



## SEND Information Report

2023/2024

**E-ACT**

OPENING MINDS,  
OPENING DOORS

#thinkbig

#teamspirit

#dothe right thing

## Introduction

If you would like this report as an audio recording you can download a reader for free at <http://www.naturalreaders.com/> or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer please click this link: <https://go.walsall.gov.uk/children-and-young-people/send-local-offer>

You can find the most up to date SEND Code of Practice via: <https://go.walsall.gov.uk/children-and-young-people/send-local-offer/about-us>

Our SEND policy can be found on the academy website: <https://westwalsallacademy.e-act.org.uk/policies>

E-ACT West Walsall Academy is a mainstream setting and member of E-ACT Multi Academy Trust. We are a fully comprehensive, non-selective academy. We believe that all learners should be valued as individuals. We have an inclusive ethos underpinned by our trust values of Think Big, Do the Right Thing and Team Spirit. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is '**additional to and different from**' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of learners with SEND and as such provide quality first teaching which takes account of the individual needs of learners with SEND in their class.

## The Four Main Areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability



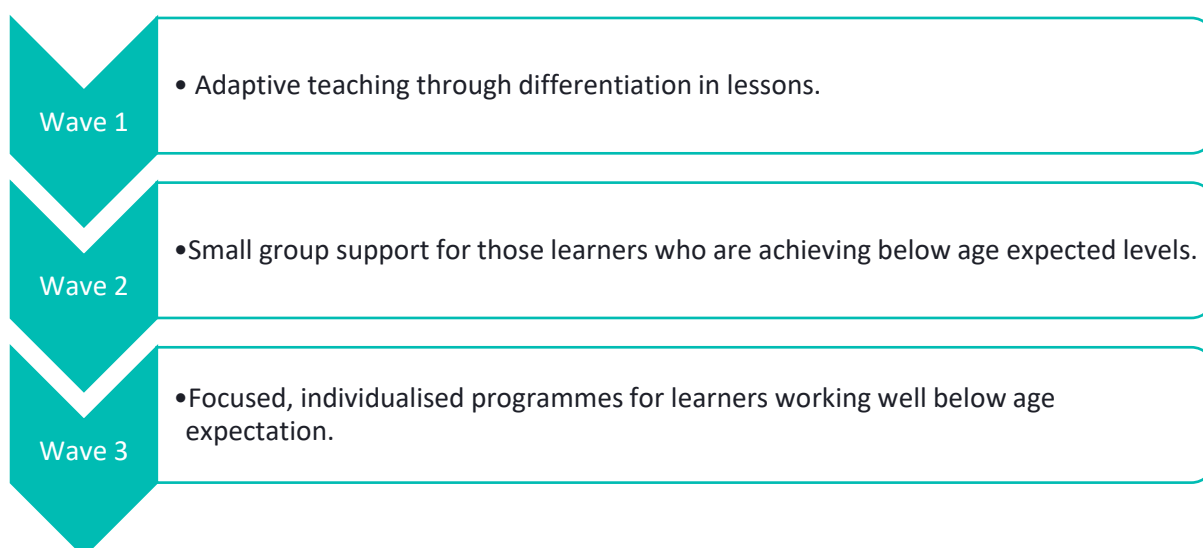
The boxes beneath highlight some potential areas of challenge and or difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
Communication & Interaction	<p><b>Children and young people with speech, language and communication needs (SLCN) and or autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Learners may have:</b></p> <p><b>Attention / Interaction skills:</b></p> <ul style="list-style-type: none"> <li>• May have difficulties ignoring distractions.</li> <li>• Need reminders to keep attention.</li> <li>• May need regular prompts to stay on task.</li> <li>• May need individualised motivation in order to complete tasks.</li> <li>• Difficulty attending the whole class.</li> <li>• Interaction will not always be appropriate.</li> <li>• May have peer relationship difficulties.</li> <li>• May not be able to initiate or maintain a conversation.</li> </ul> <p><b>Understanding / Receptive Language:</b></p> <ul style="list-style-type: none"> <li>• May need visual support to understand or process spoken language.</li> <li>• May need augmented communication systems</li> <li>• May have frequent misunderstandings.</li> <li>• Repetition of language and some basic language needs to be used to aid their understanding.</li> </ul> <p><b>Speech / Expressive Language:</b></p> <ul style="list-style-type: none"> <li>• May use simplified language and limited vocabulary.</li> <li>• Ideas / conversations may be difficult to follow, with the need to request frequent clarification.</li> <li>• Some immaturities in the speech sound system.</li> <li>• Grammar / phonological awareness is still poor and therefore their literacy can be affected.</li> </ul>
Cognition & Learning	<p><b>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) eg dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Learners may have difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of numbers</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul>

<p>Social, Mental and Emotional health</p>	<p><b>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</b></p> <p><b>These difficulties may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties (ODD/EBD/PDA)</li> <li>• Attention difficulties (ADHD/ADD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> <li>• Emotional based school avoidance (EBSA)</li> </ul>
<p>Sensory and / or Physical</p>	<p><b>These learners may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smell / light / touch / taste / Toileting / self-care.</li> </ul>

## Waves of Intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all of our learners. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



## Key Questions

<p>Who is the Special Educational Needs Coordinator?</p>	<p>The SEND Coordinator is Mrs Amanda Finney</p> <p>Contact details:</p> <p>Phone: 01922 720741</p> <p>Email: amanda.finney@wwa.e-act.org.uk</p> <p>I have worked at E-ACT West Walsall Academy since 1999. In addition to the NASENCO qualification have a BA Hons in Special Needs and Inclusion. I am committed to supporting students with Special Educational Needs and Disabilities in all areas; the areas of ASD, ADHD and Social, Emotional and Mental Health are a personal passion. Whilst in role, I have added a number of interventions to support the provision across all areas of need available to our students.</p> <p>I am supported in this role by my Deputy SENDCO, Abed Ahmed. Abed is also committed to supporting students with Special Educational Needs. His particular area of expertise is supporting students with Speech, Language and Communication difficulties.</p>
<p>How accessible is the academy site?</p>	<p>E-ACT West Walsall Academy is a two-floor building secondary school. There is a small step to access the ground floor. On the ground floor, there is a disabled toilet and changing area. The school has a newly equipped sensory room within the SEND area. The school has extensive sports facilities and a theatre. The newly built Innovation Centre is dedicated to post-16 provision.</p> <p>We have specialist equipment on site for visually impaired students. As we like to encourage student responsibility and independence, all our visually students take their state-of-the-art, lightweight equipment to all of their lessons (or to all lessons where the equipment is required.) The site has stairs that are painted yellow to meet the needs of our visually impaired student. All stairs have handrails to support the needs of students with physical disabilities.</p> <p>If the need were to arise for a student to access facilities off the academy site, then we have networks and systems in place to access such facilities; our positive working relationships with a number of external specialists allows us to do so effectively and swiftly.</p>



How will academy staff support my child?

All teachers are informed of your child's individual needs and will seek to adapt their lessons accordingly.

Within the academy, there are a variety of staff roles to support your child.

As an academically focused academy, the overwhelming majority of our learners follow a traditional curriculum. However, a small number of learners could have a more personalised curriculum to meet their individual needs, interests and abilities. Personalised curriculums will be through discussion with academy leaders, SENDCo and where appropriate, local authority caseworkers if an EHCP is present or in the process of being awarded.

Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that this is being completed.

There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do- Review process (diagram included at the end of this report).

#### **Wave 1 interventions:**

Adaptive teaching (within the classroom)

Scaffolded tasks

Guidance to staff on how best to support within the classroom.

A SEND profile is created in collaboration with the student, parent and SEND staff that will be shared with teaching staff. SEND profiles help teaching staff meet the respective SEND student's learning needs, as its contents inform their teaching practices. This will include making the necessary adjustments to the student's learning environment (seating plan, lighting in the classroom, colour settings of the Interactive Whiteboard and so on.)

#### **Wave 2 interventions:**

Nurture Class

IDL literacy

McGrawhills reading scheme

	<p>Functional Skills Literacy Level 1/2</p> <p>Functional Skills Numeracy level 1/2</p> <p>IDL numeracy</p> <p>Talkabout</p> <p>Zones of Regulation</p> <p>Anxiety Groups</p> <p>Lego therapy</p> <p>Unit Awards</p> <p>Awesome Autism</p> <p><b>Wave 3 interventions:</b></p> <p>Braille sessions delivered by specialist external staff and LSAs</p> <p>Art therapy delivered by a LSA</p> <p>ELSA delivered by a trained LSA</p> <p>ComBat delivered by LSAs</p> <p>Cane training delivered by specialist external staff and a trained LSA</p>
<p>How will the academy identify if my child has a specific need?</p>	<p>Following completion of baseline assessments on entry to the academy the results will be analysed by the SENDCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision.</p> <p>The systems in place for identifying and assessing SEND learners at E-ACT West Walsall Academy are robust and collaborative, hence effective.</p> <p><b>A student can be identified in a variety of ways including:</b></p> <ul style="list-style-type: none"> <li>▪ By a parental concern (this can be done over the phone, face-to-face via a pre-arranged meeting, in writing) and a follow-up meeting is also held once internal evidence-gathering has taken place in order to share findings and next steps with parents</li> <li>▪ By the student themselves via student voice (these are carried out regularly by the SEND team)</li> <li>▪ By a staff member via the academy SEND referral system;</li> <li>▪ By an external agent (such as an Educational Psychologist or Sensory Support Teacher);</li> <li>▪ By information shared by a student's previous school/academy;</li> <li>▪ By information shared by the local authority.</li> </ul>

	<p><b>Similarly, students can be assessed using a range of strategies including:</b></p> <ul style="list-style-type: none"> <li>▪ Observations (formal/informal) both in and around the academy;</li> <li>▪ Information obtained via student, staff and parent voice;</li> <li>▪ Specialist assessments carried out by external professionals (Educational Psychologist, Sensory Support Teacher, Medical Staff etc)</li> <li>▪ Whole-academy tests and assessments carried out by faculties;</li> <li>▪ Specific assessments carried out by the SEND Team.</li> </ul> <p>The SEND team has strong working relationships with a number of experts (external professionals), hence they will swiftly seek specialist advice if evidence collated on the SEND learner (assessments, observations etc) is clearly indicating a need requiring a diagnosis and/or specialist support that cannot be provided from within the academy.</p>
How are academy resources allocated and matched to children's special educational needs?	<p>We ensure that all learners with Special Educational Needs have their needs met to the best of the academy's ability with the funds available.</p> <p>Within the SEND department there is the SENDCO, Deputy SENDCO, a lead for each area of need, a specialist ELSA and learning support assistants.</p> <p>All teachers and learning support assistants have been fully briefed on the needs of students in the academy. Individual members of the SEND Team have received training on areas including Visual Impairment modification, Hearing Impairment, Autism awareness, SEMH, phonics awareness and medical training. Training is always reviewed to meet the needs of the students.</p> <p>When a training need is identified, we will ensure that we locate and secure the services of an expert provider who is able to deliver the necessary training. Training providers we can approach are the academy-allocated Educational Psychologist (EP), Vision and Hearing Impairment teams, Speech and Language Therapist (SALT), Occupational Therapist, Walsall Manor Paediatric Team, The Sensory Team, The School Nursing Team, as well as the academy in-house Teaching and Learning specialists.</p>
How will I know how my child is doing and how will	Secondary academies:



<p>you help me to support my child's learning?</p>	<p>All parents will receive a termly report from subject staff. Parents' evenings are held at specific points in the year and in addition to these the SENDCo is available for parents to request a meeting. This will be either virtually or in person depending on availability.</p> <p>Learners with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carer attendance at the meetings and the completion of parental paperwork prior to the meeting.</p>
<p>How will my child be able to contribute their views?</p>	<p>If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them within the classroom. This will be added to their pupil profile and be available for all staff to view and implement.</p> <p>We value and celebrate children being able to express their views on all aspects of school life. Learners are encouraged to share issues with</p> <p>Class teacher Form Tutor Head of Year SENDCo (Amanda Finney) Deputy SENDCo (Abed Ahmed) Keyworker Learning Support Assistants</p> <p>Learners are encouraged to:</p> <p>Attend extra-curricular clubs Take an active role within group activities Take part in pupil voice activities Attend review meetings Contribute to target setting and reviewing</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all learners make excellent academic progress and their individual needs are catered for.</p>

	<p>The Academies Pastoral Support Team specialises in the area of child welfare and is the first port of call for staff, learners and their parents who require advice, support and guidance regarding wellbeing.</p> <p>Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the academies attendance officer and, where necessary, additional support will be implemented to boost attendance.</p> <p>We also offer the following Wellbeing Interventions:</p> <ul style="list-style-type: none"> <li>- Art therapy</li> <li>- ELSA</li> <li>- ComBat</li> <li>- Anxiety sessions</li> <li>- A team of qualified DSLs</li> <li>- Mental Health Lead</li> <li>- Qualified Mental Health First Aiders</li> <li>- Qualified Medical First Aiders</li> </ul> <p>The academy is mindful of the need to safeguard the wellbeing of all learners and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>The academy also writes health care plans with parents and shares all relevant information with staff. Mrs Deborah Hunt is the lead LSA responsible for creating and sharing the plans. Contact is made with parents/ carers and other agencies to make sure all information is accurate and up-to-date.</p> <p>If your child finds lunch or break times tricky, they may be given access to a quiet space to support this. All SEND students are welcome to attend lunch time sessions in the SEND area. A sensory room has recently been built within the SEND area.</p>
<p>What specialist services and expertise are available or accessible by the academy?</p>	<p>We have access to the following specialist services and expertise:</p> <p>School Nurse</p> <p>Qualified Teacher of the Visually Impaired</p> <p>Teacher of the Deaf</p> <p>Counselling</p> <p>Mentoring</p>

	<p>ELSA</p> <p>Young Carers - accessed externally</p> <p>Medical – GP, Hospital</p> <p>NHS outreach</p> <p>Bereavement Counselling</p> <p>Educational Psychologist</p> <p>Mental Health – CAMHS</p> <p>Social Services</p> <p>Occupational Therapist</p> <p>Physiotherapists</p> <p>Rehabilitation team</p> <p>Early Help</p> <p>Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the local authority such as specialist teachers, Speech and language therapists and occupational therapists.</p>
<p>What training have staff supporting learners with SEND had or are having?</p>	<p>All teaching staff have qualified teacher status or are working towards this through a recognised training providers: Ambition Institute, Manor Teaching School Hub and Leicestershire and Rutland School Hub. Training for staff supporting learners with SEND is considered essential by E-ACT. There is an ongoing programme of training for Teaching assistants within SEND that is completed at an academy level but also from a Multi-academy Trust (MAT) perspective.</p> <p>SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and any looked after children on roll.</p> <p>Advice and guidance from outside agencies is shared with teaching staff. At the start of the year all staff are made aware of the learners with identified SEND and how to find information relating to them to best support them in and out of the classroom.</p> <p>All staff have access to support plans or passports via provision map detailing specific strategies and interventions which best allow them to support everyone within the classroom.</p>
<p>How will your child be included in activities in the classroom? How will</p>	<p>All staff running trips are trained by the schools Education Visit Coordinator and must complete risk assessments including specific</p>

<p>needs be accommodated for external trips and visits?</p>	<p>details of how to support learners with SEND.</p> <p>All learners are encouraged to be fully involved in all areas of school life. Where appropriate, those with an Education and Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made.</p> <p>All clubs and trips are open to learners in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents in advance.</p> <p>Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents. This includes overnight and residential visits.</p>
<p>How will the academy prepare and support my child to transition to and from the academy?</p>	<p>For learners transitioning to a new educational phase, we liaise with previous schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the learner/s. Meetings with the SENDCo are available at parents' request and encouraged for all learners attending with an EHCP.</p> <p>We work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Accordingly, professionals from the SEND learner's next setting are invited to transition meetings to ensure that the correct paperwork is shared with them; if they cannot attend, an agreed date and method for sharing information is agreed.</p> <p><b>Secondary academy choices- Year 5</b></p> <p>Extensive primary liaison work is carried out during Year 5 with our local feeder primary schools in order to ensure that any student who should be attending West Walsall Academy chooses it.</p> <p><b>Summer Term - Year 6</b></p> <p>All students who have successfully applied to West Walsall Academy attend the academy for an induction day. Students identified as SEND have an extra induction day in order to meet with the SEND Team and familiarise themselves with the school. Students also participate in Summer School during the Summer holidays, which allows them to further familiarise themselves with the academy environment and staff.</p>

	<p><b>Autumn Term – Year 7</b></p> <p>In September students who are or become vulnerable or have special needs are supported by a highly skilled and specialist team of SEND Learning support assistants. In addition to the team there is a nurture class which consists of students who have been highlighted as being vulnerable by their primary school. Students feel safe and included into life at West Walsall Academy. We know this can be an anxious time for parents who are sending their child to a secondary academy so we have a Year 7 Form Tutor during the first Autumn half-term; students and their parents can meet with their form tutors, as well as the SENCO.</p> <p><b>Years 7 – 11</b></p> <p>Students who enter the academy mid-year, will be introduced to their SEND key worker and shown the SEN area. A pupil profile will be created so all teachers are aware of their needs and how best to support them. Students on the SEND register have at least one SEND profile a year, as well as – where applicable – an annual Statement or EHCP review. We will ensure that all SEND profiles/ statements/ EHCPs are reviewed using a person-centred approach so that student-voice and parent-voice are both at the crux of any information with SEND learners’ teachers within and – when at the end of Year 11 – beyond West Walsall Academy. Furthermore, Year 11 students will receive additional support with their post-16 transition. They will receive careers guidance and will be supported to access an appropriate course. They will be supported with completing application forms and the interview process.</p> <p><b>Post-16</b></p> <p>Year 11 SEND learners will all have transition paperwork prepared that will be relayed to their post-16 providers when required. Year 12 and year 13 students are allocated a key worker to provide support and advice as needed. They are also supported to complete university applications.</p> <p><b>Further Education</b></p> <p>Year 13 SEND learners attending West Walsall Academy’s Sixth Form will receive comprehensive support with planning and preparing for Further Education (FE.) They will visit a number of prestigious universities that they may wish to attend. The SEND Team will also provide additional support regarding applying for any post-18 choices the SEND learners have; the SENCO will liaise with them and their parents in order to help them make the most appropriate post-18 decision.</p>
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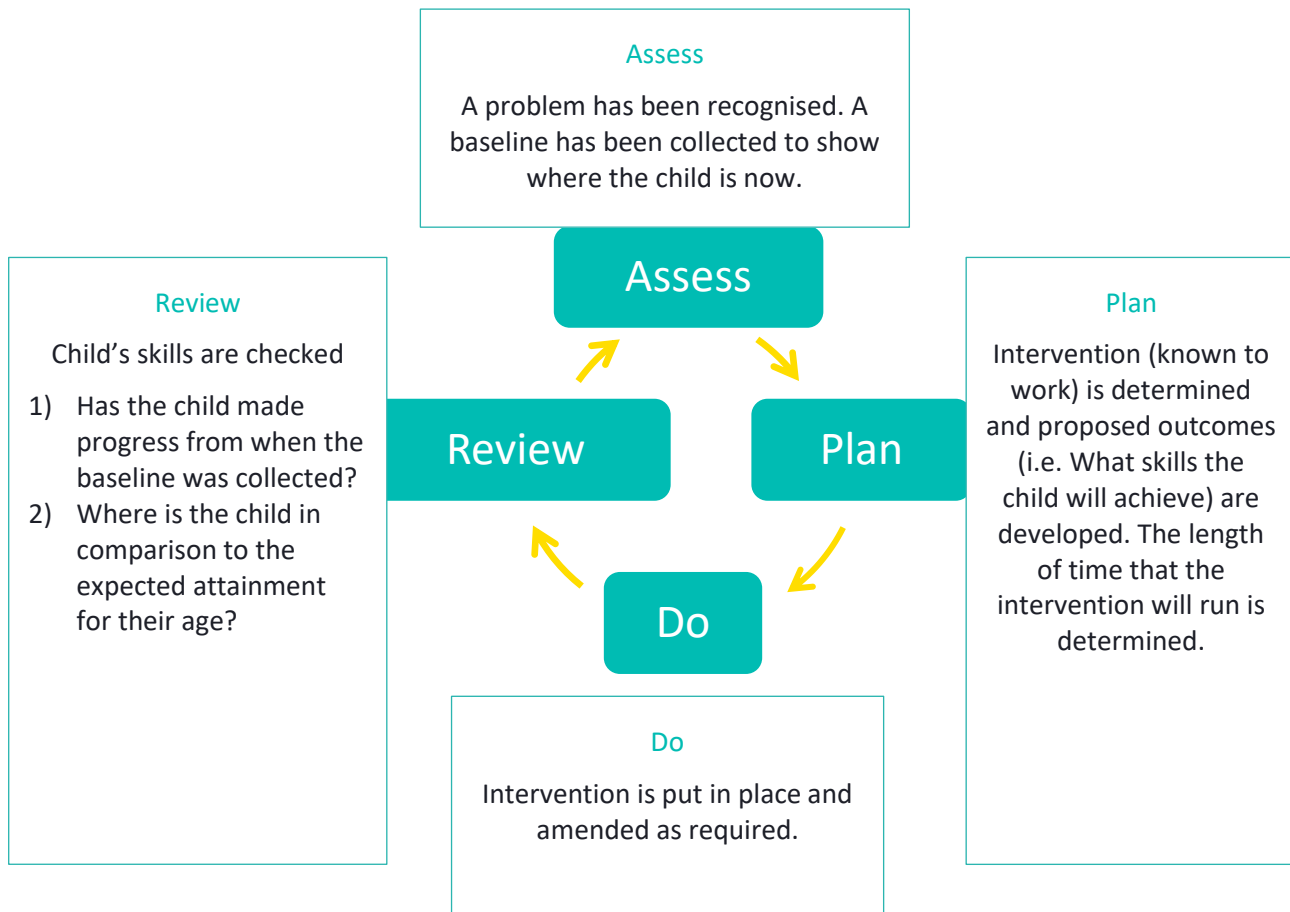
	<p>If a learner has an EHCP then the school would request to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship.</p>
<p>Who can I contact for further information?</p>	<p>The following points of contact are available at E-ACT West Walsall Academy:</p> <p><b>For academic concerns:</b> Head of Department</p> <p><b>For pastoral concerns:</b> Head of Year</p> <p>If your concern is in relation to your child's Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the your child's form tutor who may refer your concerns to a more senior member of staff where required.</p> <p>If your concern relates to your child's special educational need/s, please contact the SENDCo directly.</p> <p>Should you wish to make a formal complaint regarding an issue at the school please follow the complaints policy, which can be found on the academy website: <a href="https://westwalsallacademy.e-act.org.uk/policies/">https://westwalsallacademy.e-act.org.uk/policies/</a></p>
<p>How else can I be involved?</p>	<p>We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> <li>• Helping them to be organised for their day (including bringing the right equipment and books)</li> <li>• Full attendance and good punctuality</li> <li>• Supporting with reading at home</li> <li>• Completion of homework</li> <li>• Attending parent's meetings</li> <li>• Attending any meetings specifically arranged for your child</li> <li>• Ensure that any interventions to complete at home are encouraged and supported</li> </ul>
<p>What support is there for improving behaviour,</p>	<p>As an academy, we have a very positive approach to all types of behaviour with a clear reward and sanction system that is followed</p>



<p>attendance and avoiding exclusion?</p>	<p>by all staff. If a child has behavioural difficulties a Behaviour Support Plan is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the responsibility of Mr Simon Line and reviewed as agreed at the first meeting.</p> <p>The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner's attendance falls below 95% (academy target), contact will be made by the school in the form of a letter / telephone call. In extreme circumstances the academy may use the support of E-ACT's Behaviour and Attendance team.</p>
<p>How is the Trust's Governance involved and what are their responsibilities?</p>	<p>The National Director of SEND and Primary SEND specialist complete termly assurance with every academy which is reported on to E-ACTs education committee on a termly basis. The National Director of SEND also meets regularly with the SEND trustee to report on statutory duties.</p> <p>The SENDCo provides assurance reports to the National SEND director and Primary SEND specialist as per assurance cycle. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across E-ACT. The SEND trustee does not have access to information about individual learners or become involved in individual cases.</p> <p>In the unlikely event that a concern cannot be resolved by the SENDCo and/or the headteacher then the E-ACT SEND team can be contacted at the request of parents.</p>

## Additional information

Please find beneath a model of the Assess, Plan / Do / Review process that we follow in the SEND department.



## Glossary of SEND Acronyms & Abbreviations

<b>ADD</b>	Attention deficit disorder	<b>LAC</b>	Looked after child
<b>ADHD</b>	Attention deficit hyperactivity disorder	<b>LO</b>	Local offer
<b>ASD</b>	Autistic spectrum disorder	<b>MLD</b>	Moderate learning difficulty
<b>CAMHS</b>	Child and adolescent mental health service	<b>ODD</b>	Oppositional defiant disorder
<b>CIN</b>	Child in need	<b>OT</b>	Occupational therapist
<b>CoP</b>	Code of practice	<b>PDA</b>	Pathological demand avoidance
<b>CP</b>	Child protection	<b>PEP</b>	Personal education plan (for looked after child)
<b>CYP</b>	Children and young people	<b>PEEP</b>	Personal emergency evacuation plan
<b>EAL</b>	English as additional language	<b>PMLD</b>	Profound and multiple learning difficulties
<b>EHCP</b>	Education health care plan	<b>PP</b>	Pupil premium
<b>EP</b>	Educational psychologist	<b>SALT</b>	Speech and language therapy
<b>EYFS</b>	Early years foundation stage	<b>SDQ</b>	Strengths and difficulties questionnaire
<b>FAS</b>	Foetal alcohol syndrome	<b>SEND</b>	Special educational needs and disabilities
<b>FASD</b>	Foetal alcohol spectrum disorders	<b>SENDCo</b>	Special educational needs and disabilities coordinator
<b>GLD</b>	Global learning delay	<b>SLCN</b>	Speech language and communication need
<b>HI</b>	Hearing impairment	<b>SLD</b>	Severe learning difficulty
<b>HLTA</b>	Higher level teaching assistant	<b>SpLD</b>	Specific learning difficulty
<b>IEP</b>	Individual learning plan	<b>SPDs</b>	Sensory processing disorders
<b>IRP</b>	Independent review panel	<b>TA</b>	Teaching assistant
<b>ISP</b>	Individual support plan	<b>VI</b>	Visual impairment