



The Good Shepherd Primary Catholic Academy  
Our Lady of Lourdes Catholic Multi-Academy Trust  
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## Special Educational Needs – Annual Report to Parents 2021 - 2022

### Our Mission

At The Good Shepherd Primary Catholic Academy we aim to enable all children to achieve their full potential and to be included fully in our exciting and stimulating school life, in which all children are supported in growing physically, socially, emotionally and intellectually within an inclusive environment, in which everyone is valued as a unique gift from God.

*The Special Educational Needs and Disability Code of Practice plays a vital role in underpinning the major reform programme. For children and young people this means that their experiences will be of a system which is less confrontational and more efficient. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve.*

*DFE, SEN code of Practice 2015*

Our school believes that with appropriate provision, every child with a special education need or disability, should have aspirational targets, building upon their strengths and building within their areas of development. We strive hard to offer this support daily in school and work closely with parents and where needed, outside agencies, to plan, ask questions, make decisions and provide for each child's individual needs.

## Contents

**Pg4** What special educational needs do we currently provide for at The Good Shepherd Primary Catholic Academy?

**Pg5** How we support children with special educational needs at The Good Shepherd Primary Catholic Academy?

**Pg6** How do we identify children who need extra help and may have a special educational need?

**Pg7** What should a parent do if they believe their child has a special educational need?

**Pg7** Who will explain my child's needs and progress to me?

**Pg8** How are The Good Shepherd Primary Catholic Academy Governors involved and what are their responsibilities?

**Pg8** How is the Special Educational Needs and Disabilities Coordinator (SENDCo – Miss Leonard) involved in supporting my child and what are Miss Leonard's responsibilities?

**Pg9** What are a class teacher's responsibilities for supporting a child in their class with children with special educational needs?

**Pg9** How do teachers match the curriculum to an individual child's needs?

**Pg10** How are the school's resources and funding allocated and matched to meet the needs of children with special educational needs and disabilities?

**Pg10** How is the decision made about what type of support and how much support my child will receive?

**Pg11** How does the school monitor progress and assess the impact of the interventions and additional support my child receives?

**Pg11** What opportunities are there for me to discuss my child's progress?

**Pg12** How will you help me to support my child's learning?

**Pg13** If my child is identified by the school as having a special educational need, will they always remain on the special needs register throughout their school years?

Contents continued...

**Pg13** How are parents involved in school life?

**Pg14** What is the pastoral, medical and social support available to ensure my child's overall well-being?

**Pg15** How does the school manage the administration of medicines and personal care?

**Pg15** What support is there for behaviour, increasing attendance and avoiding exclusions?

**Pg16** How will my child be able to contribute their views?

**Pg16** What specialist services and expertise are available or accessed by the school?

**Pg17** What training has school staff, working with children with special educational needs, had this year?

**Pg18** How will my child be included in activities outside of the classroom and residential trips?

**Pg18** How accessible is the school environment?

**Pg19** How will the school support my child when joining the school or transferring to a new school?

**Pg20** Who can I contact for further information or to discuss a concern?

**Pg20** What next for special educational needs provision at The Good Shepherd Primary Catholic Academy?

**Pg21** What do the abbreviations stand for? e.g. What does SS stand for?

## What special educational needs do we currently support at The Good Shepherd?

Having a special educational need and/or disability (SEND) can affect a child or young person's ability to learn. The child's behaviour, ability to socialise, reading and writing skills, concentration levels and physical ability can be affected. 47 children are currently on The Good Shepherd Primary Catholic Academy register (March 2022).

Level of Special Educational Need or Disability	Number of pupils	Percent of school pupils R – Y6	Area of need (some pupils have multiple areas of need)
SEN Support Place	38	9%	<ul style="list-style-type: none"> <li>• Communication, interaction and language needs</li> <li>• Cognitive and learning needs</li> <li>• Social, emotional and mental health needs</li> <li>• Physical and sensory needs</li> </ul>
SEN Support Place Plus	9	2%	Areas of need as described above. These pupils receive funding from the family of schools as AFN or HLN funding from the local authority.
SEND with an Educational Health Care Plan (EHC Plan)	1	0.2%	<ul style="list-style-type: none"> <li>• Communication, interaction and language needs An EHC Plan is allocated to pupils with more complex needs, to support their current education setting further or to enable the child/parents to explore special school support when appropriate.</li> </ul>
Total number of SEND	R – Y6: 47 pupils	10.7%	

### Areas of need:

Primary area of need:	Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and physical needs
Percentage of pupils:	<b>19</b> – 4.3% of sch	<b>8</b> – 1.9% of sch	<b>16</b> – 3.6% of sch	<b>4</b> – 0.9%

\*Numbers are equated based on children's most significant need.

As part of the school's SEND provision, some pupils and their families have been supported through the BEMH (Behavioural Emotional Mental Health) referral process. This process enables children's needs to be explored further. Where further support is agreed necessary, agencies are contacted through the service and/or parenting courses are offered.

## How do we support a child with special educational needs?

The class teacher will plan and provide learning experiences for every child in their class, with specific thought and planning for children with SEND. This may include differentiated/scaffolded tasks and activities that are well resourced, engaging and focus on specific targets. Targets should be manageable, but aspirational, aiming for the child to meet age-related expectations and beyond. The teacher will track the progress of each child and the planned next steps will very much depend on the child's performance in their work. Wherever possible, children work on their individual targets and these are monitored by the class teacher and SENDCo.

### Additional support and provision includes:

- Having SMART targets set by the class teacher to meet a child's individual needs (SMART – Specific, Measurable, Achievable, Realistic, Time to be achieved).
- Children with a higher-level need and children with an Education Health Care Plan have a provision map/target sheet that state targets and interventions a child receives.
- All pupil son the SEND register have a Pupil Passport and targets what re reviewed at termly meetings with your child's class teacher
- Children with an EHCP have more formal multi-agency review meetings.
- Class teacher leads small group or 1:1 sessions.
- Teaching assistant support – this may be 1:1 or within a small group, planned for by the class teacher. TA's focus on a specific area of support, for example, reading interventions (including lunchtime 1:1), mathematics tuition, phonics, speech and language, fine and gross motor skills.
- Careful use of resources including symbols, picture exchange communication (PECs), iPads, Numicon (see image below), speech and language and many every day class based resources that support children in accessing their learning and achieving their targets.
- Nurture groups and play therapy.
- Access to sensory play and social, communication and interaction skills take place including music interaction when applicable.
- Access to external agency support when it is agreed necessary.

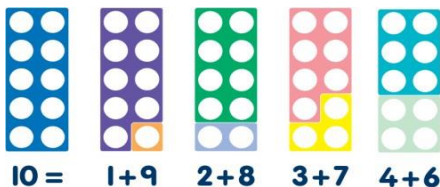
Specific

Measurable

Attainable

Realistic

Timely



## How do we identify children who need extra help and may have a special educational need?

Children are identified as having a special educational need through a variety of methods including:

- When children are identified as performing below age related levels, within marking, test results and informal observations
- When concerns are raised by parents
- Concerns can be raised by a class teacher, for example, if a child's behaviour is affecting a child's performance in class or they have noticed a significant change in behaviour
- During consultations between teachers and the leadership team, where progress is discussed, and individuals raise a cause for concern
- Health diagnosis, for example, through a paediatrician
- Through liaison with previous school or educational setting, when appropriate

Early, timely intervention is best. Where extra support is in place early and interventions are specifically targeted to meet a child's needs, the child is more likely to make progress and minimise any gaps or misconceptions in their learning, as much as possible.

Where children respond and make good progress, through consultation with parents, the child can be removed from the school's SEN register if and when appropriate.



## What should a parent do if they believe their child has a special educational need?

Come and talk to a member of staff as soon as you have a concern. Your child's class teacher is your first point of contact. The child's class teacher will consult with Miss Leonard (Special Educational Needs and Disability Coordinator). We take all concerns that are raised seriously and will monitor and respond to the concern's parents raise as swiftly as possible. Often there is a need for monitoring before any action is taken, in partnership with parents.

We pride ourselves on building positive relationships with parents. We aim to be open and honest and involve you in the decisions we make to enable your child to be happy and reach their full potential.



## Who will explain my child's needs and progress to me?



Class teachers meet with parents of children with special educational needs (SEN Support Place) at least once a term. This can be as part of a Parent's Evening, if parents wish, but this is not always the most effective opportunity as we recognise further time is likely to be required to discuss your child's provision and needs. Additional or alternative meetings are encouraged, at a convenient time for parents and school staff.

Often informal day-to-day conversations help ensure a child has a successful day, for example, a parent letting a class teacher know how the child's morning has gone so far can be extremely useful. Teaching assistants are often available at the time of the bell in the morning, who will happily pass on a message if your class teacher is busy with the rest of their class. A little adjustment to the day or a comforting word can make a big difference to your child's day.

More formal meetings, led by Miss Leonard (SENDCo) are held termly for children identified as having a higher-level need or who have an Education Health Care Plan, where targets and provision are reviewed with parent and external agencies present.

## **How is the Special Educational Needs Coordinator (SENDCo – Miss Leonard) involved in supporting my child and what are Miss Leonard’s responsibilities?**

Miss Leonard is responsible for overseeing the provision of SEND across the school. This involves liaising with and advising class teachers, when required. There will be formal and informal opportunities throughout the year when Miss Leonard will observe children identified as having a special educational need and she will review individual provision with the class teacher when necessary, to ensure the best provision is in place to meet each individual child’s needs.

Miss Leonard communicates with external agencies including schools and family services, educational psychology services, health and social services and voluntary bodies. She is responsible for making appropriate provision to overcome all barriers to learning, following recommendations made by external agencies in order to ensure pupils with SEN have full access to the National Curriculum if possible. Miss Leonard leads multi-agency review meetings termly, for children with HLN or an EHC plan, which external agencies involved are invited to.

Miss Leonard should be contacted by parents (via the school office) if parents feel their child is not receiving the necessary support or would like to know more information about the provision their child is receiving.



## **What are a Class Teacher's responsibilities for supporting a child in their class with special educational needs?**

All class teachers teach pupils with special educational needs. Each teacher is responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, that is differentiated and personalised, should be available for **all** pupils. Continuous monitoring of pupils with SEN by their class teacher helps to ensure that they are able to reach their full potential.



Learning should be through fun and exciting tasks, to motivate and engage children in the process of learning. Our Class teachers aim to work closely with parents to gain a better understanding of each child, and involve parents in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular reports on their child's progress.

## **How do teachers match the curriculum to an individual child's needs?**

Where possible we will try to meet every child's needs within the classroom by ensuring that our planning, and teaching approaches meet the needs of the majority, if not all children in our school. This requires careful preparation and scaffolding by the teacher. On occasions, individual provision and resources may be required for a child to access their work. In a few cases recently, parents agreed the best provision would be for their child to access work in a different year group e.g. phonics lessons, play based learning. In every situation, the child is at the centre of all decision making and parents are consulted before any decision is made.

Other methods of scaffolding support include peer support, annotation/scribing by the teacher (where a child can show greater knowledge verbally compared to their written form), teaching prompts – questions and picture clues, use of talking postcards, teacher/teaching assistant support, bite size tasks to name a few.



## **How are the school's resources and funding allocated and matched to meet the needs of children with special educational needs?**

We make sure that children with special needs are provided for to the best of the school's ability, with the funds available. 3 children currently receive Higher Level Funding from the Local Authority, which supports the school's delegated SEN budget. Funding is used to provide resources including (i) human resources (direct teacher or teaching assistant time), or (ii) physical resources that support the children within their work (cubes, iPads, Numicon and much more).

Teaching assistants deliver programmes, additional to lessons taught in the classroom. Children are assigned to the interventions they require in order to meet their needs, for example, developing fine motor skills - aiming to improve their handwriting.

The school SEN budget is allocated on a needs basis. The children who have the most complex needs are given the most support. The budget is allocated to help children make progress academically and also grow personally, socially and emotionally.



## **How is the decision made about what type and how much support my child will receive?**

In collaboration with the child, their parent, class teacher and the SENCo, when a child is considered as having a special educational need, a decision will be made about what support will be appropriate and what school are able to offer.

Different children will require different levels of support in order to help them achieve their full potential.



Pupil voice provides a strong insight into the quality and effectiveness of current support. Children know what does and does not work for them, especially as they get older, and it is important we respond to their views alongside other factors.

## How does the school monitor progress and assess the impact of the interventions and additional support a child with SEND receives?

Termly review meetings will explore whether targets are being met, although there should be no surprises here. Targets should be present in the classroom and on-going informal discussion takes place between teaching staff and parents as a child makes steps towards meeting their targets and accomplishing them.



Teachers will also monitor individual children's progress against national age-related expectations and these are discussed at pupil progress meetings.

Verbal and written feedback from the teacher, parent and pupil also inform the impact of interventions. Some parents appreciate receiving informal feedback more often in this way, through a diary or short conversation. Where beneficial, diaries or an email system is agreed between school and parents.

More formal monitoring of children with SEND's progress is completed termly and reported to Governors. Each child is considered independently. Their progress in previous years is reflected upon and each new school year a new target is agreed between the current teacher, previous teacher and SEND coordinator. Children's progress is assessed based on whether they are making acceptable progress towards their own target or not. Targets must be challenging, but achievable.

## What opportunities are there for me to discuss my child's progress?

We strive to work in partnership between home and school. A strong partnership leads to children being secure, happy and enthusiastic about working towards their targets. You are welcome to discuss your child's progress at parent's evenings and/or meet on a separate occasion, maybe after school, when time is less constrained.



Termly meetings are a minimal expectation.

Teachers often have informal chats with parents on the playground, for example, to share news about a child's successes that day. These are very informal opportunities. For more important issues, you are always welcome to make an appointment with either your child's class teacher or Miss Leonard (SENDCo). Contact the school office (0115 9262983) and leave a message.



## How will you help me to support my child's learning?

Teachers scaffold lessons to meet individual children's needs and set the correct level of challenge. If your child is receiving additional support to that of their peers, they should have either a target sheet, personalised to their needs and interests or a provision map. Both documents are shared in partnership with pupils and their parents. During the meeting, the targets are agreed and the teacher shares ways in which the family can help support the child in the home, in order to work towards their targets.



In some cases, class teachers also provide more specific homework, to meet a child's needs and help them work towards their targets. We aim to make homework more specific for children with SEN in order that they work regularly on their specific targets.

If a class teacher needs to discuss an issue with you, a phone call will be made to arrange an appointment. Conversations are held privately and strategies to support your child will be offered.



## **If my child is identified by the school as having a special educational need, will they always remain on the special needs register throughout their school years?**

No, not necessarily. Prior to your child being identified as having a special educational need, they are likely to have been monitored closely and their progress will have been considered insufficient in one or more areas of their learning. With additional support, timely interventions and by setting carefully planned work to meet your child's individual needs, it is expected that this will enable your child to accelerate and make greater progress. Where children narrow the gap and are assessed as working at a more age related level, in partnership with parents, a decision may be made to withdraw additional support and they will no longer be considered as receiving SEN Support Place level support.



Please note, sometimes - even with additional support, not all children accelerate and may require SEN Support for the duration of their time at The Good Shepherd school and beyond. Some children continue to make slow and steady progress. Each child is assessed, and decisions are made according to each individual child's circumstance.

## **How are parents involved in school life?**



As we come out of the restrictions placed on us by Covid, we are happy to welcome parents back into school for Weekly Celebration Assemblies. We hope also to resume regular themed days throughout the year.

Parents are welcome into school for storytelling and a range of activities linked to specific curriculum areas.

At times, special homework is set that involve the whole family, for examples the diorama project.

## What is the pastoral, medical and social support available to ensure my child's overall well-being?

The Good Shepherd school's motto is 'try to live like Jesus'. We are a caring and understanding community, built on Christian values of mutual love and respect. We welcome and celebrate diversity and nurture our children in order to help them become confident members of modern society.

Teaching staff greet and dismiss children on the playground each day. This encourages a smooth transition between home and school.



Your child's class teacher has overall responsibility for each child's pastoral, medical and social support in their class. Personal, social and health education (PSHE) is a key part of the curriculum, often linked with other areas of learning (IT, Science). Keeping healthy and making positive lifestyle choices is led and promoted by Miss Sweeney our Physical Education and Healthy Schools Coordinator, supported by all staff, and she is available to meet with you to discuss any ideas or concerns you have.

Children with concerns about eating e.g. maybe they are a little fussy or slow at eating, are encouraged to try different types of food and support is offered to individual children where necessary. Children are not rushed to eat their food. They are encouraged to use good manners and enjoy the social element of eating together.



There are three playgrounds at school – one for Foundation Stage, one for Key Stage 1 and another for Key Stage 2. Some children with special educational needs receive support at lunchtimes to ensure they are safe and are happily engaged in activities.

## How does the school manage the administration of medicines and personal care?

We have a policy regarding the administration and management of medicines which is available to view on the school website. Parents should contact the school office if medication has been prescribed by a health care professional. No medicine can be administered that has not been prescribed by a doctor.

Good personal hygiene is encouraged through PSHE lessons, activities and throughout our Science curriculum.

## What support is there for behaviour, increasing attendance and avoiding exclusions?

Staff follow the school behaviour policy and promote a positive approach to behaviour management. We make every effort to include all pupils in the learning activities and in social times. Attendance is monitored. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.



If a child is at risk of exclusion, wherever possible, a Pastoral Support Plan (PSP) or similar plan is written, with the pupil and parent's support. The plan should identify specific issues and reflect the relevant support and targets that are in place.

Parents are informed immediately when a more serious behaviour incident takes place. Children are encouraged to reflect on their behaviour, with support, helping us and themselves to understand why an incident happened and what the child needs to do differently next time to change and improve their behaviour. Governors are informed of any 'times of reflection' and exclusions.

## How will my child be able to contribute their views?

Children's views are valued and celebrated within all aspects of school life. Children discuss their targets with their class teacher.

This helps to make the targets achievable and personalised to meet the child's individual needs. More crucially, when target setting, the child's views on what support they require and resources they benefit from using is of significant importance in order for the child to achieve success.



Children with a higher level need are encouraged to attend multi-agency review meetings if appropriate. For annual reviews, pupils on SEN School Support Place Plus are encouraged to contribute to and attend these meetings. They are encouraged to share their own views on how they feel they are doing in school generally and more specifically regarding their targets.

## What specialist services and expertise are available or accessed by the school?

The school accesses training from the local authority where specialist services lead training sessions. We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: Healthy Family Team, GP, Paediatrician, Speech and Language Therapists, Educational Psychologists, GAP, the Behaviour Support service, the Child and Adult Mental Health Service, and Social Services.

The Nottinghamshire County's Local Offer is available at:

<https://www.nottinghamshire.gov.uk/education/special-educational-needs-and-disabilities-send/special-educational-needs-and-disabilities-send>



**What training has school staff, working with children with a special educational need, had this year?**

All staff members have had safeguarding training (at their appropriate level). Ten members of staff received de-escalation training to allow them to safely support a child demonstrating unsafe behaviour towards themselves or others. All staff have received training in understanding in ASC and dyslexia from the local authority. Alison Patterson from Early Years and Vic Borghi from the Communication and Interaction team at Schools and Families Specialist Services provide advice for our staff.



Mrs Brunton and Miss Murphy are trained in ELSA to support children in school with emotional needs.

Specific training and advice is received from external services when necessary in order to meet the needs of individual children, particularly regarding speech and language.

## How will my child be included in activities outside of the classroom and residential trips?



We aim for all children to be included on school day trips and provide the necessary adaptation where necessary, if it is appropriate to them. Where the purpose of the trip is not appropriate for a child, an alternative provision is agreed. With regards to residential trips, we consult closely with parents in order to meet the needs of the individual pupil, with the child's best interest at the centre of the decision-making process.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety needs are met and maintain a low level of risk. In the unlikely event that it is considered unsafe for a child to take part, an alternative activity, covering the same curriculum area or a specific enrichment activity, will be provided by school.

## How accessible is the school environment?

There are disabled parking bays in the staff car park. The school is mostly on one-level and there are ramps for wheelchair access between the main building and the KS2 playground and the EYFS/Year 1 building and the playground. There are three disabled toilets, which are large enough to accommodate changing and personal care.

Mrs Toner is proactive in ensuring the school environment meets the needs of all pupils. Work stations and visual resources (time tables, prompts) are located where necessary to support the needs of individual pupils.



We have a small number of focused provision areas which are used to offer provision for pupils who do not access the classroom learning full time and benefit from a smaller, calmer environment, where work can be tailored to their needs. Sensory activities, small world play, speech and language activities all require a quiet learning environment.

## **How will the school support my child when joining the school, transferring to a new school or transferring between year groups at the end of the year?**

- All new children are encouraged to come and visit the school and meet their new class teacher and peers with their parent(s).
- Sometimes a phased transition is necessary for children with a special educational need. This helps a child to acclimatise to their new environment.
- Members of staff visit a child in their home or previous setting environment where this is beneficial. Our EYFS staff visit all children before they join our school community.
- Social stories and 'Getting to know...' books are also used with children to help them become familiar with a new routine or new surroundings and people.
- When a child is moving to secondary school, plans are made as early as possible (once it is certain which school they are to attend). Miss Leonard liaises closely with the secondary school's SENDCo or Head of Year in order to ensure a smooth transition, necessary paperwork is completed and the child's needs are discussed and understood. For pupils on the SEND register at School Support Place Plus, a celebration of the pupil's time at The Good Shepherd is held, where appropriate, in which all current agencies/staff and the secondary staff are invited along with the pupil's parent(s) and the pupil.
- The LA Transition Team support children with higher level needs or an EHC plan, and this work often begins as the child enters year 6. Time tabling, organisational skills and positive communication skills are developed alongside extra visits to the school where possible.
- For children working at SEN Support Place, Miss Leonard will arrange and support extra school visits and preparation work where necessary.
- Some pupils with SEND require a longer time to adjust to their new year group, teacher, classroom and so we begin this as appropriate for that pupil in the Summer term.

### **Who can I contact for further information or to discuss a concern?**

- Your child's class teacher should be your first point of contact if you have a concern – they know your child best. They spend most time with your child and are responsible for meeting your child's needs.
- Miss Leonard (SENDCo) will gladly meet with you to discuss provision for your child and discuss their progress (Tel. 0115 9262983). Miss Leonard will review provision if you consider your child's needs are not being met effectively. Please note that Miss Leonard has dedicated SEND time on a Friday.
- Read our Special Needs and Disability Policy and our School Offer on our school website (<https://www.goodshepherd.notts.sch.uk/>) Go to the Parents section.

### **What next for special educational needs provision at The Good Shepherd School?**

- SEND paperwork will be reviewed annually. Documents will be updated where necessary and uploaded to the website.
- Parent and pupil questionnaires regarding SEN support will take place at least annually
- Links will be explored with other schools, including special schools – for training and diversity purposes.
- Meetings additional to parent's evening take place for pupils identified as having a special educational need.
- Monitor how dyslexic friendly our classrooms and teaching are following the training in Advent 2021

## Glossary of abbreviations you may find in this and other relevant reports

AFN	Additional Funding Needs
ASC	Autistic Spectrum Condition / a child that is on the Autistic Spectrum
CAF	Common Assessment Framework
CAMHS	Children and Adolescent Mental Health Service COP Code of Practice
EBD	Emotional and Behavioural Disorder
EEYAP	Enhanced Early Years Action Plus
EHCP	Educational Health Care Plan
ESAP	Enhanced School Action Plus
EY	Early Years
EYSS	Early Years School Support FS Foundation Stage
HI	Hearing Impairment
HLN	Higher Level Need
IEP	Individual Education Plan (Provision Map)
INSET	In –Service Training
KS	Key Stage
LA	Local Authority
MLD	Moderate Learning Difficulties PD Physical Disabilities
PECs	Picture Exchange Communication
PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting SALT Speech and Language therapy
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disabilities
SENDSCO	Special Educational Needs and Disabilities Coordinator
SENDA	Special Educational Needs and Disability Act SLD Severe Learning Difficulties
SMART	Simple Measurable Achievable Realistic Timely targets SS School Support
TA	Teaching Assistant
VI	Visual Impairment