Teacher.*

Training and staff development

- The SENCo liaises with external agencies through Team Around School and SALT caseload and identifies areas for training on SEND.
- School based CPD (through school's INSET programme & Creative Education)
- Training on specific interventions (delivered by SENCO and outside agencies)
- Attendance at courses delivered by the CAD team and HES.
- Highlighting online SEN materials (NASEN, The Key& Creative Education)
- Training for new staff and ECTs
- Individual training needs identified through performance reviews and related to specific pupils

Arrangements for partnership with parents

- We recognise the importance of working in partnership with parents. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.
- We tell parents when their child is added to the SEND register receiving help for their special educational needs and will involve them in planning and reviewing any SEND provision where it is appropriate to do so.
- A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.
- Parents of any pupil identified with SEND may contact the SENDIASS, CAD team or case officer if the child has an EHCP.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets where appropriate. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

Storing and managing information

See school's Data Protection Policy.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow a smooth transition to secondary school. The SENCo will liaise with the SENCo of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer. We have good links with the local special schools.

Annual reviews of EHCP for Year 5 and 6 pupils usually occur in the Autumn term, to allow for forward planning towards Secondary School.

When pupils move to another school their records will be transferred to the next school within the GDPR guidelines.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCo works closely with the Team Around the School (Advisory teachers, Ed Psych and SEMH team) assigned to the school and meets with them at the beginning of each term to plan their work in the school for the term.

Other agencies and outreach services that the school works with include:

- A speech and language therapist is allocated to the school by the Local Authority and health services. Some children who are school aged (in full time education) have their speech and language needs met through the school based therapist (Mead ARP). Others take part ins Speech and Language intervention groups. Nursery children are seen by therapists at the speech and language clinic in the borough.

    - Occupational therapy service

- Physiotherapy service
- CAD 0-5 team for Early Years and Foundation stage
- CAD 5-19 team
- SEMH team

Early Years Advisory Service offers assessment and support for children at the Foundation Stage (nursery and reception classes) who have a wide range of different needs.

- CAMHS (Child and Adolescent Mental Health Service)
- Virtual School for Children Looked After
- Social Care services

Complaints procedures

The schools' complaint procedures are available on the school's website.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

SEND INFORMATION REPORT

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory

Legislation and guidance relevant to this policy

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2015

Equality Act 2010

Education Act 2011

Special Educational Needs and Disability Regulations 2014

Related school policies

Equality Policy

Accessibility Plan

Health and Safety Policy

Medicines in School Policy

School information report

Complaint Procedure

Policy review

This was last reviewed in October 2026. It will be reviewed each year or sooner if necessary.

Appendix A

SEN INFORMATION REPORT

The school will publish an annual report on SEN on its website containing the information required by the Special Educational Needs (Information) Regulations 2014. This will include information on where the Local Offer can be found at www.havering.gov.uk/directory

Havering Graduated Approach for SEND Pupils

The following flowchart, produced by Havering CAD Education Support Teams, is based on the graduated approach referenced in the SEND Code of Practice (2015). This document is intended to support schools and other educational settings with fulfilling their duties as outlined in the SEND Code of Practice (2015), and the support provided by CAD. In particular, the requirement to adopt a graduated approach and to involve children, young people and their families in discussions and decisions about SEND support.

Every educational setting in Havering, has support available to them from a 'Team Around the School' which includes professionals from CAD:

- Educational Psychology Team
- Speech, Language and Social Communication Team
- Sensory Team
- Secondary Team
- Behaviour Support Team

A **graduated approach** is defined within the SEND Code of Practice (2015) as:

'A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.'

This document aims to:

- Ensure that quality first teaching is the base upon which any additional support in built upon
- Ensure class teachers are responsible for the provision of all learners, including those pupils with SEND
- Outline and communicate expectations for different stages of provision
- Clarify support options at different stages and who is responsible for monitoring systems in place
- Support early intervention to meet pupil needs
- Ensure that additional support follows an assess, plan, do, review cycle as outlined in the SEND Code of Practice
- Provide staff with guidance on how, when and where to seek additional support
- Ensure that approaches taken by schools are person-centred and include the voice and views of the child/ young person and their families

Pupils may move up or down through the stages over time and approaches should be responsive to individual needs. Evidence of actions regarding the type and level of support implemented should be recorded.

Stage	What school provision looks like	Support/ resources available ** This can be arranged by the SENCO during the school's planning/caseload meetings with CAD teams.*
1 Universal	**Quality First Teaching (QFT) – to engage and support the learning and development of all pupils** ➢ Ensure QFT and reasonable adjustments in place - additional intervention and support cannot compensate for a lack of good quality teaching (SEND Code of Practice, 2015, 6.37) ➢ Use of assessment to inform day-to-day teaching ➢ Track and evidence progress against targets ➢ Ordinarily available provision e.g. booster groups and catch up programmes ➢ SENCO observation and consultation with class staff ⇩ *When to move to next stage* Class teacher to identify pupils who are not making expected progress and discuss with SENCO to evaluate whether targeted support is required **Monitored by** ➢ Class Teacher, Senior Leadership Team	➢ Inclusive Provision in the Early Years (Ordinarily Available Provision ➢ Whole school SEND resources and training ➢ Whole school training sessions with CAD 5-19 team* ➢ The Havering SEND Training offer - This includes video trainings and resource packs ➢ LEANS – Learning About Neurodiversity in Schools ➢ Education Endowment Foundation (EEF) ➢ Havering SEND Local Offer ➢ Family Information Services Directory ➢ Mental Health Training and Support
2 Targeted	*In addition to stage 1* ➢ Assess, Plan, Do, Review cycle: assess – baseline, plan – intervention and outcomes identified, do – implementation, review – progress check (SEND Code of Practice, 2015, 6.44 – 6.56) ➢ School staff to undertake an assessment of individual pupil's needs in order to provide a baseline for **targeted interventions** with a clear purpose, specific outcomes and timescales ➢ Ensure all staff are aware of pupil needs and take action to remove any barriers to learning and generalise skills learnt within interventions ➢ School to produce a costed provision map ➢ Gain pupil and family views on their provision and progress within school (One-Page or individual profile to be completed at this stage) ⇩ *When to move to next stage* If after a minimum of 2 cycles of 'assess, plan, do, review', there has been no significant change or progress, move to stage 3 **Monitored by** ➢ Class Teacher is responsible for planning and monitoring impact of interventions with support from SENCO and support staff	➢ Stage 1 support ➢ **Systemic level work –** SEND Audits and work looking at provision on offer in the school.* ➢ Training for staff on specific areas of need or interventions (*details of training available via Havering Education Services portal*). ➢ Pupil highlighted at caseload meetings if there are concerns to identify next steps and appropriate actions ➢ Corbets Tey Resource Library ➢ **Group level consultation** for areas of need (i.e memory and retention) or groups of students (Year 9 boys)* ➢ Consultation for an un-named child/young person or staff 'drop-in'* ➢ Modelling of strategies and interventions and staff coaching * ➢ Pupil participation link ➢ Havering SEN tracker
3 Collaboration	*In addition to stage 1-2* ➢ Ensuring strategies and interventions have been distributed and put in place by staff and skills generalised from interventions within class ➢ Ongoing Assess, Plan, Do, Review (including IEPs/ Pupil passports) ➢ Formal tracking of progress through interventions and adaptations made where necessary ➢ Evidence of at least one additional cycle of 'assess, plan, do review' showing implementation of specialist advice from link EP/ Advisory teacher/ other external professionals (in most cases) ⇩ *When to move to next stage* If interventions requiring resources beyond the school's delegated SEND budget appear likely to be needed in the long term, SENCO to hold discussions with parents and professionals regarding an EHC Needs Assessment application **Monitored by** ➢ Class Teacher, SENCO and Senior Leadership Team	➢ Stage 1-2 support ➢ **Individual level work (consultation/ assessment/observation/ bespoke training)** between school staff and the CAD Team regarding individual pupils* ➢ Reviews of provision in place which could include observations of intervention delivery and other practice ➢ Person Centred Reviews ➢ Inclusion Consultation** ➢ Joint Observation with SENCOs* ➢ Supportive reintegration meetings ➢ Transition meetings *** Booking/ requests via inclusion gateway referral form returned to inclusions@havering.gov.uk*
4 EHC Needs Assessment and individualised provision	*In addition to stage 1-3* ➢ If schools require additional provision beyond their own resources in the long term, there should be clear evidence that appropriate intervention has been implemented as outlined in the graduated approach ➢ An application for an EHC needs assessment can be made using evidence collated throughout stages 1-3 to demonstrate that the school has taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person (SEND Code of Practice, 2015, 9.14) ➢ Evidence of advice given at stages 2 and 3 (including external involvement) should be submitted alongside evidence of how this has been implemented and evaluated (SEND Code of Practice, 2015, 6.63) **Monitored by** ➢ Class Teacher, SENCO, Senior Leadership Team and CAD Assessment and Placement team	➢ Stage 1-3 support ➢ Advice on submission of EHC needs assessment ➢ Commencement of EHC needs assessment ➢ Reviews of needs and provision*

Exceptional circumstances

Havering Local Authority recognises that, in exceptional circumstances, pupils' may not follow each stage of the graduated approach. Examples of when this may occur are outlined below:

- Pupils with profound and multiple learning difficulties, which are obvious from birth or soon afterwards, who require long term help and support from more than one agency.
- A learner has moved in from another authority and/ or their former school has provided evidence of needs and professional input.
- There is clear evidence that the learner has severe, complex and enduring difficulties but it has not been possible to make a graduated response as they have moved into the borough from abroad, or have attended several different schools, or are not attending school.
- A learner's ability has been suddenly and significantly changed by major illness or injury and the impact is long-lasting.

LEARNING
FEDERATION