



New Whittington Primary School

SEND Information Report July 2024

-Reviewed and co-produced by Parents, Staff, and School Champions-

Our Vision and how we hope to achieve it:

At New Whittington Primary School, our aim is for everyone to be “Happy and Successful.” We strongly believe that every child has the right to a high quality educational provision that will ensure they achieve in all aspects of their development – academically, socially and emotionally. We are an inclusive school and value the voice of all stakeholders. By working together, we strive to reduce barriers to learning and provide pupils with the best educational experiences that suit their needs and equip them with the skills and knowledge that will allow them to get the best out of their education.

Key People:

Headteacher– Miss E Tooley.

SENDCo – Miss S Fletcher

School Champion Responsible for SEND: Mrs Julia Brown

Pupil Welfare Officer- Foulkes

What are special educational needs or a disability (SEND)?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Role as SENDCO

My name is Stephanie Fletcher and I am the school Special Educational Needs and Disabilities Coordinator (SENDCO), responsible for overseeing the day-to-day operation of the school’s SEND policy:



- Supporting the identification of children with special educational needs
- Co-ordinating provision for children with SEND.
- Liaising with parents of children with SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to

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What kinds of Special Educational Needs and Disabilities (SEND) does the school provide for?

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy which abides with national legislation, including the Equality Act 2010. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the reasonable adjustments required to meet your child's needs.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless: it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

Enhanced Resource Unit for Pupils with a Hearing Impairment

Our school has an enhanced resource facility for pupils with a hearing impairment. This has been in existence for over 40 years. We cater for children from 3 to 11 years in our nursery and in our 2 mainstream bases. We have a designated Teacher of the Deaf, Chris Sutton, and four Teaching Assistant's for the deaf, each who have qualifications in BSL. All teaching staff and pupils have weekly lessons in BSL and we strive for all pupils, by the end of Year 5, to have achieved Level 1 in BSL.

For more information, look at our website or contact Rebekah Gill:
nwprgill@learnerstrust.org

How does the school identify Special Educational Needs or Disabilities?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs
- Behaviour monitoring shows that a child is continually struggling with their emotions and concentration

Once concerns have been raised, a graduated approach using the Access, Plan, Do, Review (APDR) cycle is followed to address specific needs of the individual child. The SENDCO may observe the child as part of this process, and plan alongside the class teacher and parents on how to overcome the difficulties the child is presenting with within the quality first teaching environment. This plan is then put into action for an agreed period, depending on the severity of the need. A review will then take place to identify the effectiveness of the support put into place. If school does not see improvements in the child after the agreed length of time, the child will be placed on the SEND register. This will then allow school to consult

with other professional agencies on how to best support the child and the APDR cycle will be followed again.

It maybe that the school seeks additional information from a screen by a specialist teacher or assessments completed by outside agencies for example: Educational Psychology, Behaviour Support Service, CAMHS, School Health, Paediatricians or Speech and Language Therapists.

What I should I do if I think my child may have Special Educational Needs?

- Please initially discuss these with your child's teacher. By sending a message to your child's class teacher via SeeSaw, they can call you or arrange a mutually convenient time to meet. This may result in the involvement of the school SENDCO- Miss Fletcher.
- You may also contact the SENDCO or the Headteacher directly if you feel this is more appropriate. This can be done through SeeSaw or calling the school office: 01246 450688.
- We ensure all parents are listened to. Your views and aspirations for your child will be central to the assessment and provision that is provided by school.

How will the school let me know if they have any concerns about my child's learning in school?

If any concerns are identified, the school will set up a meeting to discuss these with you in more detail and to: listen and record any concerns that you may have, plan any additional support your child may need including social and emotional support and discuss with you any referrals to outside professionals to support your child's learning.

How will teaching approaches and the curriculum be matched to my child/young person's needs, including support for pupils with social, emotional difficulties?

At New Whittington School, we ensure equality by ensuring that all pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure your child's needs are met through differentiation and quality first teaching. Specific resources and strategies will be used to support children individually or in groups.

Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/SENDCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "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 evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed with the parents and the pupil.

The school will have identified through a meeting with the SENCO, parents and where necessary outside agencies what the category of need is for the child with a SEND. Below, outlines the curriculum and expertise available to support each area of need, as outlined within the 4 areas of need stated in The SEN Code of Practice (2014):

1. Communication and Interaction Need: Staff with the Early Years Foundation Stage are trained to assess pupil's communication and interaction difficulties. For children with a more severe communication and interaction need, support and advice from outside agencies will be sought and where necessary referrals can be made to the local authority speech and language team for an individualised care plan to be completed. School also uses graphic organisers as well as WIDGET to aid communication through print.

Hearing Impairment: We use both Signed Supported English (SSE) and British Sign Language (BSL) whichever is appropriate. The children have regular speech and language sessions and we are supported by a speech and language therapist from the NHS. We also have visits from the county audiologist who checks radio-aids. At least annually teachers for the deaf and speech therapist from the Nottingham Cochlear Implant Service visit us to assess the children's progress. We do have a policy of promoting quality spoken language whenever possible.

Our pupil to teacher ratio is high and each child's needs are catered for. Every child integrates into their mainstream class for a percentage of their timetable, where they are supported by a Teaching Assistant for the Deaf or a Teacher for the Deaf who will supply signed support and interpretation of the lesson where required. We also have The Base where we work on literacy and spoken language skills. All our classrooms are adapted to provide an ideal learning environment, with a surround sound amplification system, lowered ceilings and carpeting in all classrooms and in our halls. All our children wear receivers whether they are hearing aid users or children with cochlear implants.

2. Cognition and Learning (C&L): The school will use a range of interventions and supportive strategies in class to provide a personalised and differentiated curriculum for these pupils. The school uses approved whole school schemes such as Power Maths, Read Write Inc Phonics and Pathways to Write. Approaches such as Talk for Writing, which have proven, positive results are drawn upon as well as interventions including, but not limited to Memory Magic, Dough Disco and Precision Teaching.

3. Social, Emotional, and Mental Health Needs (SEMH):

Our school is committed to developing pupils social, emotion and mental health needs. Consequently, our curriculum is based around 3 key drivers: Communication, Environment and Aspiration. To view our curriculum, you can do so on our website.

-The school offers a wide variety of pastoral support for pupils. This includes: JIGSAW, an evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

-Pupils who find unstructured times, such as lunchtime, difficult are supported through Alternative Provision, and action is taken to develop their social interaction skills.

-We are committed to making the online environment a safer, better place for pupils and in doing so have gained the I-vengers and National Online Safety (NOS) Award

-We are a Rights Respecting School and we have Learners' Code which promotes positives self-worth.

-The school has a range of SEMH interventions that it can use within the educational setting to support children including, but not limited to: Nurture, ELSA and Anger Gremlins. The school is also able to make a referral to CAMHS, Barrow Hill Nature Group and tailor-made packages (TMP). During these sessions, children work on individualised targets and build up self-esteem, responsibility, and trusted relationships with peers and key adults. If the school feels that domestic circumstances are causing difficulties in this area an Early Help Assessment (EHA) or further assistance for the family may be provided through safeguarding procedures. Mrs Foulkes is our Pupil Welfare Officer who is able to guide and support best practice. She can be contacted on SeeSaw or using nwpefoulkes@learnertrust.org.

4.Physical and/or Sensory Needs (P&SN): If your child has a physical or sensory need the school will be supported by outside agencies and will be advised on how to best support your child within the setting. For example, the school may call upon the expertise of physiotherapists or occupational therapists. These agencies can then advise the school and check that classrooms and other areas of the setting are accessible for all pupils. Sometimes, the school may need to purchase specialist equipment to support children with physical disabilities or may need to make adaptations to the environment. Where possible, the school promotes independence for children with physical disabilities and does not want them to become dependent on adult support. Please see our Accessibility Policy for further information.

Visual Impairment: The school uses advice and support from the visual impairment teams. The school can be advised on how to support children in the use and maintenance of hearing aids, where to sit children in relation to the class teacher and even what font size to use when providing written resources.

If a child at our school is given a specific diagnosis, such as Autism (ASD), ADHD or ADD, we will follow the guidance set out in professional reports.

How accessible is the school environment?

- The school is fully compliant with DDA requirements.
- Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website
- Doors are sufficiently wide enough for wheelchair access, and ramps outside allow access to the grounds and all parts of the building.
- Both sites contain a disabled toilet with a changing area. At present there is a hoist at the London Street site.
- Both sites also contain lifts to areas where ramps could not have been installed. There is only one classroom at the London Street site which is inaccessible to a wheelchair.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs
- Extra-curricular activities are accessible for children with SEND
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off-site activity, such as swimming, a school visit or residential trip.
- We have a designated disabled parking spot at our London Street Site
- Sound field systems are installed into all classrooms
- Classrooms are carpeted and have lowered ceilings to support children with a hearing impairment.

How will the quality and effectiveness of provision for pupils with additional needs be monitored?

Monitoring takes place through a number of processes that include:

- Learning walks conducted by the Senior Leadership Team (SLT), Subject Co-ordinators, the SENDCO, School Champions and External Verifiers.
- Ongoing assessment of progress made by pupils with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records
- Following the process of Assess, Plan, Do and Review.

What expertise and training have staff had to support pupils with SEND?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. This may be led by members of staff with specific expertise or external agencies.

Awareness training has been provided to all staff on:

- Safeguarding
- How to support pupils on the autistic spectrum
- How to support pupils with literacy and numeracy difficulties.
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children, or groups of in their care. This includes: Leading a Nurture Group, ELSA and Lego Therapy.

The SENDCO has completed the National Award for Leading and Co-ordinating Special Educational Needs as well as the National Professional Qualification for Senior Leaders (NPQSL). Any new staff members follow an induction programme which includes training and information on SEND.

The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.

All staff are learning BSL and we have 5 members of staff who are qualified in BSL.

What are the arrangements of reviewing children and young person's progress towards outcomes?

- Attainment towards the identified outcomes will be shared with parents during our 2 parents' evenings and a written report at the end of the school year.
- The progress of children with Inclusion Funding or an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further

targets and evaluate provision. Additional information on top up funding can be found further in this report.

- Where necessary, children will have an Individualised Education Programme (IEP) and specific targets based on areas of need identified. Progress against these targets may be reviewed more frequently and this will through a person-centred approach which involves the voice of child and parents.
- SeeSaw is a communication tool that staff and parents are able to use to communicate with each other on a more regular basis. Evidence of working towards targets may be shared here.
- Reports sent from outside agencies will be shared with parents- either by the agency themselves or by a copy being made by the school.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, a member of the senior leadership team at any time if they feel concerned or have information they feel they would like to share that could impact on their child's success. An appointment can be made through SeeSaw or contacting the school office: 01246 450688.

How will we measure the progress of your child in school?

- Your child's progress is continually measured by their class teacher
- Teachers will assess whether children have met their lesson target on a daily basis
- PiRA Reading and PUMA Maths assessments along with writing assessments are conducted 3 times per year
- Read Write Inc Assessments are carried out, as required to assess phonics
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally. If a child is working significantly below age related expectations, a teacher assessment is submitted to the government.
- Pupils in Year 1 are required to take a Phonics Screening
- Pupils in Year 4 are required to take a Multiplication Check.
- Assessment data from specific interventions such as ELSA, Nurture and Lego Therapy are also used to measure progress
- Learning Walks and Book Scrutinises are carried out by teacher, subject leaders, SLT and School Champions.
- Multiagency meetings are logged on CPOMS and can be referred to see progress.
- CPOMS is used to log behavioural incidents and where there is a decline in the number of incidents logged we are able to see improvements

Recording SEND Information

Records are kept on each child. They are stored in three locations: the file in the Main office, CPOMS or Provision Mapper. Once a child's individual need is identified it is recorded on the school's SEND register. A master copy is stored on the school's internal ICT network. There is also a Medical List stored in the main office and staff room to enable staff to be kept informed of any medical information. This is updated by Mrs Bridges or Mrs Monaghan. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress, and uploaded into CPOMS. The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with parents / carers and relevant agencies.

How is extra support allocated to children and how do they progress in their learning?

- The school budget received from DFE includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.
- The Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENDCO, on the basis of needs in the school and children
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school including;
 - * the children getting extra support already and the impact
 - * the children who have been identified as needing extra support
 - * the children who have been identified as not making as much progress through the Assessment such as PIRA and PUMA and Provision Maps which for SEND children identifies all resources / training and support are reviewed regularly and changes made as necessary.

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning differentiated sessions to meet the needs of all pupils within the class setting
- Teaching Assistants working with small groups or individual children under the direction of the teacher.
- Teaching Assistants/ our Learning Mentor offering support for children with emotional and social development through Nurture Group, Lego Therapy and ELSA
- Mrs Foulkes (Learning Mentor) is trained in running and managing a TAF (Team Around the Family), Single Assessment Process and the Early Help Assessments
- We have an enhanced resource unit for pupils with a hearing impairment at both the Handley Road and London Street site. This is led by our hearing impaired teacher and supported by teaching assistants who are all fully trained in British Sign Language.

Multi-Agency Teams

- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Inclusion Team: Autism Outreach Service, Behaviour Support and Cognition and Learning
- Specialist Teachers for the hearing and visually impaired
- Information and Advice Support Services Network – IASS (Parent Partnership)
- Early Help Team

Health Provision delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

How will teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Staff use credible plans and Provision Mapper to create specific targets for children who are not making required progress. This may include specific interventions that are required to support their progress.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups, such as Numicon, Number squares, sloping desks, computer programmes, triangular pencils, coloured overlays, visual timetables etc.

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information
- The SENDCO, Miss Fletcher, is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office)
- All information from outside agencies / professionals will be shared with you with the person involved directly, or where this is not possible in a report
- Individual Programmes and any targets will be shared with you
- Homework will be set so that it meets your child's individual requirements.
- If required a home / school communication book can be set up
- Link to the Derbyshire Local Offer through the school's website

How will we support your child when they are leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible

If your child is Year 2, and moving to the London Street site:

- The teachers/ teaching assistants will come to Handley Road to meet the child
- The family will be invited to a transition meeting- a chance to see the London Street Site and ask any questions
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new site, this can be made with them so that they can keep referring to it
- Additional visits can be made to the school at different points in the school day i.e., playtimes, lunchtimes, afternoons.

How will the setting adapt the curriculum and learning environment to support pupils with SEND?

Teachers are accountable for the progress and achievement of all pupils. The needs of pupils with a SEND are met, where possible, in the classroom through high quality teaching and personalised differentiation. Where necessary, the child with a SEND will receive a higher level of teacher support,

If your child is moving to a new school:

- We will contact the SENDCO and ensure they know about any special arrangements or support that need to be made for your child. If possible, a meeting will be arranged prior to moving school
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

When moving classes in school:

- Information will be passed on to the new class teacher during a transition meeting.
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new class this can be made with them so that they can keep referring to it

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCO from the new school
- As well as the arranged transition days, if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at New Whittington Primary
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new school this can be made with them so that they can keep referring to it

How will we support your child's emotional and social development?

At New Whittington Primary School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these. These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with Miss Fletcher (SENDCO) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet'.
- At lunchtime we have the Resources Room which children can access from 12:30-1pm for an Alternative Provision session.
- At lunchtimes there are a range of activities. These may be run by Chesterfield Footballers, Mid-day Supervisors or TAs. This ensures that everyone has someone to play with.
- We also run weekly Nurture Group sessions and Lego Therapy.

What is the local offer?

The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Further information can be found in: <http://www.derbyshireSENDlocaloffer.org/>

Here is a link to our school's local offer can be found here: [New Whittington Community Primary School \(derbyshire.gov.uk\)](http://www.newwhittingtonprimaryschool.derbyshire.gov.uk)

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head Teacher or SENDCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

Acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
AOT	Autism Outreach Team
ASD	Autistic Spectre Disorder
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an additional Language
EHCP	Education Health Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
LAC	Looked after child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SALT	Speech & Language Therapy
SEND	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCO	Special Education Needs CO-Ordinator
SpLD	Specific Learning Difficulties
SSSEND	Support Service for Special Educational Needs
VI	Visual Impairment