

ASHBY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Documentation Information			
Reviewed By	Headteacher	Responsibility	Directors
Last Reviewed	September 2023	Next Review	Autumn 2024
Review Cycle	Every year	Ratified by LGB/Directors	September 2023

Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Ashby school, staff have high expectations of all learners, so that students become respectful, responsible, and resilient members of society.

SEND students should leave school with high aspirations, future ready with the skills and knowledge to contribute fully to their community.

Ashby School is fully committed to ensuring the necessary provision is made for every pupil in our school. We strive to meet the needs of all young people with a learning difficulty, disability or special educational need. The new Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further education or training.

The Governors and Staff of the school work in Partnership with the LA and the LiFE multi-academy trust to meet the requirements of the Code of Practice. We are committed to inclusion, meeting individual needs and the efficient use of resources to ensure provision of the highest quality for all students. We encourage mutual respect and consideration as part of our ethos.

Key to the successful implementation of the whole-school vision is the commitment to the inclusion of ALL students. To achieve this vision, the following structures, procedures and systems outlined in this document are in place for students with SEND in the School.

We believe that all children with SEND must have their needs recognised and assessed, with reasonable, appropriate and timely intervention put into place. All staff should have due regards to general duties to promote disability equality. In practice, this means that **EVERY teacher is a teacher of SEND**.

The SEND code of practice states that “all pupils should have access to a broad and balanced curriculum.”

We aim to deliver an appropriate curriculum to:

- provide suitable learning challenges
- meet the students’ diverse learning needs
- remove the barriers to assessment and learning

Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEND information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

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

Roles and responsibilities

The SENDCo

The SENDCo will:

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

The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school

- Work in collaboration with the LiFE Leadership Team, governing body and the local governing body to ensure the policy is fully implemented and that school staff have a robust understanding of SEND within the school

Faculty & Subject Leaders

Each Faculty and Subject Leader is responsible for:

- Structuring the curriculum and deploying resources, including teachers
- Monitoring progress and interventions

Subject teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to implement the graduated approach and provide support to students in receipt of intervention
- Liaise with the SEND team to monitor and evaluate individual pupil progress, ensuring timely modifications to provision where required
- Ensuring they have due regard to SEND responsibilities and liaise with the SEND team to ensure that they have the required knowledge and CPD

A GRADUATED APPROACH TO SEND SUPPORT:

Whilst some students join the school with a diagnosis of SEN or disability already in place, the school has in place a number of procedures, which can act as trigger points at which a student may be identified as having a possible SEND.

The needs of a student are identified by considering the needs of the whole student, not just the SEND.

- All students undergo baseline assessments
- Subject teachers make regular assessments of progress for all students. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances.
- Members of staff make referrals when there are concerns about a student's work, in line with the Graduated Approach.
- Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are Children in Care and eligible for the Pupil Premium.
- Following regular data analysis, a member of the SEND team may complete further diagnostic testing in order to identify areas requiring further support.
- The SENDCo regularly meets relevant members of staff to discuss students who are underachieving and may need additional support to help them to reach their potential.
- A member of the SEND team will contact the parents/carers of all students who are referred to them and will keep parents/carers informed of the results of any assessments which have been conducted and advise them of any additional support which has been put in place or will be required.
- The SEND team will review the student and decide on the most appropriate process for referral.

- The SENDCo may recommend a request for additional funding to support adjustments to the provision; a formal assessment by an Educational Psychologist, medical practitioner or other specialist as appropriate. Consent of all parents/carers with parental responsibility is required to access the Educational Psychology Service and some other services.
- Following any formal assessment, the parents/carer should provide a copy of the report to the SEND team. A member of the SEND team will then discuss the findings of the report with parents/carers and the next steps available to support their child, acting on any recommendations.

MANAGING STUDENTS ON THE SEND REGISTER

Where a student is identified as having SEND, the academy will seek to remove barriers to learning and put SEND provision in place.

We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Parents/carers are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by telephone consultations, electronically and through meetings (including scheduled parents'/carers' evenings). A copy of the one page profile is made available to all staff, linked on Arbor.

The Ashby School approach to SEND, once identified, is graduated broadly as follows:

Tier 1 (Additional): Reasonable classroom adjustments for students with recognised SEND, with outside agency recommendations

Tier 2 (Targeted): Small group interventions to target key skill areas in specific aspects.

Tier 3 (Specialist): Support lessons for specific learning needs to suit the needs of the students, based on information gained through assessment data and class performance.

All SEND support at Tier 2 or above will take the form of a four part cycle:

- Assess – what is the broad area of need that is the barrier to progress
- Plan – all staff are responsible for planning to allow access to the curriculum.
- Do – differentiation/adjustments/interventions/support will be delivered.
- Review – the effectiveness of the 'Do' will be reviewed regularly through learning mentor meetings/school tracking systems.

We ensure that SEND pupils are closely assessed through monitoring of classroom practice by the faculty and subject leaders, SENDCo and Senior Leadership Team. During intervention sessions, pupils' progress is monitored and followed up by regular liaison with class teachers. Progress at this stage will be tracked by the school's tracking and monitoring systems and parents are fully informed.

Teachers and Learning Support Assistants are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact. SEND meetings for pupils with EHC plans are held regularly to assess progress towards outcomes.

Students with SEND, but not in receipt of an EHC, are tracked using the schools assessment and tracking policies. Each student with SEND needs has their progress tracked using our school monitoring cycles

called 'Where are we now?' This is then used to pinpoint areas of intervention and support required within individual subject areas.

A provision map is collated showing the support that students are in receipt of and this is tracked and reviewed at key data points identified in the school's assessment policy to ensure intervention is timely, useful and effective.

As a school we may also seek support and advice from our local special schools (Forest Way and Maplewell) and any enhanced resource provisions nearby.

We also work closely within our family of schools and under extreme circumstances we may rarely seek a managed move to allow the student access to provision which is more appropriate or facilitate a fresh start. This is done with parental partnership.

The subject teacher will remain responsible for monitoring progress, overseen by the SEND team who will update the one page profile as required following:

Progress concern meetings with subject or pastoral staff

Tutor evenings for all year groups

Parent evenings with subject teachers

SEND review meetings

N/B SENDCo will be available at all Parents Evenings

Safety at Ashby School is a high priority. Students are encouraged to discuss concerns with their Form Tutor, Year Team Leaders or Learning Support Assistants. Children with SEND are encouraged to participate in all areas of school life including our enrichment programme and extra-curricular activities.

LOCAL AUTHORITY HIGH NEEDS FUNDING:

It is possible for the school to apply for high needs funding without the need of an EHC Plan (see below). We would seek this with parental agreement should a student have needs identified on their student support plan which requires significantly increased funds in order of the child to remain within the mainstream setting. This could relate to an increase in staffing or to provide alternative educational arrangements to meet their needs.

(This is a 4 week process)

SCHOOL REQUEST FOR EDUCATION, HEALTH CARE PLAN (EHCP)

Should students still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will commence by the SENDCo in conjunction with the Parents and other specialist services following the legal assessment procedures outlined in the Local Offer by Leicestershire Local Authority.

Where a request is made to the LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action plan
- SEND support plans for the pupil
- Records of regular reviews and their outcomes

- The pupil's health including the pupil's medical history where relevant
- Current progress and attainment in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher and/or educational psychologist
- Views of the parents and the pupil
- Involvement of other professionals as appropriate
- Any involvement by Social services, Ashby School's Attendance Officer or The Inclusion Team.

The LA Say:

- Children and young people with special educational needs and/or disabilities may be eligible for an SEND support plan or an education health and care (EHC) plan. This will replace the current system of statements and learning difficulty assessments.
- Children and young people with special educational needs and/or disabilities will be eligible for an assessment for an education, health and care plan from birth until the age of 25 whilst in education.
- Children and young people who are eligible for an education, health and care plan will be offered the option of a personal budget to provide more choice over their care package.
- Professionals will work in a more coordinated way to join up help across education, health and social care

Should we feel that all reasonable adjustments have been made and it becomes apparent that needs cannot be met, we will offer support to find the most appropriate setting to support the child's needs.

ANNUAL REVIEW OF AN EHC PLAN

All EHC plans will be reviewed at least annually with the parents, the student, the LA and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the EHC Plan. The annual review should focus on what the child has achieved, as well as on difficulties that need to be resolved. The annual review held at the end of KS3 will be particularly significant in preparing for the pupil's transition to Key Stage 4 and beyond (including KS5, Adult Life Education and vocational training). The aim of the annual review held at the end of key stage 3 onwards is to review the young person's EHC plan and draw up and review the transition plan.

CRITERIA FOR EXITING THE SEND SUPPORT RECORD

Should the intervention put in place be successful in closing the gap between that of the student and their peers or the student has learnt to manage their difficulties to an extent that no additional provision is required and continued progress has been maintained for over a year, then they would be removed from the record with the consultation of their parents.

SUPPORTING STUDENTS AND FAMILIES

For all children with SEND, support and advice is available from the school SENDCo, teaching staff, and the Year Teams. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for pupils with SEND where required.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with

medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of practice is followed.

Outside agencies we work closely with include:

- Educational psychologists
- Speech and language therapy
- Children and family wellbeing service
- Autism outreach team
- Visual impairment team
- Hearing impairment team
- Specialist teaching service
- Occupational therapists
- Local authority medical teams and consultants

FOR FURTHER INFORMATION:

If you live in a Leicester City postcode, information about what is available locally for you can be found here:

<https://families.leicester.gov.uk/send-local-offer/>

If you live in a Leicestershire postcode, information about what is available locally for you can be found here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

If you live in Derbyshire, information about what is available locally for you can be found here:

<https://localoffer.derbyshire.gov.uk/#!/directory>

Other helpful websites:

- <http://www.sendiassleicester.org.uk/> – an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND)
- www.sendgateway.org.uk – for information on SEN and new legislation changes
- www.kids.org.uk – support for families of children with SEN, including financial advice
- www.councilfordisabledchildren.org.uk – advice on supporting children and families with a variety of needs.
- www.preparingforadulthood.org.uk – advice on moving into further education, employment and social support.
- www.ipsea.org.uk – independent advice for parents and families of children with SEN, including advocates who can support you during multi agency meetings or legal processes.

SUPPORTING SEND STUDENTS - FORMAL EXAMINATIONS AND ASSESSMENTS

Ashby follows current JCQ procedures for allocating reasonable adjustments for formal examinations. Students in Key Stage 4 will receive formal access arrangement testing carried out by a suitably qualified professional where required.

TRANSITION ARRANGEMENTS:

Key staff (Pastoral and the SENDCo) are all involved in liaising with our feeder schools in order to gather as much information about all students as possible. There are transition meetings between each phase. These are attended by the SENDCo and other members of the pastoral team at Ashby School. SENDCos from all schools and parents work closely with outside agencies to ensure that a smooth transition of specialist support (AOT, VI, HI etc.) is completed.

The SENDCo works with parents and feeder schools prior to entry to ensure that students with SEND are placed in appropriate form/ teaching groups. Any SEND Support Plans are adapted to meet the needs of a appropriate Key Stage Curriculum and appropriate support and provision is set up to enable as smooth a transition as possible. Induction days and the first few weeks of the school year are supported by classroom support staff to ensure a familiar face and people who are trained to look out for any potential difficulties.

The SEND team attend Year 6 and Year 9 Annual Reviews and additional transfer arrangements are made if requested. The most vulnerable SEND students are invited to take part in additional transition activities bespoke to that student as required.

Parents are invited to a transition meeting to discuss transition and share any concerns at the end of the summer term prior to transfer.

Parents of Year 6 and Year 9 students are encouraged to attend the Open Evenings held in September each year and to attend the Welcome Evening with their child. The SENDCo is in attendance on these occasions to answer questions and arrange follow up appointments where necessary. The SENDCo invites parents to hear a presentation about how Ashby School meets the needs of students with SEND each year.

STUDENTS TRANSFERRING TO ANOTHER EDUCATION ESTABLISHMENT AT THE END OF KS4

Detailed records of needs and support work completed are passed on. Access Arrangements agreements and supporting documentation are forwarded to the receiving establishment.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Students can self-medicate at school with homely remedies such as paracetamol and ibuprofen. For those on prescription medication, and unable to self-medicate the need to do so will be recorded on specific Individual Health Care Plans, and logged on medication log sheets, which are updated regularly by the Medical Welfare Officer using information offered by the parent/carer.

If students have short term medical conditions where medication is required to be taken during the school day, the parent/carer must complete a permission to carry and self-medicate form from the Medical Welfare Officer. The form will be attached to Arbor by the Data Manager.

If the school receives information on the medical emergency form, which indicates the administering of medication is required, and this is agreed, then the Medical Welfare Officer will send an email to request receipt of the medication and to explain how and when it will be administered.

Medication will not be administered until this is completed and the appropriate information is entered onto Arbor. It is the parent/carers responsibility to ensure that the medication arrives at school, is sufficient to cover the short term period as noted on the form.

All medication brought into school must be clearly labelled with the students name, dosage and frequency of administration, date of dispensing, cautionary advice and expiry date. In the event that medication is found to be nearing or out of date, an email will be sent to parent/carers by the Medical Welfare Officer reminding them to update the medication.

If the medication is not collected by the end date, it will be disposed of by the Medical Welfare Officer. Any medication that is handed in and not clearly labelled, will be put into safe keeping, in a locked cabinet, and not used. The Medical Welfare Officer will inform parents to pick the medication up. The parents will be given 2 weeks (unless requested otherwise) in which to collect medication otherwise it will be taken to pharmacy by the Medical Welfare Officer for disposal.

All medication will be kept in a locked cabinet in the Year Room and will be filed in the correct place for easy and swift access and overseen by the Medical Welfare Officer. All students with long term conditions must carry 6 emergency medication such as asthma inhalers and Epi-pens and/or insulin as described on their Individual Health Care Plans. Only staff trained in medication administration can assist with medication. If the drug is controlled then two members of staff (one must be medicine management trained) will oversee the administration of the medication using the standard protocol and procedure of 'administering a controlled drug'.

ATTENDANCE

Attendance at the school is taken very seriously. Parents are contacted on the first day of absence. If the child has not returned to school after a few days parents are contacted again for an update. Persistent levels of absence triggers a letter from the school's attendance officer and parents are invited in for a meeting to discuss the situation.

MONITORING AND EVALUATION OF SEND

SLT, SENDCo and the Middle Leadership Team will monitor policy into practice through:

- Classroom observation
- Team meetings
- Analysis of student progress data using internal and external tracking systems
- External assessment and formal examinations
- Parental involvement

The LA will monitor the School policy and practice through:

- Annual statistical returns
- Adviser/Inspector visits
- Audits and liaison with SENA

Governors' will monitor policy into practice through:

- Governor visits (general)
- SEN Governor visits (specific)
- Headteacher's report to the Governors' meeting (termly)
- Trust evaluations and peer reviews
- Annual reports to the Curriculum and Learning Committee

TRAINING AND RESOURCES

It is the responsibility of the Senior Leadership Team, SENDCo and the Governing Body to agree how the allocation of resources is used. These key personnel ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

A number of SEND pupils may also receive intervention funded by Pupil Premium / Looked After / Adopted / Armed Forces allocations depending on the nature of the programme(s) offered.

SEND BUDGET

All schools are given funding for SEND students based on the number of students listed on the January census for the previous year. It is therefore expected that the school will meet the first £6000 costs for all students with SEND.

Top-up funding and additional costs identified through Statements or EHCP will be met by the LA on a monthly basis.

SEND CONTINUED PROFESSIONAL DEVELOPMENT (CPD)

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. Part of the SENDCo's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Learning Support Assistants and apprentices, new staff and ITT students' needs and requirements in supporting students' needs will be considered frequently. The School's INSET needs will be included in the School Improvement Plan.

ROLES AND RESPONSIBILITIES:

It is part of the role of the SENDCo to work with the Senior Leadership Team and School Governors to ensure that the school meets its responsibilities in determining the strategic development of SEND policy and provision in the school. Mrs Sharon Gibson is our designated governor for SEND. Contact can be made with her through the school office.

The SENDCo at Ashby School is allocated 5 days a week to manage SEND provision.

We have two Emotional Literacy Support Assistant (ELSA) who have been trained by, and receives regular supervision support from, Leicestershire County Council.

We have a skilled team of Teaching Assistants (TAs) who are trained to deliver SEND provision.

Training in supporting SEND is a feature of the on-going rolling programme of professional development for our staff, throughout the school year which forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the pupils.

- Our large team of Teaching Assistants (TAs) have varied and extensive experience and training in planning, delivering and assessing intervention programmes.
- All staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCo or other staff with relevant expertise.
- The school works closely with other local schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- The SENDCo attends Local SENDCo Net meetings held termly throughout the year.

Teaching Assistants (TAs) support students in lessons as well as working with individuals and small groups. TAs are responsible in the first instance to the SENDCo. They are also responsible for:

- Working co-operatively with teachers to support the learning and progress of students.
- Carrying out duties as assigned by the class teacher, Head of department, Head of Progress or SENDCo.
- Supporting students to access as much of the lesson as possible
- Encouraging students to become independent learners
- Removing barriers to learning
- Fostering co-operative working and facilitating the development of friendships to support students in the development of their social, communication and life skills
- Reporting concerns promptly to the class Teacher/SENDCo/ Safeguarding Lead/ Care and Guidance
- Recording relevant information in a timely manner
- Liaising with and supporting parents/carers as necessary

TAs may also carry out duties as assigned by the SENDCo to support students with physical needs and perform tasks such as:

- Organising and running 1:1 or small group interventions
- Contributing written advice to annual reviews
- Monitoring progress of students
- Preparing case studies. LSAs may be given specific responsibility for particular intervention programmes. A record is kept of the work/progress for each student including baseline and regular test results.

STORING AND MANAGING INFORMATION

All SEND files are kept in locked storage. Any information shared with outside agencies is done so with parental permission and via appropriately secure systems. The SEND summary is shared with all staff, but they follow the confidentiality policy in keeping that information safe. We send on all records to the next phase school but retain scanned copies for a minimum of 6 years, which are then destroyed. Our electronic files are password protected and are GDPR compliant.

REVIEWING THE POLICY

The policy will be reviewed annually by the SENDCo every year. Major amendments will be made instantly and presented to full Governors.

ACCESSIBILITY

Refer to Accessibility Policy

SCHOOL COMPLAINTS PROCEDURE

Any complaints or concerns are encouraged to be talked through with the SENDCo, SLT or the Head Teacher.

This school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure. A copy can be downloaded from the school website.

BULLYING

Refer to Anti Bullying Policy

FURTHER INFORMATION

Refer to SEND report

GLOSSARY OF TERMS

Term	Definition	Term	Definition
AOT	Autism Outreach Team	MSI	Multi-Sensory Impairment
CIC	Child in Care	NWP LIP	North West Leicestershire Learning & Inclusion Partnership
CPD	Career and Professional Development	PD	Physical Disability
EAL	English as an Additional Language	PMLD	Profound and multiple learning difficulties
EHCP	Education, Health and Care Plan	SENA	Special Educational Needs Assessment
ELSA	Emotional Literacy Support Assistant	SEND	Special Educational Needs and Disability

HI	Hearing Impaired	SENDCo	Special Educational Needs and Disability Coordinator
INSET	In service training day	SENDIAS	Special Educational Needs and Disabilities
			Information Advice and Support Service
ITT	Initial Teacher Training	SLCN	Speech, Language, Communication Needs
LA	Local Authority	SLD	Speech, Language Difficulty
LSA	Learning Support Assistant	SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty	VI	Visual Impairment